



CFCEXpress Inform, Inspire, Involve Q3 2006

From Tammy Ascolese – 2006 Newsletter Editor

We have reached our third quarter newsletter—and our chapter has been busy. Our newsletter continues to be “By the Chapter, For the Chapter” and this edition has some great articles written by our members. Please remember that we are always looking for members to get involved and submit articles to help make the newsletter a valuable resource—you have one more opportunity to get published in 2006! To continue providing a valuable resource, your feedback is requested. Please provide your comments and/or suggestions regarding the newsletter to tammy@astd-cf.org. To truly provide a newsletter that is “By the Chapter, For the Chapter” - we need chapter input!

Spotlight on a Member – Amy Graft

Amy Graft has been a member of ASTD for 8 years, though heavily involved for the past 3 years, and currently heads up the eLearning SIG for our chapter. In 1992, Amy started in the training arena with an internship with Siemens while finishing her Master’s degree – and has been there ever since! Amy is currently a Program Manager with Siemens Communications in the Educational Services Department and works on various programs, including vendor management, curriculum design, project management, and management/leadership development. Amy is originally from Illinois, but has been in Florida since she was 5. Her husband, Tim, is a true Florida-native working as a mechanical engineer for Coleman Research. They own a miniature schnauzer, named Jake.

Thank You! - from Stone Lakes

*Margaret Osteen
School Principal*

We have now completed the first two weeks of school, and I am beginning to come up for air! That’s my pitiful excuse for the long delay in thanking you for the most excellent program you provided Stone Lakes faculty on July 26.

Truly, I cannot imagine a better way that we could have staged an inaugural event. Your expertise, and most of all, your willingness to help make the program the very best it could be are really remarkable.

You left no stone unturned—and each stone examined carefully with that unturning. The lunch, the gift certificates, the written materials, the offers for future help all are outstanding efforts in forging a new dimension for educators.

I believe we are reaping the benefits of your efforts already. During pre-planning, I saw teachers helping each other with projects that could not be done by one person alone, yet those same teachers were inundated with responsibilities for their own classrooms. As you instructed Kelly and me (I believe!), we are trying to note that kind of team work as models for all the teams.

Personally, I gained immensely in learning about Kelly’s and my relationship. Your few words with us were invaluable to me. I really needed that! We have great plans for continuing the focus. In fact, perhaps you have heard that Sea World has selected us as a partner for this school year. Teachers do not know it yet, but Sea World is going to host us on January 2, a teacher workday (unless there are hurricanes!) They have a team-building scavenger hunt around the park. In the process, we will learn not only about teaming but also about possibilities when we have field trips with our students next spring. I believe that that day as well as simple activities and reminders which we plan to do will keep the spirit alive—a spirit you helped us light!

Thanks again ever so much for your invaluable contributions to Stone Lakes,
Margaret Osteen

For a summary of this program, see page 6.

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NEXT QUARTER Your name could be here!

CONTRIBUTE an article!
See back for details!

Commitment from HQ

Barry Altland
President

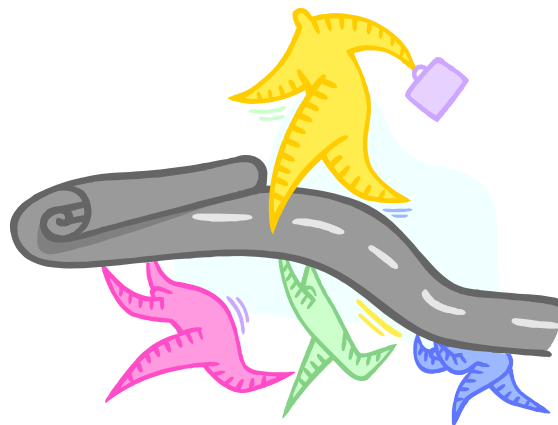
Over the last year or more, the Central Florida Chapter has benefited from unprecedented synergy and support from the national/international organization headquarters of ASTD (commonly referred to as "HQ".)

Allow me to highlight a number of examples:

- In June 2005, the Central Florida chapter was again the host chapter for ICE, the ASTD International Conference and Exposition. Under Anne Kynast's direction, our chapter excelled as the volunteer coordinator for the entire event.
- The chapter hosted the Executive Brunch in July 2005, with ASTD CEO Mr. Tony Bingham being the featured facilitator. Tony shared his message and entertained questions on the topic of the future of "The Profession Formerly Known as Training and Development."
- Months of preparation went into the first annual Florida Regional Conference, titled "Learning is Leading: A Conference on Human Capital Investment." The February 2006 event again featured Tony as the kickoff speaker, and a number of ASTD HQ representatives were present that day as part of their co-sponsorship and show of support.
- Jonathan Gerstner, ASTD Area Manager, Eastern USA, met in April 2006 with several CFC Executive Board members over lunch at Olive Garden (Thanks, Tab and the rest of our chapter members from Darden!) to discuss ideas, extend support and share best practices during the Florida leg of his eastern seaboard tour.
- In early September 2006, Jonathan returned with Fernando Sanchez-Arias, an international ASTD Board of Directors member, and Kathy Shurte, the ASTD National Advisor to Chapters (NAC) in Florida and Puerto Rico, to meet with chapter leaders in a show of ongoing support.
- For our September 2006 program, ASTD Board of Directors member, Daisy Ng, SVP of Talent Management for Darden Restaurants, Inc., will be one of four panelists for the Learning Executive Panel Discussion program.

