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Spectrum

What is Performance Management?

An Interview with Aubrey Daniels

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The following interview with Dr. Aubrey C. Daniels, founder of Aubrey Daniels International (ADI) and the behavior-based management process Performance Management (PM), is reprinted from the archives of Performance Management Magazine.

Q. Dr. Daniels, just what is Performance Management?

“In simplest terms, it’s a way of getting people to do what you want them to do and to like doing it.”

Q. You mean in the workplace?

“Everywhere. At home, in schools, wherever you depend on the performance of another person. Of course, the applications we’re most concerned with are in the workplace. That’s our business—helping managers get employees to perform to their potential through positive means.”

Q. You mention people liking doing what you want them to do. Why is it necessary for employees to like doing what they’re paid to do already?

“There are a number of ways to get people to do what you want, but unless they like doing it, the company has lost

something, because no one works up to his/her potential unless he or she is positively motivated. For example, if you threaten an employee with being fired, chances are he'll do just enough to keep his job, but no more. And, if jobs are plentiful, he might pull a Johnny Paycheck and tell you to "take this job and shove it." Another problem with negative motivation is that one way or another an employee who's been coerced into something will get even. That explains a lot of sloppy work and even the deliberate sabotage we hear about today."

Q. Okay. It's important for people to like doing what you want them to do. But how do you get people to do better work? With better pay? Benefits? Better working conditions? Is it all or none of the above?

"None of the above. Let's suppose you went into a plant and announced that everyone with five year's service would get an extra week's vacation. What have you done? You've rewarded the good performers and the poor performers equally. No one has done anything to earn the extra week except for being there. The good ones will conclude that it doesn't pay to perform well, and the poor ones will conclude that it does pay to perform poorly. After a while, the extra week will just be taken for granted anyway. Ever since WWII, when jobs became plentiful, American companies have been adding benefits and wages. What do we have? Declining productivity and quality."

Q. The definition of Performance Management you gave in answer to my first question was clear, but it didn't tell me enough. Can you elaborate?

"Of course, let me give you a formal definition. Performance Management is a scientifically based, data-oriented management system. It consists of three primary elements—measurement, feedback and positive reinforcement. Although each of these three elements can exist alone, all three must be present before you have true Performance Management. And they must be implemented systematically and in sequence."

Q. What do these elements mean and how do they improve performance?

"Measurement means that data is collected on employee performance to establish a starting point, or baseline. To improve performance, you have to know what current performance is. By the way, the ultimate reason for measurement is to know whom and when to positively reinforce. The sharing with employees of this ongoing data collection is feedback, and its purpose is to permit them to monitor their performance. Positive reinforcement is appropriate recognition of improved performance or of behavior that leads to improvement. It doesn't really matter if this reinforcement is tangible or social, scheduled or unscheduled, but it must be frequent and must be meaningful to the employee. What matters most is that reinforcement is contingent upon performance improvement."

Q. You mean that a manager should not just pass out compliments for the sake of being a nice guy?

"That's right. Managers who practice Performance Management are usually popular with their employees, but being popular is not the object of positive reinforcement. The object is to recognize specific performance improvements—and as soon as possible after the improvement occurs. Performance Management has also been described as "contingency management." I don't use that term because it has a different meaning in business, but the idea is that every behavior has some consequence. When employees know that desirable consequences—bonuses, time off, or just a pat on the back—are contingent upon good performance, they perform better. It's that simple."

Q. And what about the consequences for not doing good work?

"That goes back to a point made earlier about threats. If a company provides undesirable consequences for not performing well, performance will improve, but only as long as the threat is maintained. We call that negative

reinforcement. It's more likely to work in bad economic times than in good, but in either case it creates a reservoir of hostility that no sensible manager wants. There are times when you must use negative consequences, but in the most effective organizations that is only a fraction of the time."

Q. In the definition you gave, you said that Performance Management is scientifically based. Can you explain?

"It is based on laws of human behavior that have been tested time and again in experimental and applied research in laboratories, universities, hospitals, schools, clinics and businesses. Times change. People change, but the laws that govern behavior don't."

