



Volume 2
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Pursuing Performance

with EPPIC Inc.

The Enterprise Process Performance Improvement Consultancy Inc. Newsletter

EPPIC Inc.

Achieve Peak Performance

to protect and improve
the enterprise

EPPIC Inc.

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— Guy Wallace, CPT

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— Guy Wallace, CPT

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— Guy Wallace, CPT



On the Point

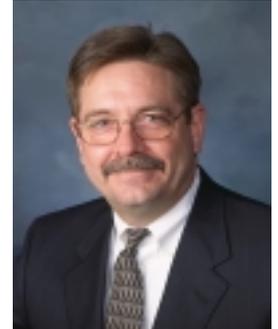
Master Performers *versus* Subject Matter Experts

April 2003

Guy,

As I write my summary from the ISPI conference you made the unique distinction between master performer and SME, can you summarize this again with me?

Thank you, Mike



EPPIC's Guy W. Wallace, CPT

Mike, Sure. A little background about *why* first, and then on when and how to use each.

In my early days in ISD (1979 and 1980) I kept getting SMEs who were former job incumbents who remembered exactly how it was *back in their day*.

We'd build our blended improvement interventions based on those *remembrances* and then we would get ripped to pieces in the Pilot-Test. Oh, thank the heavens for Pilot-Testing! The Pilot-Test "masters" always chosen to *test our quality in versus building it in* (another story) didn't tolerate any content and or practice that wasn't real-life enough for them. And that always made sense to me.

So I started asking for them, the masters, instead of the traditional SME we would be handed by someone at the beginning of each project. I labeled them "Master Performers" to distinguish between them and Subject Matter Experts by saying that *one knows the theory versus the other one can do it*. And then when I would ask my client, "Which should we use as our model and for input?" It was typically clear to them what the difference is and the probable impact to our efforts.

The distinction I had to make for skeptical clients was that SMEs are experts, at best, in the *theory of the performance*, or on some sub-topic, such as the tools, or the regulations, or policies. But the MPs are always *performance experts*, masters in the *practice of the performance and production of the worthy outputs*.

The importance in making this distinction between MPs and SMEs is that Master

(Continued on page 2)

Master Performers *versus* Subject Matter Experts

(Continued from page 1)

Performers (MPs) have already proven to *their worlds* that "they can do, and *do it* at a level of mastery." If they help you in your analysis and design and development efforts, your outputs will have greater credibility from the beginning.

Using Master performers is great for creating a current-state view of mastery performance. Who better to help articulate it?

But if the need is to create a future- state view of that performance it might be helpful to bring in other people, in addition to the Master Performers, those who understand the change or changes coming...the SMEs in the new tools, or new policies, or the new products, etc.

Working with the two together, the MPs and the SMEs can both test out the future view and build a consensus view of them in a future state model of performance (the Performance Model), and then see what the impact might be to the entire range of enablers (both human and environmental) required due to the coming changes.

I typically conduct most of my analyses using a group process. I've found consistently over 20 years of this approach that when we have enough and the right MPs (and SMEs as the situation dictates) gathered to model ideal performance and conduct a gap analysis, we always produce a better, clearer and more acceptable view of the ideal state (current or future).

Yes, we know about "asking someone how they do it" and getting answers that don't square with what they really do. But our experience is that 6-12 MPs in the same room, crafting a view of their world of performance works. Their egos don't allow them to accept something that they don't think is true. As they process through out analysis methods they are often forced to correct their individual, current theories of *how they do it*...often being talked out of their original position by other credible performers.

A team of MPs/SMEs can create a powerful consensus view of the performance ideal, and a view of "why others aren't masters" (the gaps), and then they can list (systematically) all of the enablers required for mastery performance. Both human enablers and environmental enablers.

Some articles that may be of interest are on available our web site, and include (see articles under "resources"): "Performance Modeling...." and anything with PACT or EPPI in the title (my ISD and HPT/PT models).