And throughout this time, a special thank you goes to Kathy Shurte, a chapter veteran and WLP professional from Ft. Lauderdale, who has served our chapter immeasurably as a mentor and friend as our FL NAC representative. To see our chapter grow from struggling to recall the name of the people who served in these roles in past years, to knowing that these resources are but a quick phone call or e-mail away to support our thriving chapter operations, is truly a feather in the cap of all learning professionals in the Central Florida area.

We truly are blessed, as chapter leaders, members and friends, to have built this relationship with our HQ leadership. We all know the importance of executive alignment, support and buy-in, and in the case of our chapter business operations, we have succeeded in modeling the profession.



Being a Meeting Chair

Mary Tomlinson
Member

How did being the leader of a meeting ever get termed as the Meeting “Chairperson” or “Chair” for short anyway? Perhaps it was that the leader always sat in the chair at the head of the table – the power seat – and we all know that power can be used or misused.



Meetings either live or die by the Chair. They are either lively and dynamic exchanges of ideas and possibilities or dead and boring monologues or data-dumps that drone on until the next meeting group arrives and needs the room. If meetings are going to be effective, the Chair needs the four legs of success:

Leg One: Be Prepared

- Think through the objective, the agenda, the participants, the materials, the discussion points and meeting flow
- Develop an agenda with approximate times for each discussion to keep you on track
- Communicate the purpose of the meeting
- Distribute materials ahead of time if they need to be reviewed
- Arrive early, ensure the room is set up and equipment is ready
- Be ready to greet people as they arrive with enthusiasm – your energy directly impacts the energy level of the meeting
- Make it a meeting you would want to attend!

Leg Two: Walk don't Run a meeting

- Facilitate don't dictate
- Create a safe open environment for discussion
- Ask open ended questions
- Never get defensive
- Be aware of who might need extra encouragement to speak
- Manage tactfully those who would monopolize or criticize
- Follow the agenda without becoming the agenda Nazi (someone who is so agenda focused that the time is more important than the discussion)
- Give people time to finish their thoughts without interrupting (or letting someone else interrupt)

Leg Three: Be Aware of Human Nature

- Room temperature – cold rooms can freeze up thoughts and warm rooms make everyone sleepy – especially any meeting after 3pm
- Get people up and around every 1.5 to 2 hours – brain activity is directly related to blood flow
- Having a meeting around meal times? If you don't provide food, it'll be the real focus on your participants' minds
- Mix up the participants and their seating arrangements – get them out of the rut of sitting next to the same people which will typically produce the same results
- Throw in some surprises to get fresh thinking–small group work, role playing, or quick surveys can engage participants in new ways

Leg Four: Make it Happen

- Take good notes (or have someone there to scribe)
- Ensure that everyone knows the next steps following the meeting
- Follow up
- Ensure commitments are met
- End on a positive note – always start and end strong – let them leave the room buzzing versus dragging

One friend of mine at a large Fortune 100 company shared this analogy:

When I think about great meeting leaders, I think about whether I trust that person enough to drive my car. I want them to be confident behind the wheel, tell us where we are going (and at least have a map), be able to converse without losing control, and not get distracted by backseat drivers. I trust that they'll get us safely where we need to go, but they definitely want help navigating the way. They'll clarify directions (is that a right or left at the next light?) and ask whether we're taking the most direct route. They might speed up if we need to, but never enough to frighten anyone. And best of all, if we break down they know how to mobilize everyone to fix it (or they know who to call for help.) When I hold people up to this test, it's real easy to sort out those people who I'd give my keys. It's also a good acid test for me to see if I feel confident to drive when it's my turn.

Chair your way to meeting success!

Lisa's CPLP Corner

Lisa Spahn
President-elect

I checked the mail every day. Finally, a letter arrived with the return address of ASTD. My hands shook as I opened it.

The first word that I saw was "congratulations!" I passed! My emotions quickly turned from elation to panic. I passed. . . and now I had to focus on Part II – the work product.

I ran to the computer and opened the link to the work product information. I had selected "Delivering Training" as my AOE (area of expertise). My choices, selected prior to the written exam, were delivering training, designing training, and measuring and evaluating. I remembered something about having to submit a tape of one of my classes.

As I looked through the information, I saw that I had to submit a 20 minute continuous recording (no edits or breaks) of me "Delivering Training." This was going to be easy. I had a 90 minute presentation already recorded on DVD. I would submit that. Then I noticed that I needed a release form signed by everyone in the recording. This was a Client in Canada – I could not get everyone's signature.

Plan B - I put together a group of my peers, set up a camera, and taped a portion of one of my classes. Everyone participating signed a release form. 20 minutes total – no more, no less. Then I noticed that I had to fill out the "Supporting Evidence" form – I had to note on the tape or DVD, by time code, where I demonstrated certain competencies. I watched the tape – no time code.

Plan C – I was delivering a program at our February Program, the All Florida Chapters Meeting. I taped the entire delivery, making sure there was a time code on the tape. I got release forms signed. I selected the best 20 minutes from the tape and edited it to another tape. I filled out the "Supporting Evidence" form. (If you were at my session, many thanks!)

I answered the supporting questions (8 questions about the actual work product submission and 2 follow-on questions).

I got all of my information together, including the written test passing score report, facilitator's guide for the work product, and the submission form.

I re-read the instructions. No Plan D needed. I had 7 days before the deadline. I noticed the materials had to be **there** in 7 days. I headed to the local UPS store. I placed fragile stickers all over the envelope and triple checked the contents before sending it off. I made sure I had a receipt of where and when the envelope was mailed, and a tracking number.

