SPEED

Leader Guide

Contents

Introduction
Speed

Session Two:

Introduction

Introduction

Congratulations! You're a Speed Group Leader. Now, honestly, you may be thinking, "Why me? Don't I already have enough to do?" That may be true, but there may be nothing quite as important as this.

You've been selected to help yourself and those around you to succeed at work and life, and to help your organization as well.

If you've never done this before, you're probably a bit nervous. That's natural. There's a good amount of material. It's natural to feel some stage fright. (Generally, most of us feel a bit insecure speaking to other adults.)

Relax! The material is well organized. The participants know less about it than you do so no one is going to question your knowledge. Besides, the participants do much of the work themselves. Finally, simply leading this session will help you overcome that stage fright. When you properly prepare for your role as Group Leader, you'll find people praising how well you've performed.

So relax. This is easy, and it's well worth it to you, the organization as a whole, and especially the customers.

Speed is a structured approach to dramatically decreasing the amount of time employees need to complete any job related task. By increasing empowerment and reinforcing the policies that support Speed, you will consistently see higher quality results produced in less. You will save time, money, resources and create more revenue by focusing on Speed.

Speed will have a strong, powerful impact on workforce performance. Support and committed participation from you and your co-workers is essential. This Leader's Guide is designed to provide the tools you need to generate that support.

Objectives of Speed

The goals of the Speed program are:
To achieve these objectives on and off the job, Speed training should be conducted in a systematic, organized manner. At the same time, Speed sessions should be relaxed and informal, for you as well as for the participants. The program is designed for training between 8 and 15 participants and each session should be roughly 2 or 3 hours long (3 or 4 hours in developing countries).

If at all possible, an executive, manager or supervisor should lead

the Speed training sessions. Employees find that their relations with the Group Leader will be improved by the frank, open approach of the Speed program. They'll appreciate the interest and enthusiasm you bring to the discussions, and they'll translate your interest and enthusiasm into very personal terms. By giving the tangible evidence of your personal interest in helping your co-workers improve themselves, you're showing that you really care about them as people and value their superior skills.

Because Speed training will help all employees, we recommend that everyone be invited to participate—including new and experienced personnel. Plan to take at least 2 or 3 hours (3 or 4 hours in developing countries) for each group session to give participants the discussion time they'll want and need to explore Speed. There's enough material in each group session to give you and your co-workers plenty of stimulation for constructive group discussion. The more everyone participates in the discussions, the better everyone will understand, remember, and apply Speed.

Program Components

The Speed program has three components:

1) Two DVDs, CDs, or VHS (totaling approximately 45 minutes for the entire program)
2) a Leader's Guide
3) the Speed Participant Package (Participant Book, Technique Card, Certificate of Completion, Performance Standard).

Video

The video corresponds to the program by section: For instance, Section 1 on the video corresponds to Section 1, "Introduction" in both the Leader's Guide and the Participant Book. Every section of the program has at least one video segment. The tables on pages 23 illustrate the relationship of video segments, Leader's Guide material, and Participant Book material and exercises.

At the end of each video segment, the facilitator is directed to turn off the video and turn to the next exercise or activity.

The video, shot on location at various businesses, features realistic, everyday scenes of employee situations and interactions.

Leader's Guide

The Leader's Guide is divided into eleven parts:

The Leader's Introduction and 10 training sections.

Introduction (Leader's Guide Only)
Section 1: Introduction
Section 2: What is Speed?
Section 3: Barriers to Speed
Section 4: Speed Mindset
Section 5: Empowerment
Section 6: Policies, Procedures, and Systems
Section 7: Techniques and Tools
Section 8: Accuracy
Section 9: Keep Promises and Over-Deliver
Section 10: In Conclusion
The introduction provides you with the information you need to get the program up and running effectively.

The Leader's Guide includes:

- A complete transcript of the video
- All assignments, exercises, and in-class activities
- Suggested leader text or key points for the leader to cover
- Sample or likely participant responses to questions and activities
- Implementation suggestions and training hints

For each exercise, the leader is provided with suggested text or key points, the actual text of the exercise questions as printed in the Participant Book, additional follow-up questions, a place for recording sample participant responses to questions, and implementation suggestions.

