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Pursuing Performance

with EPPIC Inc.

The Enterprise Process Performance Improvement Consultancy Inc. Newsletter



Achieve Peak Performance
to protect and improve
the enterprise

EPPIC Inc.

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of EPPIC and CADDI
newsletters are available
as PDF files on the
EPPIC web site



On the Point

Culture = the Consequence System

I was asked to speak this past September at the Midwest Nuclear Training Association— MNTA workshop. My topic was "Performance-based T&D and a Smooth Segue from Training to Performance."

Several of the other speakers spoke about the "Safety Culture" critically necessary in their industry and their own minor safety lapses.

One presenter spoke about NASA's recent Columbia accident as well as the 1986 Challenger accident and the degradation of their safety culture and the loss of many lessons learned from 1986 due to continuous pressures regarding meeting schedules and catching up to schedules that had been slipping. The lesson is and has been clear to the US nuclear industry. And their safety systems and programs and training held up when put to the test when the North American's electrical grids system's failure caused a major blackout across the northeast this last August.

It is interesting to note, as presented by another speaker that the United States Navy's nuclear program has not had any such incidents since the program began in 1948. Of course the USN has a very strong, traditional culture where "there is a right way and a wrong way and the Navy way"...and they *do things* the Navy way. Admiral Rickover's legacy in the Nuclear Navy is much broader than safety, but safety was paramount.

In 1998, on the occasion of the 50th anniversary of the establishment of the Naval Nuclear Propulsion Program, Congress passed a resolution that commended the Navy and its nuclear propulsion program for its unblemished safety record and key role in the military.

Of course they live in a world where the consequences are much larger than simply a nuclear disaster, as big as that is all by itself. There is a nation at stake and the lives and freedom of 292 million, if you don't add up all of the other free nations and their people on this planet. Huge stakes. Huge consequences.



EPPIC's Guy W. Wallace, CPT

(Continued on page 2)

Culture = Consequences

Chairman of the Joint Chiefs of Staff, General Henry Shelton:

"... Over the last half-century, naval nuclear reactors have steamed over 110 million miles with an unmatched, absolutely flawless record of safety and performance."

- 1998

Guy spent 3 years in the black shoes, gator Navy in between college in the early 1970's. There he "wisened up" in his adjustment to "the Navy way" and is most appreciative of that experience and for his many mentors.

(Continued from page 1)

One of the MNTA speakers spoke of sitting with a regulatory group and examining their own "Safety Culture" and their attempts to define it. Ever vigilant was one attribute. I appreciate that, as do many of you. Their early drafts included other words such as "behaviors, attitudes, compliance, and independent oversight." But as he spoke I picked up on some other things that really resonated with me due to my work in developing my own EPPI (Enterprise Process Performance Improvement) models. In that EPPI model one of the environmental enablers of peak performance is the right "Culture/Consequences." To me, culture *is/are* simply "the consequences."

To the individual performer, or team, or department, function, business unit, enterprise, and industry, culture is established by human beings at the higher levels. It is established by the consequences applied by and from "above." Not by their words, but by their deeds. Those above have a heady responsibility to establish the appropriate balance of consequences, guided by the probability and severity of ALL of the risks and rewards involved.

Pushing schedule adherence over safety as a convoy of military vehicles rushes to the front lines due to the stakes of potentially losing a major battle may indeed be a justified and appropriate risk. Pushing to adhere to a schedule in the case of a space shuttle, or a nuclear power generating installation, or a nuclear submarine refueling efforts is not. But why might they push the limits and incur such a risk?

Consequences. The rewards and punishments; the reinforcers or extinguishers of behaviors and cognition. Whether stated or not, whether formal or not. The reality of the culture of a society or an enterprise lies in what is really rewarded and punished. Of course the more immediate and sure the consequence, the more effective. Hence the hot stove top lesson's effectiveness. Hence the ineffectiveness of the Surgeon General's warnings regarding the perils of smoking. And in some cultures no one will successfully fight the consequence system of the old guys slowing down the newbies, who make the old guys look bad in comparison, until MANAGEMENT provides the direct communications and applies the appropriate consequences in an effective manner, to the old guys who have slooooooowed way down over many years. It's won't be easy— it's just necessary. And do-able. To paraphrase the late W. Edwards Deming: "80% of the solution is within management's control."

For they control the consequences.

Cheers to you! And please accept my wishes for you and yours to have both safe and happy holidays!



**Admiral Hyman
George Rickover**
1900—1986

Step 1- Segue: Training to Performance

(Continued from page 3)

ter and maintain it over the anticipated and needed life cycle!

What is T&D?

Training and Development is known by many names. Some names are:

T&D—a.k.a:

- Education
- Training
- Development
- Instruction
- Coaching
- Mentoring
- OJT
- Learning
- Knowledge Management

- Education
- Training
- Development
- Instruction
- Coaching
- Mentoring
- OJT
- Learning
- Knowledge Management

Too many names unfortunately cause confusion in the marketplace, for suppliers and customers alike. If your goal is improved performance as measured by enterprise metrics, then it really doesn't matter what you call it, as long as it provides sufficient returns for its actual costs. Total ROI.