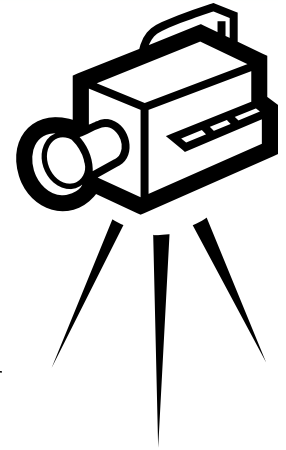


I tracked the envelope every day – and it arrived with 2 days to spare! So it was back to checking the mail again!

As many of you know, I passed the work product submission and joined an elite group to become one of the first CPLPs! I completed numerous surveys, making many recommendations to help improve the process for the next testing period.

Next step – staying certified. Do I have to retest? Tune in next quarter!

If you have any questions for me, feel free to email me at lisa@astd-cf.org. Please allow at least 48 hours for a response from me – unfortunately I have limited access to email.



Living the ASTD Competencies

Terry Czigan
Member

I eat, sleep, and live the ASTD competencies. Ahh, an executive at headquarters in Alexandria, VA, you might guess. Or maybe the director for the Human Performance department at a Fortune 500 company, perhaps? Actually, no. Since January 2005, I've been an on-line doctoral learner at Capella University, enrolled in their Training & Performance Improvement specialization, which is based on the ASTD Competency Model for Learning and Performance. This model is also the foundation for the ASTD Certification Institute's Professional Certification Program.



To see the competencies, go to www.ASTD.org and click on the link to the Certified Professional in Learning and Performance (CPLP) certificate program, then "ASTD Competency Model". The foundation for this certificate, of which several of our CF chapter members have obtained, is the center section of the Competency Model "pyramid". Those nine focus areas have been the center of my doctoral program at Capella.

As ASTD local and national members, we hear about things like needs assessment and return on investment at every meeting. But what's it *really* like to learn about them full-time in an on-line environment? Is this a step that might be in your future? Will you get any sleep?

In April 2005, I quit my full-time job as a county literacy coordinator and became a full-time student. Then my whole household began to eat, sleep, and live my doctoral program. It has been an exciting 20 months so far, with the prospect of about 16 more to go...my family prays for less.

Most learners take one or two courses during each quarter; because I quit my job, I took three. The expectation is that you will work 9-15 hours per week on each course—I usually averaged 15-20 hours. So you can do the math on how this works with a job schedule. Because I am a veteran, I was able to get educational assistance from the Montgomery GI Bill, which enabled me to quit my job and work on my degree full time.

The on-line environment requires discipline and focus. Once I quit my job, I kept a "time sheet"—a log of all my schoolwork hours—as this was now my "job". I owed it to my family and to myself to keep me on track. It really is a valuable tool that I still use now that I am in the dissertation phase.

The most common question I get about on-line learning is, "Don't you feel isolated?" The answer to that is a resounding, "Not at all!" Capella fosters a great deal of learner interface, requiring a designated number of interactions for each discussion and assignment item. In the "brick and mortar" environment, I never got to read my classmates' work and have input into its content—or get their feedback about mine. This degree has expanded my horizons and made strong global friendships that go beyond the workplace.

There is a large amount of reading, and, of course, hours on end spent at the computer. The whole family has to be part of the decision to become an on-line learner. Also, every course has an appropriate "project" for the quarter: a hands-on, real-world project that you devise, research, and "run" through the weeks of the quarter. The focus for the project might be needs assessment, evaluation, course design and delivery, or even how to set up a human performance department where none exists now. This program gets you out of the books and into the experience of Human Performance Improvement!

Getting a doctorate degree might be more than you need. Like ASTD, Capella University also offers a certificate program, which requires five foundational courses, and also a master's degree program. As an ASTD member, you have the option of getting your CPLP through ASTD itself, using its self-study Learning System to prepare for the exam. But if you want to go deeper, a full degree may be more in alignment with your future professional aspirations.

If you would like to know more specifics about Capella University's program please contact me by e-mail at terry@czigan.net. I am an official ambassador for Capella and would be happy to set you on the path!

Stone Lakes Program—Summary

Fitz Ward
Member

Greetings everyone! I wanted to provide you with a post mortem on the OCPS and CFC-ASTD initiative. I think it was a major homerun and something the CFC-ASTD can be very proud about. The event commenced about 8:30am and ended at 12:35 p.m., a 1/2 hour longer than was planned. Overall the faculty members and principals were very pleased, enjoyed the event, and proclaimed they were eager to use the information presented over the course of the school year. Time will tell how much they commit as a group and individually to better communication and team work. The principal indicated that this far exceeded her expectations and was perfect for the culture she is trying to instill and was great for starting out the school year.

Just to bring everyone up to speed, below is a summary of the initiative:

