Ray Edwards Show, Episode 520
Interview with Bryan Kelly

Announcer ([00:01](#)):

Ray Edwards Show, episode 520- Interview with Bryan Kelly.

Announcer ([00:09](#)):

The Ray Edwards Show. This is the podcast for prosperity with purpose.

Ray Edwards ([00:18](#)):

Maybe I'm the only person who has this challenge but have you ever read a business book and thought many times as you were reading it, this is really good stuff. And then finished the book, maybe even taken notes on it, made highlights, and then never implemented a single thing from that book. This happens a lot to me and it happens a lot. I believe from what I see, the evidence that I see, it happens for a lot of us. How do you actually implement and thereby benefit from what you read in business books? How does it become something more than intellectual entertainment? That's what today's guest is going to reveal to us. Why it's a problem, how you can change it, and exactly how to do it. Let's go.

Announcer ([01:07](#)):

And now, our feature presentation,

Ray Edwards ([01:10](#)):

Bryan Kelly, welcome to the podcast.

Bryan Kelly ([01:14](#)):

Well, thank you, sir. It's so good to be here. Appreciate it.

Ray Edwards ([01:17](#)):

What in the world have you been up to lately?

Bryan Kelly ([01:20](#)):

I've been doing a number of things. Um, I'll touch upon that a little bit later in our discussion, but always the entrepreneur, always looking to do something interesting and kind of through my experiences over the course of my career, thus far, I've been able to trace back the successes that I've had to a couple of things and the biggest one, being an ability to read a book and extract the meaning out of it and then implement that. So I've kind of through a number of years of trial and error and trying to figure this out. I've kind of distilled it down into a pretty nice, concise framework that I'll share with everybody today. But, um, you know, bottom line is right now, I'm really focusing on helping busy leaders and in often cases, their teams unlock and implement one business book a month. And I've got a program called Stroke of Genius that, um, you know, I've worked with small groups to do that through. And if anybody's curious to learn how it works or, um, you know, even check out and join our waitlist, the website's getstrokeofgenius.com.

Ray Edwards ([02:29](#)):

I love this. I think a lot of people will relate to- I run across people who read lots of books, but they don't, in my observation, they don't often implement what they read in the book. So it's always interesting to me. I'll come back to somebody and say, "Hey, you read that book about the four disciplines of execution. How's that going", and I get this blank stare. Why does that happen?

Bryan Kelly ([02:55](#)):

It's a few things. First is, you know, we read a book it's of gives you like this warm fuzzy of like, wow, like this is a great distillation of some really good ideas and so on and so forth. And so you get that feeling. It's almost like when you go to a conference and you listen to a great keynote or attend a great breakout session, but then life gets in the way, right? Um, and we don't have a process to be able to take those things, whether it be something we've heard, something we've read, uh, specifically in our case today, we're talking about reading, but to take those things and really begin to allow them to absorb into your, your brain and, um, you know, and then once you've got that in your brain and it's part of your thought processes, like then taking action on it and really working through like, what does this mean for me? What does this mean for my business? Um, you know, my career? Whatever the situation is. So that's where we're gonna spend a good part of our time talking about the brain science that helps us unlock the concepts that we read in books. And we can do this through a three-part framework that I call Wit w H or sorry, W I T. Uh, it's got three pieces to it. And the reason why I call it the WIT framework is, wit is essentially defined as mental sharpness. I think when you look up the definition of that, it's something along those lines of just being mentally sharp, which I thought was appropriate

to this. And so the framework W I T stands for Writing, Imagery and Talking. Before we get into that, Ray, I did want to just mention something. And this is, this is kind of goes back to your question about, you know, why do we have this challenge? Well, I think we can all agree that one of the best ways, and honestly, the cheapest ways to learn from some of the smartest people ever is to buy and read a book. I've got a couple of yours, Ray, on my bookshelf here, which I've read and implemented. Um, but at around 20 bucks, it's an unbelievable bargain. I'm sure if I were to do a one-on-one coaching session with you, it costs a lot more than that $20. So, you know, I see it as like this, the problem is threefold. One, we all have way more books than we can read. Two, It kind of takes forever to find time just to read one book, we've got so many other things going on. And then three, unlocking that information in the book and turning it into action, that's a huge barrier for most of us. So, you know, number one, that's a topic for another episode, you know, you're buying too many books, I think is probably what that boils down to. Um, the second one is I can give you some quick tips at the end of our conversation on how to maybe be more efficient with your book reading. If we've got time for that, we can touch on that. But the third one, this is where we're going to really dig into, um, since it provides the biggest base benefit and that's turning what you're reading into action.