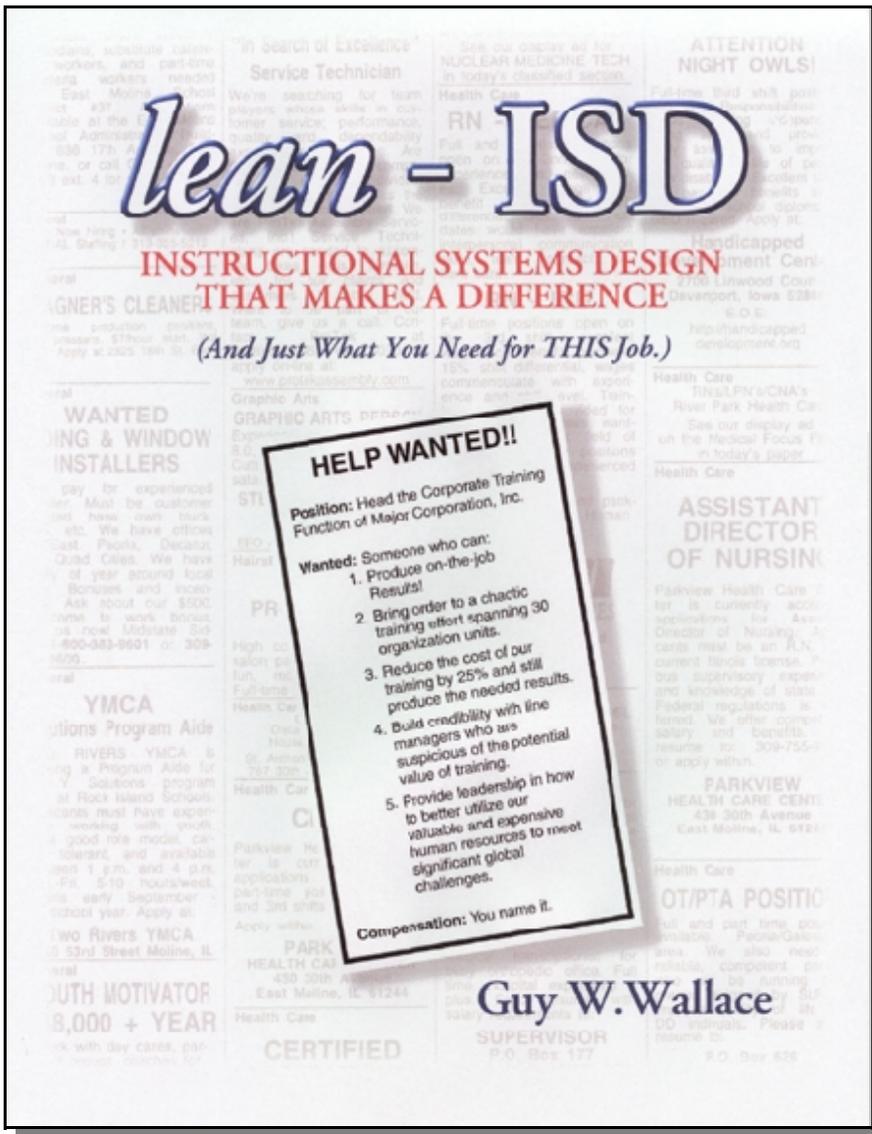
I hope this helps.



The distinction I make is that SMEs are experts in the theory of the performance, or on some sub-topic, such as the tools, or the regulations, or policy.

The MPs are experts, masters in the practice of the performance

They create a powerful consensus view of the performance ideal, and a view of "why others aren't masters" and then can list (systematically) all of the enablers required for mastery performance



What readers say about:
*lean-**ISD***

“If you want to ground your fantasy of a ‘corporate university’ with the reality of a sound ‘engineering’ approach to instructional systems that will provide results, you should learn about the PACT system.

If you are a leader of, or a serious participant in, the design and implementation of a large-scale corporate curriculum, then this book is for you. This system could be the difference between achieving bottom-line results with your training or being just another ‘little red school house.’”

Geary A. Rummler, Ph.D.
Performance Design Lab

Available at
Amazon.com

lean-ISD takes all of the theory, books, courses and psuedo job-aids that are currently on the market about Instructional Systems Design and blows them out of the water.

Previous “systems” approach books showed a lot of big boxes and diagrams which were to supposedly help the reader become proficient in the design process. Here is a book that actually includes all of the information that fell through the cracks of other ISD training materials and shows you the way to actually get from one step to another. Guy adds all of the caveats and tips he has learned in over twenty years of ISD practice and sprinkles them as job aids and stories throughout the book.

However, the most critical part of the book for me was that Guy included the project and people management elements of ISD in the book. Too often ISD models and materials forget that we are working with real people in getting the work done.

This book helps explain and illustrate best practices in ensuring success in ISD projects.

Miki Lane
Senior Partner
MVM The Communications Group

EPPI - Enterprise Process Performance Improvement
Environmental Asset Management Systems
 by Guy W. Wallace, CPT

EPPI- Enterprise Process Performance Improvement

This article continues the explanation of EPPIC’s EPPI methodologies for performance improvement from previous newsletters.