1. [We had 19 volunteers for this initiative](#), 13 were actually able to facilitate the event. One facilitator only came to the last planning session and another only came to the last two planning sessions after hearing about the event during the June chapter meeting. I was her ambassador that night and she joined the chapter at the July meeting. Despite their late arrival, they facilitated break out sessions and helped to round out the facilitation team.
2. We had 5 planning sessions with an average attendance of about 5 facilitators. Each planning session was conducted via Web conference and was scheduled for 2 1/2 hours. Four of the meetings were at 6:30 p.m. on a Wednesday or Thursday and one on Saturday morning. Some facilitators did not make any meetings but kept up-to-date and informed through the post meeting summaries. Only about 2 or 3 people made every meeting. This is interesting in that for most of the facilitators, we had never physically met one another prior to the day of the event and did all the planning virtually. In a nutshell, we had to become a team in short order which is ironic given the topic we were going to present. However, we worked very well together given all the circumstances.
3. [We provided instruction to approximately 57 faculty members and 2 principals](#). The principal had been in the OCPS school system for about 21 years, the assistant principal has been in Orlando for 2 years and prior to that worked in Miami's school system. The faculty included first year teachers, out of state new faculty members, and very seasoned professionals.
4. Unique folders were prepared for the faculty, principals, and facilitators. Items in the folders included: a pad of paper, pen, facilitator mini biography and contact information, Kiersey Temperament Sorter II personality instrument, description of the 4 personality types, document on norm setting, program schedule, facilitator schedule, document about the CFC-ASTD, overview of the ball of string activity, overview of the jigsaw puzzle game, team building resource document, grade level/facilitator/break out room assignment document, \$30 worth of gift cards to Barnes & Noble, hanging name badges, and an evaluation and feedback form.
5. [Publix donated food for this event](#). They did a cook out at the school which featured the following: hamburgers, hot dogs, salad, drinks, cake, fruit tray, vegetable tray, potato salad, and pasta salad with vegetables. Publix also provided the grill, all condiments, and dining supplies.
6. More than one notice went out to several media outlets in the area. These included channels 2, 6, 9, 13, 35, and Orange TV, school district's commissioner, Orlando Sentinel, East Orlando Sun, and OCPS public relations. Unfortunately none turned out for the event. [The East Orlando Sun did run a paragraph about the event in its paper the following day](#). CFC-ASTD was mentioned and spelled out so we got some recognition. The East Orlando Sun is distributed to about 33,000 homes on the east side of town which has a population of about 322,000 residents. The event is also mentioned on the school Web site.
7. Expenses for the chapter were minimal given the size of the event. Items purchased were 2 packs of pens, 74 pocket folders, Kiersey Temperament Sorter II instrument, hanging name badges (which will be re-used by the member services team for chapter meetings), and a printer ink cartridge. Other event expenses and supplies were taken care of through other means.
8. The evaluation and feedback forms were returned to the principal. I will get them from her later this week and compile the ratings and freeform comments into a spreadsheet. Another survey will be going out in coming months to get a pulse on what has occurred since the actual training event.
9. A plethora (approximately 155) of pictures were taken throughout the event. They may use the photos in their yearbook and on their Web site. *For some of these images, see page 7.*

In summary, this event did a lot for the intended audience and the facilitators. Several of the facilitators seemed inspired and voiced commitment to doing this again since a template has been established. The voiced commitment was for individual participation and in some cases, their company involvement. One facilitator has written grant proposals before and this could be important if the chapter wants to grow this program for the future. This seems like an event that you could get funding for providing the program happens. Along with other chapter initiatives, I think this particular event will benefit the chapter in several ways and over time not just in the immediate timeframe. I think this was good for the chapter to be involved in to demonstrate community focus and for being publicly exposed. Many of the participants told their spouses, other teachers in the county, and wanted to share their joy about this event with the school district home office. I spoke with the area superintendent of schools in that area and she was pleased with what she heard about the program from the principals.

Stone Lakes Program—Pictures

*Fitz Ward
Member*

Below are some of the pictures taken during this event—

The facilitators—



The faculty members—



The Assistant Principal and Principal —



Building Relationships Across Cultures

Bob Lucas
Member

If you have known someone from a culture other than yours, chances are you know that there are distinct differences in the way people from various countries communicate, process information, communicate and approach different situations. There are no right or wrong ways; just differences. With this in mind, and a bit of contemplation, you can build effective relationships with virtually anyone from around the world.



The following are a few tips for successfully connecting with and effectively getting to know others from around the world.

Avoid assumptions related to communication ability. Assumptions can cause relationship breakdowns and misunderstandings. If you must assume, then assume that the other person is an intelligent and competent person with whom you can communicate and work with if you both approach the situation with a positive, can-do attitude. For some reason, many Americans feel that if they raise their voice to someone who does not speak English well, that the person will understand what is being said. An example of how communication can break down between people from different backgrounds was seen several years ago in the popular movie *Rush Hour* starring Jackie Chan and Chris Tucker. In that movie, both played police officers, Tucker from Los Angeles and Chan from Hong Kong. They met at the Los Angeles airport when Chan flew in. Here is a synopsis of a scene in which Tucker goes to the airport to pick up Chan. Tucker assumes that Chan cannot speak English and raises his voice as he yells, "Do you understand the words that are coming out of my mouth?" Not only did Chan understand, but he later begins to communicate fluently in English. When Tucker acts surprised and miffed, Chan nonchalantly says, "I did not say I didn't speak English. You assumed that I did not speak English."

Such actions do little to enhance communication and learning. In fact, yelling or changing tone does nothing to enhance learner understanding and may well anger or embarrass them. It certainly makes you look foolish. Just because a participant is unable to speak English, does not mean that he or she is hearing impaired.

Use short words and sentences when speaking. Without appearing condescending, frequently take the time to verify understanding of your message by others before continuing your delivery. Failure to do so might result in a waste of time and frustration for both you and the other person. To achieve this, avoid direct questions, such as "Do you understand?" Not only can this be answered with a yes or no, but it can also offend someone who speaks and understands English well. The nonverbal message is that the person may not be smart enough to get your meaning. Instead, try tie-in questions, such as, "How do you think you will do/use this?" or others that will give you an indication of whether there is comprehension of the information that has been provided. These types of questions help you and your participants to visualize how the information will be put to use. These questions will also give you a chance to clarify the information if the person has misunderstood your explanation.