Order of Material in the Leader's Guide

Within each section, the material appears in the following order:
1. Participant Book material (taken directly from Participant Book)
2. Video script with approximate running time
3. Numbered exercises (occasionally an exercise or activity also precedes a video segment)

Types of Exercises and Activities

1. Numbered exercises follow each video segment. Through discussions and activities, these exercises reinforce and instill the main content of the program and relate directly to the accompanying video segments.

2. Skill practice activities – may be the best way for participants to learn the material and to have fun at the same time.

Types of Questions and Assignments

Throughout Speed, the following method is used to distinguish the kinds of questions the leader will ask participants.

- Questions in the form Participant Book Question # correspond to questions that are written out within numbered exercises in the Participant Book.
- Questions in the form Discussion Question refer to questions that are not written out within numbered exercises in the Participant Book and may include follow-up questions and introductory questions. Participants will not have these questions in their books.
- The Participant Book contains Assignments at the end of several of the reading sections. Participants are asked to complete these assignments as part of the work between sessions.

When going over numbered exercises, the Group Leader is encouraged to refer participants to specific Participant Book questions by question number.

Participant Book Material

At the beginning of each section in the Leader's Guide are several pages of text introduced with the label, "Participant Book Material." This indicates that all of this material is also included in the Participant Book. This label is used throughout the program. The material is reprinted for your convenience so you don't need to flip back and forth between the Leader's Guide and the Participant Book during training sessions.

The Participant Book material is rich in examples, illustrations, and strategies that support and expand upon the video segments and exercises in each section. As a Group Leader, you can take advantage of this material when introducing new topics or when providing answers to participant questions.

Participant Book

The Participant Book is the activity guide and resource for each participant who goes through the program. It includes more than 93 pages of techniques, strategies, exercises, activities, and assessments. Like the Leader's Guide, the Participant Book is divided into sections. Each section includes introductory and resource information to supplement and expand on material presented in the video segments. Also included are all program exercises and suggested assignments, optional exercises, skill practice, etc.

> **Take advantage of the Participant Book**
>
> The Participant Book material is rich in examples, illustrations, and strategies that support and expand upon the video segments and exercises.

The Participant Book is often referred to throughout the program, but because of time participants may not be able to completely read it. Make notes throughout the Leader's Guide that reference the Participant Book – then refer participants to the Participant Book when you think important ideas or service recovery principles can support their learning. The participants will be asked to complete all of the exercises and assignments throughout the Participant Book and the necessary page numbers for each activity are included in the Leader's Guide for easy navigation.

The Participant Book serves as an ongoing reference and resource long after the training is over. By referring participants to specific pages in the book, you create awareness of the wealth of information it contains. Participants are urged to take advantage of the interactive benefits of the program by writing in their books and using them fully.   Participants are likely to refer back to the step-by-step tips and techniques when needed.

All of the print and video materials in Speed are copyrighted and may not be reproduced in any form. The Participant's Book represents a license for one employee to experience the Speed Training Program.

Leader's Guide at a Glance

The following section provides sample formats of the main components of the Leader's Guide.

> All of the print and video materials in Speed are copyrighted and may not be reproduced in any form.

Adjacent example box 1

Each section begins with Participant Book Material. Everything from the Participant Book is included in the Leader's Guide. Prose sections are introduced with the heading: "Participant Book Material."

PARTICIPANT BOOK MATERIAL:

Section 1:
Introduction

Welcome!

Congratulations on being selected to participate in Speed. You are an important part of this organization. Your organization embraces Speed as a vital aspect of your job performance.

The term Speed refers to creating an environment based on quickness and quality. Speed, in this course, is not strictly time management. It refers to the rate at which you complete tasks or deliver projects. Speed encompasses the entire process, from start to finish.

Adjacent example box 2

The full transcripts of the videos are included in the Leader's Guide.

VIDEO SCRIPT OF SEGMENT #2.1

Running Time: 3 minutes 0 seconds:

NARRATOR: Now that you've talked about what Speed means to you, let's talk about what Speed means in the business world. Speed means exceptional service. Speed means to get things done quickly. Speed means do it fast, do it now, and do it right.

Speed means to dramatically reduce the amount of time needed to complete any work related task. How can you complete a task quicker than thought possible? You do it by controlling your pace and eliminating barriers to Speed.

Adjacent example box 3

Suggestions for Leader's Text are printed inside shaded boxes.