Ray Edwards ([05:56](#)):

Yeah. I think that would be a good, a good thing for us to jump straight to because it seems obvious that there's a problem, but I think most people don't really recognize that there is, and they probably do now, now that we've discussed it. I think, uh, in talking about similar subjects with people, as we begin to talk about it, I can see the lights come on for other folks as they realize, "Yeah, I, I haven't really put those things into action." So I guess before we dive into the framework, I want to ask this question. Now we've had this discussion. I feel like maybe a response might be from somebody. "Okay. So you're gonna tell me how to use the stuff that's in the book. What if I just go use the stuff that's in the book?" How would you respond to that?

Bryan Kelly ([06:43](#)):

I would say absolutely. If you can do that by all means, do it, and I've seen it happen, but is it something that's a repeatable process? I think that's where I'm really helping, um, focus energy and attention around having this repeatable system that you can work through that will give you the ability to do that every time. And not every book that you're going to read is going to be, you know, one right after the other, but to know like, hey, this is something that's relevant to where either the place I'm at in my business, the challenges that I'm having, or that our team is having some goals that we want to try and pursue that are outside of our wheelhouse a little bit, they're a stretch. So, you know, there's a book for everything and really being able to have that system that's, that's really where it is, but yeah, there's plenty of people that have done very well. I know quite a number of people that have just been able to quickly distill that information that's in the book, put it into use, and have success.

Ray Edwards ():

I think, I think that's not most people, but even as somebody who reads books and implements what's in them, I'm really intrigued about having a systematic way of intentionally going about that. So let's, let's dive in.

Bryan Kelly ():

Let me give you this example. I recently read a book called the ride of a lifetime, which came out last year. It was written by Disney's executive chairman, Bob Iger, who's just coming to the end of his, end of his career here with Disney before he retires. But this book is packed with so much incredible wisdom and wisdom specifically around some of the biggest media acquisitions of all time. Now a partner and I are currently acquiring a number of niche media businesses. So this was some really great information for me to get into. But with this three-part framework, I was able to not only read the book but within a few hours, uh, be able to implement the concepts into the discussions that we're having. But before I had the framework, you know, it'd take me like weeks just to get to page 73 of like taking notes and being like, yes, this is the thing that I, I underlined in the book as I was going through a highlighted, but it's a challenge. Um, it, it just takes a lot of time and effort. So, you know, as wonderful as books are, there's this massive roadblock in our way to making them useful for us. The reason is that books are based on what's called the economy of learning. And that essentially means that, um, things are boiled down to money, time, and ease of delivery. So that's what you're getting in a book is you're saving money. You're pretty much saving time in a sense that you're not having to go to like a seminar for all day and ease of delivery. It's this nice little package. So the problem is, is that, that nice little affordable package isn't designed around how our brains naturally and normally learn. And really what we're talking about is learning. When we read something, when we consume content and we try to make meaning of it, that's learning. So understanding the, how is really the key to overcoming this barrier. And I spent a lot of time going through a lot of the brain science, um, that's come out in the last 20 years that helps us really get at this. So one quote I wanted to share with you that I thought was interesting was from a cognitive psychologist named Clark Quinn, that I read a couple of books from, and, um, Clark has this quote. He says, "learning is only effective if it requires action on the part of the learner." So that's the key is oftentimes we've been putting in this environment through our education system, or even a, you know, our work environment where we sit in a room and we're lectured to, and then it's very passive. So action is the key, being able to do something and to do something in pretty short order from when you've consumed that information, that's the key. Another researcher that I've read quite a bit of her works, her name is Patricia Wolf, she said this, "You don't learn to swim by reading a book about it." Yeah. Right? I mean, you can read a book about swimming and you can learn, you know, technique and you know, this stroke and that stroke and you know, some things that will be helpful, but at the end of the day, what do you got to do? You just got to get in the water and do it. You know, you, somebody will show you a few things and you float and you start to swing your arms and voilà, now you're learning. Um, so that's