Q. Dr. Daniels, you are a psychologist. Is Performance Management something you devised, or do others practice it?

"First, let me clarify a point. I'm trained as a psychologist, and I've had experience in clinical psychology. But I don't consider Performance Management a branch of psychology. We don't analyze anyone or treat anyone for mental disorders. What we do is show managers how to apply the laws of behavior to the work setting. "Now, to answer your questions, Performance Management is a term that we adopted because it is very descriptive of the work we do. The term favored by most psychologists is 'behavior modification.' I didn't invent that. The pioneer in behavior modification was the American psychologist, Dr. B. F. Skinner. Essentially, Dr. Skinner's work demonstrated that behavior could be changed without resorting to psychoanalytic type explanations à la Sigmund Freud, which we have become so accustomed to hearing."

Q. Are you saying that Freud was off the mark?

"In many ways, yes he was. Freud made a contribution to the advancement of our understanding of behavior, but his contribution was not his theory. Joseph Wolpe, in an article published in *The American Psychologist*, said that

not one of Freud's major theoretical concepts has ever been supported by scientifically acceptable data. However, Freudian notions have become so ingrained in our society over the last 80 years or so that they are accepted as fact. Besides, a manager has neither the time nor the training to play "shrink" with his/her employees, even if it did work. "To get back to your question of whether anyone else is practicing Performance Management: the answer is yes and no. I don't know of any other consulting firm who is applying PM in exactly the same way as we are at Aubrey Daniels & Associates [now Aubrey Daniels International]. But the fundamentals of behavior modification are being used in many organizations to greater or lesser degrees."

Q. There are a lot of approaches, management theories, et cetera, being used to improve quality and productivity today. How does Performance Management fit in?

"I think many of them would benefit from the addition of Performance Management. Most of the techniques I've examined have merit—some more than others, of course—but they lack technology: that is, they tell you what needs to be done, but they don't tell you how to do it. Performance Management provides the technology that other approaches lack."

Q. Frankly, it all sounds rather simple. If it's as effective as you say, why isn't every company using it?

"You're right. It does sound simple, and that may account for the fact that it isn't used more widely. In fact, some managers who hear it described dismiss it as too simple to really work. But it does work. The most frequent comment I hear from managers is that they've been doing it for years. Well, they might have been doing bits of it, say giving feedback, or they might be considerate enough to occasionally tell employees they're doing a good job. But unless all of the elements are present and applied systematically, you're not practicing Performance Management, and if you're not applying it systematically you're not getting maximum performance. It's true that the

concepts are simple to understand, but there is a lot more to PM than appears at first glance. Neither common sense nor mere experience may ever tell you what you need to know about the laws of behavior to get the most out of your relationships at home, work or play.”

Q. If Performance Management relies heavily on measurement, aren't there a lot of service-industry and white-collar workplaces where it can't be used?

“Not really. Our philosophy is that anything can be measured; and if it can be measured, it can be improved. Of course, in some types of work, quality is subjective—artwork, for example. But even subjective criteria are useful, as long as both the person doing the work and the person evaluating it are in general agreement as to what constitutes quality. In addition, there are such things as turnaround time, errors and rejections that can be measured in more concrete terms. I've seen great improvements in both quality and productivity occur when Performance Management principles are applied to hard-to-measure activities.”

Q. You've said nothing to indicate that firms keep it a secret when they implement Performance Management. Don't employees see positive reinforcement as an attempt by management to manipulate them?

“No they don't. There is nothing we teach a manager that we would not want everybody in the organization to know. It is just as important for employees to positively reinforce managers as it is for managers to reinforce them. Whenever people don't know what management is up to, we get into game playing with everybody trying to figure out “real motives,” strategies, and so on. This is always counterproductive. If people ask you why you are giving them positive reinforcement—tell them. If you don't know why, then you're doing it wrong. If you don't want to tell why, then I would question your motives myself.

“Manipulation is when you promise a positive consequence that you have no intention of

delivering or cannot deliver. When people know what they have to do to get positive reinforcement and get it on that basis, they never feel like they are being taken advantage of. It is the responsibility of a manager to commit only to those things that he or she has control of.

