

**INCREASING
EMPLOYEE
PRODUCTIVITY**

LEADER'S GUIDE

BY

SHARON BURKE

A CRISP APPROACH VIDEO/BOOK PROGRAM

CRISP PUBLICATIONS, INC.
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LEADER'S GUIDE

INCREASING EMPLOYEE PRODUCTIVITY

Sharon Burke

Based on the book
INCREASING EMPLOYEE PRODUCTIVITY
An Introduction to Value Management
by Lynn Tylczak

A CRISP APPROACH VIDEO/BOOK PROGRAM

The videotape, participant's workbook, and this Leader's Guide comprise the complete video/book program. For best results, each participant should have a book. We urge you to keep a supply of books on hand for each program you conduct. The videotape and Leader's Guide, however, are not sold separately.



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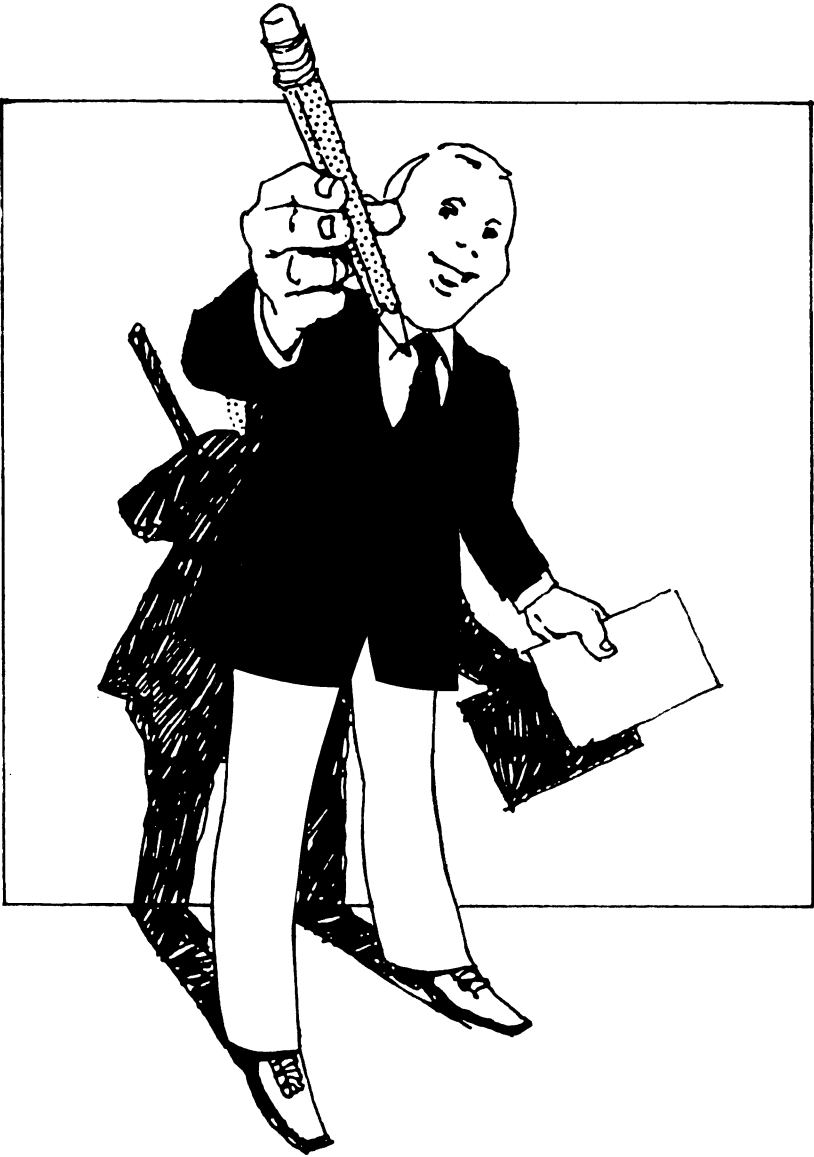
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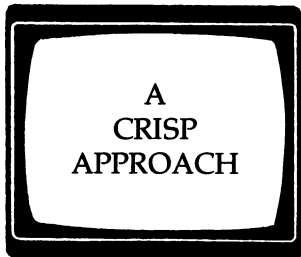
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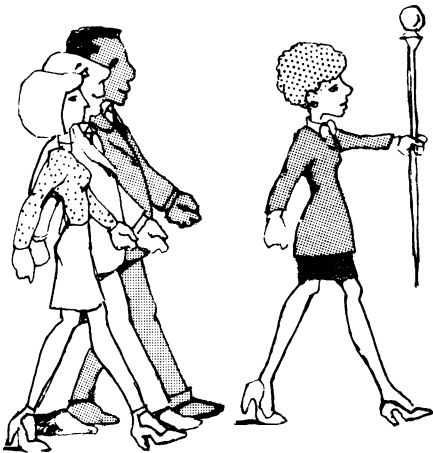


A CRISP APPROACH...



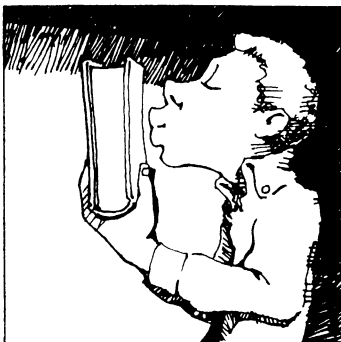
Lets Video Be Video...

Crisp videos dramatize the real-world applications of the books on which they are based. Videos are agenda-setters and ice-breakers, not hour-long sermons on stage sets. And, because all their content is backed up in the accompanying book, participants can relax and let video do what it does best...introduce, inspire, and motivate discussion.



Lets Leaders Be Leaders...

The Crisp Leader's Guide encourages flexibility. It helps facilitators develop programs to meet their specific needs. The key is allowing leaders to lead. Spend one hour or two days. Assign books for pre-program reading, pass them out the day of the session, or present them at the conclusion of the discussion. *A Crisp Approach* gives you the power to design a program based on your needs, budget and/or schedule.



Lets Participants Participate...

Thanks to the individualized, self-study format of program workbooks, participants are encouraged to interact and apply concepts that have been viewed and discussed. A Crisp book becomes a personal reference that can be used again and again on the job. Because the books parallel the video, it is easier to recall key points presented during the program.

...TO QUALITY TRAINING



THE CRISP VIDEO/BOOK PROGRAM APPROACH TO TRAINING IS FAST PACED, FLEXIBLE AND FRIENDLY

The *Crisp Approach* takes advantage of what videos and books do best by integrating them in a carefully designed program.

WHAT MAKES A *CRISP APPROACH* UNIQUE?