really important. I wanted to share those two, two quotes to kind of underscore this a bit. So let's dive into the framework. First part of the WIT framework is W, which is writing. And this is foundational, which is why it's the first part of the framework. A number of people, um, over the last few years have talked quite a bit about this particular piece. ([11:44](#)):

So it's not earth-shattering. Um, you're probably listening to this saying, yeah, okay, this, yeah, this is kind of obvious. This makes sense. Or I've heard about this before. Um, but the next parts of the framework are less known. So a mentor of mine once told me this. He said, we write to remember, but we remember because we write. So the simple reason for this is that when we take notes, we can more easily recall that important information later, as well as understand it better compared to if we only listened and then did nothing else. So again, it's, it's the first step in actively engaging with the content that you're consuming. So I alluded to this a moment ago. The challenge here is that we've all been conditioned to sit and listen without doing anything, you know, maybe at best-taking notes. But most of us actually don't really know how to properly take notes. And in fact, um, another researcher named Jay cross that I've learned quite a bit from, uh, he's the guy that coined the term e-learning, he wrote a book in 2007 which explains and underscores how learning takes time to sink in. And the fact that writing actually helps facilitate reflection. And that's the key is when we're writing, it's allowing our brain to kind of mull over that information at a subconscious level. So it really is a tool for refining our thoughts on a particular topic. So, you know, when we write or even draw symbols, um, for like keywords phrases, concepts, we're processing it three times. So the first is when we read it. The second is when we're thinking about it. And then the third time is when we begin to translate it into that written form. So a few specific reasons why writing is a powerful tool, Um, I think is helpful to understanding this and kind of underscoring. First writing stimulates the memory or our memory, and the reason why is it's activating parts of the brain that we don't normally use when we're reading. So it kind of balances it a little bit and uses the whole brain. And as a result, we're able to store more information, um, in a way that's more easily accessible. The next reason is that writing is kinesthetic. So, you've probably heard that phrase before. It really is the physical act of moving the pen across a page that makes writing a much better learning strategy than reading alone, because you're interacting different parts of the brain along with the hand, and this is what helps cement what we're learning. The last thing about writing before we move on to the second part of our framework is that writing is visual-spatial. So this really means that we remember where we write. So if I were to take a note, um, on a particular piece of information and I had it on this piece of paper, I can recall, like I get this mental location of different things on the page. And in a little bit, we're going to talk about imagery, but the addition of visual cues like icons or shapes or connecting lines, even color to a certain extent, they all create a mental image of that content itself. Um, which again helps make it even more memorable. So that's the first part-writing. What do you think about that, Ray?

Ray Edwards ([15:23](#)):

I love that. I, something, I don't know who said this originally, I've never found exactly the attribution for this quote, but I use this often when we're working with writers, I tell them that if you haven't written it down, you haven't really thought it through. And the way we sum that up is by saying writing is the doing part of thinking.

Bryan Kelly ([15:46](#)):