LEADER TEXT: Welcome to the Speed Training Program. For those of you who don't know me, my name is (YOUR NAME), and I'll be acting as Group Leader during this training session. As Group Leader, I'll be providing some framework for our discussions, but each of you will be helping one another as we go along.

EXERCISE 7:

Exercise 7 is found on page 52 in the Participant's Book.

Purpose of Exercise 7: Helps participants identify policies, procedures, and systems that support Speed.

Participant Book Question 1: What went wrong in this vignette? What went right?

_____
_____
_____

Participant Book Question 2: What do you think could have been the best way for the employee to approach the policies and procedures that inhibited Speed?

_____
_____
_____

(Try to focus the participants on how the employee could have better worked with or around the policies, procedures and systems in place at their organization. Participants may come to the conclusion that the policy would need to be eliminated or altered. Call this out if it comes up and you will have the opportunity to discuss it further in the next assignment.)

Participant Book Question 3: In the final vignette, what was the benefit of having a policy in place that supported Speed?

_____
_____
_____

(With the benefits of Speed that you came up with in the earlier sections, focus on what benefits the employee and organization experience in this specific scene when the company supports Speed with up to date policies, procedures, and adequate systems in place. Allow participants to make correlations to their own organization if they can as a preview to some of the items discussed in the next assignment.)

Adjacent example box 4
All exercises from the Participant Book are included in the Leader's Guide.

Adjacent example box 4
Hints and notes for facilitators accompany the exercises.

Adjacent example box 4
Directions and specific questions for each exercise are enclosed in shaded boxes. Questions labeled "Participant Book," as in "Participant Book Question 1)," corresponds directly with the same numbered question in the Participant Book.

Adjacent example box 4
Questions are followed by sample participant responses in parentheses, and by one or more blank lines for the facilitator to add additional sample responses or notes.

Preparing for the Session

Conduct the Speed program in a comfortable, well-ventilated room or space, with plenty of light. Select a room that is large enough to allow the participants to stretch out a bit. A comfortable group will be far more receptive to the Speed message. Make sure the program is free of interruptions so you and the participants won't be distracted. This is particularly true if you're a manager or a supervisor who tends to have many people trying to reach you. During Speed you will be creating a learning mood, which can be easily compromised by interruptions. Make sure that all participants have pencils and paper.

Locate and test out the video equipment that you'll be using for Speed. The program is available on DVD, VHS and CD, so be aware of which type of equipment you will need to have on hand for your training session. Avoid equipment with inferior speakers or poor resolution. Technical flaws like these will distract the participants.

Allow plenty of room for the equipment that you'll need. Even if you know all of the participants on a first-name basis, make nametags or table tents so everyone can see all the participants' names. During the sessions, it's very important to address the participants by name to establish a warm and friendly environment.

Make certain that each participant has his or her own personal copy of the Participant Book. You and the participants will be referring to it frequently, so be sure to read the appropriate sections and complete assignments before the program.

Ensure that you, as the Group Leader, can be heard by everyone. Speak clearly and distinctly without straining your voice. Don't allow participants to gravitate toward the back of the meeting room.

Here's a checklist to follow in planning the effective implementation of Speed.

- Discuss the implementation of the training program with the organization to determine the desired results and outline any changes to policy that should take place prior to bringing Speed and empowerment to the workforce.

- Announce the program session in written form for a specific time and place. Be sure to start on time and end on time.

- Select a meeting room where people can be comfortable and not be interrupted.

- Check the meeting room and the video equipment prior to each session. You may wish to use a whiteboard, electronic blackboard, overhead projector, or easel and flipchart.

- Read the relevant sections of the Leader's Guide and Participant Book prior to the program, including the appropriate exercises.

Implementation Suggestions

Audience Size

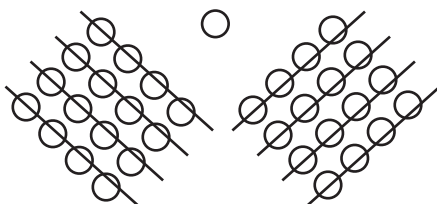8-12 participants—ideal for new Group Leaders
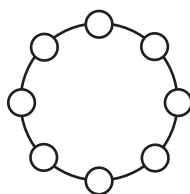
12-15 participants—the optimum size
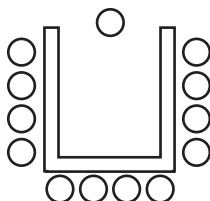
16-25 participants—fine, but requires experienced Group Leaders

Attempt to create a fun atmosphere. Decorate the meeting room with posters, if available. Provide refreshments for session breaks. Personalize the space to mirror your enthusiasm and to get the participants in a positive and sharing frame of mind.