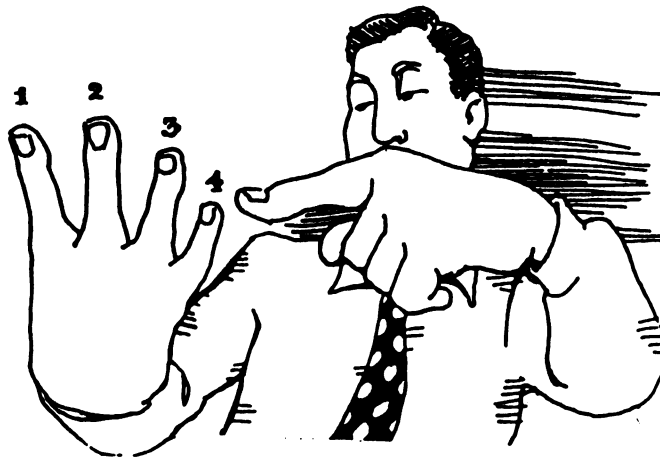
- 1. FIRST YOU WATCH AND LISTEN—** to an upbeat, 25 minute video featuring real people at work. The video sets the agenda and the mood.
- 2. NEXT YOU DISCUSS KEY CONCEPTS—** using a comprehensive, yet friendly Leader's Guide that allows a facilitator to conduct positive, energetic group discussions.
- 3. FINALLY, YOU READ AND APPLY CONCEPTS THAT HAVE BEEN VIEWED AND DISCUSSED—** in your individual self-study workbook. The book covers the program material in a positive, organized and readable way.

For more ideas and specific programming suggestions, see pages 4-6.

SUGGESTIONS FOR USE

The Crisp Approach Video/Book Program has been designed to be used in several ways:

- 1. Formal Workshops and Seminars.** The FIFTY-MINUTE SERIES book is ideal assigned reading before a formal training session. With the basics in hand, more time can be spent on concept extensions and specific applications. The book is also effective when used as part of a workshop or seminar. Training gets off to a crisp start as the video grabs the audience's attention and stimulates interest. Discussion of cases and exercises from the book is more lively and informed following a viewing of the video.
- 2. Remote Location Training.** Because the Crisp Approach Video/Book Program is self-contained (with video, Leader's Guide, and self-study books), training can be regulated regardless of the number of remote locations (i.e., branch offices). Those responsible for training can regulate the quality of a program in a cost-effective way and still provide a standardized program throughout an organization. The program can be sent to those not able to attend "home office" training sessions.
- 3. Individual Study.** Because all materials in the Crisp Approach Video/Book Program are self-instructional, all that is needed is a quiet place, a VCR and monitor, some time, and a pencil. The 25-minute videotape, activities, and exercises in the book provide a step-by-step program for effective self-improvement.
- 4. Other Possibilities.** There are other possibilities that depend on the needs or objectives of the user. You are invited to find new uses that will provide benefits for your specific program and to share them with us.



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TO THE LEADER

In the late 1800s, Lister and Company was Britain's leading silk supplier. Its incredible profits set the standard for corporate fashion and overindulgence. One mill was so large that a car could have been driven around the top of its chimney.

In 1912 a Lister employee, scientist/chemist Samuel Courtauld, showed management a new synthetic silk he had created. He called it "rayon."

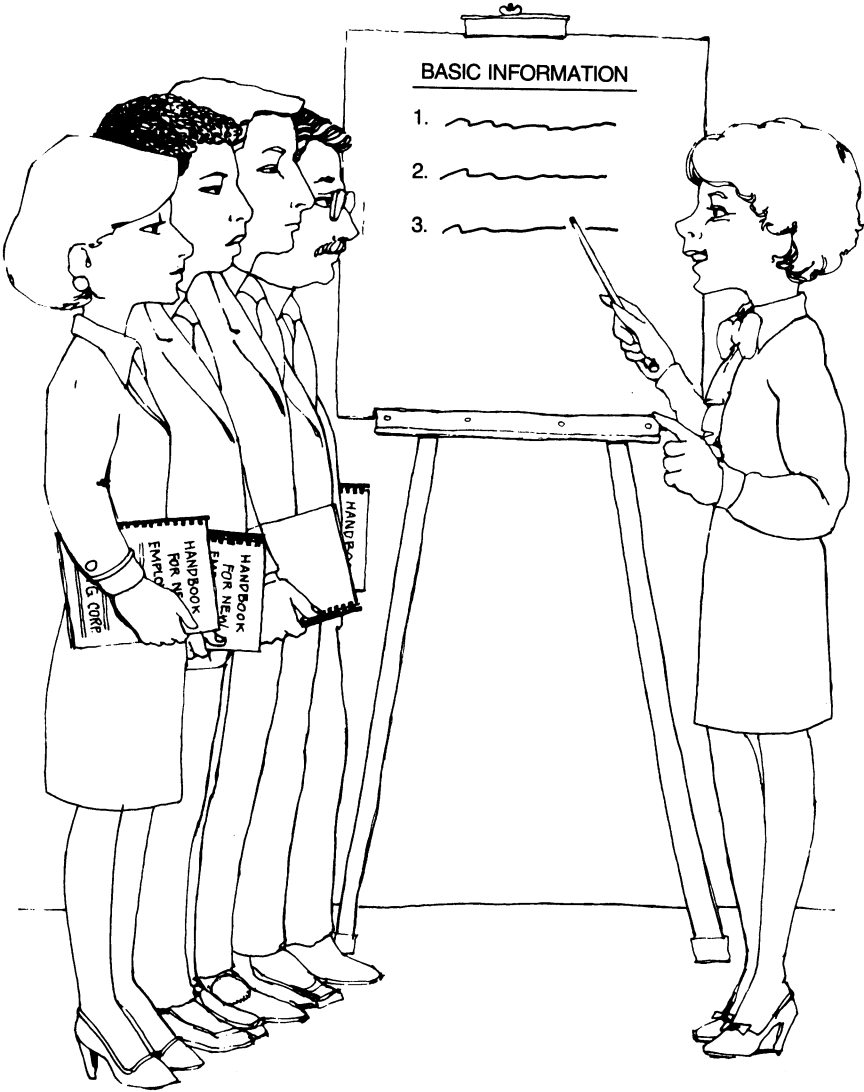
Lister management tore the ragamuffin's idea to shreds, saying that the public would *insist* on real silk. So poor Samuel Courtauld had to go out on his own to create—and profit from—a multibillion dollar industry.

Can a good employee suggestion program really turn an innovative sow's ear into a silk purse—one that will keep paying dividends far into the future?

There are no guarantees. But there are some certainties. With this program you will help participants see what a well-designed and well-administered employee suggestion program can do for them. It offers smart front-line managers the opportunity to move their department ahead on all fronts.

PART I

BASIC INFORMATION FOR LEADERS



PROGRAM LOGISTICS

Who Should Conduct the Program?

This Video/Book Program is designed so anyone can deliver a quality program effectively.

Responsibility for training generally rests with one of the following:

Within an Organization:

Training and Development
Human Resources/Personnel
Employee Relations

or

An Outside Consultant

working with an organization's personnel

or

A Manager or Teacher

who finds the material of value and interest

or

An Individual

desiring self-improvement

Qualifications of the Program Leader

Anyone with an interest in presenting material in an organized and effective way can be successful.

Certain general requirements are desirable, however. It is helpful if the leader is knowledgeable about the concerns of participants, understands how adults learn best, and is comfortable working with groups of various sizes. Good presentation skills* and a positive attitude help.