Yeah. That's so true. And I think that's interesting too, like from your perspective, working with writers, um, how that ties into that and kind of in the inverse here, we're saying, Hey, with reading and consuming content, not necessarily creating it, but how important writing is as that foundational piece to really help you start to extract the meaning of that content, and really more importantly, what it means to you and why it's relevant to you. So well, let's talk about the second part. Um, imagery, that's I and our framework. Um, I think a good way to kind of set this up is let's do something. Uh, close your eyes easier to do when you are listening to a podcast. Uh, but visualize these words here for just a minute that I'm going to repeat or say Mickey Mouse, ocean waves, best friend, night sky, first love, ice cream. So I'm sure strong images popped in your head for each one of those words or phrases that I just said. And that's because our brain creates images instead of seeing the actual words. Now, this is really important to understand it's that we remember images and we forget words. So again, if you think about what's on the page, on the written page, it's easier to kind of remember the different visual cues that are on that page, as opposed to the words, it's just, you know, it's just words and there's nothing distinct about those things. So, you know, most of our memories are stored as images. And then we use words to describe what we're seeing and hearing inside of our heads. So the more visual we can make, what we're reading from a book, the more likely it is to be recognized and recalled later. So here's why. First, images engage our brain and it's because simply it loves images. Our brain was designed in a way that in fact, 80% of our processing power is dedicated to visuals. And there's also six parts of the brain that are dedicated to processing those visuals as well. So simply put, we pay attention to things that are visually engaging. Second, images trigger long-term memory, really, you know, it triggers emotion. And that's what I'm describing here is the emotion. So the brain is biologically wired to pay attention to information that has a strong emotional connection or resonance. And because emotion, um, is really like kind of the brain's signal to, to wake up. It's like, "Hey, this is important." This is, you know, stirring something within. Um, so emotion is really what drives attention. And when we can get that piece of it, then attention drives learning and ultimately, you know, memory putting things that are important into your brain to be recalled later.

([18:59](#)):

Now, third, um, images create a shortcut of sorts. So for example, it takes time to describe even the simplest procedure, like brushing your teeth. But if I demonstrated it and showed you how to do it, you'd get it almost instantly. But if I gave you a, you know, an instruction sheet with step one, two, three, four, five, it takes a little bit more effort for you to be

like, what is he trying to convey here? But if I showed you, boom, you get it. So when we picture it, we feel it. And when we feel it, we get it. Bottom line images, help us translate information into action. So here's an example of how we can do this, you know, and to take these concepts and make them a little bit more practical for everybody that's listening. So really a great way to do this is any form of what they call visual note-taking. So that could be something as rudimentary as Cornell notes. And if you haven't heard of what Cornell notes are, it's a very simple kind of grid-like system that you map out on a page in a notebook to be able to capture key ideas, just Google Cornell notes. Um, there's a lot of photos that you can see on that and articles to read on the process. So that's one way, that's kind of on the far side of the spectrum and then opposite from that, which is kind of my preferred approach is what they call sketch noting. And this is where you combine simple doodles or icons with key ideas and texts. So you don't have to be an artist. I'm certainly not an artist by any means, but this has been an effective tool for me. Um, but it's about having something that's visually, uh, anchored. You know, it's not about something that's visually amazing, but it's something that, you know, helps you put this information into your brain and keep it there for future recall. So it's really about processing information in a brain-friendly way. Now, one thing I wanted to mention, uh, was that for anybody listening, I actually have a downloadable PDF on my website that walks through this WIT framework. Um, that's at getstrokeofgenius.com/ray. And the thing that's interesting about it is it's actually a visually engaging sketch note. So the PDF that you'll get will have these three concepts that we're talking about with the framework, um, visualized for you with simple doodles and icons, um, and the text, but it's it, it'll give you a kind of an example of like, what is he talking about? This is a sketch note. Now it's a more polished version of what I typically create, but it's a great example nevertheless, of what I'm telling you here. So, uh, what do you think about that one, Ray? As our second piece?

Ray Edwards ([21:50](#)):

That's amazing. I'm a big fan of Sketch-noting. So you had me at sketch-note.

Bryan Kelly ([21:57](#)):

Yeah. I've, uh, I've certainly started years ago in a very, um, awkward place with it. Um, but it was wonderful. It was an amazing way to help me implement some of these things that I'm sharing and I've gotten better over, over time at it, but it really, it's not about being an artist. It really is about just capturing ideas. Yeah. So, oh, and by the way, there, if you want to learn sketch noting, and you're curious about it, there's tons of resources out there. A number of great people that are teaching that particular kind of toolkit or skillset. So the final piece of our framework here, Ray is talking. So that's the T in the WIT framework. And, you know, when we think about this, long, long ago, cooperation, you know, with our ancestors, um, you know, really helped them acquire new skills. So they, they had to be able to share ideas, teach new things, you know, adults would share what they knew about survival to their young, as well as other adults that were part of their