The Art of Good Leadership

Since you will be conducting the Speed program, a few words about Group Leadership may be in order, especially for those of you who don't do this type of thing on a regular basis.

Above all, you and the participants should enjoy yourselves. Everyone will quickly be at ease in group discussions if the atmosphere is informal. The best way to achieve this atmosphere is to treat Speed as a positive, happy, supportive approach to improving job performance. Encourage everyone to speak candidly and freely.

Everyone will have valid points to make, and as the Group Leader, it is your responsibility to make certain that they feel comfortable and free to participate. There are no right or wrong answers to the Speed exercises. The emphasis is on opening the lines of communication and developing an awareness and mastery of the power of Speed.

As Speed progresses, gaining involvement is usually not a problem. People want to participate. But, until that natural comfort level is reached, it's important for you, as the Group Leader, to go out of your way to ensure that everyone participates. This Leader's Guide contains sample questions, virtually a "script," for the Group Leader. Screened boxes surround the Group Leader questions to make them easy to spot. These questions ensure that the group discussions have maximum impact. Additional instructions to you are printed outside the boxes.

The scripted questions also help you establish and adhere to an agenda. You should not allow the sessions to get off track. As a structured, programmed approach to quality student relations, each portion of each session is important.

If you add material or encourage lengthy group discussions, be prepared to add one half hour or more to each session.

Don't be tempted to take shortcuts or eliminate portions of sessions. Use the Speed materials fully.

It is important to maintain consistency in the content and delivery of the concepts from group to group. This will ensure that all employees who complete the program have a similar (while not identical because of the breadth of different groups' discussions) experience.

You do not have to repeat the "script" word-for-word. The important role of the Group Leader is to guide the group's discussion

---

Open the lines of Communication

There are no right or wrong answers to the Speed exercises. The emphasis is on developing an awareness and mastery of the power of Speed.

Maintain consistency in the content and delivery of the concepts from group to group

This will ensure that all employees who complete the program will have a similar experience (but not identical because of the differences in group discussions).

through the principles of Speed. The most comfortable way to do that varies with each group and with each Group Leader. As long as the principles are covered fully, feel free to depart from the "script" occasionally.

If you want to depart from the "script," don't just ad-lib. Think about the questions you want to ask, and speak simply and precisely. Remember, you'll be communicating feelings as well as information. Relax and let your personality come through.

When leading the discussions, don't bury your nose in the Leader's Guide. Look people in the eye and scan the room while talking. The same applies to listening. When the discussions take off, you'll need to follow along and guide the conversation in the right direction. You can't do that without active listening. It also helps to keep an open mind. Everyone is entitled to an opinion. Remember, there are no right or wrong answers. The honest exchange of viewpoints is what's right.

Some Group Leaders feel comfortable standing behind a podium to conduct the session. However, this places a barrier between you and the participants. If you wear reading glasses, use them and carry the Leader's Guide as you move close to and interact with the participants. This will permit an easy flowing dialogue you and they will enjoy.

Don't worry about objections, complaints, or disagreements. It's far more important for you to maintain an open, sharing atmosphere in each session than it is to achieve 100 percent agreement. Allow the group to comment on and to answer objections. By doing so, you'll achieve the objectives of Speed.

Finally, keep the program moving. Don't drag it out. By achieving a comfortable, efficient pace, you'll keep participants alert and active. Good leadership requires you to stay on your toes—and a step ahead of the participants.

How to Run the Session

First, look for ways to internalize the messages presented in Speed. Use questions relating to problems and situations familiar to the people in your group. Job situations are probably easiest, but don't neglect examples away from the job.

Please keep in mind that the learning process, particularly in a meeting, is very fragile. Don't allow one person to dominate a session. This kind of domination threatens others, particularly subordinates or those less experienced.

> **Video vignettes provide a foundation for discussion**
>
> Make use of the teachable moments to reference organization specific situations. Create an open forum to identify and refer problems for follow up action as appropriate.

Even the best Group Leaders will encounter problems from time to time. But any problem can be turned into an advantage and an opportunity to improve Speed training.