Avoid culturally specific references. To reduce the risk of misunderstandings by people who speak English as a second language or a language other than yours, use universal language and references. Avoid words, examples, or acronyms that are unique to your culture. For example, people from the United States should avoid the following types of comments with others who are not from the United States:

"I'll need your 'John Hancock' on this form," (referring to a U.S. historical figure)

"If plan A fails, we'll drop back and punt" (referring to U.S. football)

"Looks like we scored a home run with that last activity (referring to baseball)

"Close, but no cigar" (referring to winning something at a carnival)

"Win one for the 'Gipper'" (referring to Notre Dame football coach Knute Rockne)

These phrases might be understood by someone acculturated to the U.S. society, but will probably not make sense to someone from another culture. Such comments will only confuse others and do little to enhance comprehension.

Continued on page 9...

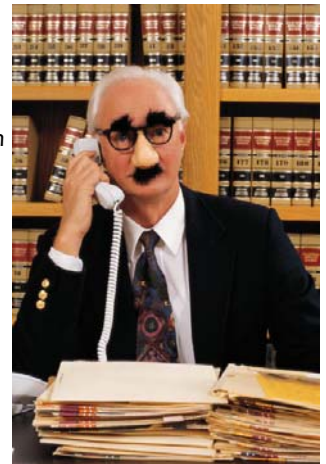
Building Relationships Across Cultures—Continued

Continued from page 8...

Be conscious of non-verbal cues. Continually monitor nonverbal reactions as you converse with someone regardless of where they come from. For example, people often have a puzzled or confused look on their face when they do not grasp a concept or something they heard. If you feel there is confusion or loss of comprehension, stop and try to reestablish a bond. Also, be aware of the nonverbal cues you send and make sure that they are in congruence (agree with) with your verbal message. For example, if you explain at the beginning of a conversation that the information punctuality to meetings is important so that a project can stay on schedule, yet you return late from breaks or lunch, you send a conflicting message. The potential problem this creates is that others will likely follow your lead and start returning late also.

Use a step-by-step approach when explaining something. Clearly outline exactly what you will do or what will be expected of others in any given situation. Write this information down for future reference by others so that you prevent misunderstandings. In taking this approach, you also aid others in your group, who benefit from having information delivered visually, by allowing them to potentially better grasp concepts and instructions.

Use humor cautiously. It is probably best to avoid jokes when dealing with someone from another cultural until you get to know them well. This is because cultural values and beliefs result in different levels of social acceptance on many topics. In addition, jokes are often based on incidents, people, or environmental factors from a specific culture. These might not be shared or understood by someone from outside that culture. If you plan to use humor, make sure that the content or delivery will not inadvertently offend others. You are usually safest using self-effacing (directed at yourself) humor. Even so, be careful not to choose an aspect about yourself (e.g. body type, baldness, physical characteristics that stands out) that is shared by others or that can be viewed as a stereotype (e.g. all divorced people do...or all overweight people like me are too lazy to exercise) and that might embarrass a learner. If something is shared by someone in your group and they are self-conscious about the characteristic or aspect, they may feel that people are now looking at them as a result and may become irritated by your attempt at humor. They might then shut down and withdraw mentally or physically from the participation in team activities or a relationship with you. Acceptable comments about yourself might involve something that you did that was foolish or was not well thought out and that caused you embarrassment or put you in a humorous predicament.



Avoid criticism. Another important point to remember related to relationship building is that in many cultures, saving “face” or esteem is an important value. To avoid inadvertently offending someone from another culture, if someone does not understand something that was said or instructions provided, or if they make mistakes (e.g., they improperly fill out a form or use the wrong word), you should not directly point out the mistake, especially in public. Instead, take the responsibility for correcting the error or clarifying the misunderstanding as if it was due to something you communicated (e.g. “I’m sorry I do not speak your language...,” “I am sorry that these forms are so confusing, I have trouble with them too,” or “I do not know why this process has to be so difficult. I have trouble myself. I would like to go through it one more time. Would that be alright?”).

By taking such an approach, you take responsibility for the error or misunderstanding and do not put the other person in an awkward situation or in one in which they would be embarrassed or offended in front of others or in which their self-esteem damaged.

Building relationships with others, no matter what their background is not difficult. It just takes a little thinking and planning on your part.



Assessing Employee Conflict

Sheryle Woodruff
Member

Training and human resource professionals are the people who typically get tasked with handling various problems that are brewing in the office. The questions most often asked when faced with these conflicts are “When should someone intervene?”, “Who is the right person to intervene?” and “How should it be handled?”

The first thing that needs to be assessed is the level of severity of the present conflict. Level one are moderate type conflicts and level two are more severe conflicts. In order to decide the conflict level, you would need to know: 1) the severity of the issues and 2) how entrenched are the parties involved.

Deciphering the seriousness of a conflict can be challenging, but it is an integral step to deciding when to intervene, who should intervene and how to intervene. Another reason it is crucial is because unresolved conflicts or poorly resolved conflict costs organizations millions of dollars each year - in time, productivity, lawsuits, and turnover.



LEVEL ONE – EARLY STAGE OF CONFLICT

Level one conflict can be identified by the following characteristics: less personal in nature, does not involve personal values and beliefs, takes up little time and energy and does not involve multiple people.

An example of a level one conflict would be two co-workers arguing about who is responsible for making coffee in the morning. Another example of a level one conflict would be two co-workers not getting along because they each think the other is not pulling their weight. There have been some minor incidents over a month, but does not seem to be personal.