EPPI has three types of improvement interventions:

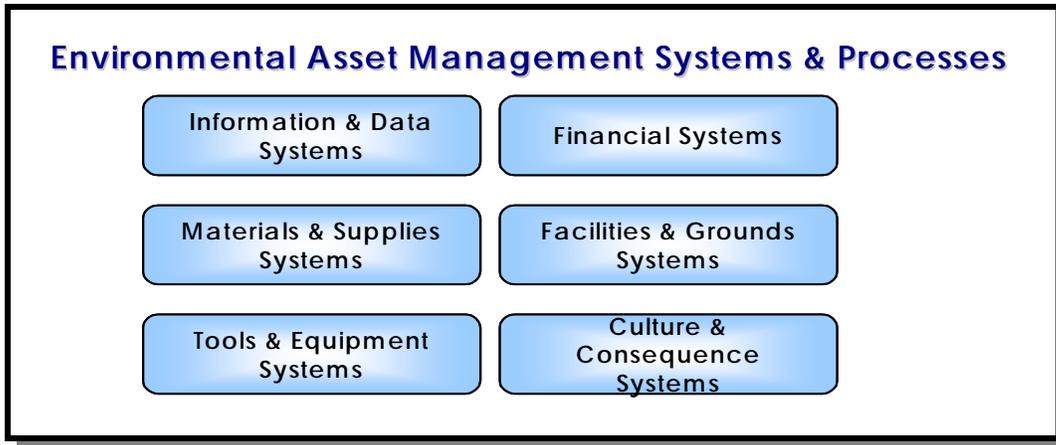
1. Process Redesign
2. Human Asset Management System Redesign
3. Environmental Asset Management System Redesign

If the process is fine, then perhaps the human element and/or environmental elements need repair. If the process needs redesign, then “for sure” some element of the human provisioning systems and the environmental provisioning systems will need some rework to meet the needs of the new process.

This article focuses on the environmental provisioning systems, which in the EPPI model are the Environmental Asset Management Systems.

If the process is fine, then perhaps the human element and/or environmental elements need repair

If the process needs redesign, then “for sure” the human provisioning systems and the environmental provisioning systems will need rework to meet the needs of the new process



The Environmental Asset Management Systems

Processes must have an appropriate balance between the human assets and the environmental assets in order to be efficient and effective. One super strength in one element can often offset a weakness in another. We don’t believe that there is only “one answer” to any process improvement challenge.

Unlike HAMS (the Human Asset Management Systems) which are most often “owed” by the various HR function’s departments and are “participated in” by em-

(Continued on page 5)

Processes must have an appropriate balance between the human assets and the environmental assets in order to be efficient and effective

Environmental Asset Management Systems

(Continued from page 4)

employees from each organization, within any rules set up by HR, the EAMS- Environmental Asset Management Systems, are typically “owned” by many, varied functions and departments of the Enterprise, with some exceptions.

For example, “Data/Information” might seem “at first blush” to be the province of the MIS/IT group; but upon closer examination, this category of environmental asset should also include: work instructions, departmental policies, and all sorts of a data, perhaps in departmental paper files. In fact, each EAMS might be addressed by multiple functions/departments, as in the “Data/Information” example above.

The following EAMS are needed to ensure the proper provisioning of those assets to the right process, in the right quantity and quality at the right time.

Data/Information Systems

This system takes the process requirements to “perform tasks to produce outputs to meet the metrics required, and do so in balance with the human assets available to the process. This system provides assets of the following type/nature:

- Strategic Plans
- Operational Plans
- Policies
- Procedures
- Work orders/instructions
- Safety Guidelines
- Raw data
- Etc.

Materials/Supplies Systems

This system takes the process requirements to “perform tasks to produce outputs to meet the metrics required, and do so in balance with the human assets available to the process. This system provides assets of the following type/nature:

- Paper
- Pencils
- Other process consumables (sub-assemblies, chemicals, nuts and bolts, etc.)
- Brochures/Sales Literature
- Etc.

Tools/Equipment Systems

This system takes the process requirements to “perform tasks to produce outputs to meet the metrics required, and do so in balance with the human assets available to the process. This system provides assets of the following type/nature:

- Cars/trucks/Vehicles

EAMS- Environmental Asset Management Systems are typically “owned” by many, varied functions and departments

Each EAMS might be addressed by multiple functions or departments, as in the “Data/Information” example

EPPI has three types of improvement interventions:

1. Process Redesign
2. Human Asset Management System Redesign
3. Environmental Asset Management System Redesign

(Continued on page 6)

Environmental Asset Management Systems

(Continued from page 5)

- Heavy machinery
- Fork lifts
- Computers
- Printers
- Copy machines
- Phones
- Fax
- Etc.

Budget/Headcount Systems

This system takes the process requirements to “perform tasks to produce outputs to meet the metrics required, and do so in balance with the human assets available to the process. This system provides assets of the following type/nature:

- Capital Budgets
- Reserve Budgets
- Operational Budgets
- Headcount Budgets
- Etc.

Facilities/Grounds Systems

This system takes the process requirements to “perform tasks to produce outputs to meet the metrics required, and do so in balance with the human assets available to the process. This system provides assets of the following type/nature:

- Office Building
- Parking Lot
- Restrooms
- Water Lines
- Gas Lines
- T-1 Lines/DSL
- Phone System
- Lighting
- Receiving Dock
- Etc.

