OrangeSpiel

The newsletter of the Orange County Chapter of the American Society for Training and Development

Volume 32 Number 4 Fall 2004

President's Message

Skills For Today's Workplace

by Bill Dutting

Author and management guru Peter Senge tells us that business has moved beyond the Information Age to enter an era where knowledge-creation is most valued. In this new economy, managers are looking for particular skills in their employees, such as negotiation, teamwork, and leadership. Besides these behaviorally-based skills, a new emphasis is being placed on deep critical thinking skills.

"Beyond the kind of analytical thinking you expect of MBAs, critical thinking skills involve the techniques of framing and reframing, i.e., ways of looking at issues from multiple perspectives, and beyond that, into the deep structures of their assumptions."

I recently located the Internet School Library Media Center (ISLMC) Critical Thinking Page (http://falcon.jmu.edu/~ramseyil/critical.htm). I was pleased to find general information, lesson plans and bibliographies to help educators interested in higher order thinking skills. I was also very pleased to note that many of the links here are aimed at K-12! Imagine, kids leaving school with these skills. Of course, many colleges offer critical thinking classes as well.

I know of one organization that recruits and hires its engineers based on completion of these classes, amongst other criteria. This organization has many unsolved "problems," or to use the proper engineering term, "opportunities" sitting on the shelf. The new hire is simply told, "Here is a problem. Your only job is to come up with a list of possible solutions." The new hire is given total support in their endeavor, and usually comes up with solutions to previously unsolved problems within six months!

Why does this work? The new hire has nothing vested, nothing to lose. They have not become "part of the way we do things around here." They have no assumptions. They have their own outsider's perspective. This lack of constraint, combined with total empowerment from their boss provides a sense of freedom and enough challenge to completely motivate them to complete the task using their own critical thinking skills.

Within the Orange County Chapter of ASTD you will find many fine examples of outsiders willing and able to apply their critical thinking skills to your performance problems. Maybe an outsider is just what the doctor ordered!

For a more fundamental understanding, check out San Jose State College's critical thinking web page at http://www2.sjsu.edu/depts/itl/graphics/main.html. It is bound to get you thinking!

Inside

2004 Leadership Index

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Learning Events held monthly. Information is available in the Orangespiel and at www.astdoc.org. ASTD-OC presents topics pertinent to maximizing human potential. Guests welcome!

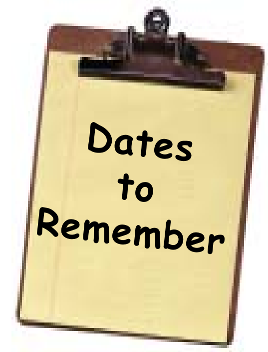
Change of Address: If you have a new address, please send your changes to the ASTD-OC office.
All changes must be received in writing.

Membership Information

New Member: $120 ($100 dues + $20 one-time processing fee)
Renewal: $100 annually
Student: $65 annually (Must prove current full time status. Exempt from processing fee.)
Company: $350 (+ $20 one-time processing fee)

Checks, money order, Visa, MasterCard and American Express are accepted as payment.

ASTD is committed to maximizing human potential.
In the spirit of diversity and in accordance with state and federal guidelines, the Society supports the principles of equal opportunity.



10/27/2004
ASTD-OC LEARNING EVENT
Dr. Maryam Malek
Emotional Intelligence In The Workplace
11 AM - 1 PM
Turnip Rose, 300 S. Flower, Orange, CA (714) 978-7021

11/17/2004
ASTD-OC joint LEARNING EVENT with PIHRA
Leadership Development
3rd Wednesday due to holiday!
7 a.m. - 9:30 a.m. *(Breakfast Event!)*
Raddison Hotel (949) 833-0570
4545 MacArthur Blvd., Newport Beach

12/15/2004
ASTD-OC LEARNING EVENT
Death by Chocolate
11 AM - 1 PM
Turnip Rose, 300 S. Flower, Orange, CA (714) 978-7021

How Focused Are You?

by Robertt Young

Robertt Young is a productivity coach with The Effective Edge and can be reached at robertt@effectiveedge.com or by phoning 760.720.0919. More information can be found at www.effectiveedge.com.