“The other part of a PM program that is very reassuring to most employees is that management is actively involved in the process. Managers all the way to the top are using the same approach with the people that report to them that front-line supervisors are using with the front-line employees.”

Q. One final question. Does Performance Management work miracles?

“A lot of people say it does, but we've never claimed that. We've seen changes that people say they never would have believed possible prior to PM. We've seen problems solved quickly that people had previously been trying to solve for years without success. There certainly are enough success stories around to demonstrate that PM has the potential to greatly increase employee productivity and do it in a way that people like. To many people, that's a miracle.”

Aubrey C. Daniels, Ph.D. founder and CEO of Aubrey Daniels International, is a pioneer in introducing the principles of behavioral psychology to the workplace. Internationally recognized as an author, speaker, and expert in behavior-based technologies, Dr. Daniels advises Fortune 500 companies on management and human performance issues such as safety, quality, productivity, compensation and rewards, morale, performance systems, employee education and change management.

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- 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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Experiential Training Strategies

By Dr. Sivasailam "Thiagi" Thiagarajan

Since 1960, I have been seriously playing with experiential approaches to adult learning. In the process, I have studied and experimented with more than 40 powerful interactive instructional training strategies.

Since March 21, 1999, I have been designing one new interactive instructional activity every day—including weekends and holidays. I have been using this approach as the most effective experiential technique for learning more about interactive training. Fortunately, I have sold some of these activities to my clients, published some others in my books and newsletter, posted a few in my web site, and stored the remainder in my hard drive for future postmortem. Here's the complete menu of strategies that I have explored.

This list is not a taxonomy, but an informal list of overlapping categories. Items marked with a single asterisk(*) are explored in detail in my book, *Interactive Experiential Training*. Items marked with a double asterisk(**) are explored in detail in the sequel, *Interactive Strategies for Improving Performance*. Items marked with a triple asterisk (***) are explored in detail in the recent book, *More Interactive Strategies for Performance Improvement*.

List of Interactive Experiential Strategies

- *****Action Learning** involves a combination of action and reflection by a team solving complex, strategic problems in a real-world organizational setting. Team members apply existing skills and knowledge and create new skills, knowledge, and insights through continuously reflecting on and questioning

the problem definition, the collaborative behavior, and the ensuing results.

- *****Audio Games** are training activities that primarily depend on recorded audio messages (such as audiotape, MP3, or computer recording) to provide the training content, structure the training activity, and collect participants' responses. Most audio games use few or no visuals.
- ***Board Games** borrow structures and supplies from popular recreational games to create highly motivating training events. Board games typically use game cards and dice to encourage individuals and teams to demonstrate their mastery of concepts, principles, skills, and problem-solving strategies.
- *****The Case Method** involves a written account of a real or fictional situation surrounding a problem. Participants work individually and in teams to analyze, discuss, and recommend appropriate solutions and to critique each others' work. In some cases, the facilitator may recount the actual decisions implemented in the real-world situation on which the case was based.
- ***Cash Games** are a special type of simulation game that involves actual cash transactions. However, they are not gambling games. Nor do they focus on accounting procedures or financial management. Instead, they explore interpersonal skills (such as negotiation) and concepts (such as cooperation). Why cash? Because it effectively simulates the real world and brings out natural behaviors and emotions in participants.
- ****Classification Card Games** involve pieces of information (such as facts, concepts, technical terms, definitions, principles, examples, quotations, and questions) printed on cards. These games borrow procedures from traditional games with playing cards and require players to classify and sequence pieces of information from the instructional content.
- ****Closers** are activities conducted near the end of a session. They are used for achieving such purposes as reviewing main points, tying up loose ends, planning application activities, providing feedback, celebrating successful conclusion, and exchanging information for future contacts.
- **Coaching Activities** involve an individual (the coach) supporting the learning or performance improvement of another (the coachee) through interactive questioning and support. The process usually includes the coach and the coachee establishing goals, the coach observing the coachee, offering relevant feedback, suggesting suitable activities, and helping the coachee's professional and personal growth.
- **Computer Game Shells** are a special type of framegame that is presented on a computer screen. The shells permit the loading of new content (usually questions) by the facilitator. The computer acts as a time keeper and score keeper. These games can also be presented to large groups by projecting the display on large screens.
- **Consensus Decisionmaking Activities** involve a list of items (usually 10) to be arranged in order of priority. Participants complete the task individually and then reach consensus in groups. They compare their priority rankings with expert rankings. In the process, they learn more about factors that contribute to the priority value of the items and also factors that influence decision-making and reaching consensus.