Culture/Consequences Systems

This system takes the process requirements to “perform tasks to produce outputs to meet the metrics required, and do so in balance with the human assets available to the process. This system provides assets of the following type/nature:

- Open Door Culture
- Customer Orientation
- People First
- Rewarding good performance with more work

The EPPI model for Environmental Assets Required for Peak Performance include:

- *Data/ Information*
- *Materials/ Supplies*
- *Tools/ Equipment*
- *Facilities/ Grounds*
- *Budget/ Headcount*
- *Culture/ Consequences*

...And be in balance with the human assets!

The EPPI model for Human Assets Required for Peak Performance include:

- *Knowledge/skill*
- *Physical attributes*
- *Psychological attributes*
- *Intellectual attributes*
- *Personal values*

...And in balance with the environmental assets!

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Environmental Asset Management Systems

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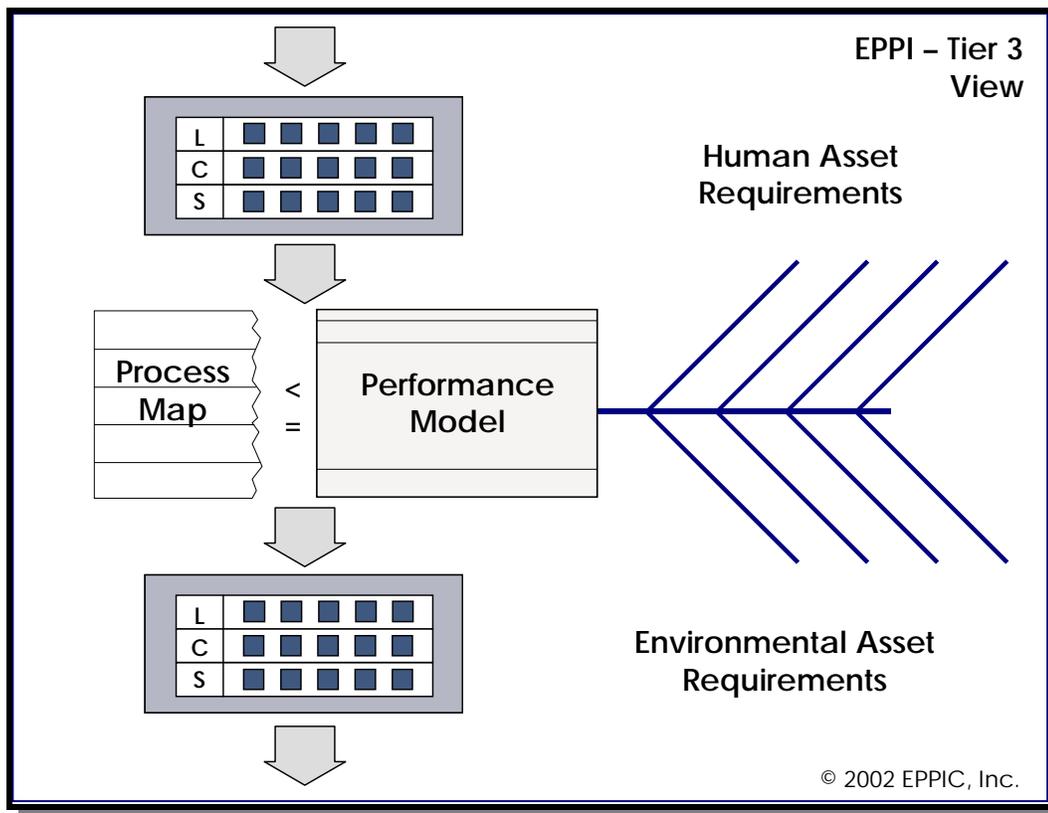
- Rewarding everyone equally
- Team versus individual incentives
- Etc.

Processes must have a balance between human assets and environmental assets

Summary- Environmental Asset Management Systems

Processes must have a balance between human assets and environmental assets. The EAMS are needed to ensure the proper provisioning of those assets to the right process, in the right quantity and quality at the right time.

Without the balance, the process will not be properly resourced.



There are three “key variables” of any enterprise system or any enterprise process within that system:

- The Process (itself)
- The Human Assets (people)
- The Environmental Assets (everything non-people)

EPPI

EPPIC’s approach... EPPI,SM is a *methodology set* for Enterprise Process Performance Improvement, leads to improvement in up to three “key variables” of any enterprise system or any enterprise process within that system:

- The Process (itself)
- The Human Assets (people)
- The Environmental Assets (everything non-people)

(Continued on page 8)

Environmental Asset Management Systems

(Continued from page 7)

These three key variables are improved via “Intervention Initiatives” to create and/or change one or more than one (most likely) of the variables via changes to:

The **Process** itself— this must be designed “to deliver” and meet “the metrics” of the supplier, their customer, and all other key stakeholders (regulators, community, etc.).