Unfortunately, too much of the T&D produced today, by any of its various names, isn't going to move the needle on the dashboard upward one iota. Unless you're looking at the costs scorecard meter.

What is *performance-based* T&D/ Learning/ Knowledge Management?

Performance-based content *are not* random topics. They are structured content and activities, derived from a model of performance, and tested/proven against their ability to create the appropriate awareness, knowledge and/or skills related to performance requirements of specific target performer populations. The ultimate measure is job/process/enterprise performance improvements that meets all of the key metrics of the business.

It is blended as needed, not just because it could be.

Recently I heard a young, neophyte ISDer, enamored with On-Line Learning, define "it" to always be interactive and always be blended. Too many in that audience might unfortunately believe her, but I was polite at the time. Hogwash is the polite term. Her Masters in Education completion was only weeks away. Yikes! Too many confuse the channel with its content.

If the learning goal (related to a real performance goal) is awareness, then I might be able to learn by reading a "page turner" off of the internet, or in a booklet, or in a journal, etc. Knowing that I, as an engineer, need to always

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Get more info
on our models
and methods at:

www.eppic.biz

What reviewers have said 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

lean-ISD takes all of the theory, books, courses and pseudo 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.

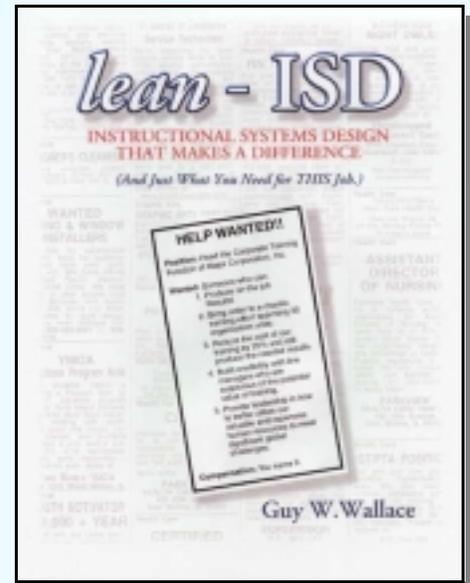
This book helps explain and illustrate best practices in ensuring success in ISD projects.

Miki Lane
Senior Partner
MVM The Communications Group

Performance-based
Accelerated
Customer-/Stakeholder-driven
Training & Development™

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lean-ISD describes in great detail the
PACT Processes
for T&D



Recipient
of
ISPI's 2002
Award of Excellence
for
Instructional Communication

Book available at
Amazon.com
for \$50.00 plus s&h

Step 1- Segue: Training to Performance

(Continued from page 4)

run my purchases through Purchasing, ALWAYS, and not make a phone call to a vendor to place an order on my own, simply requires awareness creating content. Please don't blend that and include interaction! Pleeeeease!

As always, it depends. But "it" always needs to be performance-related/ performance-based. Or else "why bother?" Indeed!

The diagram below portrays our use of the Performance Model's AoPs to systematically derive the enabling K/Ss. Note that the Performance Model is used to also systematically derive all of the OTHER enablers of peak performance. This helps to insure that all identified "items" (topics and things) are truly performance related, and then we even know exactly what the topic

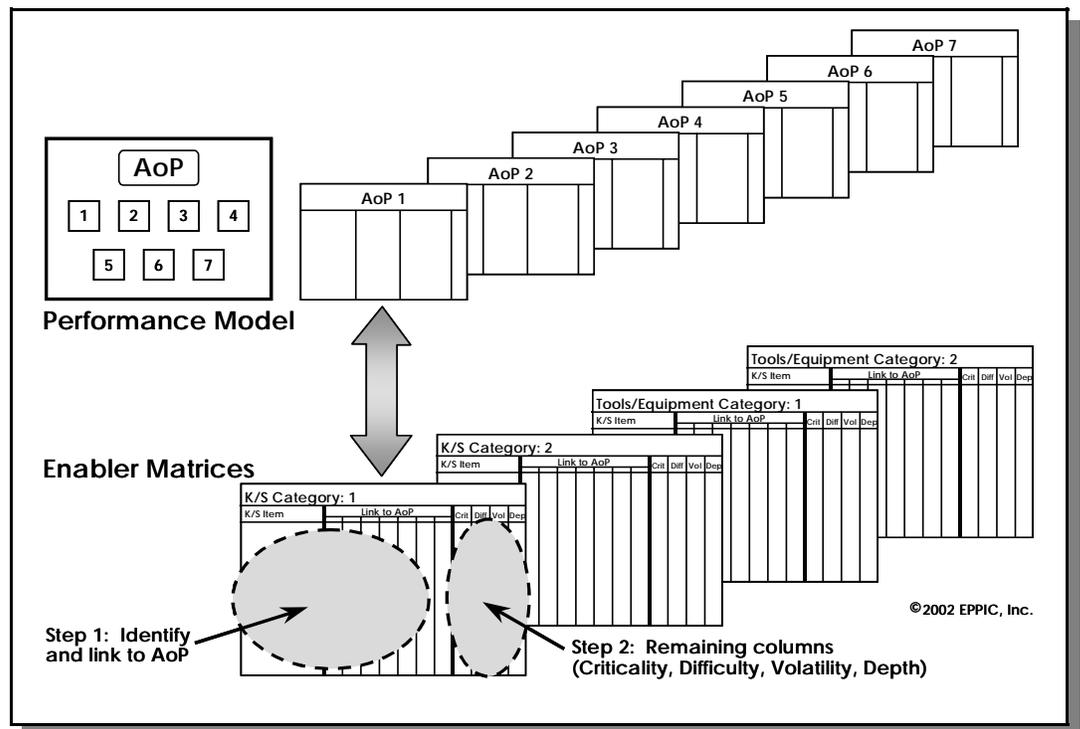
See if you learn anything performance-related from the CVR article beginning on page 14.

