



## Goals, Roles, Pay & Performance

By Ivy Sea Online  
Leadership & Communication Center

### In This Issue

Goals, Roles, Pay & Performance.....	1
Ivy Sea Online Leadership & Communication Center	
About Spectrum.....	3
Laughing Your Way to Organizational Health .....	4
David Granirer	
Performance Modeling.....	5
Guy W. Wallace	
A Blueprint for Effective Presentations .....	9
Wayne Parker	
Meeting Venues.....	10
Volunteers.....	10
President's Message .....	11
David Cory	
ISPI Vancouver 2003 e-Strategy .....	12
ISPI Vancouver Members and Executive.....	12

### Next Chapter Meetings

Tuesday, Feb. 18, 5:30–8 p.m., Plaza 500 Hotel, Matt MacEachern, *Providing Feedback to Improve Performance*, [www.ispi-van.org/htm/events/2003\\_Feb18\\_event.htm](http://www.ispi-van.org/htm/events/2003_Feb18_event.htm)

Tuesday, March 18, Dan McFaul, *A Workplace-Based Coaching Model in Practice*

Who's at fault when employees don't meet goals? If you got an allowance when you were a kid, you probably have a strong understanding of pay-for-performance: take out the garbage, earn a dollar. When applied to the business world, the basics are the same:

1. Set specific, measurable goals.
2. Communicate with employees about the goals and how to achieve them.
3. Recognize employees' achievements with specified recognition or rewards.

First, understand that pay-for-performance programs are not universally revered—not everyone thinks such plans yield true productivity and loyalty. For starters, many surveys show that employees value recognition, learning and a worthwhile job above pay.

But if you've promised goal-based compensation and haven't clearly communicated roles, goals and paths, you may end up with disgruntled employees, reduced productivity, low morale and higher turnover of the best and brightest.

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## **Communication and company goals**

If leaders, supervisors and organizational communicators aren't collaborating to provide employees with information they need to meet the very goals that will determine their success and the company's success, who's at fault?

We at Ivy Sea have seen this happen in real life, resulting in a strengthened union and divisiveness between employees and leaders. In this case, employee representatives claimed employees weren't told exactly what the organization's goals were, nor did they receive a single progress report. When bonus time arrived, no one received bonuses (a shock to employees), and they fought back by voting in additional unions.

Here, we share our expertise on how you might communicate your company's goals more clearly, allowing more productive and better-prepared employees, and come closer to realizing results (which, depending on your goals, can mean increased revenues, decreased losses, a shift toward a healthier culture, higher efficiency or better employee retention).

**In all communications, relate each goal to the jobs employees perform,** and provide tactical action items. For example, "What can Ms. Engineer do to hit the desired measurement?" or "The sales team can \_\_\_\_\_ to help increase the number of qualified leads to XX between June and December." Engage employees in defining action steps for achieving the goals, rather than dictating tactics. Without clear, measurable tactics that correspond with employees' roles, you can't expect to have results that are clear, measurable and successful.

**Ensure that supervisors have the communication tools they need** to link employees' job performance to the goals, and to provide meaningful feedback about accomplishments and upgrades. Without effective and regular feedback, the fiscal year could end and an employee would have no idea whether she was failing or succeeding, leaving her without a chance to improve work habits and make a difference in the company or for herself. This is as detrimental

as not communicating the goals in the first place. The supervisor's tools might include reminders to perform employee reviews, interpersonal communication tips, a kit including clear descriptions of the goals, or templates for managers to use for charting an employee's activities by the corresponding goal.

**Market the goals as you would a product or service.** If the goals represent how the organization will remain successful, why wouldn't you give them the attention (time, money, expertise) that you would to your products and services? Consider your goal communication an internal marketing effort — and your most important effort. With an ongoing marketing program, you are demonstrating the importance of the goals. The opposite of this would be neglecting the goals, giving employees the perception that the goals are a "management-guru flavor of the month," soon to be abandoned.

**Invite "check-in" feedback.** Once the program is underway, ask employees if they understand the goals, and how they personally help achieve them on a tactical level. Change your communication approaches and messages accordingly to iron out any kinks or misunderstandings. Tailor communications as needed for different audiences.

**Get goal-achieving ideas from employees.** Use employees' in-depth knowledge of their own jobs to help determine how they can meet specific goals. For example, "we want to reduce costs in your department by 12%, where do you see opportunities to do this?" In this context, company-wide games and contests soliciting ideas have proven very successful for a variety of industries.

