

In Practice

Networking Tips

Times are tough and you have to make every minute count. Networking with your colleagues—sharing ideas, information, and resources—is one of the best uses of your time. The following are some tips that can help you make the most of your networking.

Know thyself. Know your strengths. All of us are exceptionally good at something and it is almost always something that we love to do. Hone that skill until it becomes second nature for you. It will be your competitive edge and your trademark. It might be something that you will be recognized for within your company, your state, or your nation—or even internationally.

It is equally important to let others know what that skill is. That skill will be the ammunition that will enable you to help others.

Also, know your weaknesses. Being aware of your weaknesses will help you determine what groups to join and what groups to network with.

Act and look your best. The old saying that you don't get a second chance to make a first impression has some merit. For example, it takes roughly seven repetitions to reverse an initial impression. If I perceive you as being self-centered, you would have to be on your best altruistic behavior for the next seven encounters before I would revise my initial impression. So, act and look your best at all times.

Be selective. Time is a precious resource. Be sure to get involved with the groups, associations, and organizations that have the greatest potential for helping you accomplish your lifetime goals. For HRD professionals, local professional meetings



Paul Cozzolino

are particularly valuable. Once you are in a networking setting, seek out people who have a large center of influence. Typically, these are the people who have been active and visible for quite some time. They tend to know influential people and have established impeccable reputations. They can direct you to the right people when you need to get things done.

Make people glad they talked with you. Focus on other people's needs. Motivational guru Zig Ziglar admonishes, "You can get anything in life you want if you just help enough other people get what they want."

Don't spend more than 20 percent of the time talking about yourself. This is counterproductive—especially when you are networking with someone for the first time. Always remember that most people like to talk about themselves. The more you let people talk about themselves, the more you can learn about their needs. If you can meet those needs, they will be glad they talked with

Networking can be a productive use of your time—if you know how to do it. Other stories look at jobs and workers in the future, healthy hospitals, and ADA.

you and they will remember you.

Introduce yourself. Even if you wear a name tag, always introduce yourself, giving your first and last name. Repeat the other person's name immediately and use it every chance you get. It will help you remember the person's name longer and make both of you feel good. When you use your name, you affirm yourself. When you use the other person's name, you affirm him or her.

Ask open-ended questions. To get a conversation going, ask questions that cannot be answered with a "yes" or "no." Ask questions such as, "What advice would you give someone just starting out in the HRD profession?" or "How did you get started in HRD?" Not only will you break the ice, but you might also gain some useful information.

Actively search for the double win. Always be on the lookout for issues, trends, clients, developments, or prospects that will be beneficial to you and the person with whom you are talking. For example, you might ask a consultant, "What type of expertise do you have that my company might be interested in?" If you show that you are interested in helping a person, he or she will be more inclined to share information with you. Don't wait for the other person to start. Take responsibility for the interchange.

Look for commonalities. Research has clearly demonstrated that people prefer to associate with people who are most like themselves. Seek out people you've never met before and look for anything that you have in common. It could be your alma mater, birthplace, or favorite sport—anything that will help you remember the other person, and, equally important, help him or her remember you.

Offer your business card. And ask people for their cards. Look at the card immediately. If appropriate, make a positive comment about it. Write something on the card about your conversation, to refresh your memory about the other person. If the card does not include a fax number, ask for it. Write on the back of the card anything you promise to do or send. Write down what you have in common.

Send a fax or a handwritten note. Do this for every person who is a valu-

able addition to your network, within 24 hours of your meeting. Be sure to focus the note on the other party by thanking him or her for sharing insights with you. If you promise to do anything, do it.

Keep in touch. Send interesting articles or other information to people in your network who you think would be interested. If you publish an article, send it to people in your network—it's a good way to get your name in front of your network. Send cards recognizing birthdays or other occasions to keep in touch. Always enclose your business card and an informal note when you send information.

Send leads. Let your network know about colleagues who have a particular need or expertise. Every time you match a want with a need, you've increased your network by two. Be sure to refer only people who adhere to the same standards as you do. The person you have recommended becomes an extension of you. If it goes well, you'll earn accolades. If it goes poorly, you'll get blamed.

Pay tribute. If you get a lead from someone in your network or are provided with a particularly valuable piece of advice, be sure to thank the person. Send a thank-you card or a small token of appreciation.

— **Wolf J. Rinke**

*President, Wolf Rinke Associates
4412 Cherry Valley Drive
Rockville, MD 20853*

Making Jobs Smarter

In past years, schools have taken much of the blame for the United States' economic woes. The criticism has merit. But schools aren't the sole cause of the problems, says Anthony Carnevale, president of the Institute for Workplace Learning and chief economist for the American Society for Training and Development.