The **Human Asset Management Systems**— in place within the enterprise help (or hinder) bringing in the right people to the right process position (job) at the right time, at the right cost.

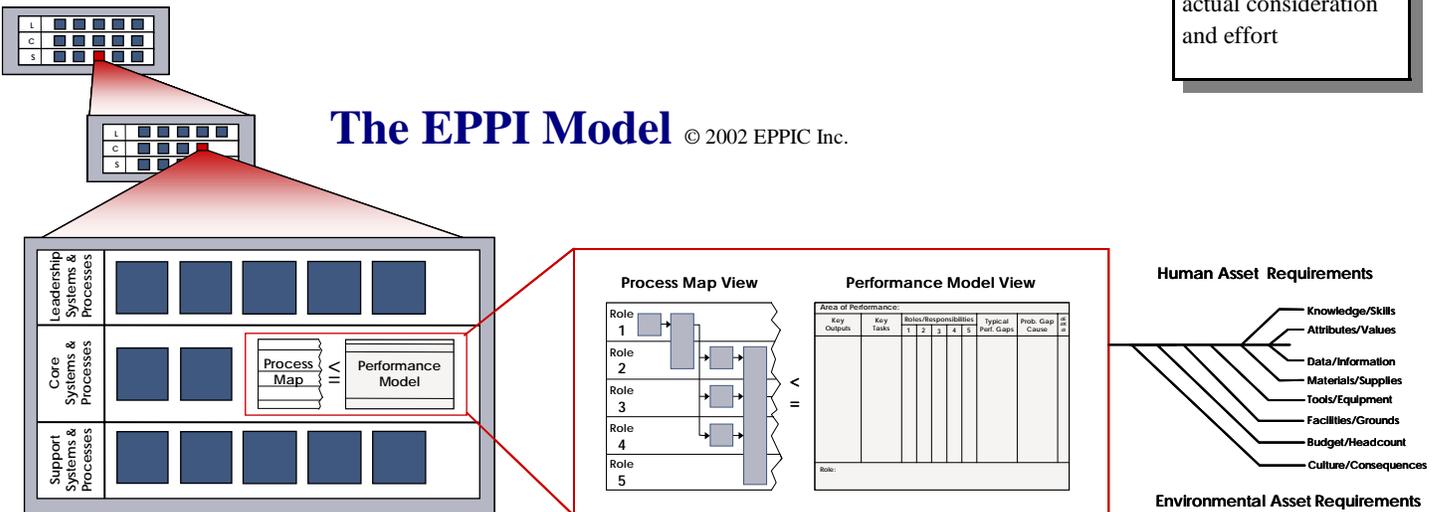
The **Environmental Asset Management Systems**— are in place within the enterprise to help (or hinder) bringing in the right non-human assets (everything non-human) to the right process position at the right time, at the right cost.

The EPPi methodologies bring management predictability and control to the very tricky and complicated task of improving complicated, intertwined processes, WHILE ensuring that there is adequate return on the investment and added economic value

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Improvements that don't promise to and then later add real value or provide sufficient return-on-the-investments are merely interesting, and not appropriate of actual consideration and effort.

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T&D Systems ViewSM



Learning by Design versus Learning by Chance

Guy W. Wallace



What readers say about: **T&D Systems View**

If you are not actively controlling the critical components of your T&D efforts then they are by definition out of control. T&D Systems View provides an extremely comprehensive overview of all of the processes that contribute to a successful T&D System.

Guy Wallace then takes the next step by showing you how to select those processes which are most critical to the success of your organization and how to get them under control before someone else does it for you. This is a must read for anyone interested in more closely aligning the T&D function with the organization's strategy.

George West

Director, Educational Services
Siemen's Building Technologies

Guy Wallace has done it again! After demystifying the ISD process in his "lean-ISD" book he tackles the corporate training and development system and puts it in a business-focused perspective. Whether you are in-house or serving as a external consultant you will find Guy's model an invaluable tool for enterprise training and development.

This analytic and design process ensures that you dot all the i's and cross all the t's when moving your company or client to learning by design, not learning by chance. The elegant clock-faced model helps you develop a clear picture of any organization and clearly helps you map out how best to effectively manage all the elements of the enterprise. Once the elements are mapped out, the model, through enclosed assessment and prioritizing tools helps determine where and when to put corporate assets to maximize corporate return on investment. This is a must have book for any consultant or organization that is concerned about improving the performance of their organization through improving processes and competencies.

*Available at
Amazon.com*

Miki Lane
MVM Communications

EPPIC's Toolkit Series

Planning & Managing Complex ISD-HPT Projects

by Guy W. Wallace, CPT

I believe that ISD and HPT professionals need to plan very well to help ensure that their complex improvement initiatives better meet all of the internal organization's and external customer's criteria for success. I believe this is a common issue. Projects are poorly planned and then poorly managed due to an inadequate plan.