**Link company goals to employees' motivators.** Seems obvious, but it isn't always done. If employees have said that bonuses are an important benefit of working at the company, show them how achieving the goals help them obtain the bonuses. Ways to do this include sharing individual stories of how someone met a personal

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goal (i.e., taking college courses at night) by working the company goals (effective time management). These anecdotes are inspiring and an easy way for peers to learn how they might change their behaviors.

**Saturate the workplace with information connecting the goals with activities.** Don't communicate the goals in a vacuum; relate them to everything else going on in the company. Perhaps include a regular feature in the newsletter, provide reminders to managers to do performance check-ins, make links between new projects and the goals, connect activities with goals at regular staff meetings, begin employee recognition programs, or circulate competitors' news clips with a relevant goal attached to it.

**Revitalize interest in the goals by communicating successes and required upgrades.** Provide frequent updates on progress toward achieving the goals, and what needs to change to rev up slacking efforts. This revitalization can include a recognition program. General Electric invites employees to assess and reward their peers on the spot with a \$25 certificate. According to employees, it's the peer approval that matters most. Also, by recognizing peers, employees are underscoring for themselves and others what the goals are and how, on a daily basis, they can achieve them.

**If you're an employee, ask for clarification.** The responsibility for ensuring clear understanding of goals rests with both managers and employees. If a manager hasn't explained just what "achieving world class service" looks and sounds like, the employee owns responsibility for asking for clarifying examples. For example, an employee might ask, "Since my performance review requires 'good customer service,' what kind of examples will you look for to determine whether I've met that goal?" or "What does 'being reliable' or 'supporting the sales goals' look and sound like to you?" If you're a manager, take responsibility for providing specific examples of what goal-supportive looks, feels and sounds like.

While these tips cover a morsel of the organizational and interpersonal communication skill required when discussing goals, they do shine the light on everyone's responsibility in achieving goals — whether priming employees to take the right action or taking action yourself.

Ivy Sea, Inc. is a "small size, big impact" firm based in San Francisco, California. They help entrepreneurs and leaders in organizations of all sizes define, communicate and make practical progress towards their visions of conscious enterprise, positive transformation, mindful change, and inspired livelihood.  
[http://www.ivysea.com/pages/ca0699\\_1.html](http://www.ivysea.com/pages/ca0699_1.html)



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About  
Spectrum

*Spectrum* is the newsletter of the Vancouver, BC, Canada, chapter of the International Society for Performance Improvement (ISPI). The content that has traditionally appeared in *Spectrum* will increasingly be appearing online at the chapter Website, [www.ispi-van.org](http://www.ispi-van.org).

Submission of articles or other newsworthy material related to ISPI Vancouver or the field of HPT is welcomed. Submissions must include permission of the copyright owner for publication on the chapter Website. ISPI Vancouver reserves the right to make editorial changes. To send submissions, please send an email message with a clear subject line (so that your message won't accidentally be deleted as junk mail) and attach the submission in MS Word format.

Send submissions or copyright clearance requests to the ISPI Vancouver Vice President, Communications, [jimw@bcou.ca](mailto:jimw@bcou.ca).

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# Laughing Your Way to Organizational Health

## *A Lighter Approach to Workplace Wellness*

by David Granirer, MA, North America's  
Psychotherapist/Stand-up Comic

In today's workplace, wellness is a serious issue. With terms like "stress-related-illness" and "burnout" becoming household words, organizations look increasingly for ways to keep their workforce happy, healthy and productive.

Up to now, many organizations have devalued the idea of laughter at work, seeing it as a distraction from getting the "real" job done. The work ethic many of us were raised with also reinforces this attitude. "No pain, no gain," "Work isn't supposed to be fun," and "It's only worthwhile if you have to suffer for it." However, we're starting to realize that all this suffering is killing us. Not only that, but we're finding that it's actually counter-productive to the bottom-line results so sought after in this era of technological change, budget slashing, and downsizing.

Scientific research points to a better way of living and working. A recent study conducted at financial institutions found that managers who facilitated the highest level of employee performance used humor the most often.

Scientific data also proves laughter to be an integral part of physical wellness. Dr. William Fry of Stanford University has demonstrated that laughing 200 times burns off the same amount of calories as 10 minutes on the rowing machine.