*Two books, *Training Managers to Train* and *Effective Presentation Skills* are excellent works that support program leaders.

MATERIALS AND SUPPLIES

For the Leader

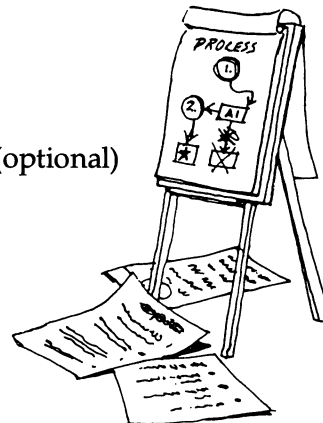


- VCR (1/2" VHS format) and monitor
- Remote control switch (optional but useful)
- Blackboard or whiteboard (optional) with chalk (or markers) and eraser
- Flipchart
- Microphone (optional)
- List of participants

For Each Participant



- Name tent card (in lieu of name tag) for each participant. Cards should be made of heavy paper stock with names printed in large letters (omit titles). Department affiliation is sometimes helpful.
- One copy of the FIFTY-MINUTE SERIES book for each participant
- Pen or pencil
- Note pad
- Ice water/refreshments (optional)



TIME REQUIREMENTS AND SUGGESTED PROCEDURES

Following are ways to use these program materials effectively:

PLAN A

1. SHOW THE VIDEO

The 25-minute presentation sets the agenda and engages interest in the subject matter.

2. DISTRIBUTE THE FIFTY-MINUTE BOOKS

The accompanying FIFTY-MINUTE SERIES book reinforces ideas presented in the video and offers activities and exercises for self-improvement.

3. THEN, YOU HAVE SEVERAL OPTIONS, INCLUDING:

- a. Discuss and react to the video, then introduce selected exercises from the book, respond to the exercises, and discuss. *Time: one hour*
- b. Discuss and react to the video, give an overview of the book, then encourage trainees to work through the book themselves, either on-site or overnight. Reconvene and compare responses. *Time: two hours*
- c. Discuss and react to the video, then work selected exercises and compare responses. Discuss responses and set up group exercises. Ask trainees to work through the book completely, then reconvene to compare responses and review selected portions of the video for more comment. *Time: three hours*

PLAN B

1. DISTRIBUTE THE FIFTY-MINUTE BOOKS

The books are ideal as pre-assigned reading or may be passed out at the beginning of a training session. Briefly review the contents and format of books with participants. Start things off with a self-assessment or other exercise from the book.

2. SHOW THE VIDEO

Having read the book and/or completed a self-assessment exercise, participants will find that the video reinforces key concepts and stimulates discussion. As a trainer, you may find that having participants read the book ahead of time promotes a lively and better-informed exchange of ideas.

3. THEN, YOU HAVE SEVERAL OPTIONS, INCLUDING:

- a. Discuss and react to the video, then introduce selected exercises from the book, respond to the exercises, and discuss. *Time: one hour*
- b. Discuss and react to the video, then conduct selected discussions and do exercises from this Leader's Guide. *Time: two hours*
- c. Discuss and react to the video. Lead all discussions and exercises in this Leader's Guide. Add some roleplaying or other exercises of your own appropriate for your organization. *Time: three hours*

PLAN A—SAMPLE ONE-HOUR PROGRAM

Minutes	Activity
4 minutes	Get acquainted and make introductions
1 minute	Introduce program objectives
5 minutes	Distribute books and do a self-assessment exercise from book
5 minutes	Discuss exercise
1 minute	Introduce video
25 minutes	View video
5 minutes	Discuss and react to video
10 minutes	Select discussions from Leader's Guide
2 minutes	Summarize main points
2 minutes	Thank participants and emphasize value of workbook
<hr/> <hr/>	
60 minutes	

PLAN A—SAMPLE TWO-HOUR PROGRAM

Minutes	Activity
5 minutes	Get acquainted and make introductions
1 minute	Introduce program objectives
5 minutes	Distribute books and do a self-assessment exercise from book
5 minutes	Discuss exercise
1 minute	Introduce video
25 minutes	View video
10 minutes	Discuss and react to video
60 minutes	Select discussions from Leader's Guide and exercises from book
3 minutes	Summarize main points
5 minutes	Thank participants and emphasize value of workbook
<hr/> <hr/>	
120 minutes	

FACILITIES

ROOM REQUIREMENTS	A room large enough to accommodate the maximum number of participants expected, at tables with comfortable, movable chairs. Having lights that dim—dark enough for a good picture, light enough for you to watch audience reaction and for people to jot down notes if they want to—is also desirable. Make sure the monitor screen is free of glare from sunny windows.
LOCATION	On-site or off-site? This depends on the policy and budget of your organization. Off-site sessions are often received with more excitement and enthusiasm and participants are better able to stay focused on the topic. Off-site facilities might be a hotel, conference center, or community hall.
SEATING ARRANGEMENT	<p>Tables in a U-shape (horseshoe) provide the best training results because they enable all participants to have eye contact with one another during the session and an unobstructed view of the television monitor.</p> <p>If this is not possible, then a round, square, or oblong table is suggested as an alternative.</p> <p>Other possibilities include a T or herringbone arrangement.</p> <p>Theater style seating and traditional classroom set-ups are less desirable arrangements since they discourage interaction and involvement.</p>
SPECIAL NOTE	If the only room available is too large, arrange your grouping in one section. Arrange the furniture so that exits are located in the back of the room to minimize disruption by latecomers.
REFRESHMENTS	Participants appreciate refreshments appropriate to the time of day, such as coffee, tea, juice, or soft drinks.
NUMBER OF PARTICIPANTS	With the standard-size monitor (19"–25"), no one should be more than 15 feet away, hence group size of 10–20 is desirable. With large groups, a big screen, projection system, or multiple monitors may be necessary.

SETTING UP

- ARRIVE EARLY** Arrive at least 30 minutes before the scheduled starting time.
- CHECK ROOM AND EQUIPMENT** Room temperature—comfortable? 68°-72°? (Temperature will increase with bodies in the room.)
 VCR, monitor and remote control—working properly?
 Flipchart—enough paper? Markers?
 Seating arrangement—appropriate?
 Monitor and board or flipchart—visible from all seats?
 Lighting—dimmer switch?
 Microphone—working? Loud enough but not too loud? (for large groups)
 Refreshments
- ARRANGE NAME TAGS** If pre-printed, arrange name tent cards alphabetically so participants can pick them up on their way into the room. If blank, put one at each place along with a marker.
- DISTRIBUTE SUPPLIES** Set each participant's place with the following supplies or have them easily accessible so they can be handed out with minimum disruption. Have you arranged in advance for assistance if needed?
- Adequate number of copies of the FIFTY-MINUTE SERIES book (You may prefer to distribute books after viewing of tape.)
 - Pencils or pens
 - Note pad



CONDUCTING SUCCESSFUL DISCUSSION SESSIONS

The success of any discussion depends upon participation. An atmosphere of free exchange can be created only when group members see that a mutual sharing of opinions and ideas is welcome without criticism or judgment by the instructor or participants. The skillful use of questions will encourage discussion.