Many ISD and HPT professionals resist developing plans detailing their complex projects. The rationale? The complex plan is too subject to complex changes to be worth the effort of complex planning at a detailed level. They feel that the endless updates they may get caught up in ruin any benefit.

My personal view is that most (not all) Project Plans that are subject to many changes were probably not very good plans in the first place. Or, if they were good Project Plans, they were poorly communicated or sold to the customer, and then arbitrary changes occur because the plan didn't fit the *customer's* mental plan of the project. It's a sad fact that too many ISD and HPT professionals either avoid making detailed plans, or worse, making any plans at all.

However, I *believe* in detailed planning because the process forces me to think through

- All of the key tasks required
- The prerequisite activities for key tasks
- The key outputs/deliverables

These are critical for the planning process. With a good plan, I can better anticipate potential issues and problems. I can build strategies and tactics right into the plan to preemptively deal with those issues and problems.

My Project Plan is critical for spelling out the details of the intended project—all the what's, when's, where's, who's, and why's.

Most ISD and HPT professionals are able to conduct a detailed performance analysis; they should very easily be able to construct a detailed list of the tasks to conduct one of their *own* projects, complex or not. A ISD and HPT professionals could even pretend to be conducting a task analysis exercise on him- or herself, being both interviewer and interviewee.

What is a detailed plan good for? It can

- Provide direction to all personnel involved in the project, including the customer's personnel.
- Allow tracking of the planned schedule and costs in close to real time.
- Help the project get back on track if something starts to derail it.

Many ISD and HPT professionals resist developing plans detailing their complex projects. The rationale? The complex plan is too subject to complex changes to be worth the effort of complex planning at a detailed level.

My Project Plan is critical for spelling out the details of the intended project—all the what's, when's, where's, who's, and why's

(Continued on page 11)

Planning & Managing Complex ISD-HPT Projects

(Continued from page 10)

Most importantly, if approached correctly the planning process can be used to get customer buy-in. The best way to do this is to create a rough draft of the plan after obtaining the customer's input. Let the customer review and edit the plan. Let the customer own the plan. We should think of the project as the *customer's* project and ourselves as *implementers* of the project.

The best way to do this is to create a rough draft of the plan after obtaining the customer's input. Let the customer review and edit the plan. Let the customer own the plan

Eight Sections of a Detailed Project Plan

The Project Plan should contain the narrative information described in the eight sections below.

The content can be organized and presented in many different manners, but plans containing this kind of detail have served us well as we've completed ISD and HPT projects over the years.

1. Purpose

This section deals with the *what* of the project. It presents a very short statement reflecting the ultimate end objective(s) for the project, expressed in a manner such as, "The purpose of the proposed project is to . . . (fill in the blank)."

2. Background

This section expands on the rationale for conducting the project, the *why*. Why this project, why now, why for this target process or audience(s), etc.? This section usually ties the project to the business conditions and initiatives driving the project.

3. Scope

This section identifies the *who* of the project, the target processes, the target audience(s) that will be addressed. It also establishes the breadth and width of the project, including the project boundaries. The scope must be well understood early in the project so as not to create false expectations.

Narratives

1. Purpose
2. Background
3. Scope
4. Approach
5. Project Phases and Milestones
6. Outputs/Deliverables
7. Roles and Responsibilities
8. Project Tasks/Roles/Schedule

It is vital that this section of the plan be easily understood by all customer segments (including executive management). Poorly managed customer expectations at this early stage almost certainly guarantee disappointments at the end of the project.

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Planning & Managing Complex ISD-HPT Projects

(Continued from page 11)

4. Approach

This section outlines the various methodologies and mechanics to be employed in conducting the project. What is the general or primary method to be used? What are the secondary methods? How will these methods be used—for data gathering, data reviews, design efforts, design reviews, etc.? If you intend to use surveys, individual interviews, group-process interviews, document reviews, and so forth, spell those out here. Use this section to avoid surprises as to how you conduct the project.

The best way to do this is to create a rough draft of the plan after obtaining the customer's input. Let the customer review and edit the plan. Let the customer own the plan

5. Project Phases and Milestones

This section provides an overview of the phases and milestones used in the Project Plan. Presented this way, it's more apparent that we're dealing with a process. Our detailed plans are one way we maintain control over the course development process, specifically control over

- Quality
- Cost
- Schedule

In fact, I use detailed plans in all my projects. I have to. Most of my work, over 75%, is fixed fee. In over 20 years as a consultant I have yet to do a change order to a client's fixed fee project.

6. Outputs/Deliverables

This section outlines the specific, key outputs to be produced during the project. A detailed description of each output should be included. The use of the output during the project and after the project should be spelled out.