Another study reveals that after a bout of laughter, blood pressure drops to a lower healthier level than before the laughter began.

Laughter also oxygenates your blood (and thus increases your energy level), relaxes your muscles, and works out all major internal systems like the cardiovascular and respiratory systems.

Furthermore, researchers report that laughter also affects the immune system. According to Dr. Lee Berk of the Loma Linda School of Public Health in California, laughing makes it grow stronger, with the body's T-cells, natural killer cells and antibodies all showing signs of increased activity.

### **Workplace Humor Indicators**

So what specific indicators that tell us we need to incorporate humor into our workplace? According to Thomas Kuhlman, a psychologist at the University of St. Thomas, in Minnesota, two major factors exist.

The first is being placed in no-win situations. These include being expected to do a job but not having the necessary resources in terms of time, money, policies or people power. It can also include having to serve a difficult or overly demanding client base or boss, or having to enforce unpopular rules or regulations.

The second is the presence of unpredictable or uncontrollable stressors. These can take the form of regularly arising but unpredictable situations that adversely affect stress, workloads, or scheduling. They can also include decisions made at other levels of the organization or government that affect your job but into which you have little or no input.

Sound familiar? In order to illustrate this scenario, Kuhlman uses the example of the TV series "MASH." Here we have medical personnel caught in a classic no-win situation. Their job is to heal wounded soldiers, whom when healed, go back to the front lines to be wounded again. The stressors are also uncontrollable and unpredictable in that the protagonists never know when or how many casualties will arrive. Furthermore, decisions about the war in which they have no say affect their jobs and lives.

In situations where we have little or no control over our external circumstances, our only control lies in how we react to them. We can either choose to laugh or despair, and in "MASH," Alan Alda's character leads us to laugh.

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In some ways, laughter can be the only rational response since in order to survive, we need to find a life-affirming way to cope. Being able to laugh about ourselves and our situation helps us to release the tension, regain our perspective, and accept that which we cannot change. Not only that, but as already stated, it also gives us the physical energy and resilience needed to survive.

As more and more groups realize the benefits of laughter, they incorporate it into their wellness programs and day-to-day work. I've found from working with hundreds of organizations that they often have a lot of very funny and resourceful people who just need to be given permission and encouragement to use their sense of humor on the job.

### **Workplace Humor Guidelines**

Of course, when it comes to using humor at work, it helps to have some guidelines, since the term humor is a vague one. People say things like "Just lighten up," "See the funny side," "When life gives you lemons, make lemonade," but it's difficult to turn these wishy-washy platitudes into specific behaviors. How do you lighten up? By seeing the funny side! But how do you see the funny side? By making lemonade?

As a consultant, I've found that in order to create change, people need specifics. Telling Bill to resolve a conflict with a coworker is a start, but the term "resolving a conflict" is unclear and means different things to different people. To achieve success, Bill needs to be able to define exactly what he's doing and what the steps are to doing it.

And it's the same with humor. Telling Sheila to use more humor on the job is a start, but in order to be successful, she needs to know exactly what humor is, and what the specific behaviors are that constitute it.

My definition of humor in the workplace is: Acts involving some sort of surprise and/or exaggeration that make people feel good. Certainly this can take the form of joke telling, but

it can also take many others. Leaving a cookie on a coworker's desk, giving an unexpected compliment, and sending an encouraging e-mail are all acts that involve some form of surprise ("Hey, I wasn't expecting that!") and leave people feeling good. When I worked at the Vancouver Crisis Center I used to have a gorilla mask, and when things got too stressful, I'd put it on and walk around the building. That act of surprise and exaggeration left people with a smile and sense of relief from all the tension.

In other words, humor in the workplace doesn't need to evoke gales of laughter, just pleasant feelings – something everyone is capable of doing. So if joke-telling isn't your style, and indeed many people find it difficult to remember and tell jokes, then bring some Groucho Marx glasses to work, or maybe a rubber chicken. I've taken my rubber chickens across North America, for use with bankers, loggers, accountants, health care professionals, teachers, senior executives, parole officers, etc., and they've never failed to get a laugh. There's something absurd about props that overcomes our rational adult programming and brings out the desire to laugh and play. It's as if their presence gives us permission to slip out of our grown-up personas and experience an irrational moment or two of shared joy, something I call a "wellness break."