In a world of endless emails, excess paper, mountains of files in your office, countless voicemails, tasks, and responsibilities to manage:

- How do you maintain and improve productivity and stay focused on results?
- Do you inspire your people by being organized and on top of things?
- Do you sometimes doubt your ability to truly and effectively manage yourself?

The key is FOCUS! Without it life is difficult, work is frustrating, careers get derailed. High-performers have extraordinary focus: total immersion in the process of doing and creating.

The good news? Focus can be attained. Try these seven ideas:

1. **Get the clutter out!** Out of your office and your head! Take a blank piece of paper and write down everything that's in your head. Every "to do" item in your life from "start this project" to "phone this customer" to "take your family to Hawaii for the summer." Toss away what doesn't provide value for you.

2. **Make a list of your major projects.** Translate each project to a specific "next action". Each project should only have one next action and it should start with an action verb, such as: "Call Joe to...?" or "Calculate pricing for...?"

3. **Create an Organization System to capture all items in #1 and #2**. Your system can be: Paper-based, or a computer and paper and a PDA (a Pocket PC, Blackberry or Palm), or a computer and a PDA.

4. **Have a seamless thought process.** Many people think if they have the right tool or physical system the tool will get them organized - This is the big productivity lie we tell ourselves!!! The key piece in any system is YOU: the way you think, the decisions you make, the process you use, your willingness to change and try new behaviors. To be successful, your thought process must work when things are going well and hold up under pressure and change.

5. **Have an In Box & Out Box on your desk.** Make them a collection place for everything that comes into your world so that you can "process" it into your system. Force yourself to deal with In Box items one at a time. Remember, if you don't have an In Box then your office IS your In Box! The Out Box is a staging place for what is ready to leave. That way you don't have to get up and deliver each item as it's completed.

6. **Use the 2 Minute Rule.** If you can't handle it in 2 minutes or less put it in your system as a next action or in a file to deal with it later.

7. **Make realistic promises**. Learn how to say "no." Promise only what you can deliver, you then gain credibility with others. Broken promises attack our self-esteem and others' respect for us, whether they tell us or not! Success builds success!

Win a Ticket to a Free Monthly Learning Event!

The Communications Team is constantly assessing whether announcements or other critical information is getting to our members. The best way to do that is to hear from you. Using our 3 main forms of communication (Web Site, OrangeSpiel newsletter, Timely Information & SIGnificant Emails), send us an example of the BEST job of communication. Something that caught your eye or really drove home the issue. On the flip side, we want to learn from our mistakes, so please send us the worst example where we didn't get the point across very well.

All submissions must be received no later than December 1, 2004 to Mary Sause at VPCommunications@astdoc.org. We will award a free ticket to one of our monthly learning events to the Best of the Best and the Best of the Worst! The winner will be announced at our Death By Chocolate Meeting on December 15.

Congratulations to the Newly Elected 2005 Board Members!

President-Elect - Rich Wong
CFO - Susan Gerke
Secretary - Linda Kulp
VP Marketing - Mike Poore
VP Communications - Mary Sause
VP Membership - Karen Carlsen
VP Professional Development - Tara Marvin

Avoid Presentation Blunders

by Dana Bristol-Smith

Dana Bristol-Smith is the founder of Speak for Success, an organization that works with companies that want their people to communicate with confidence and credibility. Dana can be reached at: dana@speakforsuccess.net and please visit Speak for Success online at: www.speakforsuccess.net

I was at a luncheon meeting last week of a professional association where the president of the association made, what I consider, some of the biggest and most annoying blunders that anyone can make from the front of the room.

Use a Microphone and/or Podium

This president stood up at the front table (not on the platform and not with a microphone) and announced after the speaker was finished, "Does anyone have any questions or experiences they would like to share?" to the audience of over 200 people in a large ballroom. Several people did have experiences they wanted to share (this was not a shy group). The few who did stood up at their tables and spoke.

You might be wondering what was wrong with this scenario.