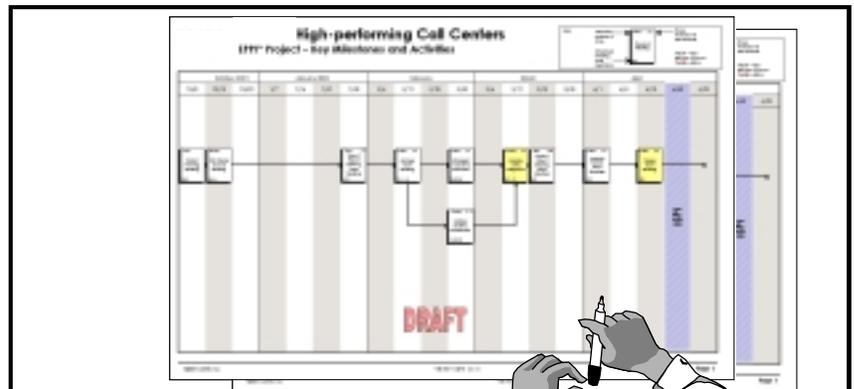
7. Roles and Responsibilities

This section presents the roles and corresponding responsibilities for all groups or teams involved in the project.

Typical roles and responsibilities are shown in the sample page for Section 8 on the following page. (Of course, not all projects are organized by group or team. In those cases, the roles would be changed and the responsibilities assigned to other individuals or parties.)

8. Project Tasks/Roles/Schedule

For all project phases, this section presents the project tasks, estimated time require-



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Planning & Managing Complex ISD-HPT Projects

(Continued from page 12)

ments per role, and the estimated schedule for tasks. The article on Project Planning on EPPIC's web site provides an example of this format.

Is Detailed Planning for You?

Our clients have told us that our planning process is one of the things that differentiates us from other consulting and training organizations. In fact, some clients have adapted this approach and format for their own use.

In our experience, the detailed Project Plan serves ISD and HPT professionals well. It can help ISD and HPT suppliers and their customers come to a clear, consensus view of the project, its intent, and the approach for its conduct.

My advice? Plan for the real world details. Plan for better execution. Plan for *success*.

Managing to the Detailed Plan

Managing to a good plan is always easier than a poor plan. If your plan truly anticipated and dealt with the *real-world* people and tasks and processes, managing become as easy as:

1. Assign output/tasks responsibilities
2. Monitor output/tasks accomplishments to schedule and budget
3. Troubleshoot significant problems *and* opportunities in a prioritized sequence

If it's not as easy as 1-2-3, review your plan details for the steps ahead, and forecast better what you believe is really going to need to and will happen.

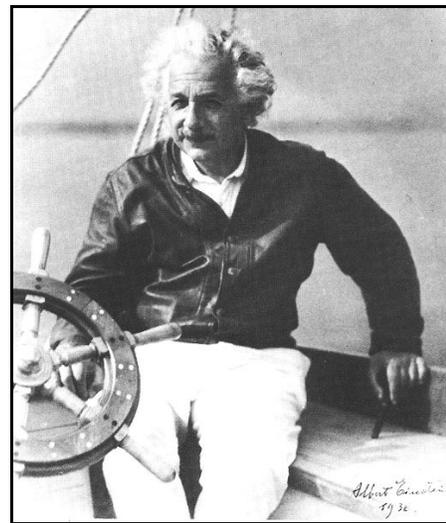
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Albert Einstein (1879-1955)

**Not everything
that can be counted counts,
and not everything
that counts can be counted.**

sign hanging in Einstein's office at Princeton



ABA-OBM Conference Presentation San Francisco – May 25, 2003

Guy presented at the Association for Behavior Analysis conference in San Francisco this past Memorial Day weekend on: “**Analysis for Enterprise Process Performance Improvement**” - the presentation is available on EPPIC’s web site in Resources-Presentations.

An overview of both “Targeting EPPI” and “EPPI Intervention Initiatives” was presented, including the project phases for Targeting EPPI and the roles of the various teams of a targeting EPPI effort.

Models and examples of the 4 types of EPPI Analysis methods were presented, including:

1. Target Audience Data
2. Performance Models
3. Enabler Matrices
4. Existing Provisioning Systems Assessment

Post session comments from approximately 10 attendees were extremely positive and the written evaluations scanned quickly post-session looked very good as well.

Thank you to Joseph R. Sasson for recommending Guy to Dr. John Austin, chair of the OBM Network within ABA. Joe had seen Guy’s Master Series presentation at the 2002 ISPI Conference in Dallas on “*lean-ISD.*”

See the EPPIC web site for additional information on EPPIC’s EPPI Methodology-*set* for Enterprise Process Performance Improvement!