CVR- is an example of on-line learning (some of you got this off of the Internet) at a knowledge level.

Some of you can begin to apply CVR on your own.

Perhaps a CVR coach is needed, perhaps not.

As always, it depends.



should cover and enable, as well as the environmental things needed. Down with "the history of purchasing and their need to control costs and leverage our purchasing muscle." Up with "here's what you need to do when you are performing X, Y and Z."

Any Piece of Instruction is Part of a Larger Instructional System

Performance-based content and activities should "hang together" and have a "face-validity" about their sequence in terms of when the learner gets them,

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Step 1- Segue: Training to Performance

(Continued from page 6)

their pre-requisite relationships and sequencing, and how deep they go (to the awareness, knowledge, or skill levels).

My PACT Processes for T&D (and for learning/ knowledge management/ etc.) address this as if T&D was just like other engineered products.

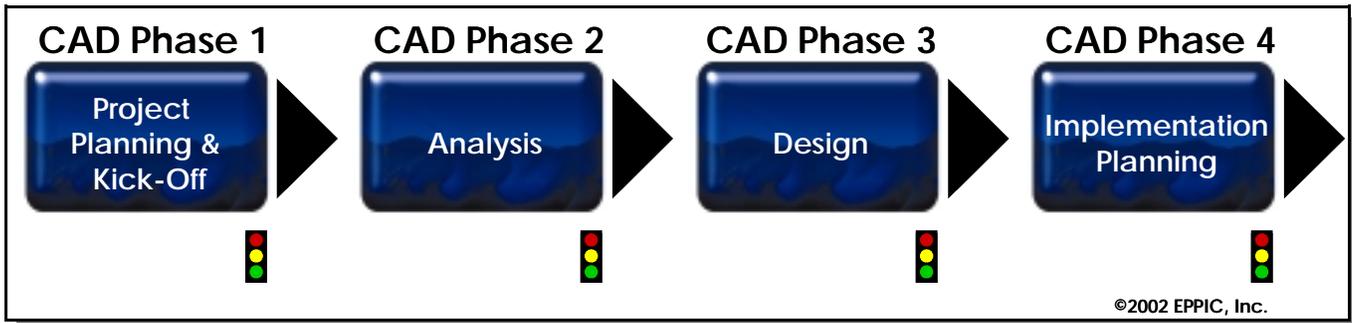
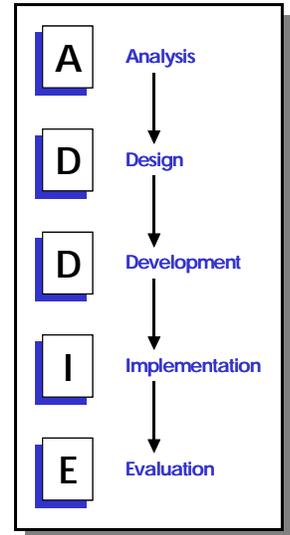
Designing *performance-based* T&D/ Learning/ Knowledge Management

I see ISD (Instructional Systems Design) as an engineer might...at 3 levels:

- The Systems Engineering/Architecture level
- The New Product Development Level
- The Sub-Assembly level

The Systems Engineering/Architecture level

The systems engineering/architectural level of ISD in my PACT Processes is what I call **CAD— Curriculum Architecture Design**.



ISD was intended to produce a system of instruction, not just one course. But most applications of ADDIE are one-offs, and are not based on a systems view of all of the instruction that might be required.

The unfortunate result is a “pile” of instruction, a hodge-podge with gaps and overlaps that detract from ROI and Value Add. This is only a problem if the investors wanted returns for those costs. Do yours?