Here's what we observed:

1. Everyone's attention was on the podium, which was on the stage/ platform. The podium remained empty when the president stood up at the table and spoke.
2. No one could see the president because the table was not the focal point of the room - the podium was.
3. No one could hear because the microphone was not used.
4. When audience members stood and spoke from their tables, they also couldn't be seen or heard clearly.

This went on for about 10 minutes and completely took away from the professional atmosphere of the meeting. It looked like an afterthought, was unprofessional and didn't work.

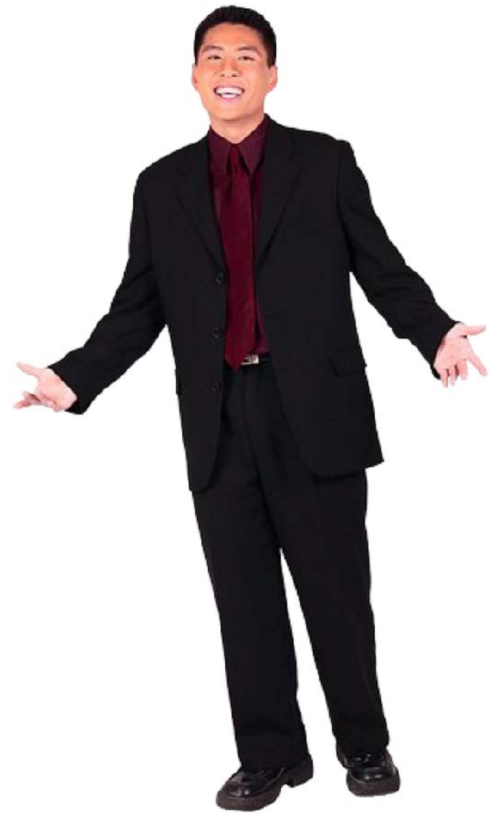
Repeat the Question Please?

I have also attended large meetings where the speaker takes questions from the audience members during the presentation. See if this scenario sounds familiar to you. Someone in the audience asks a question, the questioner is on the other side of the room and you don't hear the question. The speaker hears the question and goes ahead and answers it. You are sitting there trying to make sense of the answer but you still have no idea what the question was. You feel frustrated. Then the speaker goes ahead and does it again!

So what should the speaker do? Here's the answer: Repeat the question. What was that? Repeat the question. And, if possible, give the questioner a microphone so that everyone can hear, but still repeat the question before responding to it.

Repeating the question not only makes sure that your audience members heard the question, but it also allows you to make sure you heard the question correctly. And it gives you a little bit of time to think before answering the question.

I recently participated in a skill practice activity with a Speaker's Forum group that I lead. We were each asked a question and had to answer spontaneously. A little later we did a second round where we were each



asked the same question again. The difference this time was that we had to repeat the question back to the questioner before answering it. We found that this time our answers were clearer and more succinct. I found that the first time I had only answered half of the question. My mind was already in answer mode as I listened to the question, so I didn't hear the whole question. The second time, I heard both parts of the question and I answered both parts.

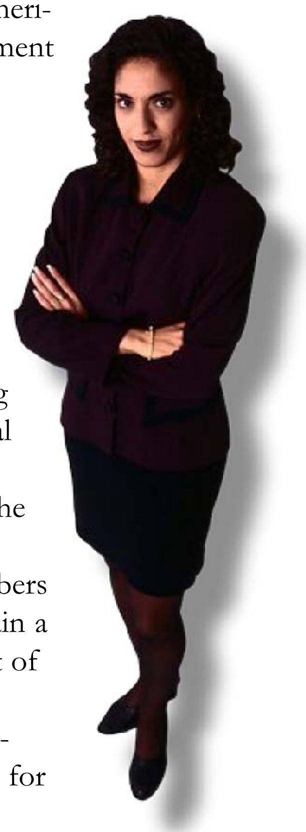
Practice, Practice, Practice

Try this activity the next time you are rehearsing a presentation with colleagues or leading a meeting. Ask that everyone who is asked a question repeat it back before answering. I think that you too will find that people don't always hear the full question, or even answer the right question.