In the May 1992 issue of *American School Board Journal*, Carnevale says that U.S. industry has a hand to play in encouraging better education by providing smarter jobs for educated workers. School reform and work reform must go hand in hand, he says.

The United States can "educate students to world-class standards," says Carnevale, "but if we don't create jobs that use better educated workers, we'll end up with too many smart workers for too many dumb jobs."

Carnevale says that education still must change to keep pace with changes in the U.S. economy, because industry needs workers who are highly skilled and flexible enough to handle technologies that are powerful and flexible.

To meet these needs, he writes, the United States needs an education system that "can continue to produce traditional white-collar and technical elites but also can provide a much higher quantity and quality of education for the other half of the high-school graduating class (which does not go on to postsecondary education, an apprenticeship, or the military)."

Carnevale says that change can't be accomplished unless schools get the resources they need to offer much-needed special education, to offer the latest learning technologies, and to provide more and better teachers, teaching in smaller classes.

"Money—or rather, the lack of it—is the most serious impediment to reform," says Carnevale. "Educators will not be able to meet new economic, technical, and cultural demands without substantial new infusions of funding."

Carnevale believes that U.S. employers will become part of the education solution only when they value learning and the products of the schools. He says they can "show it in the way they design jobs as well as in their selection, appraisal, rewards, and training systems....The best available data suggest only 1 percent of Americans are working in high-performance work systems that require high-skilled, autonomous workers."

Getting on the Quality Fast Track

In his new book *Fast Track to Quality: A 12-Month Program for Small to Mid-Sized Businesses*, Roger Tunks offers 10 principles for "fast tracking" quality improvement. Tunks makes it clear that fast tracking

does not mean taking short-cuts. None of these steps can be left out. Fast tracking, he says, is a more efficient way to achieve desired outcomes with measurable results and in less time. His 10 principles:

- ▶ Involve the maximum number of managers and employees in every key action along the way.
- ▶ Be clear and frequently communicate to all employees and customers your motives, intent, and progress in developing a quality-driven organization.
- ▶ Clarify and define every manager's, supervisor's, and employee's role in the quality process.
- ▶ Frequently communicate realistic expectations to employees and hold people accountable for achieving them.
- ▶ Focus on changing the company's ways of conducting business, not on changing the company's people.
- ▶ Celebrate major successes and recognize personal and group accomplishments and exceptional achievements.

▶ Demand that every manager and employee knows who his or her customers are and what their expectations are.

▶ Empower employees to meet or exceed customer expectations.

▶ Strengthen the quality of management before trying to manage quality.

▶ Establish accountability at all levels to ensure that the principles are being consistently applied.

— Copyright 1992 by McGraw Hill
Reprinted with permission

Commitment Key to Healthy Hospitals

If you ever have to be admitted to a hospital, you'd do well to find one where the employees exhibit a strong commitment to their jobs. That is the conclusion of a study by HRStrategies.

The international human resources firm was hired by EPIC Healthcare Group, a private company that operates 40 hospitals in the United States.

EPIC wanted to determine, among other things, whether there is a verifiable correlation between hospital-employee attitudes, hospital profitability, and patient satisfaction.

The three-year study found that hospitals can significantly improve patient satisfaction and boost profitability by creating a strong sense of commitment among hospital staff.

Hospitals with strongly committed employees are rated highest by patients, according to the study. Patients treated by high-commitment workers indicated satisfaction levels 96 percent higher than those treated by less-committed workers.

The study also found that employees in hospitals where commitment was high were less likely to "job hop." Turnover rates were 52 percent greater at low-commitment facilities.

The study found a direct link between hospital staff commitment and bottom-line profitability. The study showed that hospitals with highly committed workers were 40 percent more profitable than the

DEVELOPING HIGH-PERFORMANCE TEAMS

WORKSHOPS • BOOKS • VIDEOS

Self-Directed Work Teams Workshop—Public/On-Site

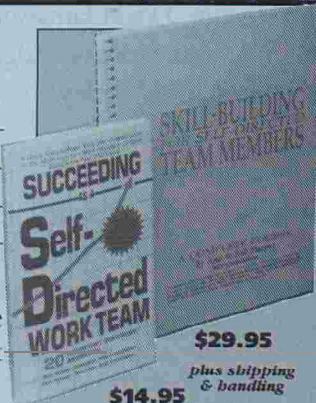
Sept. 14-16	Louisville, KY
Oct. 5-7	Dallas, TX
Nov. 16-18	San Francisco, CA
Dec. 2-4	Orlando, FL

Tuition: \$975.00 (Call for on-site prices.)