The New Product Development Level

The new product development level of ISD in my PACT Processes is **MCD— Modular Curriculum Development/Acquisition**. This is the traditional ADDIE level. It includes, as the CAD level does as well, a front-end planning and alignment (kick-off) element.

One of the things I never liked about the traditional ADDIE model is that it suggests to the unknowing /inexperienced practitioner that you start with

The unfortunate result of “one-offs” is a “pile” of instruction, a hodge-podge with gaps and overlaps that detract from ROI and Value Add. This is only a problem if the investors wanted returns for those costs. Do yours?

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Step 1- Segue: Training to Performance

(Continued from page 7)

"analysis" and not "analysis in a planning mode." The 5 P's of Planning are presented later, as a friendly warning, see page 18.

Sometimes it is necessary to get on with an MCD effort without the CAD effort prior. And our methods work that way too!

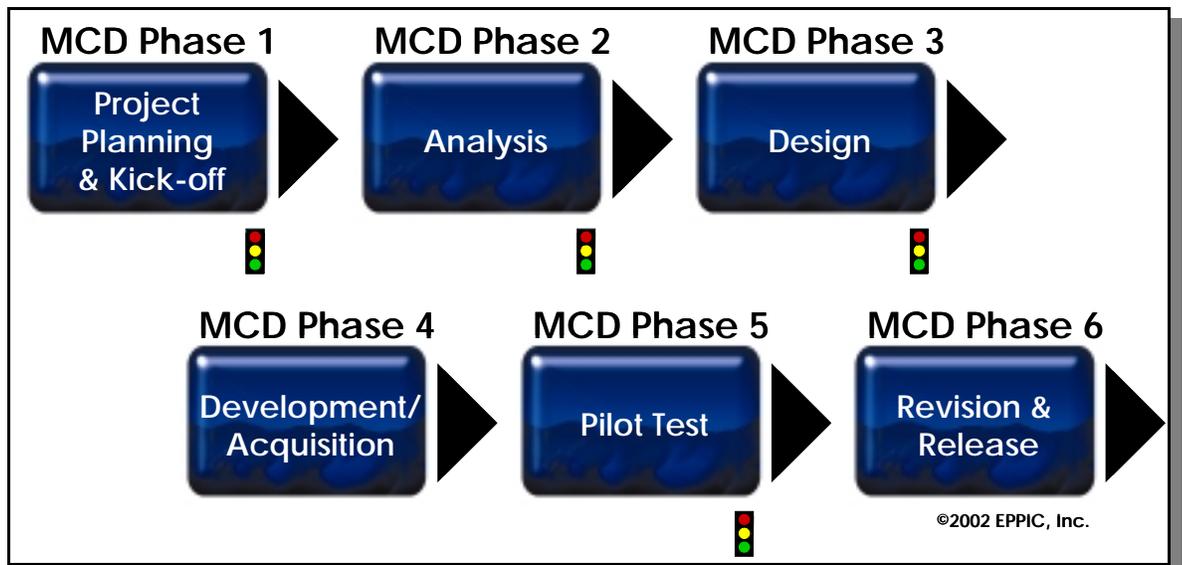
The MCD level of PACT builds/buys chunks of content at the module or lesson level and add up to a course/workshop/etc. An intact chunk of instruction.

Ideally these are done after the CAD lays the entire set of curricula out, be they...

- Education
- Training
- Development
- Instruction
- Coaching
- Mentoring
- OJT
- Learning
- Knowledge Management

...chunks.

But sometimes it is necessary to get on with an MCD effort without the CAD effort prior. And our methods work that way too; less than ideal, but hey, we do live in the real world...I've got one foot planted firmly in reality and the



other foot planted in idealism. Just my nature. Pragmatic Idealism!

The Sub-Assembly level

(Continued on page 10)

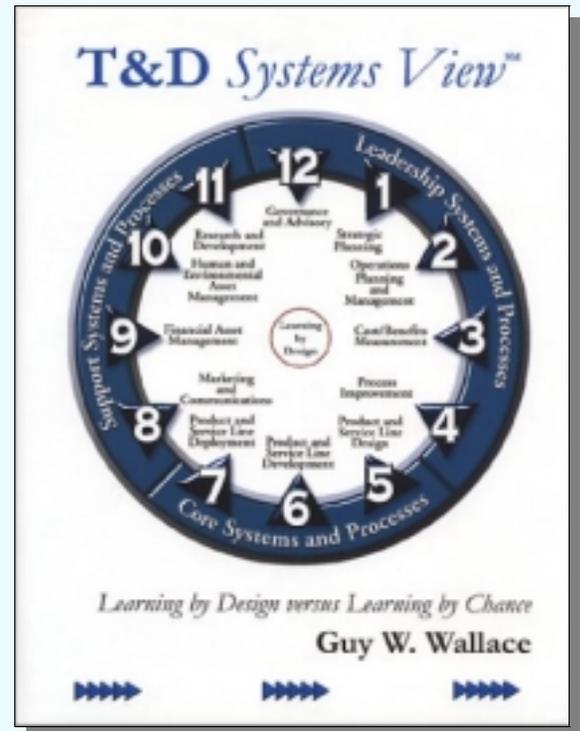
What others have said about:

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



Book available at
Amazon.com and ISPI.org
for \$25.00 plus s&h
and a 10% discount for ISPI member at ISPI.org

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 an 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.