Group participation may be a new experience for some. Never put anyone on the spot. Interaction should be voluntary and supported by positive reinforcement. If the right atmosphere is created, the members will feel comfortable and naturally take part.

Establish a nonthreatening environment. Encourage open and relaxed communication. Keep discussions on a positive, constructive note. Keep in mind that there are no wrong responses. If the response you get is not the one you are seeking, ask the group for additional answers.

Ask for volunteers to respond. Don't demand participation by calling on a person by name unless it is to answer a question that has an obvious answer or you know the person can handle it. Use the person's name before asking the question so he or she will focus on the question.

You should be constantly on the alert for cues from the group that suggest problems. If participants begin to fidget, look bored, or show by their expressions that they disagree or do not understand, you should ask questions to find out what is going on.

Questions are of four basic types:

1. *General*, which elicit a broad range of potential responses.
2. *Specific*, which permit a limited range of responses.
3. *Overhead*, which are asked of the group, allowing volunteers to respond.
4. *Direct*, which are asked of a selected individual.

General and overhead questions are less threatening and therefore are better to start a discussion. Direct and specific questions are best used after participants become comfortable with group discussion.

FIFTEEN TIPS FOR MORE EFFECTIVE DISCUSSIONS

The following examples provide some useful guidelines for generating discussion.

1. *Ask for Feelings and Opinions*

Use a method of asking questions that will help people express their ideas, draw people out, and encourage discussion. For example:

- What is your reaction to...?
- How do you feel about...?
- What is your thinking on...?
- Would you say that...?

2. *Paraphrase*

One way to help people reach mutual understanding is to paraphrase, that is, to ask one person to repeat what they understood someone else said. Then, to verify with the originator that they understood correctly.

- Let me see if I understand your position. Are you saying that...?
- What I am hearing is... Is that right?
- Do you mean that...?

3. *Encourage Participation*

Sometimes people hold back. They can be encouraged to participate by such questions as:

- Carla, how do you feel about this?
- Matt, how would you answer Brent's questions?
- Before we go on, I'd like to hear from Kathy on this.

4. *Ask for a Summary*

- A lot of good ideas have been presented in the last few minutes. What is one thing you have learned or discovered during the last fifteen minutes?
- It is clear that Phil does not agree. Phil, will you summarize your major objections?

5. *Ask for Clarification*

- I didn't understand that last comment. What would you do if...?
- I saw Maria shaking her head. Maria, what is your point of view on this subject?

6. *Ask for Examples*

- Diana, will you give some examples of what you mean?
- Juan, can you expand on that? I'm not sure I understand.

FIFTEEN TIPS FOR MORE EFFECTIVE DISCUSSIONS (Continued)

7. *Test for Consensus*

- It seems that we agree on this issue. Let me ask for a show of hands on this. Does everyone accept the idea that . . . ?
- Bill, is that your feeling too . . . ?
- Before we go on, let me check to make sure that we all agree that . . .

8. *Initiate Action*

- How do you think we should . . . ?
- Kevin, how would you suggest that we proceed on this?

9. *Explore an Idea in More Detail*

- What are some other ways to approach this problem?
- Are there other things we might consider?
- Who has something to add?

10. *Do a Quick Survey*

- Let's see a show of hands. How many agree with this approach?
- How do you feel about this?

11. *Suggest a Break*

- We have been discussing the program for a while now. I propose we take a 10-minute break.

12. *Suggest a Procedure*

- I noticed that Brian has contributed the most. I suggest we go around the table to see how others feel.
- Would it help if we put the items in order of importance?

13. *Suggest They Try Something*

- Let's go around the table so that everyone gets a chance to comment on this.

14. *Stop the Action and Ask the Group to Talk about Something*

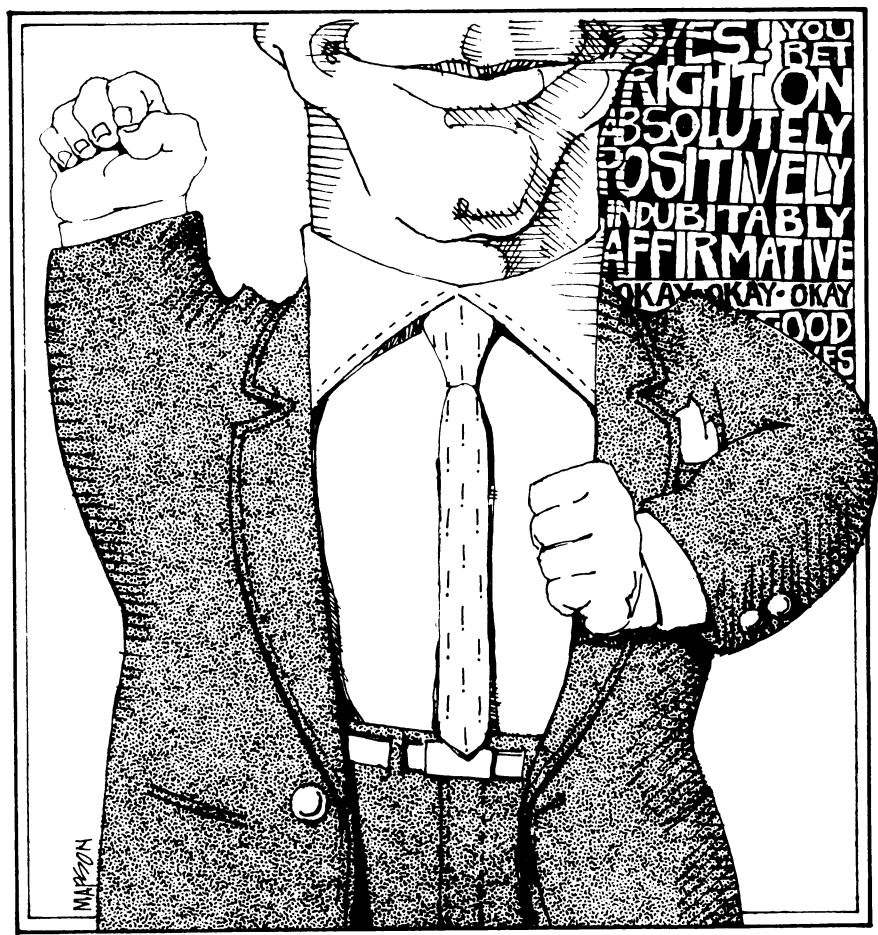
- Let's stop the discussion for a moment. I think it might help if each of us told the group what he or she thinks about this point right now.

15. *Share Your Feelings*

- I feel this way . . .
- I'm frustrated. How do the rest of you feel?
- This point doesn't apply to me. How do you feel?

PART II

**GETTING
STARTED**



GETTING STARTED

INTRODUCTION Introduce yourself to the group. Include your position within the organization. Ask each member to introduce himself or herself briefly.

If the group is too large for individual introductions, you might warm up the participants with a question relevant to the topic and ask for a show of hands.

You may want to explain where the restrooms are, what the smoking policy is, about refreshments, etc.