Thus our "inner clown" can now emerge as our lifeline in these times of change and uncertainty. Giving him or her free rein not only results in healthier workplaces, but also increased morale and team spirit. Remember, the group that plays together, stays together!

David Granirer gives Laughter in the Workplace presentations for hundreds of organizations throughout North America. For more information call National Speakers Bureau at 1-800-661-4110 or go to <http://www.psychocomic.com>

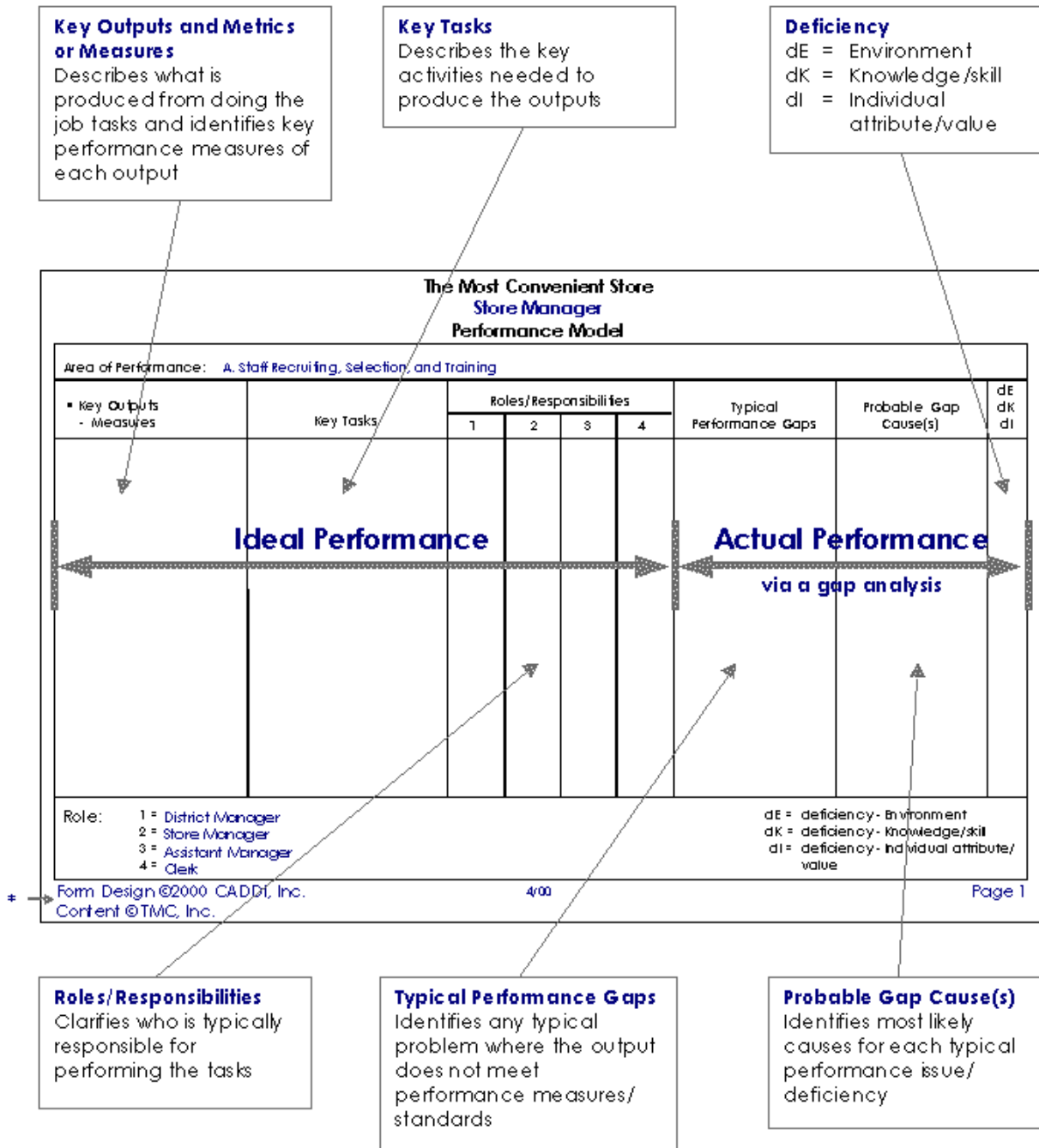
For information on David's products, contact him directly at (604) 205-9242 or [david@psychocomic.com](mailto:david@psychocomic.com) or [www.psychocomic.com](http://www.psychocomic.com)