Miki Lane
Senior Partner
MVM The Communications Group

Step 1- Segue: Training to Performance

(Continued from page 8)

IAs, the sub-assemblies of a module/lesson/course, are the objects. Some are unique, some are shareable and other are core. Some are info, some are demo, and others are appo.

The sub-assembly level of ISD in my PACT Processes is IAD– Instructional Activity Development/Acquisition. These IAs, the sub-assemblies of a module/lesson/course, are the objects. Some are unique, some are shareable and other are core. Some are info, some are demo, and others are appo (an “application”).

Core IAs is for everyone in a particular enterprise. Shareable IAs have more than one target audience, but not everyone. Unique IAs relates to only one target.

Info IAs provide information. Demo IAs provide demonstrations. Appo IAs provide application opportunities, easy or hard or darn difficult practice exercises or tests.

PACT’s 5 Tier Inventory framework uses “modules” that contain/house the IAs and use an SKU (stock keeping unit) coding system, to make it easier for ISDers to reuse content and store any new build content at this “object level.”

EPPIC Resources On and Off the Web

Besides my book: *lean-ISD*, the EPPIC web site has the following resources that might help you in your journey to peak performance when the root issues are awareness, knowledge, and skill related:

PACT’s 5 Tier Inventory framework uses “modules” that contain/house the IAs and use an SKU (stock keeping unit) coding system, to make it easier for ISDers to reuse content and store any new build content at this “object level.”

Articles

- Lean-ISD White Paper
- How to Build a Training Structure That Won’t Keep Burning Down
- The Detailed Project Plan
- Performance Modeling & Human Asset Enabler Analysis
- Areas of Performance
- PACT Facilitation
- Debriefing the PACT Processes Analysis and Design Meetings
- The Training Factor in the Quality Equation

2-Pagers

These are two-page job aids for the PACT Practitioner. Print them 2-sided and laminate!

- AoPs
- Performance Model
- K/S categories
- K/S Matrices
- CAD Design

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Step 1- Segue: Training to Performance

(Continued from page 10)

- MCD Design

Presentations

These presentations have been given at major conferences and at smaller gatherings/local chapter meetings

- Designing for the ISD Life Cycle (ISPI)
- Push-Pull Knowledge Management (ISPI)
- Lean-ISD (Training 99)
- Project Management (Purdue University)
- CAD (ISPI Columbus Chapter)
- Performance Modeling Workshop (ISPI Des Moines Chapter)

Get more info
on these
models and
methods at:

www.eppic.biz

Learning Curve

These are articles from new PACT Practitioners about their experiences and lessons learned in climbing the learning curve.

- An automotive industry practitioner's story and lessons learned
- A financial services industry practitioner's story and lessons learned

(Continued on page 12)

...as this year's ISPI president, this is "kind of" my conference. Please join me in Tampa...



Visit
www.ispi.org
for
more info

42nd Annual International Performance Improvement Conference and Exposition

April 20-23, 2004

Tampa Marriott Waterside Hotel & Tampa Convention Center Tampa, Florida USA

Conference theme: Partnering for Performance

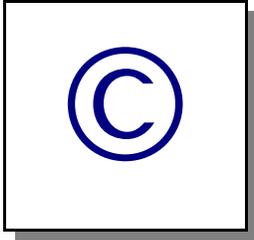
Keynote speakers include: **Neil Rackham** of "win-win SPIN Selling" & "win-win approaches to Partnering" fame, and **Joe Sener**, VP of Business Excellence at Baxter, a PE—Professional Engineer, a Six Sigma Black Belt, and former Baldrige Examiner hosts a panel on "HPT and the Baldrige Award" and "HPT and Six Sigma."

Step 1- Segue: Training to Performance

(Continued from page 11)

Newsletters

There are too many articles within these quarterly newsletters (going back to 1997 and numbering between 12 and 64 pages each) to list.