LEVEL TWO – ELEVATED STAGE OF A CONFLICT

Level two conflict can be identified by one or more of the following characteristics: has occurred for a significant period of time (i.e., more than 6 months), disruptive or argumentative behavior occurs frequently, potential legal issues involved (i.e., discrimination, harassment, threats-actual or perceived, large power differential present, fear of reprisal or loss of job, conflict hinders job and/or team performance or the conflict involves deep personal values such as religion or cultural issues.

An example of a level two conflict would be an employee who feels they are being treated differently than co-workers by management. They may display this by defiant behavior or delivering minimal productivity just to get by. This is significant because if left unresolved, it can result in a discrimination claim. Another example of a level two conflict is when two co-workers are continually arguing about seemingly trivial issues. The bickering has been occurring over the past year and the team is spending excessive time and energy being brought into these issues. Some things to look for are if the conflicting parties are disrupting meetings with their arguments or they are complaining to team members about each other, trying to create clicks.

CAUTIONS – MISTAKES CAN BE COSTLY

Many level two conflicts are incorrectly lumped into the level one category. When issues seem insignificant, they can be easily put aside as a low level conflict. As described earlier, this factor alone should not be the determinant issue. Sometimes trivial issues on the surface are just a cover up or a symptom for more serious concerns. A good question to ask yourself before categorizing a conflict is “what will the cost of this conflict be if it is not resolved properly or at all?” For instance, if the conflict goes unresolved, what are the chances one or more employees will file a grievance or quit? The higher this possibility, the more likely the conflict is a level two.

WHAT NOW?

After assessing a conflict and deciding it is a level one, there are two primary options. One is to let the parties work it out themselves. This option would need some minimal monitoring to make sure they actually do work it out and the issues don't continue and eventually heighten. A second option is for the immediate manager or HR professional to intervene. This should entail conducting an informal and private meeting between the conflicting parties and the chosen third person working for the organization. Regardless of who is chosen at this stage, the person should have some mediation and/or facilitation skills in order to best assist the parties. If a level one conflict is not properly resolved, it can easily turn into a level two conflict.

Should the conflict be assessed as a level two, it would need to be handled delicately and by someone who is both a skilled mediator and considered neutral by both parties. This person can sometimes be found within an organization, but more likely will need to be an outside professional mediator. Perception of neutrality is a key issue in choosing a mediator for a level two conflict. If the person chosen is not viewed by both sides as an impartial neutral, there could be problems. The parties might reach a resolution, but it is superficial because one or both felt they had no choices. The parties could feel their jobs will be in jeopardy if they do not resolve. Often this results in a band-aid type resolution and misses the real underlying issues. Perception of confidentiality and neutrality is critical to the mediation process and a long term successful resolution.

Organizations deal with conflicts everyday, all day long. It is most important to focus on conflicts that have symptoms of escalation. The earlier conflicts can be resolved, the better for all involved.

Can You Hear Me Now?

Mary Tomlinson
Member
John Dreyer
Co-author

Employees are a lot like the fellow in the Verizon commercial who seems to be walking every square inch of planet Earth looking for clear communication signals. But while the inveterate cell-phone hiker always manages to be connected, most employees seem to be traversing a boundless grid of communication dead spots.

They participate in a vast array of HR programs – from executive coffees to departmental chats, from employee retreats to company forums, from workshops to surveys – each time asking “Can you hear me now? Can you hear me now?” All too often, the results are sounds of silence.



"Can you hear me now? Good!"SM

Source: www.mobiledatacomm.com

And what is it that members of corporate teams want their leaders to hear? Consistently, they have six requests that, given careful thought by leaders, will help them make greater contributions toward building value for the company, its stakeholders and themselves.

1. Lead me or get out of the way.

A successful leader is generally popular. But a popular leader is not necessarily a successful one. In the words of one observer, a fellow named James Crook, “A man who wants to lead the orchestra must turn his back on the crowd.” Another way to look at it is to ask, “If a leader isn’t going to take his people anywhere, what good is he?”

The leader who makes decisions to please superiors or make the troops happy is going to be long on popularity and short on career. Both constituencies eventually will revolt because decisions reached by a desire to make everybody love you result in teams that tread water and eventually sink.

However, leaders who make and stick with tough decisions based on a well-considered and original strategic vision win the respect of superiors and the loyalty of their teams.

2. Give us a role to model.

NBA great Charles Barkley more than once has informed parents that they shouldn’t expect athletes to serve as role models for their children. Well, he was wrong, and so are leaders who have the same philosophy about their roles in relation to their teams.

Like star athletes, leaders walk in the spotlight every time they are on stage and often when they are not, even if they don’t bask in it.

Team members watch them closely, hoping to find traits to emulate, behavior to follow, a thought process to adapt. They watch to see how their bosses respond to challenges, how they deal with people, how they organize work, what drives them, where they derive inspiration, whether they value originality.

The pressure on leaders is always to be on their A-Game. Time and again, team members adopt the boss’s traits – the good ones and the bad. But without fail, team members say that they want leaders who will teach them traits that help them get ahead in their own careers.

3. Show me how to create value.

Leaders can be a lot like the little girl in a recent *Non Sequitur* comic strip who tells her father that she is taking advantage of a window of opportunity, “filling the void as America’s new domestic diva.” When dad tells her, “You can start by cleaning your room,” she replies, “Oh, puh-leeze, daddy . . . divas have minions for that sort of thing.”