LEARNING OBJECTIVES

Explain the objectives of the program.

Participants in this program will learn:

The importance of:

- The proper work environment
- A strong employee suggestion program
- Employee training and assistance
- A positive attitude

Plus:

- The power of employee suggestions
- How to create an environment that encourages creativity
- A step-by-step process that employees can use to identify, analyze, and refine profitable ideas
- How to turn apathetic automatons into tinkerers and "thinker-ers"

SUGGESTED QUESTIONS

What do you hope to learn from this program? Which objectives are most important to you?

KEY POINTS

Objectives give us a sense of direction, a definition of what we plan to accomplish, and a sense of fulfillment when they are achieved.

DESIRED OUTCOME

Participants will focus on the objectives that are important to them and commit themselves to increasing employee productivity.

VIEWING THE VIDEO

INTRODUCE VIDEO The 20-minute video is designed to stimulate interest in the subject matter and set the agenda.

Explain that the program was developed to help participants learn how to make their team more productive. Add that participants will see and hear real people in their working environments deliver the important message.

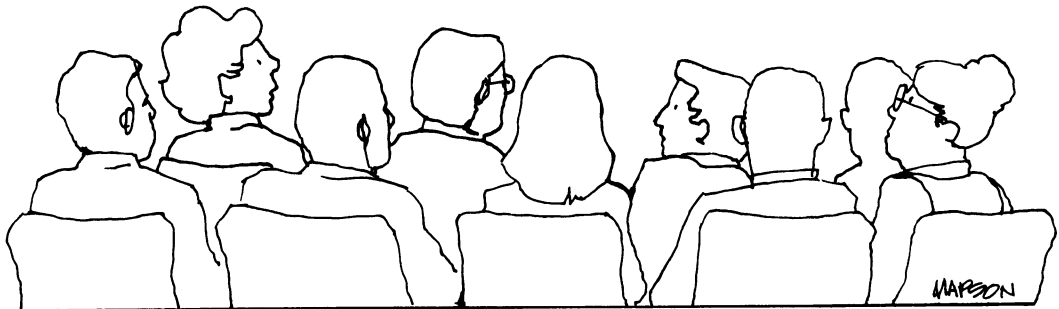
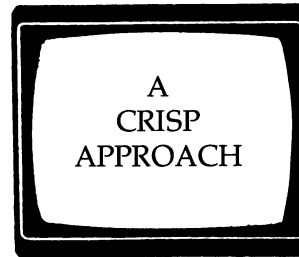
Suggest that participants try to identify any situations in the video which they have personally experienced.

VIEW VIDEO The video should be viewed in a relaxed atmosphere. Note-taking is not required since the information is in each participant's book. They may want to make brief notes of questions or comments they have or arise during viewing.

SUGGESTED QUESTIONS A lot of positive ideas are presented in the video. What's your impression?

What situations can you identify with?

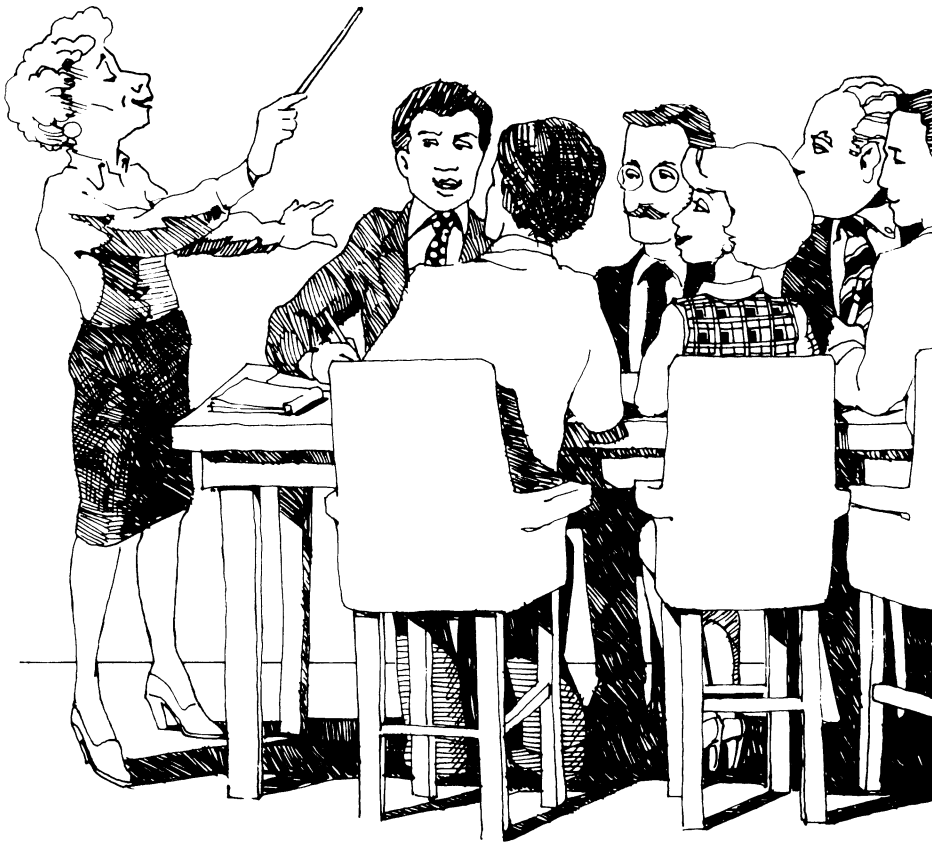
Is there anything in the video you feel reluctant to accept?



PART III

DISCUSSIONS

1. The Power of Suggestion
2. Components of a Successful Suggestion System
3. Introducing Value Management
4. The Value Managements Tasks



DISCUSSION #1: THE POWER OF SUGGESTION

SUGGESTED QUESTIONS What would you like to improve in your business or organization? What changes would you like to make? (Think in terms of people, products, profits, procedures and processes.)

KEY POINTS Chances are, your entire wish list appears below. These transpired changes are improvements documented by top international companies as a result of internal Value Management employee suggestion programs.

- Cost improvements and other money matters
- Quality corrections
- Progress in products or services
- Improved procedures or processes
- Personnel pluses

SUGGESTED QUESTION What are some benefits of changes and ideas inspired by employees rather than managers?

KEY POINTS

- Employees often have a better feel than managers for how procedures and processes could be improved.
- Employees may have a more diverse background than managers.
- Employees can experiment without upsetting the applecart.
- Employee-based ideas fare better in the unfair game of politics.
- Employee suggestion programs strengthen important organizational dynamics.

DESIRED OUTCOME Understanding the importance of employee input, participants will be motivated to learn how to involve employees in Value Management. The result will be improved quality, productivity and morale.

DISCUSSION #2: COMPONENTS OF A SUCCESSFUL SUGGESTION SYSTEM

SUGGESTED QUESTION The three components of a successful employee suggestion program will help you sell the idea to your employees. What are these three components?

KEY POINTS Programs without these basic components do not have a leg to stand on:

- Visibility
- Ego Builders
- Structure

COMPONENT #1: VISIBILITY

SUGGESTED QUESTIONS What is the value of visibility? Does your organization recognize suggestions?