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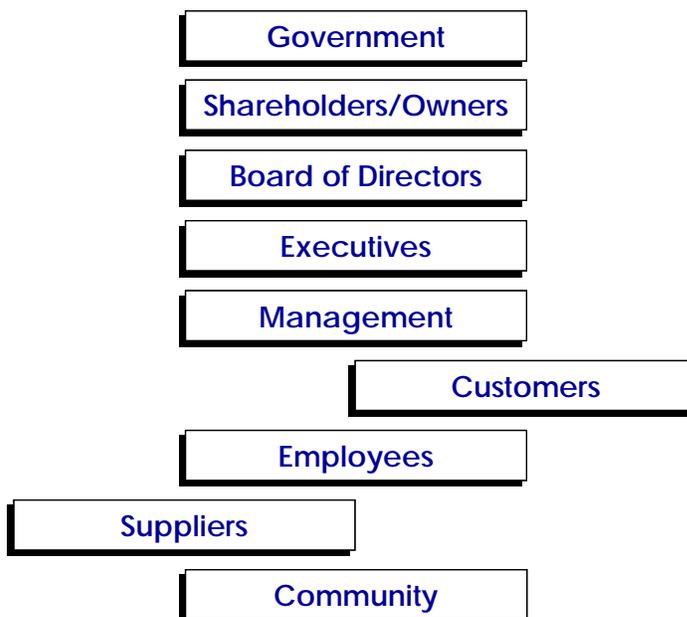
Please respect our copyright and please reference us appropriately as you quote from these references.

If you'd like a clean copy of a diagram/etc. for something you are publishing/producing, please inquire. We tend to say yes to such requests when we know what and where and when (and we get a copy of the final product)!

Next Issue

The next issue will address Step 2 in the journey to Performance. May I assume that I've given you more than enough to do until then? Enjoy!

Stakeholder Hierarchy



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T&D, as well as any process or their enabling supports must meet stakeholder requirements for product, process, or both.

Do you know who your stakeholders are and what they require?

Do you have your scorecard aligned to these?

And when push inevitably comes to shove, can you achieve the appropriate balance and trade-off these requirements appropriately?

See our web site for more on this! Look at articles within the reference tab.

Learn. Enjoy!



CVR—Communications Variability Reduction

There is No Such Thing as Communications— Only Miscommunications by Guy W. Wallace

Communication/communicating connotes that the message intended was the message received. And how often does that happen with zero defects?

If we started with the premise that there is really no such thing as communications, that we never can achieve zero defects in our communications, we will then be on the road to better communications. Nirvanic communications.

Just as zero defects for widgets are statistically impossible in a world full of variation, so too with communications. I know it's impossible, because no matter how hard I've really tried, I know I've not achieved perfect "nirvanic communications." I can almost always tell by what happened afterwards. And it's frustrating to be so incompetent at this, as I'm sure you well know.

Sometimes the variance between what we said, and what was heard, doesn't hurt us...and since it doesn't really clobber us, we never even know that our communications didn't come across exactly as we had intended. Just as with product and process variation, sometimes the product can withstand certain amounts of process variation with little or no negative consequences.

But that does not mean that we have achieved real communications. It simply means that the product (the interpretation of our intended message) was robust to that amount of process variation (the act of attempting to communicate). That time.

We are so often lulled into this misperception by the success of most of our recent attempts that we don't always act in accordance with the sad truth. We don't stick around long enough to measure our results and continuously improve the process to reduce the defect rate to a tolerable level—a level that meets the robustness requirements of the situation. And, as with many improvement possibilities, there is not always a sufficient return on our investment to do so. So we tend to walk on too soon.

Not that that's always inappropriate. Hopefully we know it is safe to walk on because we have done a little risk analysis. We know when and where it's just too risky to walk on prior to checking our own communications work. You know, making sure we did it right (enough) the first time!

But too often we don't assess the risks and self-check our work. We all too often end up doing communications rework because the level of variation of our process exceeds the robustness limits and hurts our final product. And we almost never find out in a timely manner.

Now the reasons for all these mis-communications are quite complex. I won't pretend to understand nor attempt to convey all of the sources for these

(Continued on page 15)

Communications.
Is there such a
thing?

Do we ever really
communicate?

Or do we simply
mis-
communicate
with greater or
lesser amounts
of error?

I know I'm
playing with the
semantics of it
all, but as a
colleague quotes
a friend, "it's not
just semantics,
it's always
semantics!" The
*American
Heritage
Dictionary*
defines
communications
as: "*The
exchange of
thoughts,
messages, or
information, as
by speech,
signals, writing,
or behavior.*"

CVR—Communications Variability Reduction

There is No Such Thing as Communications— Only Miscommunications by Guy W. Wallace

(Continued from page 14)

variations. We mis-communicate because we humans are not perfectly the same. We each have our own internal variation. We have different meanings for the same terms. We *connote* differently. It's because we have a diversity of experiences, values, beliefs, prejudices, visions, and goals. We have different feelings on different days. Some days we're sharp, other days somewhat duller. Some days we're hurried, some days more deliberate. And on and on. Each potential human variation is a potential cause for the variation in our attempts for perfect communications.

Some of these sources are rooted in the sender and some are rooted in the receiver. Most are rooted in both. But it is the sender who deemed it worthy enough to attempt communications, so the burden for ensuring that the process variation did not exceed the tolerable limits or robustness, and did not negatively impact the product, should be the sender's. But smart receivers know that they often get the blame for the miscue. It behooves both sender and receiver to collaborate to get this job done right.