-
- **Corporate Adventure Learning** involves physical activities and challenges (such as sailing, rafting, rappelling, rock climbing, exploring wilderness areas, and walking on rope bridges) in specially-designed indoor or outdoor environments. Participants construct knowledge, skill, and value from their direct experiences through debriefing discussions.
 - ***Creativity Techniques** provide a structure that enables participants to solve a problem or to utilize an opportunity in a creative fashion. These techniques are useful not only for learning new skills and knowledge but also for directly improving the performance of a team.
 - ****E-mail Games** are conducted through the internet. They may involve the play of electronic versions of interactive training games or specially-designed activities that permit asynchronous communication in which people receive and send messages at different times. Typical e-mail games exploit the ability of internet to ignore geographic distances and involve participants pooling their ideas and polling to select best ones.
 - **Facilitated Activities** help teams analyze problems, formulate goals, generate alternative solutions, and make decisions. Usually, a trained facilitator conducts these structured activities to help teams maximize their diverse talents and to arrive at collaborative solutions that are superior to individual solutions.
 - ***Framegames** provide templates for instant creation of training games. The generic frameworks are deliberately designed to permit easy replacement of old content with new. You can use framegames to rapidly develop training activities that suit your needs.
 - **Guided Learning** Activities provide a special type of on-the-job training. New employees (or new members of a team) observe workplace processes using carefully designed checklists. Later, they perform job-related activities under the guidance of an experienced employee or team member and receive immediate feedback.
 - ****Improv Games** are activities adapted from improvisational theater. The actors do not use a script but create the dialogue and action as they perform. When used as an interactive training technique, improv games facilitate the mastery of skills related to such areas as creativity, collaboration, communication, and change.
 - ****Instructional Puzzles** challenge the participant's ingenuity and incorporate training content that is to be previewed, reviewed, tested, re-taught, or enriched. Puzzles can be solved by individuals or by teams.
 - ***Interactive Lectures** involve participants in the learning process while providing complete control to the instructor. These activities enable a quick and easy conversion of a typical lecture into an interactive experience. Different types of interactive lectures incorporate built-in quizzes, interspersed tasks, teamwork interludes, and participant control of the presentation.
 - *****Interactive Stories** are fictional narratives that involve participants in a variety of activities. In one type of interactive story, the facilitator presents the story and discusses its significance in a debrief. In another type, the facilitator pauses at critical junctures in the middle of a story and invites listeners to play the role of a character and make appropriate decisions. In still another type, participants themselves create and share

stories that illustrate key concepts, principles, or procedures.