Call for FREE CATALOG and complete 1992-93 schedule of all dates & locations for workshops on:

The New Paradigm Workplace • The 1990s Manager • Supv./Team Leader • Quality & Continuous Improvement • Facilitator • Active Listening • Team Leadership, etc.

Call for Videos on SDWTs in Mfg. and Service.



Succeeding As A Self-Directed Work Team

20 Important Questions Answered

"Outstanding...I ordered one for everyone on the management team." —Rebecca Williamson, Quality Manager, EDS

An easy-to-read, user-friendly guide that QUALITY DIGEST called, "...the best quick introduction to self-directed teams..." Whether you have SDWTs or are thinking about starting them, this book/workbook will provide you with critical information for your Managers, Team Leaders, and Team Members. **\$14.95**

New! Skill-Building for S-D Team Members:

A Complete Course - Readings, Exercises, & Assessments for building successful TEAMS. Chapters on: Team Meetings, Conflict Management, Problem-Solving, Decision-making, Stages of SDWT Development and more. A Complete Course for Training Team Members. (211 pp., spiral bound) **\$29.95**

\$29.95
plus shipping & handling

\$14.95

QUANTITY DISCOUNTS AVAILABLE

Call **914-528-0888**

TO ORDER BOOKS/VIDEOS/TOOLS

WE SHIP SAME DAY!

Corporation

"YOUR PARTNERS IN LEARNING"

3150 LEXINGTON AVE. • MOHEGAN LAKE, NY 10547

Circle No. 135 on Reader Service Card

BRAND NEW VIDEO! FREE PREVIEW! 800/882-9911

Basic, Basic Telephone Skills

17-minute training video that's geared towards four specific groups: 1) young people just entering the job market; 2) those whose previous jobs required very little customer contact; 3) people with disabilities who are working for the first time; 4) and people re-entering the work force after several years. This video teaches 10 basics skills in customer service over the telephone. The 16th in the "Doc's" series.

TELEPHONE "DOCTOR"®
TELEPHONE SKILLS · CUSTOMER SERVICE · COMMUNICATION SKILLS
IT'S ALL WE DO

12119 St. Charles Rock Road
St. Louis, MO 63044
1-800-882-9911 · 314-291-1012
FAX 314-291-3226

Circle No. 153 on Reader Service Card

MANAGING STRATEGIC CHANGE

A two year accredited **master's degree** program, utilizing a strategic management orientation in the study of planned organization change and development.

Coursework is delivered by **internationally recognized faculty** in an intensive, highly interactive learning environment, convenient for working professionals.

A synthesis of state-of-the-art concepts and practical experience prepares participants dealing with current challenges facing organizations.

FACULTY:

Richard Beckhard, Peter Block, Barbara Bunker, Warner Burke, Robert Canady, William Dyer, Reuben Harris, David Hitchin, David Jamieson, Miriam Lacey, Craig Lundberg, Tony Petrella, Walter Ross, Edgar Schein, Robert Tannenbaum, Patrick Williams, Chris Worley.

DESIGN:

Eight eight-day and one five-day live-in seminar sessions, scheduled at two- to three-month intervals over a two year period, provide the opportunity to maintain full-time employment while enrolled in the program.

APPLICATION:

Applications are now being accepted for the 1993 class. The application deadline is February 12, 1993.

PEPPERDINE UNIVERSITY
SCHOOL OF BUSINESS & MANAGEMENT

MSOD

MASTER OF SCIENCE DEGREE
IN ORGANIZATION DEVELOPMENT

Pepperdine University

*School of Business
and Management*

400 Corporate Pointe
Culver City, CA 90230
(310) 568-5598

Circle No. 119 on Reader Service Card

In Practice

hospitals with low-committed employees. Low-commitment hospitals met only 64 percent of their profit goals, compared with 104 percent for high-commitment facilities.

Before you let anyone wheel you down the hall, you might consider checking on the hospital's turnover rate. And, while you're at it, it can't hurt to check out the food.

An ADA Checklist

This past July, all organizations with 25 or more employees became subject to the terms of the Americans With Disabilities Act. As the ADA comes into force, training departments will need to become more accommodating of the special learning needs of individuals with disabilities.