For example, what should you do about a participant who strays from the main topic? Instead of urging him or her to "get back on the track," which produces resentment and rarely works, ask the participant a specific question on the topic under discussion: "Devin, several minutes ago Alicia mentioned that she doesn't always know how to deal with customers when things get really hectic. What advice can you give Jeanne for those situations?"

How about participants who start arguing? As we've pointed out, you, as a Group Leader, want a frank and open exchange of views. One hundred percent agreement isn't necessary. But you certainly want to avoid shouting matches. To defuse such situations, physically stand between the debaters so they can't see each other. Then, involve the entire group in the discussion by rephrasing the argument. Ask those in the group for their opinions.

At the opposite end of the spectrum, you may have participants who hold back or won't participate. Try asking questions of these people by name. Don't push too hard, but get them to talk about their own experiences and feelings, which relate to the topics under discussion. Dividing into small groups for some of the discussions may help participants feel more comfortable sharing their ideas.

General Leadership Techniques

Make certain that your group sees you not as an expert in service recovery, but as a coach or facilitator to help the entire group explore these topics. At the beginning of each meeting, emphasize that each member of the group is free to share personal experiences—good and bad. Suggest that they use the program to look for answers to the questions that truly concern them.

You need to build a team atmosphere. Like any team, you and the participants will be more successful implementing the principles of Speed by working as a group, rather than as individuals.

No one person should dominate discussions

Don't allow one person to dominate a session. This kind of domination threatens others, particularly subordinates or those less experienced.

Share personal Experiences

At the beginning of each meeting, emphasize that each member of the group is free to share their personal experiences—good and bad. Suggest that they use the session to look for answers to the questions that truly concern them.

Leadership Options

As we've discussed, one of the most important things that you as a Group Leader can do to make Speed work is to establish the right atmosphere for the group sessions. Ideally, participants should have fun and feel good about participating. Here are some suggestions of things you can do to create and sustain that atmosphere:

- At the start of the program divide the group into pairs. Ask the people in pairs to interview each other and then have each briefly introduce the other person to the group or assist each other with the warm-up exercise.

- At the start of any small group exercise, ask participants to find three people in the room that they don't usually talk to and partner with them.

- Break up into groups and have participants candidly discuss the barriers to Speed, which they find most troublesome.

These are only a few suggestions. The Speed program is flexible, but it does require participation from everyone. As a Group Leader, you know (or will come to know) your participants. Think of things to motivate them and get them enthusiastic. Don't worry about doing something a little silly; after all, Speed should be fun, and a good laugh is a real icebreaker.

The Art of Seminar Questioning

In conducting these group sessions, try to use open-ended questions that relate to experiences your group may have encountered. Speed is not effectively presented by lecture or directive. Ask questions and let the participants do the "lecturing" by their answers. In this approach, the Group Leader really acts as an interviewer asking probing questions. The participants learn better when their feelings are involved—not just their intellect. There are three steps to achieving that goal:

1. Ask "open-ended" questions, that is, questions that can't be answered by a simple yes or no. The questions in this Leader's Guide are examples of such questions.

2. Ask open-ended questions to the group in general, any specific person in the group, or to a "team" of persons within the group.

3. Use certain key words, particularly in questions delivered to the group. For example, ask those in the group to:

> **Ask probing Questions**
>
> Ask questions and let the participants do the "lecturing" by their answers. Participants learn better when their feelings are involved— not just their intellect.

- Tell why something is important;

- Analyze a situation;

- Give his or her own story to illustrate a point;

- Solve a problem; or

- Explain how they feel.

Remember, when in doubt, or if there is no response (or an inappropriate response), keep asking open-ended questions.

How a Leader Handles Questions

The best way to handle questions from the group is to answer with another question. Remember, the objective is to get participants to interact, and to learn from each other through that interaction. The best facilitator avoids answering questions. Here's how to promote group interaction:

- Return the question to the questioner by rewording it, asking for specifics. For example: "Vincent, you asked why Speed expects you to dramatically reduce the time it takes you to complete your tasks. Let me ask you to share with us an example of when you faced a task that could have been completed faster. What did you do? How did it make you feel?" Or: "Selma, you asked why Speed is so important. Let me ask you how you feel when people you deal with don't use Speed when answering your questions or providing you with service?"

- Pass the question to another participant. For example: "Reggie has asked how to use Speed when an organizational policy gets in the way. Jules, it seems I saw you doing that just the other day. Can you tell us how you handled that situation?"