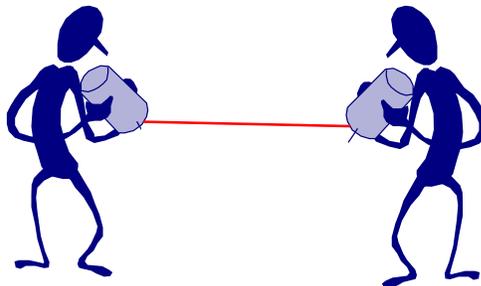
How do we attempt to do this communications thing in a more quality-oriented manner? How can we get closer to doing it righter (within tolerances) the first time? Simply by self-checking our work each time we do it. A technique I learned a long time ago has had such an impact on my own mis-communication style and level of performance that I must share it with you, along with the source.

My friends at Huthwaite, Inc., in Virginia, have a communication model I first was exposed to in the early 1980's in both their sales training and negotiations training. I became enamored with it and began using it to self-check my own work almost immediately.

The Huthwaite communications model is a behavioral model for verbal communications. My simplified version of it includes four groupings of communication behaviors, theirs had between 10 and 13 depending on the application. (I know it should read mis-communication behaviors, but I'm betting that you've got the point by now and so the end product should be robust to my process variation, right?!)

These four behaviors are

- GI: Giving Information
- SI: Seeking Information
- S: Summarizing
- TU: Testing Understanding



(Continued on page 16)

We mis-communicate because we humans are not perfectly the same. We each have our own internal variation. We have different meanings for the same terms. We *connote* differently.

It's because we have a diversity of experiences, values, beliefs, prejudices, visions, and goals. We have different feelings on different days.

The four COMMUNICATIONS BEHAVIORS are

- **GI:** Giving Information
- **SI:** Seeking Information
- **S:** Summarizing
- **TU:** Testing Understanding

CVR—Communications Variability Reduction

There is No Such Thing as Communications— Only Miscommunications by Guy W. Wallace

(Continued from page 15)

Testing Understanding (TU) is repeating the message through paraphrasing or asking a clarifying question (a unique SI) with the deliberate intent to check out whether the error rate in the attempted

Quite simply, Giving Information (GI) is telling somebody something. Seeking Information (SI) is asking a question. Summarizing (S) is restating the message (the given information) usually in an abbreviated manner. But it is the last behavior that is the powerful self-check technique.

Testing Understanding (TU) is repeating the message through paraphrasing or asking a clarifying question (a unique SI) with the deliberate intent to check out whether the error rate in the attempted communications that has occurred is within robustness toleration.

Usually the sender sends one GI after another GI. The receiver does some SI and GI (the give and take of communications). Somewhere along the dialogue somebody better do a little TU.

To Test Understanding (TU) you as a receiver ask a specific question to test/self-check your understanding of something specific that the sender sent (a GI); something along the lines of:

- Did you say the *contract is worth \$4 million?*
- So you think we can *land that account?*

Announcing the receiver's intention allows the sender to mentally prepare for the incoming volley. It's not just more SI, it's a TU!

Either the sender or the receiver can and should do the TU. If it's critical from a risk standpoint, you should do a TU followed up by an S just to be darn sure that the mis-communication is minimal, within tolerances.

The model is simple, but powerful. And if it lessens mis-communications, it is most definitely an improvement tool/technique. And then there is the enhancement to this technique, which is to forecast your intent at the front of your message. An example:

- Let me test my understanding here; did you say *there is an enhancement to the technique?*

You bet! Announcing the receiver's intention allows the sender to mentally prepare for the incoming volley. It's not just more SI, it's a TU!

Do you understand me now?

Do I understand you now?

This technique and its enhancement will help you lower your mis-communications significantly.. First you must be aware that mis-communication is the rule, not the rarity. And second, you must self-check your own communications work products.

So now do you understand that communications is as impossible as zero defects and that you can practice certain techniques to reduce variation? Good! Just testing!

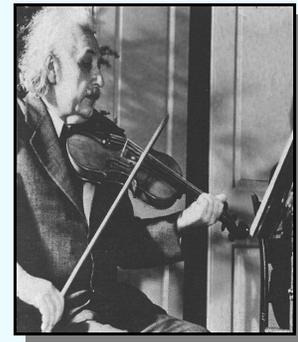


Groucho Marx (1895-1977)

Politics is the art of looking for trouble, finding it, misdiagnosing it, and then misapplying the wrong remedies.

Albert Einstein (1879-1955)

Problems cannot be solved at the same level of awareness that created them.



EPPI–PACT–TDSV Resources on the EPPIC Web Site

There are over 75 resources and references for you on the EPPIC web site, including...