Next time you give a presentation to a large group and an audience member asks you a question, do yourself and your audience a favor and repeat the question before answering.

Total Trainer Program for 2004! Mark Your Calendars for October 2004!

Learn from the best! The renowned Total Trainer Program presented by senior practitioners from the Orange County Chapter of the American Society for Training and Development has been scheduled for eight Tuesday evenings starting October 5 and concluding on November 23.



Become proficient in assessing training needs, selecting training methods, and designing documents. You'll also take away from this program sharpened facilitation skills, knowledge of how to evaluate training and how to move from training to total performance consulting.

THE BEST NEWS OF ALL! The price has remained at 2002 levels for Members at $445 while Non-Members have been reduced to $515 AND obtain a membership to ASTD-OC for the rest of 2004!

Not able to attend all eight Tuesdays? Opt in for one or more sessions for $150 each.

Want more information? Call Mary Merritt at 562-424-3225 or email her at VPProfessionalDev@ASTDOC.org.

The following are the sessions that are included in the Total Trainer Program:

Oct 05: 1 - Needs Assessment
Oct 12: 2 - Training Methods and Objectives
Oct 19: 3 - Document Design
Oct 26: 4 - Facilitation
Nov 02: 5 - E-Learning
Nov 09: 6 - Class Presentation
Nov 16: 7 - Training Evaluation
Nov 23: 8 - Performance Consulting

It's Tricky to Avoid Writing Trick Questions

by Denise Klomp

Denise Klomp, CPT, is ASTD Orange County's Vice President of Marketing 2004. She can be reached at 714-835-2840 or vpmarketing@astdoc.org.

As more and more training goes online, organizations are recognizing their ability to track learners' activity. Not only are learners now giving feedback online, but they are also taking tests online. This is exciting because managers can view test scores and run reports almost instantly. This data can be valuable if it is reliable; however, it is only reliable if the data is based on test questions that truly provide the best opportunity for learners to demonstrate their knowledge.

Test question writing is a skill that is often overlooked. There are many books written about the art of question writing and the use of test scores in evaluating learning. Here are some basic standards I used during my year as an evaluation specialist at AT&T Wireless. They may seem simple, but I found that in the midst of designing training many instructional designers do not comply with these standards.

1. **Start questions with who, what, where, when, why or how.** These words cue the test taker regarding the nature of the question and the focus for his answers. "Who invented the rocking chair?" provides a more clear and focused question than "Name the inventor of the rocking chair."

2. **Use a simple standard form such as: key word > verb or verb phrase > object or clause > question mark.** When questions appear in a similar, simple form each time, the test-taker can easily demonstrate her competence without having to interpret the question. "How do customers submit complaints about our product?" is easier to interpret than "In the case that a customer has a complaint about our product, that customer would need to do what?"

3. **Sequence questions in the same order as they appear in the training content.** There are two advantages to this approach. Primarily it supports the learning experience and can help the test-taker recall information. It also avoids giving away answers when later concepts are tested that include earlier content.

4. **Ask questions that cover content in learning objectives and training material.** Learning objectives should serve as a navigator for test question development. This ensures that the training material supports the content in the test and that test questions focus on the main points in the course. A reliable test does not test on content that is not in a course.

5. **Make sure questions and answers are grammatically correct.** Questions that are not grammatically correct confuse the test taker and take the focus away from the content of the question. Sometimes grammatical errors render the question incomprehensible. "Which many licks does it take to get to the center of a Tootsie Roll?" doesn't make any sense. It is a good practice to have someone edit the questions specifically for grammatical correctness.

6. **Don't introduce new information in the question.** This is a common error. If you want to test on something, make sure to include it in the training materials and learning objectives.

7. **Avoid unnecessary modifiers.** Extra modifiers often cloud the intent of the question. Only use modifiers when they are absolutely crucial to the clarity of the question. The example below uses many unnecessary modifiers.

   If an irate, elderly customer initially calls in to discuss her April invoice because she notices that there is an extra $6.00 charge, which you quickly explain, and then she tells you she does not understand how to access her voice mail, what would you tell her?