KEY POINT Employees need visible reminders that the system exists.

SUGGESTED QUESTIONS What are some tactics to help employees keep their eyes on potential payoffs and their minds on innovative improvements? What has worked in your organization?

KEY POINTS Visibility tactics include the following suggestions:

- Reward suggestions with framed certificates.
- Post accepted suggestions on the bulletin board.
- Post employee photos with their suggestions.
- Distribute congratulatory flyers.
- Use a "traveling trophy."
- Let participants use a special parking space.
- Congratulate the employee personally and publicly.
- Mail a press release about significant suggestions to the local newspaper, trade journal, or employee's alumni association.
- Use the employee and his or her suggestion in company advertising.

COMPONENT #2: EGO BUILDERS

SUGGESTED QUESTIONS "You attract more flies with honey than with vinegar." The same holds true for your employee suggestion system. What are some ways to reward your people (not necessarily with money) for a job well done? What ego builders have you experienced? What effect did they have on your attitude toward your job?

KEY POINTS Ego builders include the following:

- Write a personal letter to the employee thanking him or her for the suggestion.
- Write a letter to your boss, acknowledging the employee's success.
- Write a letter to the employee's personnel file, acknowledging his or her idea.
- Have the top boss write a letter of congratulation.
- Express personal admiration.
- Voice your appreciation on a continuing basis.
- Consider—but don't feel bound to offer—monetary rewards.

COMPONENT #3: STRUCTURE

SUGGESTED QUESTIONS What are some considerations when structuring a successful suggestion system? What should you keep in mind?

KEY POINTS The only way to avoid a snafu system is to institute a practical, consistent administration of the system.

Here are a few helpful hints:

- Insure that the program is sensitive to people: their feelings, values and needs.
- Help employees generate ideas.
- Help with any necessary research.
- Train employees to spot potential improvements.
- Encourage team efforts and suggestions.
- Facilitate brainstorming.
- Make the forms easy to use.
- Develop easy-to-understand procedures and rules.
- Empower a formal and ongoing suggestion committee.
- Make sure that each suggestion gets a formal and fair review.
- Keep employees advised on the progress of their ideas.
- Make sure that employees are told why their idea was, or was not, accepted.
- Demonstrate serious and ongoing top management support.

SELLING THE SUPPORT SYSTEMS

SUGGESTED QUESTIONS Visibility, ego builders, and structure will sell a suggestion program to your *workers*. How do you sell the idea to other *managers*? Managers are not interested in how a program works. What *are* they interested in?

KEY POINTS Convincing other managers to buy into the program takes an entirely different sales pitch. Managers are interested in knowing what a program can *do*.

SUGGESTED QUESTION What would you say are the benefits of visibility to management and the organization as a whole?

KEY POINTS The benefits of visibility:

- A positive corporate image (we encourage innovation)
- A tighter focus on quality and cost goals
- Positive reinforcement for employees

SUGGESTED QUESTION How would you explain the benefits of ego builders to management?

KEY POINTS The benefits of ego builders:

- Increased worker confidence
- Greater loyalty and commitment to the company
- Motivate employees

SUGGESTED QUESTION What are the benefits of structure?

KEY POINTS

- Predictability (even in the midst of change)
- Confidence in "the system"
- Continuity (this is no fadeable fad)

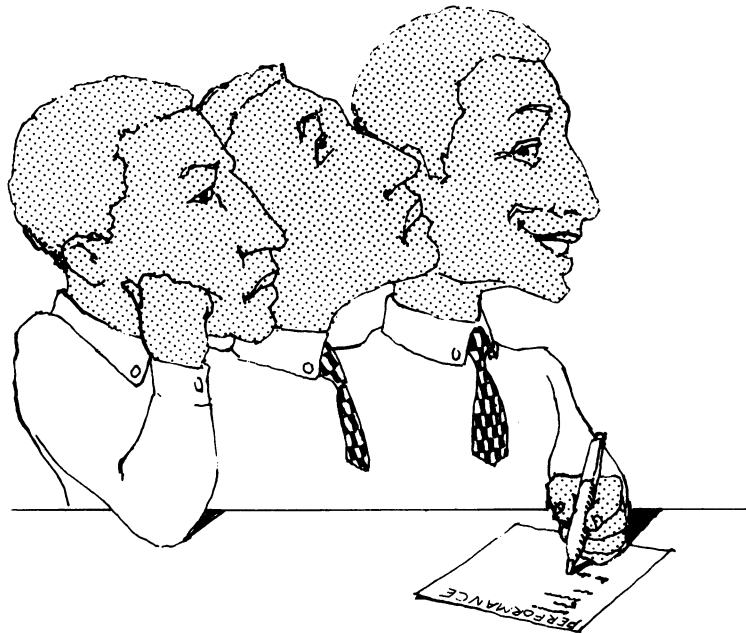
ARE YOU A SUGGESTION SABOTEUR?

SUGGESTED QUESTION Encouraging employee input is the key to increasing productivity. What are some ways that people sabotage suggestions?

KEY POINTS People are suggestion saboteurs if they:

- Defend the corporate status quo
- Are skeptical about change
- Remember people's failures loudly
- Forget people's successes
- Never question the way things are done
- Get irritated when employees ask "stupid" questions
- Discourage employee input
- Take credit for ideas proposed by subordinates
- Procrastinate
- Believe they know more about the workings of the department than the employees
- Wish employees would stop trying to tinker with the system and just do their work

DESIRED OUTCOME Participants will create an environment in which employee input is encouraged and supported.



DISCUSSION #3: INTRODUCING VALUE MANAGEMENT

SUGGESTED QUESTION How would you define Value Management?

KEY POINTS

DEFINITION

Value Management is a step-by-step creative process that revolves around the word—FUNCTION. It helps employees identify better ways to provide necessary critical change.

Visibility, ego builders and structure are the backbone of a good employee suggestion program. Value Management provides the muscle.

VALUE MANAGEMENT GROUND RULES

SUGGESTED QUESTIONS **GROUND RULE 1: Don't think of Value Management as simple cost cutting.** Why not? Why shouldn't you focus on cost alone? What is VM's attitude toward costs?

KEY POINTS Focusing on costs alone results in shoddy products, slower service, and lower morale. It alienates customers and drives away business. Value Management always considers "what you pay" (costs) and "what you get in return" (quality). Employees should also be encouraged to submit ideas that increase costs, as long as there's an even greater increase in quality.

SUGGESTED QUESTION **GROUND RULE 2: Listen for sour grapes via the grapevine.** What kind of remarks should you keep an ear out for?

KEY POINTS Your program is not doing its job if your employees say things like the following:

- So-and-so isn't going to like this.
- Forget it. It's not my job.
- Maybe someday.
- What's wrong with the way we do it now?
- Oh, brother.
- What's he trying to prove?
- We don't have money to waste on that.
- Why bother?

SUGGESTED QUESTION **GROUND RULE 3: Give employees directions rather than directives.** How can you steer your employees toward successful suggestions?