Such leadership is as cliched as “Do as I say and not as I do,” and as effective as an umbrella in a hurricane. Teamwork is not “a lot of people doing what I say,” as the marketing executive of a well-known technology company once put it.

Most team players will give 100 percent if they see their captain giving 110 percent to achieve set goals. Conversely, they will burn a lot of energy finding creative ways to give less if they think their leader is not going above and beyond. Bosses derive the most value from their employees when they themselves are perceived to be creating value.

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Can You Hear Me Now?

Continued from page 11..

4. "Why does your bad day have to be my bad day?"

Leaders set the tone. Over time, employees develop "boss antennae" – sensory tools for determining the boss's daily mood. Simultaneously, they perfect behaviors that reflect the atmosphere being created by the boss. When a leader bludgeons the troops with the weight of his or her own responsibilities by way of anger, frustration, or just plain crankiness, team members adopt defensive positions, try to erect cloaking shields and aspire only to survive the workday. In other words, productivity and creativity suffer. On the other hand, when the leader masks a bad day and exudes confidence and optimism, the troops are energized toward discovery and accomplishment. Bottom line: those who can command themselves can lead others successfully.

5. Teach me to deal with mistakes.

Sometimes employees feel like the person who answered the want ad for "someone who is responsible." "I'm the one you want," the applicant boasted. "On my last job, every time anything went wrong, they said I was responsible."

These are the folks who work for executives who think that subordinates' mistakes are inexcusable. And frequently, executives who come down hardest on their teams' mistakes are perfectionists who mask their own blunders and transfer their own sense of failure to others in their ranks.

Such executives create environments where:

1. The fear of making a mistake permeates and paralyzes the organization.
2. The potential for creativity, risk taking and discovery is eliminated.
3. The delusion of attainable perfection is transferred. It's the perfect vicious cycle. Fear to fail, and you will, which heightens your fear of failing.

Executives who recognize and admit their own mistakes teach their teams that failure is a necessary component of success. In this way, they imbue their workforce with the confidence to take risks and the knowledge that they can recover and benefit from mistakes.

6. "Hey, what am I? Invisible?"

Bosses are all too often like the father in the Sprint commercial who is telling the "phone counselor" that he wants to communicate better with his son, whatshisname, who plays whatchamacallit at whatever school he is attending.

Like sons and daughters, team members see themselves as possessing particular talents that they believe contribute to and are necessary to the success of the group. When the boss speaks to them, he or she needs to balance between inspiring them as a team and recognizing them as individuals rather than as stock in a sheep herd.

Good leaders understand this and take the time to know their players. And they make the effort to recognize the particular contributions of individual team members.

Let them know that you CAN hear them now.

Good leaders listen to their employees. They recognize that the men and women they have chosen for their teams are interested in success for the team as well as for themselves. And they remember that, while the chemistry and dynamics of a team are directed ultimately by the chief, they do not all generate from the chief. They understand that when good leaders meet the needs of their teams, teams meet the goals of the leaders.



Brainstorm Your Company to Success

Bob Lucas
Member

Many successful managers have figured out that to increase levels of productivity, sales and service you have to involve the people who know the jobs best – frontline employees. Don't have employees? Not a problem, network and benchmark with peers in similar companies or industries. To make this happen in your organization, set up brainstorming meetings with small groups of employees using the following tips.

Keep the groups manageable. Typically groups of 5-8 people will allow for interaction and the stimulation of ideas without becoming bogged down. Such groups allow for a quick pace of ideas and a lot of energy.

Meet early. In order to capitalize on high energy levels, hold your meetings in the morning. Mid-morning seems to work best since it captures the energy of people who have both a morning and evening Circadian Rhythm (natural 24-hour internal clock possessed by humans). Mid-week also seems to work best for people.

Provide an agenda in advance. Once attendees for the meetings have been identified, send out a summary of what will be discussed and ask people to give some thoughts to what currently works, what does not work and what can be changed related to the topic. Providing this list can result in a more productive meeting.

Provide refreshments. People usually work best when their brains are stimulated by nourishment. Offer water and drinks and a combination of sweet and healthy items. Fruit and juices with natural sugars are a good choice.

Set some ground rules for the meeting. Successful brainstorming follows the following basic guidelines:

- Freewheeling of ideas encouraged (anything goes)
- No criticism of ideas is allowed
- Quantity of ideas, not quality, is encouraged
- Piggy-backing of ideas is fine (building on someone else's idea)
- No discussion of issues (do this later)
- Everyone participates; no observers
- One person speaks at a time
- Use inclusive language (consider diversity)
- ALL ideas are captured on a flip chart page



Follow-up. Once the meeting has concluded, compile the ideas generated and provide a list to attendees and any other appropriate person. Form action committees of supervisors and managers to decide which items are practical and meet the mission/vision of the organization. Formulate action plans and keep attendees informed of progress so that they see the end result and feel intangibly rewarded for their ideas. You can go further with the idea of rewards by sending a personal thank you to attendees and making mention of their valuable participation in any organizational newsletter.

Monthly Chapter Programs

Barry Altland
President

The most prominent and visible of the initiatives our chapter delivers to the Central Florida learning community are our monthly chapter programs. For 2006, your Executive Board has committed to delivering high-quality, innovative programs that focus on learning and performance competencies and model the profession. To date, the programs calendar has met and exceeded the goal by making the following programs come alive:

January 2006 - We continued the tradition of kicking off the year with a joint program with CFHRA, the Central Florida SHRM affiliate. Doing so affords our members and guests the opportunity to expand their network of human capital professionals.