- Articles
- Presentations
- Job Aids and Tools and Templates

...for the practitioners of PACT Processes for T&D, for our Enterprise Process Performance Improvement methods, and for our T&D Systems View assessment and design models and methods.



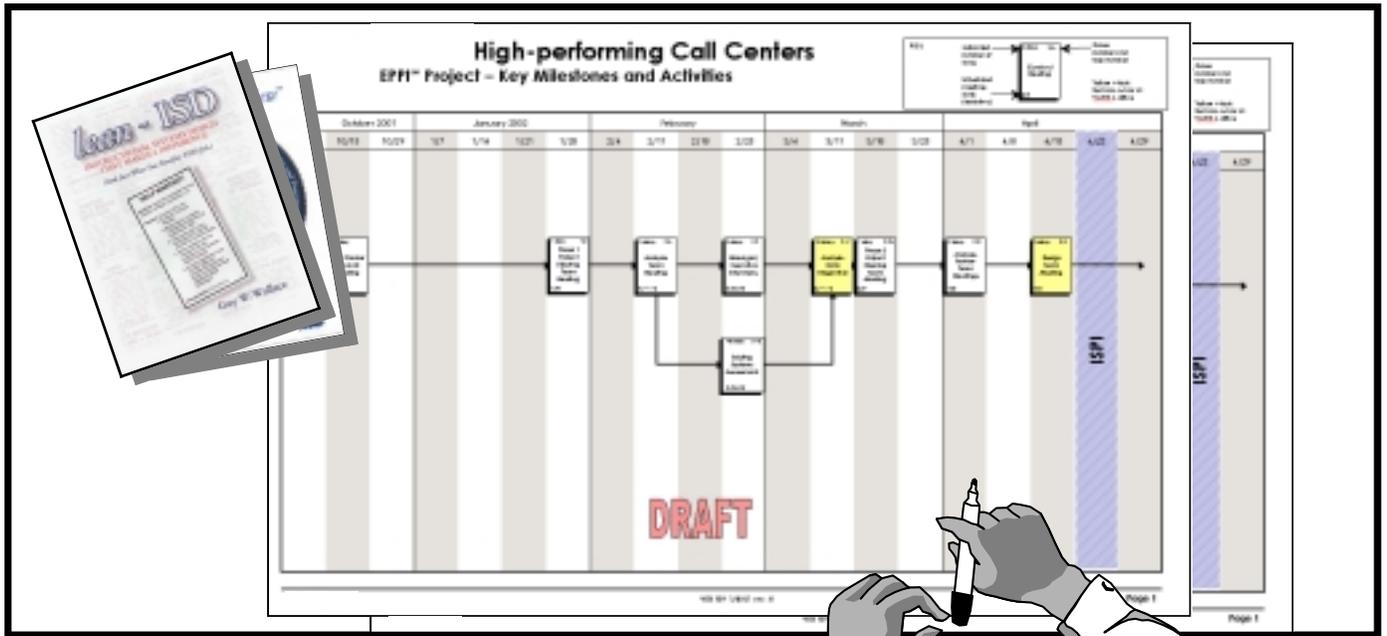
The 5 P's of Planning — author unknown

Smart thinking:

Your inability to plan and anticipate should not wreck my plans... but I have planned for it anyway.

Never forget:
Murphy lives!

P1— Proper
P2— Planning
P3— Prevents
P4— Poor
P5— Performance



See the article titled
"The Detailed Project Plan"
 on the EPPIC web site.

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Trust – doesn't come easily. 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 current Fortune 500

2000–Today

Abbott Laboratories, Eli Lilly, Fireman's Fund Insurance, General Motors, GTE, Johnson Controls, Norfolk Naval Shipyard, 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, Multi-graphics, NASA, Northern Telecom, Northern Trust Bank, and Westinghouse Defense Electronics.



Guy W. Wallace, CPT

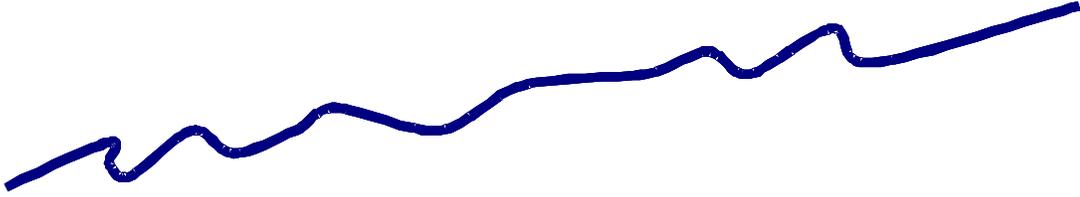
Guy W. Wallace has been in the T&D field since 1979 and a training and performance improvement consultant since 1982. His clients over the years have included 29 of the current Fortune 500, plus NASA, BP, Novacor, and Siemens.

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. Guy is a Certified Performance Technologist.



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Appraisal & Performance Management systems,
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