KEY POINTS Encourage employees to look for parts of their job that are:

- More complicated than necessary
- Frustrating (Things are often frustrating because they are poorly designed.)
- Possible to change and fix
- Nonstandard or unique to your company (Do your competitors do it differently because they know something you don't?)

SUGGESTED QUESTION What can you teach your employees about testing value?

KEY POINTS Teach employees to ask the acid tests of value:

- Does this product/component/task add value?
- Is it worth what it costs?
- Are all of its features required?
- Can anything else do what needs to be done?
- Are other companies paying less for the item? Could we?
- Can it be made or completed in a less expensive way?
- Are we using the right "tools" (technology, parts, training)?

SUGGESTED QUESTION **GROUND RULE 4: Empower your employees.** How can you empower them?

KEY POINTS Give your employees basic empowerment tools:

- Access to information
- The right to challenge old ideas
- The freedom to ask "stupid" questions (There are no stupid questions, only stupid mistakes.)
- Open lines of communication

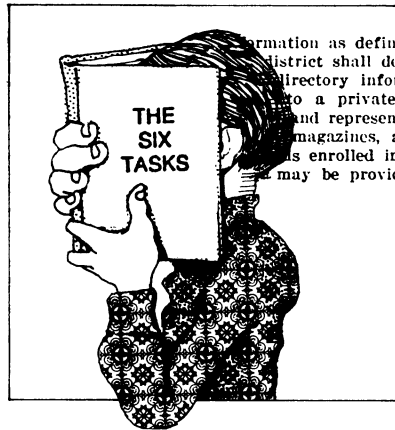
THE SIX TASKS

SUGGESTED QUESTIONS Value Management involves six separate and important tasks. How many can you name? What separates Value Management from all other analytical techniques?

KEY POINTS

- | | |
|--------|-----------------------|
| Task 1 | Gather information |
| Task 2 | Identify functions |
| Task 3 | Generate ideas |
| Task 4 | Consolidate ideas |
| Task 5 | Evaluate alternatives |
| Task 6 | Recommend the idea |

The second task, identifying functions, is what separates VM from all other analytical techniques. Other approaches search for incremental improvements. VM's functional focus allows employees to address more basic—and much more profitable—issues.



DESIRED OUTCOME

Participants will begin to see that, while Value Management is a lot of work, it is worth it! With a basic understanding of the ground rules, they will be ready to begin practical application of the six tasks.

DISCUSSION #4: THE VALUE MANAGEMENT TASKS

NOTE For discussion purposes in this section, pick one item to use as "the product." You may use a common household item or you may prefer to consider an actual product or service of the participants' organization.

TASK #1: GATHER INFORMATION

SUGGESTED QUESTIONS What is the goal of gathering information? What do you want to achieve?

KEY POINT The goal is to gather all the information needed to understand, and eventually analyze, the product in question.

SUGGESTED QUESTION Imagine you are describing your product to someone who has never seen it, or anything like it, before. What would he or she need to know?

KEY POINTS The amount of detail required will depend upon the product. You would need to answer such questions as:

- What is the product?
- What does it consist of?
- How does it work?
- What does it do?
- Does it do what it is supposed to do?
- What kind of track record does it have?
- What does it do well?
- Where does it fall short?
- What do people like or dislike about the product?
- What does it cost to produce (labor, materials, overhead)?

TASK #2: IDENTIFY FUNCTIONS

SUGGESTED QUESTIONS What does it mean to identify functions? What is the goal of identifying functions?

KEY POINT The goal is to completely define the product in terms of what it does and what it must do.

SUGGESTED QUESTION There are three steps to identifying functions. The first is to **DESCRIBE THE PRODUCT THROUGH ITS FUNCTIONS**. Using just two words, a noun and a verb, what does "our" product do? (Participants may use page 26 in their book to record functions.)

KEY POINTS When identifying functions, list everything the product does. Use only two words per function, a noun and a verb.

SUGGESTED QUESTIONS The second step is to **PRIORITIZE FUNCTIONS**. What is the primary function of our product? What is the primary thing it **MUST** do? What is the next most important function? Does everyone agree? Why or why not?

KEY POINT Every product has one primary function (what it **MUST** do) and numerous secondary functions (extras).

SUGGESTED QUESTIONS The third step is to **CATEGORIZE THE FUNCTIONS**. There are two types of functions. What are they? What's the difference? What must our product do to work? What must it do to sell?

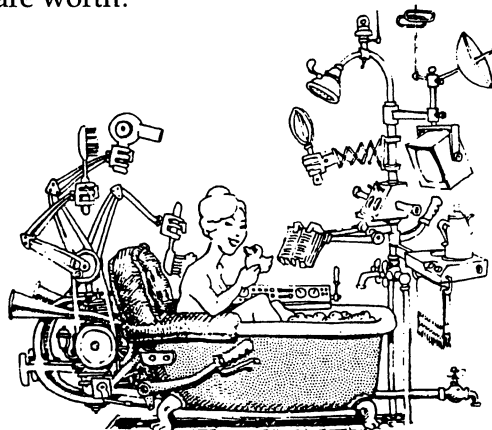
KEY POINTS There are work functions and sell functions. Work functions are what make the product *work*. They are described by concrete verbs and measurable nouns. (For example, a pen *draws lines*.)

Sell functions are what make the product *saleable*. They are described by abstract verbs and un-measurable nouns. (For example, *increases prestige*.)

FUNCTIONAL FAUX PAS

SUGGESTED QUESTIONS Does our product have any unnecessary work functions? Does it have any unnecessary sell functions? Does it have budget-busting functions?

KEY POINT Identifying these three functional faux pas can lead to significant savings. Work functions that do not increase the product's usefulness waste money. Sell functions that do not affect the product's saleability waste money. So do functions that cost more than they are worth.



TASK #3: GENERATE IDEAS

SUGGESTED QUESTIONS What is the goal of generating ideas? What should you keep in mind when generating ideas?

KEY POINTS The goal of generating ideas is to identify new ways to provide the required functions.

The immediate goal is idea quantity, not quality. Ideas are expected to run the gamut from sensation to silly. The end result will be a comprehensive list of alternatives, both wacky and workable. In short, a place to start.

SUGGESTED QUESTIONS How can you get started generating ideas? How can you unplug the creative cork?

KEY POINTS Unplug the creative cork by asking these questions:

- What are the benefits and advantages of this product?
- What are the drawbacks or disadvantages?
- If you were designing this thing from scratch, is this how you would provide the necessary functions? What would you have done instead?
- What don't you like about the product? Is anything a hassle?
- Do our competitors provide better functions (less expensive, more reliable, more attractive)?
- How do we and our products differ from the competition?
- What is better, or worse, about our competitors' products?
- What positive comments do customers make about competitors' products?
- Why do we lose customers to the competition?



EXERCISE

Pick one function of the product or service in question. Answer any or all of the following questions:

- Is this function necessary? Could it be eliminated?
- How important is it?
- Is there a different or better way to provide it?
- Would adding this function give the product more value?
- Would increasing this function give the product more value?
- Would decreasing this function give the product more value?
- Would subtracting the function give the product more value?
- What changes might improve the product?