# Performance Modeling

From 99 Seconds Online @ [www.ispi.org](http://www.ispi.org)

By Guy W. Wallace

## Performance Model Format & Content Data



\* Note: You may use our format if you retain our copyright markings

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## Performance Modeling

- Is a process for gathering data and reporting human performance requirements within business processes
- Is best done via a group process using
  - Master performers (current state)
  - Subject matter experts (future state)but can also be done via observations and individual interviews; this approach works, but it takes longer and typically costs more
- Requires strong “directive” facilitation skills
- Organizes the performance view by “Areas of Performance”
  - That segment the overall business process performance into logical chunks for analysis purposes
- Is then used to systematically derive the following:
  - Human asset requirements:
    - Knowledge
    - Skills
    - Physical attributes
    - Intellectual attributes
    - Values
  - Environmental asset requirements:
    - Information/data
    - Facilities
    - Budget
    - Tools/equipment
    - Materials/supplies
    - Consequences
- Feeds the design/development of performance-based training and development (T&D)

## Questions to Ask to Get the Data

Learn to paraphrase the following:

- Area of performance (AoP)
  - What are the major phases, cycles, or elements of the performance process?
  - How can we break this performance up into some logical segments and minimize gaps and overlaps?
- Key outputs
  - What are the key deliverables/outputs produced within this Area of Performance?
  - What do the performers create and use or hand off to the next work process/ AoP?
- Measures
  - What measures would you use to assess whether the output was acceptable?
  - What are the most important “customer” requirements for the output?
- Key tasks
  - What are the tasks performed to produce those outputs?
- Roles/responsibilities
  - For each task, which roles are involved and what is their level of responsibility?  
Execute? Support? Input to? Review and feedback? Approve/reject?
- Gap
  - Where do the outputs typically fall short in meeting the measures?
- Causes – environment (dE), knowledge/skill (dK/dI), individual attribute/value (dI)
  - Is the cause of the performance gap due to a lack of environmental supports?
  - Would the right tools, materials, information, direction, or other support fix the gap?
  - Is the performance gap caused by a lack of the performer’s knowledge and/or skill, i.e., could training fix this gap?
  - Is the gap due to selecting the wrong people for the job? Do performers typically lack physical, psychological, or intellectual capability to do the tasks?

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## Performance Modeling—Group or Nongroup Process

At CADDI, we have found that using a team or group approach (versus individual interviews/ observations) for conducting the “performance modeling” analysis not only saves time, but it creates tremendous ownership by the participants in the resulting model of performance. In reality, interviewing or observing a performer seldom provides the analyst with all of the information needed to develop a complete Performance Model, and analysts’ individual perceptions of what is really going on differ depending on their experiences. By involving a mix of participants on the Analysis Team and involving them in the process, group synergies develop that result in much greater detail and accuracy, and even more importantly, customer acceptance.

It is critical to create a diverse Analysis Team of participants. These should include master performers who are experienced in the tasks involved, and subject matter experts (those who may be knowledgeable in theory of the task but who do not *do it* in their current job assignment to a level of mastery). Also, it is sometimes appropriate to include supervisors and managers of the target audience, and perhaps on occasion, novice performers.

### Group Facilitation Requirements

- Group process and facilitation skills
- Conceptual and concrete thinking abilities
- Articulate; strong verbal communication skills
- Flip chart writing skills
- Active listening skills
- Systems thinking
- Problem solving
- Decision-making
- Handling conflict

### Other References/Resources at CADDI.com.

We have several related articles available on our Web site, including

- “*lean-ISD*<sup>SM</sup> via the PACT<sup>SM</sup> Processes” by Guy W. Wallace.
- “*lean-ISD* white paper” by Guy W. Wallace.
- “PACT Facilitation” by Guy W. Wallace.
- “Areas of Performance” by Guy W. Wallace.
- “Developing Performance-based Curriculum Architecture Using a Group Process/Using a Group Process to Create Performance Models and Knowledge/Skill Matrices” by Guy W. Wallace, Ray Svenson, Douglas McKenna, and Karen Kennedy.
- “The Return on Your PACT Process Investment” by Peter R. Hybert.
- “Debriefing the PACT Processes Analysis and Design Meetings” by Guy W. Wallace.
- “Technology Transfer Training Using the PACT Processes for Training & Development” by Dottie A. Soelke and Guy W. Wallace.
- “PACT Processes for T&D-MCD-lite” by Guy W. Wallace and Peter R. Hybert.
- “Performance Modeling for *lean-ISD*” by Guy W. Wallace, Peter R. Hybert, and Kelly R. Smith.