   This question could easily be phrased "How does a customer access voice mail?" Notice that this question follows the standard form discussed in item 2. One way to check for unnecessary modifiers is by comparing the question to the standard form guidelines.

8. **Don't write excessively long test items.** Numerous variables will confuse the test taker because of the lack of focus and too many if-then options. The example in item 7 is a good example of an excessively long question.

9. **Don't write trick questions.** Trick questions sometimes deliberately mislead the participant into choosing the wrong answer. Test questions should never be written with the intent to mislead the test taker. Remember, the point of the test is

to give the test taker the opportunity to demonstrate his knowledge.

Sometimes trick questions are just poorly written questions that result in the test taker trying to guess the test writer's intent. Following all of the above guidelines and the tips below can help you avoid inadvertently writing a trick question.

§ Don't add information that wasn't in the training but is required to answer the question correctly.

§ Don't provide more than one response that is correct without giving the option of choosing more than one answer.

§ Don't provide responses with variables that cast doubt on the correctness or incorrectness of the answer.

What color is the sky?
a. blue b. sometimes blue c. sometimes gray d. white

In the above example, all responses could be correct. Also, "*sometimes*" may cast doubt on the answer because the test-taker will have to guess what this descriptor means for this answer.

§ Don't re-order the same multiple-choice responses that apply to more than one question. This may cause the test taker to try to guess why you re-ordered the choices, instead of focusing on answering the question based on what he knows.

Remember, writing a reliable test question is a skill that can be learned. The more you evaluate your test questions and adjust them to these standards, the more reliable your tests become.

Additional Resources

Books & Articles:

A Technology for Test-Item Writing by G.H. Roid & T.M. Haldyna

Criterion-Referenced Test Development 2nd Edition by Sharon Shrock, et al

Evaluating Training Programs: The Four Levels by Donald L. Kirkpatrick

Tests That Work: Designing and Delivering Fair and Practical Measurement Tools in the Workplace by Odin Westgaard

Questionnaire Design: A Practical Introduction by James Curral at http://www.accesscable.net/~infopoll/default.htm

How To Design Online Surveys by Susanne E. Gaddis

Software:

ColdFusion – A web application and service development software created by Macromedia. http://www.macromedia.com/software/coldfusion/

Oracle – A database designed for enterprise grid computing, a flexible and cost-effective way to manage enterprise information. http://oracle.com/

SQL or Sequel - A database system developed by Microsoft that can be used to provide extensive database facilities on a web site. http://www.microsoft.com/sql/

StatGraphics – A comprehensive statistical analysis program. http://www.statgraphics.com/

Perception – A test/survey software tool developed by Questionmark. http://www.questionmark.com/us/home.htm

Using Action Plans to Measure Job Performance, Business Impact, and ROI

by Holly Burkett

Holly Burkett, M.A., CPT, SPHR is a certified ROI professional and Principal of Evaluation Works, a consulting practice focused on helping organizations determine the business value of their HRD interventions. She is also an elected member of the ASTD ROI Advisory Committee and ROI Content Editor for Network publications. You can reach her at burketth@earthlink.net

Consider the following performance improvement scenarios. A manufacturer seeks to increase organizational capacity by consistently applying continuous improvement processes. A state agency finds that a competency based management development program is needed to close skill gaps in coaching and development that have eroded employee attraction and retention. A call center starts a performance improvement initiative to reduce call escalations through on-the-job staff training.

What do each of these scenarios have in common? Each initiative addresses a critical business need, each represents a substantial investment of time and resources, each commands high visibility and management interest, and each requires the accomplishment of specific, measurable performance objectives that are linked to strategic business goals.

In addition, each of these interventions lends itself to the use of action planning as a method to drive on-the-job application of critical skills and to achieve successful outcomes.

What is an Action Plan?

An action plan is a document in which training participants outline detailed steps to achieve specific goals connected to program objectives. The participant's action plan answers such questions as:

- What steps or action items will I take as a result of learning?
- What on-the-job improvements or accomplishments will I achieve by applying new skills/knowledge?
- How much improvement can be linked to the program?