February 2006 - The first annual Florida Regional Conference was hosted by our amazing chapter partners, Valencia Enterprises, at the Valencia Criminal Justice Institute. Titled "Learning is Leading: A Conference on Human Capital Investment," attracted 80 professionals from around the state, and formed a solid foundation from which to build future annual conferences.

March 2006 - Former chapter President, Dr. Mark Morgan, presented a robustly-attended program on the competency of measuring and evaluating. In the "Case of the Missing Scorecard," Mark provided a fun and creative introduction to the critical factors professionals need to be aware of when navigating organizational improvement initiatives.

April 2006 - On the UCF campus, Tim Brock focused on competency model development with a high-level discussion on "Training NASA Astronauts for Deep Space Exploration Missions: A Research Study to Develop and Validate a Competency-Based Training Framework."

May 2006 - Kathie Kunkel Holland, another former chapter President, enlightened participants on the critical nature of the competency of managing organizational knowledge in "A Manager's Fairy Tale: The Acorn Bank."

June 2006 - City Beverages, the local Anheuser-Busch distributor, played host to over 50 participants who learned from a case study approach on the steps this high-performing organization takes to attract, train and retain its' employees, business partners and customers. A facility tour and "product tasting" rounded out the evening. For those who attended, it is certain they will never look at bar glassware the same way!

July 2006 - Our second joint program with CFHRA presented facilitator, Mary Tomlinson, as she led us to TOP (The On-Purpose) Performance by laying the foundation for our own personal mission statements. Over 110 were in attendance for this program held at Disney's Boardwalk.

August 2006 - Leveraging the success of our e-Learning SIG, the chapter delivered its first virtual meeting using a network conferencing platform. Attendees gathered in three different clusters around Central Florida, and communicated electronically on the topic of the ASTD Competency Model and the CPLP Certification Process. Our very own certified members, Lisa Spahn and Pat Wisniewski, shared their challenges and successes during the process. Our friends at Siemens Communications provided the tech support and know-how to make this first venture run smoothly!

September 2006 - The first ever Learning Executive Panel Discussion features four Central Florida WLP decision-makers sharing their passions and fielding questions from the audience. Sharing their perspectives from the private, public and education sectors, these panelists will join us to ignite a high-level discussion on the future of our profession.

October 2006 - The Central Florida Chapter and the GOOD (Greater Orlando Organization Development) Network join forces for a Friday morning, half-day series of roundtable discussions on learning and OD-related topics. A hot breakfast and another opportunity to build a greater network of change professionals awaits at our host location, Nova Southeastern University.

December 2006 - The End of Year celebration brings us back to the traditions of our annual canned food drive, a great holiday meal, a fun program and the excitement of the Bonus Bucks Auction!

When it fits in your busy schedule, when the topic appeals to you, when the location is convenient, or when you have news to share, attending programs on a consistent basis benefits you no matter the reason. Our goal as your chapter leadership is to give you the level of engagement in our program strategies that delivers a solid return on your investment. And, your feedback is always valued! Programs exist for you and because of you—and we hope you agree, 2006 programs have been exceptional!

A special thanks to VP Programs, Crystal Melton, for being a brilliant tactician for the Central Florida Chapter!

Acknowledgement Area

Each of us have accomplishments to be proud of—admit it, or let someone else! This is an area of the newsletter where you can send an acknowledgement for yourself or another member.

- Congratulations to all those from our chapter who passed the pilot CPLP—including **Lisa Spahn, Pat Wisniewski, and Bob Lucas**. We look forward to adding your name here!
- Congratulations to us! Our chapter successfully held its first virtual meeting in August!
- Congratulations to the elected board members for 2007!

If you have an accomplishment you'd like to share with the chapter in the next newsletter, please contact Tammy Ascolese at tammy@astd-cf.org by November 17, 2006. You can "pat yourself on the back" or give a colleague a "congrats" - let's share the accomplishments that we've worked so hard to achieve!



American Society of Training and Development
Central Florida Chapter

Founded in 1979 and chartered in 1982, the Central Florida Chapter of the American Society for Training and Development (CFC-ASTD) has grown from 25 members to over 350 members today. Growth and success have been phenomenal during the Chapter's short history. Since its founding, the Chapter has received numerous awards. In 1989, 1990, 1991, and 1992, the Chapter received the National Excellence Award. Service on national, regional and local committees reflects the professional commitment of the members of CFC-ASTD. Several chapter members provide their expertise at the National level by serving on National ASTD committees or as Regional and Industry Group Directors. Members are frequent presenters at regional and national conferences.

Contact Us:

Central Florida Chapter of ASTD

(407) 332-2667

www.astd-cf.org

Current Officers 2006

President	Barry Altland
President-elect	Lisa Spahn
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Area Manager, Eastern U.S.A	Jonathan Gerstner, Ph. D.

You may reach any of the above members by using the email address format of
firstname@astd-cf.org

CALL FOR ARTICLE SUBMISSIONS!!!

Enjoy this quarter's newsletter? Be a part of the last one for 2006!

We want YOU to get involved!

*The focus for the Q4 2006 newsletter is on the **Managing Organizational Knowledge** competency...*

If you have experience in this area, and would like to submit an article for publication in the Q4 newsletter, please contact Tammy Ascolese at tammy@astd-cf.org, by November 3, 2006 with your article concept.

*Remember, our chapter mission is simple: to **Inform, Inspire, and Involve**. So... **Get Involved!** **Inform** and **Inspire** others by sharing your experiences and knowledge!*

We look forward to hearing from you!