Guy Wallace has been in the T&D business since 1979 and a consultant to the Fortune 500 since 1982. A member of ISPI since 1980, he has served on many committees and task forces and served on the ISPI board of directors as the treasurer (1999–2001).

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# A Blueprint for Effective Presentations

by Wayne C. Parker

Presentations skills are the lifeblood of a successful consultant. No matter how good a consultant is technically, if he cannot communicate his qualifications to be hired or his findings once retained, his success will be limited.

Effective presentations start with effective preparation. As Steven Covey often states, all accomplishments are first created mentally before they are created physically. Architects and contractors understand that a good set of blueprints (the mental creation) is a prerequisite to a good building project (the physical creation). A good presentation is no exception to this rule. The following keys to good presentations will help develop the “blueprint” for a successful experience as a presenter.

**1. Develop an Outline.** The outline is the initial framework for a presentation. It is the equivalent to the structural design portions of a blueprint. The outline should lead logically from point to point, constructing the logic as it goes. Take the time to develop a good outline and you will see the benefits in both preparation and delivery. Directing the preparation with an outline keeps the logic of the presentation flowing; recalling the outline during the presentation will keep you focused and on track.

**2. Prioritize.** Clearly identify your key points in the outline and emphasize them. Often, even with good preparation, time can run short. If your points are prioritized and the most critical ones are highlighted, a presentation can be shortened without significant damage to the goal.

**3. Focus on Time.** Every architect must develop his design plans to fit within the owner’s available resources such as money and land dimensions. To fail to so plan will result in the architect going hungry! So must presenters work within their allotted time—the audience’s most precious resource. No audience appreciates a long-winded speaker. It is a sign of poor preparation and

disorganization. And what consultant wants to communicate that message?

**4. Prepare a “Script” for Some Points.** While preparing a “word for word” script for an entire presentation generally results in a presentation that is too “stiff,” you should consider a more precise presentation for the most important or complicated parts of your message. But beware of overdoing it—you want to seem natural and prepared without being perceived as being arrogant or stilted.

**5. Carefully Select Audiovisual Tools.** Remember that audiovisual tools are just tools; they are not the presentation itself. Prepare the presentation, and then enhance it if appropriate with audiovisual tools such as Powerpoint, Corel Presentations, or overhead transparencies. If you choose these tools, use them wisely. If you are not a graphic designer, use predefined templates so that the colors and graphics you select don’t distract from your message. And make sure that the presentation venue can support your AV tools. There is nothing worse than depending on a venue’s digital projector only to find out it doesn’t work with your laptop!

**6. Utilize Handouts.** Effective handouts can be a real asset to a presenter. Well constructed handouts can help keep an audience focused and with you; not too far ahead or behind. Consider using handouts that encourage note taking by your audience members. The “fill in the blanks” model works well and is often used by the best known presenters. Avoid simply printing the slides of your electronic presentation, however. Audience members tend to jump ahead and miss much of your message.

**7. Refine Your Presentation.** Never, never use your first draft of a presentation. Construction design concepts are always refined multiple times before they become workable blueprints. When your preparation is done, review it carefully for clarity, content and organization.

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**8. Practice!** Always review and rehearse the presentation. Just like builders understand that it is better to measure twice and cut once instead of measuring once and cutting twice, presenters should rehearse prior to the actual presentation. Consider recording a practice run on video or audio tape and then critiquing your own performance. Ask a trusted advisor who will be honest with you to comment candidly on your rehearsal.

If you plan well by developing a blueprint for a presentation, you can craft that product into your own masterpiece!

As a professional keynote speaker, workshop/seminar facilitator and organizational consultant, Wayne Parker has worked with hundreds of individuals and organizations to grow, change and succeed. Wayne's background includes 20 years of experience in training, administration and management. He has trained hundreds of people in the areas of sexual harassment prevention, time management, life/work balance issues and customer service. He is also recognized for his experience and skills in the areas of leading change, vision development, leadership development, strategic planning and goal setting, human resource development and team building.  
[www.waynecparker.com](http://www.waynecparker.com)



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## Meeting Venues

If you have meeting space for 30–60 people and would like to host an ISPI chapter meeting, our [VP of Programs Trina Pouttu](#) and/or our [VP of Special Events Weston McMillan](#) would love to hear from you.