Where action planning is used to measure business impact measures and ROI, an action plan can also provide data about participants' estimations of the:

- Monetary value of improvement
- Intangible benefits of a program
- Enablers and barriers to applying learned skills and knowledge
- Other influences related to performance improvement

How Does it Work?

When you're planning a program that targets ROI measurement, first establish broad objectives, directly linked to business needs, across all five levels of evaluation. During this planning phase of evaluation, reaction and learning objectives focus on core components of a particular program. For example, in the management development scenario provided earlier, learning objectives could include establishing employee goals, demonstrating effective coaching behaviors, and defining guidelines for supervisors and employees to discuss development issues. Facilitators observe learning as participants practice and complete learning exercises.

An action plan can then be used to collect data about application and impact objectives to show progress with the use of learned skills and knowledge. With this approach, communicate the action-planning requirement prior to the program, review it again during the opening of the program, and then discuss it in detail during a facilitated portion of the program. Discussion focuses on teaching participants how to develop a plan using SMART (specific, measurable, achievable, relevant, and time-based) guidelines and shows participants examples of completed plans.

It is critical to give participants ample time during the session to complete a plan, which can be developed individually or in teams. Facilitator and peer reviews of plans are also highly recommended. In the sample action plan (Figure 1), participants use the left column to list 1-3 actions they will take as a result of the program. Identified actions must be consistent with the skills targeted in the program and must be related to business improvement measures (productivity, efficiency, customer response). A follow-up time (i.e. 30, 60, or 90 days) is designated for completion of the right column that occurs during another facilitated session.

Using Action Plans for ROI Analysis

As the individuals closest to the improvement, participants are often a reliable source of data for identifying how improved actions impact specific business improvement measures. Converting those measures to monetary value, however, is often the most difficult part of completing an action plan. Taking the following steps will help participants with this process:

- Attain standard values for operating measures in advance
- Have managers, stakeholders, or experts assign a value to a particular measure
- Use participant estimates for assigning values if standard values are not available

When using participant estimates, ensure that participants are capable of providing estimates of the cost or value of the business units of measure being monitored. Participants also need clear instructions and examples when being asked for this information.

In general, follow Phillips' guidelines for ROI analysis when using action plans to measure performance improvement:

Action Plan Analysis: Guidelines

1. When analyzing data on an action plan, select the most conservative alternative for calculations.

2. To be conservative, have participants estimate only annual improvements.

3. If no improvement data are available for a population or from a specific source on an action plan, it is assumed that little to no improvement has occurred.

4. Extreme data items and unsupported claims on an action plan should not be used when calculating cost benefits of an improvement.

5. Ensure credibility by having participants estimate the effect of other influences upon performance improvement.

6. Ensure that participants' business impact values do not include values obtained from using applied skills or knowledge to address other measures not targeted in the action plan.

7. Include an opportunity for participants to itemize intangible benefits, not converted to monetary value, that are perceived to be linked directly to the program.

Continued on page 10

Figure1

SAMPLE ACTION PLAN FOR CAREER DEVELOPMENT INITIATIVE

Name__________ **Instructor Signature**__________ **Follow-up Date**__________
Objective To apply skills and knowledge gained from Career Development program **Evaluation Period** __________ **to**__________
Improvement Measures: Productivity; Labor Efficiency; Rework; Communication; Customer Response; Other

Action Steps	Analysis
As a result of this program, what specific actions will you apply based upon what you have learned. 1. Initiate Development Discussion with immediate supervisor, within 2 weeks of program completion. 2. Participate in monthly developmental meetings to monitor progress towards goals. 3. Provide status reports on Performance Priorities on a weekly basis, or as determined.	What specific unit of measure will change as a result of your actions? (see above) 1. What is the unit of measure? 2. As a result of the anticipated changes, please ***estimate*** the monetary benefits to your line or department **over a one month period.** $ ______ 3. What is the basis of this estimate? (how did you arrive at this value?) 4. What level of confidence do you place on the above information? (100%=Certainty and 0%=No Confidence) ______% 5. What percentage of the changes above are the ***direct result*** of applying skills learned in the Career Development Program? ______% (0% - 100%) 6. What other influences, besides training, might have influenced these improvements? ______
Intangible Benefits:	What barriers, if any, may prevent you from applying what you have learned?