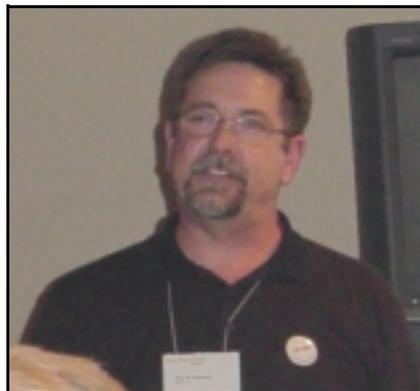


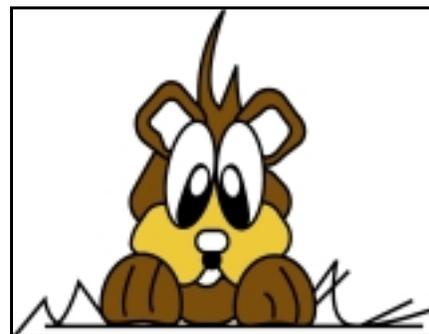
Photo courtesy of Joseph R. Sasson

Guy, sporting a “test-goatee,” speaks to approximately 60 attendees at the recent ABA-OBM conference this past May on “Analysis for Enterprise Process Performance Improvement.”

Stuff of Interest on the EPPIC Web Site

There are over 50 resources for you on our web site, including:

- An **EPPI white paper**— on our *BIG Model for Improving Performance of Enterprise Processes*
- A **PACT Processes for T&D white paper**— on our *PACT methodologies*
- **Balancing Stakeholder Requirements**— an article originally published by The Journal for Quality and Participation in March 1995
- **Guy W. Wallace’s Professional Bio**: 33 pages of details from his 24+ years in pursuit of performance improvements that adds value for the stakeholders



“gopher” more at www.eppic.biz

Trust — doesn't come easy. Experience — doesn't come quickly.

Guy W. Wallace's consulting clients since 1982...

Including 3 of 5 and 5 of 10 and 10 of 50 and 18 of 100 and 29 of the Fortune 500

2000—Today

Abbott Laboratories, Eli Lilly, Fireman's Fund Insurance, General Motors, GTE, Johnson Controls, Siemens Building Technologies, and Verizon.

1990—1999

Abbott Laboratories, ALCOA, ALCOA Labs, Alyeska Pipeline Services Company, American Management Systems, Amoco, AT&T Network Systems, Bandag, Bank of America, Baxter, Bellcore Tech, British Petroleum-America, Burroughs, CCH, Data General, Detroit Ball Bearing, Digital Equipment Company, Discover Card, Dow Chemical, EDS, Eli Lilly, Ford, General Dynamics, General Motors, H&R Block, HP, Illinois Bell, Imperial Bondware, MCC Powers, NCR, Novacor, Occidental Petroleum Labs, Spartan Stores, Sphinx Pharmaceuticals, Square D Company, and Valuemetrics.

1982—1989

ALCOA, ALCOA Labs, Ameritech, Amoco, Arthur Anderson, AT&T Communications, AT&T Microelectronics, AT&T Network Systems, Baxter, Burroughs, Channel Gas Industries/Tenneco, Dow Chemical, Exxon, Ford, General Dynamics, HP, Illinois Bell, MCC Powers, Motorola, Multigraphics, NASA, Northern Telecom, Northern Trust Bank, and Westinghouse Defense Electronics.



Guy W. Wallace, CPT

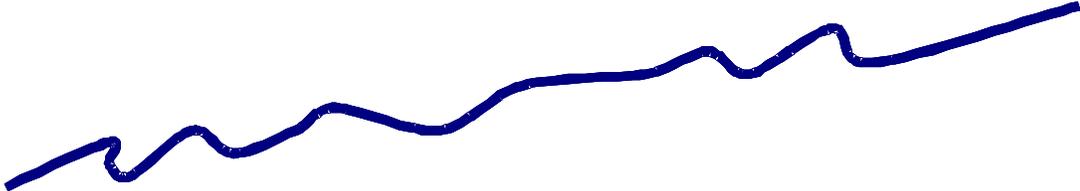
Guy W. Wallace has been in the T&D field since 1979 and an training and performance improvement consultant since 1982. His clients over the years have included 29 of the current Fortune 500, plus NASA, BP, Novacor, and Siemens.

He has analyzed and designed/ developed training and development for almost every type of business function and process.

He is the author of three books, more than 50 articles, and has presented more than 50 times at international conferences and local chapters of ISPI, ASTD, at IEEE, Lakewood Conferences and the Conference on Nuclear Training and Education.

He has served on the ISPI Board of Directors as the Treasurer on the Executive Committee (1999–2001) and was later elected as the president elect for 2002–2003, becoming the president of ISPI for 2003–2004 in April 2003.

Guy's biography was listed in Marquis' Who's Who in America in 2001.



EPPIC Inc.

Achieve Peak Performance

*to protect and improve
the enterprise*

**The Enterprise Process
Performance Improvement
Consultancy Inc.**

*We work on the business systems that enable
the human side of process performance.*