- *****Item Processing** is an interactive strategy in which individuals and teams generate, organize, and sequence items such as ideas, facts, questions, complaints, and suggestions. As a result of the activity, participants create organized lists of items. More importantly, this activity enables participants to construct meaningful categories and sequences from isolated items. This results in deeper understanding and easier recall of the content.
- ****Jolts** lull participants into behaving in a comfortable way and deliver a powerful wake-up call. They force participants to re-examine their assumptions and revise their standard procedures. Jolts typically last for a few minutes but provide enough insights for a lengthy debriefing.
- ***Magic Tricks** incorporate a relevant magic trick as a part of a training session. Magic tricks provide metaphors or analogies for some important element of the training content. The tricks are also used as processes to be analyzed, reconstructed, learned, performed, or coached for training participants in appropriate procedures.
- *****Matrix Games** require participants to occupy boxes in a grid by demonstrating a specific skill or knowledge. The matrixes provide a structure for matching or classifying individual items or organizing and comparing a set of items. The first participant to occupy a given number of boxes in a straight line (horizontally, vertically, or diagonally) wins the game.
- ***Metaphorical Simulation Games** (MSGs) reflect real-world processes in an abstract, simplified fashion. MSGs are particularly useful to teach principles related to planning, generating ideas, testing alternatives, making decisions, utilizing resources, and working under time pressure.
- *****Openers** (also known as icebreakers) are activities conducted near the beginning of a session. They are used for achieving such purposes as previewing main points, orienting participants, introducing participants to one another, forming teams, establishing ground rules, setting goals, reducing initial anxieties, and stimulating self-disclosure.
- ****Paper-and-Pencil Games** require players to make their moves by writing or drawing something on paper. A typical game may involve players working on a small piece of paper or a large sheet of. Paper-and-pencil games may incorporate elements of roleplay, simulation, creativity technique, or quiz contest.
- ***PC Simulations** use playing cards to reflect real-world objects and processes. The rules of PC simulations typically encourage participants to discover principles of interpersonal interaction and inductive thinking.
- ***Read.me Games** combine the effective organization of well-written materials with the motivational impact of playful activities. Participants read a handout and play a game that uses team support to encourage recall and transfer of what they read.
- ****Reflective Teamwork** involves participants creating a product related to some aspect of teamwork. Teams then evaluate their characteristics and performance by using the product they created.
- *****Role Plays** involve participants assuming and acting out characters, personalities, and attitudes other than their own. These activities may be tightly or

loosely structured and may involve a participant assuming multiple roles or reversed roles.

- **Scenario Educational Software (SES)** is a computer-simulation format developed by Mark Keegan to incorporate key features of discovery learning. A typical SES program transports participants to a specific time and place (such as a health clinic in West Africa or a penitentiary in Rikers Island). The simulated activity presents an optimal challenge, requires participants to make decisions, and provides relevant feedback. Most SES activities last for a significant period of time to maximize the impact of repeated practice.
- *****Simulation Games** help participants experience an event close to the real experience-without experiencing the real event itself. Originally used in war games for training officers and soldiers, this strategy is currently used in business games for teaching complex concepts. Most simulations are based on models of reality. Computers are frequently used to translate complex models in such areas as space travel and urban planning into graphic representations.
- **Structured Group Discussions** use a self-contained instructional format designed for helping team members learn together. The activity is facilitated by a mediated system (such as an audio tape, a videotape, or a computer) that presents information, specifies a discussion topic, imposes time limits, and provides feedback in the form of model responses and checklists.
- ***Structured Sharing** represents a special type of framegame that facilitates mutual learning and teaching among the participants. Typical structured sharing activities create a context for a dialogue

among participants based on their experiences, knowledge, and opinions.

- *****Telephone Games** use telephones and answering machines. They may involve the play of interactive training games over long distances. Typical telephone games may involve elements of role-play and virtual teamwork.
- **Television Games** borrow the structure of popular TV game shows to present the instructional content and to encourage participants to practice skills. They involve selected contestants and the "studio audience" who participate and learn vicariously. TV Games can be broadcast for distance learning, made available on videotapes, or presented live by using computer game shells and graphics.
- **Thought Experiments** are internal role plays that involve guided visualization. Individual participants may mentally rehearse new patterns of behavior, ask Eleanor Roosevelt for advice, or hold a dialogue with their alter ego. These activities result in the learning of new knowledge and insights.
- ****Training Devices** involve physical activities performed on electrical and mechanical pieces of equipment. Participants solve a problem or meet a challenge with the device and relate the process to their workplace activities.
- *****Video Vitamins**, based on a format developed by Bill Matthews, enhance the instructional value of training videos. In a typical video vitamin, participants watch a videotape and then play one or more games that help review and apply the new concepts and skills.
- **Wall Games**, based on a format developed by Steve Sugar, typically involve posters mounted on a wall (or on an easel) that require participants to write or draw. A

typical wall game may present a vertical version of a board game, a matrix game, or an instructional puzzle. Participants may play these games individually or in teams.