Comments: __________

Look how we've grown!

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Jim Adams

Tricia Afusia
ITT Industries - Canon

Bill Agopian
Lynwood Unified School District

Carol Allen
Employee Support Systems Company

Alma Alvarez
VQ Orthocare

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Action Plans

Continued from page 9

The Role of Managers and Supervisors

A well-run action planning process will include mechanisms for management support and review. Managers are more likely to embrace this approach when the linkage between participants' behavior and predetermined business measures is clearly defined. Managers can be instrumental in conveying the importance and value of action planning during early communications before program attendance, as well as during the opening segments of a program in which action planning is required.

Summary

Action Planning is a powerful and flexible approach to:

- Show the contribution of select programs
- Involve program participants in setting specific and measurable goals for themselves after they leave a training program
- Anchor learning and facilitate the transfer of learned skills/knowledge back on the job
- Promote the confidence of training customers by emphasizing practical, relevant learning

The keys to success with this approach are to build it into the performance improvement process during the early planning stages, to allow sufficient time to teach the process, and to ensure that timely follow up occurs. In general, Phillips offers the following tips to help you implement action planning as a measurement and application strategy:

Ten Tips for Implementation

1. Integrate action planning into the entire performance improvement process, including; needs assessment, instructional design, solution delivery and implementation, and evaluation.
2. Allow sufficient time for participants to identify, develop and document action plan objectives.
3. Allow sufficient time for participants to learn the action planning process and its purpose.
4. Include time for a facilitator and peer review process.
5. Position the action plan as an application tool instead of a data collection tool.
6. Require that participants assign monetary values for areas of improvement.
7. Ask participants to isolate the effects.
8. Emphasize the use of confidence levels.
9. Summarize the data for inclusion in the ROI calculation.
10. Follow up at a predetermined date and time.

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Amy Liu

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Kathy Lourtie
Pacificare

Rick Lupinetti
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Janet Luther
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Mary MacKey
Personal Care Planner/Social Worker

Kurt McArthur
Orange Coast Memorial Medical Center

Jennifer McCusker
Taco Bell, Corp.

Mindi McLendon
New Century Mortgage

Catherine Miskelly
Allstate Insurance Company

Ivan Molina

Patti Moore
New Century Mortgage

Erin Mora

Karen Moraski
The Training Company

Karrie Nelsen
Downey Savings & Loan

Kathleen O'Brien-Powell
FAA, Flight Standards District Offices

Sheila O'Hara

S.Michael Oliver

Lori Palma
Autobytel Inc.

Jill Paulson
ADP

Kristin Pede

Janet Peterson
Downey Savings & Loan

Michelle Plost
State Farm

Elena Ponce

Doyle Potter

Sandra Price
Amcor Sunclipse North America

Elaine Reilly
The Marquis Group

Laurie Reinhart
Orange County Fire Authority

Ingrid Reinsch
Hyundai Motor Finance Company

Joseph Rooks

Sandra Sanchez
Long Beach City College

Geraldine Sbragia

Tim Scannell
Riso, Inc.

Helen Scully
Scully Career Associates, Inc.

Tracy Seals

Vanessa Settle
Disnelyand Resort

Cheri Sherman
OD Design Works

Debbie Smith
The Fitness Factor

Joseph Sorrentino
Lean Quality Systems,Inc.

Dave Stachowiak
Dale Carnegie Training

Cathy Taylor
University of Phoenix

Dollie Tenorio
Lindora, Inc.

Lori Townsend
Skyworks Solutions, Inc.

Milena Valencia
AmerisourceBergen Corp.

Marissa Waldman
CDI Education

Nancy West

Kristin Williams
PBI Sales Training Inc.

Michelle Zambetti
Hot Topic

A Successful ASTD-OC and A Successful You!