- When a participant gives a response that is out of line or that runs counter to the Speed strategy, don't argue or disagree. Ask another participant, whom you know would probably have a different approach, for their ideas. For example: "Antoine, do you agree with Debbie's approach?" or "Kaliey, could you give us your opinion on what we should do when we face situations like the ones Thomas mentioned?"

The *Speed* Participant Book – Key Element of the Program

The Participant Book is designed to explore in much greater detail the points covered in the videos and in the group discussions. It is an important part of the Speed program. In some cases, participants will respond far better to the written word than they will to either the videos or the group sessions.

As a Group Leader, you must emphasize the importance of the Participant Book to your group members. Certainly, there is no way that you can force them to read the sections or to complete the exercises. At the same time, there are many ways you can encourage them to do so.

- First, read the Participant Book yourself to thoroughly understand the content. It's an invaluable resource for improving job performance and it will give you ideas to promote discussion.

- In the group session, make sure each participant has his or her own copy of the Participant Book. Participants should write their name in the book and complete all the assignments and exercises.

- At the end of each Section, ask participants to complete any assignments and discuss their answers before starting the following section.

- Review and discuss the Review Questionnaire at the end of the program.

Sample Letter, Memorandum, or Notice About Speed

(Note: We encourage you to create a version of this notice on your organization's letterhead. Personalize it as much as possible. You may choose to hand-deliver this notice to potential participants and while giving them the notice say: "I want you to seriously consider participating in Speed. You're a valuable member of our team. I think the concept is great! I'll look forward to seeing you there!")

MEMORANDUM

TO: (Potential Participant's Name Goes Here)

FROM: (Your Name Goes Here)

DATE: (Use Today's Date)

SUBJECT: *Speed*

This is my personal invitation to you to join us for *Speed*. It's a program designed to help you and our entire organization embrace the concept of "Do It Fast, Do It Now, Do It Right." This program can benefit both you and our organization, and we should have some fun with it, too.

All of us, in one way or another, are important to the success of our organization. The mindset with which we approach our everyday tasks and projects have a direct result on our time used, money spent, and resources utilized.

The basic concepts of *Speed* that we'll be discussing during the session can help us to dramatically reduce the time it takes to complete projects and tasks and change the culture of the organization. There has never been a time when empowered employees have been of such vital importance to the success of an organization! Join us to explore your role in that success.

We'll hold our first *Speed* group meeting at _____ (place) on _____ (day,) _____ (date,) at _____ (time) a.m. (or p.m.) Please confirm your availability as soon as possible. If you have a conflict, perhaps we can choose a more convenient time so that you can take part in *Speed*.

I am looking forward to exploring the dynamic job performance concept of *Speed* with you.

Sincerely,

(Your signature)

Speed **at a Glance**

The tables on pages 23 provide a quick glance reference, by section:

Speed

Participant Book Section	Participant Book Page(s)	Leader's Guide Pages	Video No.	Video Running Time	Exercise/ Assignment	Participant Book Page(s)
1. Introduction	5-7	33-42	1	3 min. 28 sec.	Exercise #1	7
2. What is Speed?	11-18	43-54	2,1 / 2,2	3 min. 0 sec. / 3 min. 49 sec.	Exercise #2 / Exercise #3	13 / 16
3. Barriers to Speed	21-29	55-68	3	3 min. 32 sec.	Exercise #4	27
4. The Speed Mindset	33-37	69-76	4,1 / 4,2	1 min. 37 sec. / 1 min 37 sec.	Exercise #5	37
5. Empowerment	39-45	77-92	5	5 min. 6 sec.	Exercise #6	41
6. Policies, Procedures, and Systems	49-57	93-104	6	7 min. 53 sec.	Exercise #7 / Assignment #4	52 / 57
7. Techniques and Tools	59-71	105-124	7	8 min. 39 sec.	Exercise #8 / Assignment #5 / Assignment #6	65 / 67 / 71
8. Accuracy	73-78	125-134	8,1 / 8,2	1 min. 33 sec. / 1 min. 30 sec.	Exercise #9 / Exercise #10	76 / 78
9. Keep Promises and Over-Deliver	81-84	135-142	9	2 min. 23 sec.	Exercise #11	84
10. In Conclusion	87-92	143-150	10	1 min. 45 sec.	Review Questionaire	89