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## Volunteers

The ISPI Vancouver Chapter executive wishes to acknowledge and thank all the members who have helped with the Chapter work in the past few months. It is not possible to be complete. If we missed you, we will try to acknowledge you later.

**2003 Strategic Planning session in December 2002:** Grant Penner (facilitator), Yvonne Anderson, Pat Holliday, Laree Cook, Arlene Sloan, Rob Clark.

**Meeting welcome desk:** Alisdair Smith, Jennifer Lamb.

**Article writing:** Don McIntosh, Julie Case.

**Event planning:** Rob Gilfoyle, Vali Marling.

**Chapter e-strategy planning and Website:** Madeleine Butschler, Julie Case, Rob Clark, Erica Groschler, Ben Hechter, Jennifer Lamb, Holly MacDonald, Ramona Materi, Don McIntosh, Weston McMillan (before becoming a VP), Patricia Morris, Kathryn Potter, Julie Spink, Roberta Westwood

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# President's Message

By David Cory, President, ISPI Vancouver

President Cory reflecting  
on the Constitution



## Dear ISPI Vancouver Chapter Members and Guests,

As we begin 2003, many of us in the fields of performance improvement want a leading edge organization where we can meet our professional development needs. ISPI Vancouver is the answer! We are a growing, responsive, service-oriented organization that is continually looking for ways to do things better.

Our members come from a variety of businesses, educational institutions, and other organizations. We work as consultants, trainers, instructional designers, human resource professionals, managers, and so on. What we have in common is an interest in improving employee performance and productivity in the workplace.

I anticipate that 2003 will see further growth of the chapter, with even more members and guests attending each event. We will continue to have excellent presenters and topics of interest such as training ROI and e-learning. This year will also see the chapter executive reaching out to the membership to find out more about what members want, involve more members in running the chapter, and increase the value of participating in ISPI Vancouver.

The benefits of being an active member of ISPI Vancouver are many. They begin with the opportunity to meet other fine human performance improvement professionals. They include the chance to hear top speakers on topics of interest while enjoying the light meal that is typically served at chapter meetings. They also include special events, where we bring in presenters from other cities whom you would not normally have the opportunity to hear. There is this Website, which will be a focal point for our chapter development in 2003, and members also receive regular bulletins and the chapter newsletter via email. You may be interested in the Membership Directory or in sharing information such as a job posting or a training event with other members at no cost through the newsletter or an email bulletin. You will be part of an organization designed to support you and provide access to resources for your performance improvement initiatives.

If you have any questions about the chapter or the benefits of membership, please contact me or any other member of the Executive Team. We want to hear from you.

Here's to a Happy and Prosperous 2003!

## How to Contact ISPI Vancouver:

Website: [www.ispi-van.org](http://www.ispi-van.org)

Voice Message Line: 604-878-3484

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# ISPI Vancouver 2003 e-Strategy

**Goal:** Build an ISPI Vancouver online community.

## Objectives and Strategies

1. Focus on the strategies that are the most valuable to our chapter members.
2. Involve many members in the e-strategy so as to share the work and benefits.
3. Work toward providing all chapter information via the Website, where necessary using a members-only area.
4. Integrate online aspects into chapter programs — pre-event and post-event, including illustrated articles and facilitated forums.
5. Enable event registration, confirmation, etc., to occur online, initially perhaps via email and via the Website when possible.
6. Work toward all membership business being conducted via the Website, e.g., joining, renewing, consulting the membership directory, and updating one's member information.
7. Rationalize communication to the membership that currently occurs through email, email attachments, *Spectrum*, and the Website.
8. Provide a range of articles by members, members' advice about resources, employment and consulting (RFP) opportunities, etc.
9. Provide a long-range calendar of chapter events and other events of HPT interest.
10. Consider having some chapter events that are entirely online (e.g., for tracks such as e-learning, organizational development, and process re-engineering), either synchronously with net-meeting technology or asynchronously.

## ISPI Vancouver Members and Executive

ISPI Vancouver is a chartered chapter of "ISPI International," the International Society for Performance Improvement. The Chapter's membership is comprised of a range of professionals with an interest in human performance improvement, especially in the workplace.

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