Like many effective membership organizations, our success at ASTD-OC depends on our volunteers. Please take a moment to browse on the ASTD-OC website at the following address and see the great opportunities which now exist for Volunteer Involvement: www.ASTDOC.org, select Member Services, then Get Involved.

Value yourself as others have valued you. Think of the people who have helped you in your career. They thought you were worth their time and talent. Volunteering is an act of gratitude to those who helped you and a statement of self worth

Organizations succeed when everyone takes responsibility. This is your organization, be an active participant in supporting the programming and activities it offers.

Learn by doing. Learn with and from your fellow members. The talent in this organization is amazing!

Utilize a richer networking opportunity. Being involved in a volunteer role develops deeper relationships and connections with fellow members. This may enhance your business opportunities.

Now is the time to give back. ASTD-OC currently has many volunteer positions open and waiting for your talent, time and interest.

Talk to us! We can match you to the perfect volunteer job. Happy volunteers = Happy members.

Evolve existing skills and energize your work! Applying current skills/knowledge in a new setting can develop your abilities to even greater levels. New trends in employee development indicate that the greatest impact is achieved by focusing further development on the enhancement of skills that are currently at the good and excellent level.

Everyone has something to offer. Volunteer opportunities range from leadership positions to phone follow up. From editing to party planning. Right brain, left brain, INTJ, ENFP. We need it all.

Re-invent yourself. Use ASTD volunteer positions to develop new skills to support your career transition or to keep up with changes in an existing role. Gee, imagine ASTD offering you a training opportunity!

Special Interest Groups

Training & Technology
Co-Leader: Paula Powers
Contact: 949.733.0801
paula@powertd.com
Co-Leader: Rob Henderson
Contact: 562.598.8808 ext. 224
rob@cbpmail.net
2nd Wednesday, monthly • 4:15 – 6:00 pm
UCI Environmental Health & Safety Bldg
4600 Bison Ave., Irvine

Business Book
Leader: *Open*
If interested in leading this group, contact Tara Marvin, SIGs Manager at 949-307-5015

Mentoring
Leader: *Open*
If interested in leading this group, contact Tara Marvin, SIGs Manager at 949-307-5015

Community Service
Chair: *Open*
If you are interested in leading this group, please contact Tara Marvin, SIGs Manager at 949-307-5015
1st Wednesday, monthly • 8:30 – 9:30 am
Working Wardrobes Office
11614 Martens River Circle, Fountain Valley

Consultants
Leader: Jennifer Shirkani
Contact: 949.388.6764
jennifer@penumbra.com
Quarterly (See ASTD Website) • 4:00 – 5:30 pm
Lee Hecht Harrison
2415 Campus Drive, Suite 250, Irvine

NEW! Org Development
Leader: Cheri Sherman
Contact: 714.593.6339
csherman@oddw.com
First Tuesday, monthly • 11:30 – 1:00pm
Chapman University, Irvine Campus
7545 Irvine Center Drive, Suite 150, Irvine

Authors & Writers
Leader: Susan Gerke
Contact: 949.831.7088
sgerke@sbcglobal.net
Semiannually (see ASTD Website)
4:30 – 6:00 pm
Starbuck's at Anton and Sakioka in Costa Mesa

Career Management
Leader: Tom Porter
Contact: 949.250.9541 x301
PastPresident@astdoc.org
2nd Tuesday, monthly • 7:30-9:00 a.m.
Diedrich Coffee
Michelson & Jamboree, Irvine

Coaches
Leader: Moty Koppes
Contact: 949.721.5732
motykoppes@cox.net
Meeting Dates and Locations: TBD

Student
Leader: Kathy Harcharik
Contact: 909.869.2348
kharcharik@csupomona.edu
Meeting Dates and Locations: TBD

SIG Manager Tara Marvin (949) 307-5015

Recruiters:

Are you searching for candidates?

Job Seekers:

Do you want more publicity?

ASTD-OC has a web page specifically designated to those members who are searching for a particular position. Go to www.ASTDOC.org and select "Member Services" from the menu bar. From the drop down menu, select "Marketplace" then "Jobs Wanted". It is here that you may find that perfect candidate to fill your open position.

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