- **Web Games** are interactive activities presented on the world wide web. A variety of games and simulations can be played on the web either by individuals or by teams. Some web-based games permit several people to interact with one another at the same time in chat rooms. Others require "asynchronous" interaction in which the exchange of information among participants are delayed by minutes, hours, or days.
- **WebQuests** are based on a format developed by Bernie Dodge and Tom March at the San Diego State University. They feature a special type of inquiry learning in which participants collect information from the Web. WebQuests focus on using the information rather than merely retrieving it. A typical WebQuest requires participants to analyze, synthesize, and evaluate the information from the Web.

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



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Newsworthy Notes!

Conference & Training Planner

ISPI Fall Conference

September 26- 28, 2002 (Chicago, Illinois)
www.ispi.org/

Techlearn 2002

Oct 27 to 30, 2002 (Orlando, Florida)
www.maisie.com

ISPI International Conference

April 13-17, 2003 (Boston, Massachusetts)
www.ispi.org/

Meeting Venues

If you have meeting space at your work location for 30-50 people and would like to host an ISPI chapter meeting, our VP of Programs Vali Marling would love to hear from you. Please drop her a line at vmarli@bcpavco.com

ISPI Vancouver Executive Are you Interested???

ISPI Vancouver is a wonderful community for learning and networking with other Human Performance Improvement professionals. Serving on the ISPI Executive can offer more rewards. If you are interested in hearing more about serving on our executive, please contact the ISPI Voice Mailbox at 604-878-3484.

A word from the Chapter President



Dear Members:

I believe that people in the Lower Mainland are the luckiest in Canada. Mild winters and cool summers mean we are rarely terribly uncomfortable with our weather. Although it sometimes seems to take forever, summer eventually arrives and we all enjoy the freedom that comes with longer and warmer days. Whether we are enjoying a summer barbeque or taking in a summer festival, the world seems to be a friendlier and less structured place to be.

Summer enjoyment starts with the Dragon Boat Festival, continues with the Folk Festival, Fireworks, Bard on the Beach and sadly before I am ready for it, the PNE begins its annual run. Although I am sad when the freedom of summer ends, I am also always excited by the month of September. To me September brings the excitement of going back to school.

As Human Performance Technologists, we all know the value and importance of learning. Many of us take courses to improve our skills for the workplace; however, we rarely take the time to learn for enjoyment.

This fall I challenge you to learn for enjoyment. Do something to nurture your soul or lift your spirits. Take a cooking course, learn a new language, craft or sport; learn to paint, draw or fix a car. Any learning that brings fun back into your life! I for one am anxiously awaiting the continuing education booklets in my mailbox and at our ISPI sessions this fall, I would love to hear about the learning you have decided to take on!

Sincerely

Lori Smith
ISPI – Vancouver President

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.

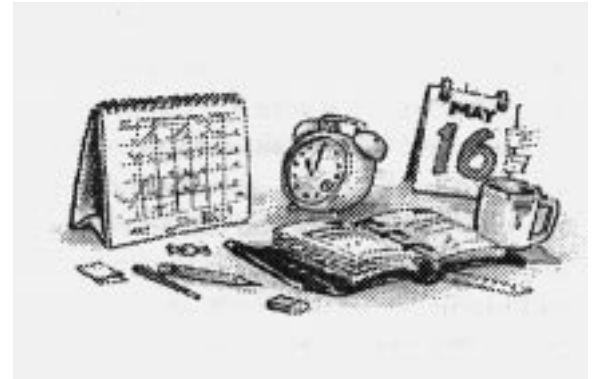
Chapter Aims

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	939-6805



Up-Coming Events

September 10, 2002

David Guthro, The Consulting Edge:
Movers & Shakers
Time 5:30 to 7:30 pm

Location: TBD

Registration: please call ISPI Voice Mail
(604-878-3484) after August 15, 2002

Members Free
Guests \$20.00

How to Contact ISPI Vancouver:

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