To help you develop a training plan that lives up to the expectations of ADA, here is a checklist of questions to ask yourself when designing and implementing your training activities:

- ▶ Do your case studies, role plays, small-group discussions, simulations, and other learning activities incorporate examples of dealing with people who have disabilities? By using learning activities that address issues specific to people with disabilities, your training department shows it is sensitive to the issues and special needs of these employees.
- ▶ Have you briefed instructors about accommodating trainees with disabilities? For example, what is the correct etiquette for offering a chair to a trainee who is visually impaired? What types of language might some people with disabilities find offensive? What types of actions might a participant with a disability find patronizing or otherwise offensive?
- ▶ Have you made any special accommodations for trainees with sensory, mobility, or cognitive impairments? I recently attended an outdoor adventure learning activity. The trainers did not anticipate having participants with disabilities that would prohibit them from participating in some of the planned activities. Try to anticipate the needs of all your participants and plan accordingly.
- ▶ As you assess employees' training needs, are you giving special con-

sideration to the needs of people with disabilities? A person who has difficulty with speech (such as stuttering) or who has a learning disability may require a different learning format than a person without these challenges.

▶ Have you kept records of training accommodations that have been made? It is important to document your compliance with the ADA to show what you've done if it becomes necessary.

▶ Look at the resources and tools that your organization uses to facilitate the transfer of learning from the classroom to the workplace. Have you modified such job aids to accommodate employees' disabilities? For instance, a customer representative with a visual impairment might find a checklist written in braille more useful than one presented in print. But find out, first, whether the person reads braille. If not, find another alternative.

▶ Have you considered the needs of customers with disabilities when making program development and curriculum design decisions? Your organization may have a significant number of customers with disabilities; your course content should be designed accordingly.

▶ Have you involved employees with disabilities in any of your planning processes? If you haven't, you may be missing some valuable insight.

— **Michael Shabnasarian**

Executive Director

Career Consultants of America

2701 West Busch Boulevard, Suite 270

Tampa, FL 33618

Baldrige Examiners Wanted

The National Institute of Standards and Technology (NIST) is looking for examiners from all sectors of U.S. business to review and evaluate applications submitted for the 1993 Malcolm Baldrige National Quality Award.

Applicants must be experts in quality management and capable of evaluating large and small manufacturing and service businesses. People who are selected must take part in a three-day preparation course based on the Baldrige award examination items,

the scoring criteria, and the examination process.

Applications are available from the Malcolm Baldrige National Quality Award Office, A537 Administration Building, NIST, Gaithersburg, MD 20899. Phone: 301/975-2036. Applications are due November 3, 1992.

Look, Mom, We're Famous!

Two *Training & Development* editors were recognized recently in national writing and editing competitions.

Associate Editor Haidee Allerton won a 1992 Clarion award from Women in Communications Inc., for the "Working Life" column. She won the award in the category for regular, non-opinion magazine columns. Allerton will be on hand to accept her award at an October 3 ceremony in Chicago.

The contest, which attracted nearly 1,500 entries, recognizes "outstanding achievements in all areas of communications," according to WICI.

Managing Editor Catherine Petrini took honors in three categories of the National Federation of Press Women's 1992 Communications Contest. She received the awards at a June 20 reception in Lansing, Michigan. The competition attracted 1,700 entries.

In the NFPW contest, *Training & Development* was a winner in the category for publications edited by an entrant. Petrini's article, "Literacy Programs Make the News" (February 1991), took honors in the feature articles category. The article was on workforce basic skills programs in newspaper and printing companies. Petrini also won in the category for departments edited by an entrant, for the "In Practice" section of the magazine, which she edited for several months in 1990 and 1991.

"In Practice" is edited and written by Craig Steinburg. Send items of interest to "In Practice," Training & Development, 1640 King Street, Box 1443, Alexandria, VA 22313-2043.



Project Management
MENTORS

Project Management Curriculum

- Tools & Techniques
- People Side
- Managing High Performing, Cross Functional Teams
- Computer Simulation Training
- Senior Project Management
- Managing Projects for Quality and Customer Satisfaction
- Information Systems
- Project Management Using Your Software Tool

Project Management Consulting

- Methodology Development
 - Implementation Assistance
- And Much More.....**

Project Management Mentors has been a leader and innovator in the field of project management for 16 years. PMM provides training and full consulting services. Our training provides hands-on learning experiences that simulate real project situations. Our curriculum is based on solid transferable skills that help people manage projects effectively and approach projects with increased confidence and competence.

Project Management Mentors
2193 Fillmore
San Francisco, CA 94115
Carter Serrett
(415) 922-4706

Circle No. 174 on Reader Service Card