It might be possible to make it:

- | | |
|----------------------------|-----------------------|
| —Longer | —Centralized |
| —Shorter | —Decentralized |
| —Bigger | —Faster |
| —Smaller | —Slower |
| —Stronger | —Simpler |
| —Weaker | —More complex |
| —Thicker | —Softer |
| —Thinner | —Harder |
| —More expensive (designer) | —Rough |
| —Cheaper | —Smooth |
| —Hot | —Change its shape |
| —Cold | —Change its direction |
| —In one piece | —Merge its pieces |
| —Multipiece | —Converge its pieces |
| —Disposable | —Stratify its pieces |
| —Reusable | —Combine its pieces |

TASK #4: CONSOLIDATE IDEAS

SUGGESTED QUESTIONS What is the object of consolidating ideas? How would you go about consolidating them?

KEY POINTS The goal of consolidating ideas is to group creative ideas into a few workable alternatives. This can be accomplished using a three step process:

- Step 1—Analyze the ideas
- Step 2—Combine the ideas
- Step 3—Compare and contrast

SUGGESTED QUESTION How would you go about analyzing the ideas?

KEY POINTS Each idea brings along its own baggage of advantages and disadvantages. It is important to identify the pros and cons up front.

Ask the questions:

- What are the advantages of this idea?
- What are the disadvantages of this idea?

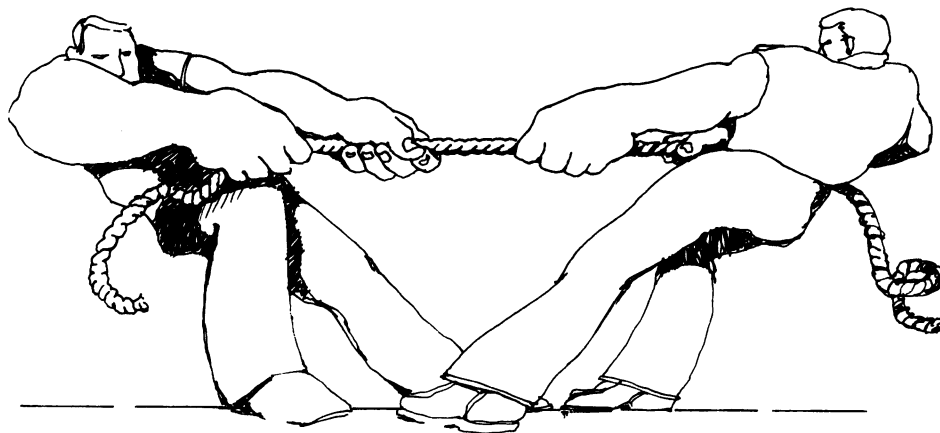
Review and amend the pros and cons with the following questions:

- Can this idea's advantages or impact be strengthened? How?
- Can this idea's disadvantages be lessened? How?
- Can this idea be combined with others to give more advantages or fewer disadvantages?

SUGGESTED QUESTIONS The creative ideas for the separate functions need to be brought together. What approach would you take? What part does compromise play? Why?

KEY POINTS Compromise is necessary. For example, cost concerns become more and more important as the function becomes less important. You want to pay as little as possible for unimportant functions.

No one idea will perfectly fulfill a function, fit with other ideas, and have the lowest cost. But one will probably come closer than any of the others. The key question is: Which idea offers the best value?



SUGGESTED QUESTION Comparing and contrasting product alternatives is the third step. What kinds of questions would you ask in order to do so?

KEY POINTS The following questions can be used to compare and contrast product alternatives:

- What are the advantages of each alternative?
- What are the biggest disadvantages?
- Do the advantages outweigh the disadvantages?
- What tradeoffs are involved?
- Can disadvantages be turned into solvable problems or advantages?
- Do the advantages of any alternative justify a change to the existing product?
- Which alternative is best? Why?
- How are the alternatives similar? Different?
- Can alternatives be combined or adjusted to create a better option?

TASK #5: EVALUATE ALTERNATIVES

SUGGESTED QUESTIONS What is the function of this fifth step? How would you evaluate the alternatives?

KEY POINTS Task #5 is essentially an insurance policy. It insures that the alternative recommended will offer the best value, that it provides all of the functions with high quality at low cost. The goal is to gather all the information necessary to analyze and judge the alternative products.

Ask these four questions about each alternative:

- Should standard components be used?
- Would a made-to-order component offer the best value?
- What do the experts think?
- Has the final idea had time to settle?

SUGGESTED QUESTION What would be the advantage of using standard components?

KEY POINT Standard components tend to have a lower cost, better reputation, greater reliability, and easier availability than those made to order.

SUGGESTED QUESTION What would be the advantage of a made-to-order component?

KEY POINT New technologies or procedures may make special orders just what the innovator ordered.

SUGGESTED QUESTIONS Why ask what the experts think? Who are the “experts?”

KEY POINTS Peers, managers, vendors, customers, professional associations, trade journals, and academics can provide valuable feedback. They may have a different perspective, and may ask valid questions that you have not thought of.

SUGGESTED QUESTION What is the value of giving an idea time to settle?

KEY POINT Waiting a week before submitting an idea will allow any last minute inspirations to still be timely.

TASK #6: RECOMMEND THE IDEA

SUGGESTED QUESTIONS What can you do to ensure your idea will be accepted? What homework can you do?

KEY POINTS The goal of presenting an idea is to do so in such a way that it will be accepted and implemented by the suggestion committee.

Some suggestions for dealing with suggestion committees:

- Learn about the committee members. What do they like? What motivates them?
- Always include cost information. Overestimate costs and underestimate savings.
- Go heavy on the facts and light on the guesstimates.
- Include before and after comparisons.
- Show the how and why of any conclusions.
- Stress the idea’s benefits.
- Find a devil’s advocate who will give the idea one devil of a time. If there is a serious wrinkle in the fabric of an idea, the time to iron it out is before the presentation.
- If appropriate, suggest a timeline or strategy for implementation.

DESIRED OUTCOME Participants will tackle common management problems and increase profits by using employee suggestion and Value Management programs.

PART IV

**WINDING UP
THE WORKSHOP**



WINDING UP THE WORKSHOP

SUGGESTED QUESTIONS	To sum up, what have we learned? What did you learn about increasing employee productivity?
KEY POINTS	We have learned: <ul style="list-style-type: none">• The power of employee suggestions• How to create an environment that encourages creativity• A step-by-step process that employees can use to identify, analyze, and refine profitable ideas• How to turn apathetic automatons into tinkerers and “thinker-ers”
CONCLUDING REMARKS	The book is yours to keep and provides an excellent summary of the program. It provides useful tips and practical guidelines for upgrading your skills and includes a detailed case study.
THANK PARTICIPANTS	Thank participants for taking part in INCREASING EMPLOYEE PRODUCTIVITY. A pertinent anecdote is often an effective way to send people on their way.
DESIRED OUTCOME	Participants will increase their employees’ productivity by creating the proper work environment, developing a strong employee suggestion program, providing employee training and assistance, and maintaining a positive attitude.
NOTES	