community. And this obviously increased the odds of not getting eaten by a predator or dying of starvation, but they learned to, to verbally explain, to respond, to argue, to ask questions, you know, to encourage. Now, contrast that with what, what the learning environments of today look like. You know, we've shifted from this place of, uh, engagement and interaction when learning to a passive non-interactive environment, you know, we sit at a desk or a chair and we listened to a lecture and we, we pass an exam maybe, or a certification, and then we do it all over again. So the ironic thing is that, like, we know this doesn't work very well. You know, maybe we're able to remember that information just a little while to pass the exam. And then once we move on, you know, I can tell you what I've learned, a fraction of what I've learned in my bachelor's degree program the rest of it was completely flushed out of my brain, uh, years later. But in order to learn best, really, we need to talk, so it helps us understand, and more importantly, remember what we're learning. The most effective way to master new material really is to take a concept and then teach somebody else. So reading should be like the smallest part of the entire learning process because, you know, they, they say the person that's doing the most talking is the one who's doing the most learning. So here's a couple of facts I've gleaned from some of the neuroscientists and adult learning experts that I've studied. Um, first talking increases retention. So when we explain something we've just learned, um, it's kind of similar to when we write notes on what we've learned, you know, we process it three times again, first is when we read it.

([25:05](#)):

Secondly is when we think about it, thirdly is when we restate it in our own words. So when we're intentional about this, we understand and internalize the information better. Um, you know, Ray, I don't know if you've had this experience because I know you do a lot of teaching, but you probably started somewhere where you were just trying to figure it out yourself. And once you kind of were able to kind of codify or articulate those things that you had learned, then you went out and you taught it and you shared it with others. And when you did that, you started to more deeply get ingrained, those concepts, those principles, those ideas, and it just made you more and more of an expert on that particular topic. So we're not talking about necessarily going that deep or that far, but the fact still remains is that when you go through that process of first understanding what it means to you and then sharing it with others, you start to get more clarity around what it is that you're actually teaching others, which is really, you know, originated from what you learned yourself. Now, talking about increases what they call meta-learning. Um, that's essentially learning about learning and it happens when we have time to discuss not only the content, but how we learned it, our understanding of that material, and then how it links to what we already knew about the topic. So really, you know, we take charge of our learning by asking questions, sharing feedback, offering opinions, and then changing what doesn't work for us. And I think that's the key is like today, I'm sharing this framework that I've created. There might be some aspects of it that are really resonating with you, and there might be other parts that aren't, but for you, you need to think through, well, what is Bryan sharing that does really connect with a problem I'm trying to solve, or a challenge that I'm being faced with and then like, where does it not really help me? And when you do

that, that's when you start to understand what the relevance of that particular concept or idea is.

Ray Edwards ():
Yeah.

Bryan Kelly ():
Oh, go ahead. Ray.

Ray Edwards ():
Sorry. I'm was just gonna say, this is really fascinating. One of the things I learned early on from Stephen Covey was he shared when he first wrote The Seven Habits of Highly Effective People, that the quickest way to learn this and internalize it was to go teach it. And that has, that has proven to be true, uh, over the course of the years since I first read that book. So I'm fascinated by your thoughts on this,

Bryan Kelly ():
That book could probably be split up seven different ways. And, um, you know, you could go deep on each of those habits, but yeah, that was kind of the thing that, like, when I started my first business, I started a company in my mid twenties with a couple of partners and, you know, we grew it into a seven figure business in just a couple of years, but we did it because we took a book, actually a few books, um, which I can share if you're interested. And, you know, we went as a group together through this process of doing exactly, you know, it was, it was more rough then and I've refined it, but it was essentially this, this idea of first, you know, writing through our ideas and thoughts as we were going through the material, articulating it in some very simple visual ways. And then really thinking about like, well, let's share this as a group and learn like, "Hey, what, you know, what did this mean to you?" 'What did this mean to you?" "Here's what I thought", and then saying, okay, we've got some clarity here and some perspective, here's the one thing we're going to implement, or the two thing, two things, three things, whatever it is. But that type of process really, I think, is the key, is, is not just passively reading those books and then putting them on the shelf, but being able to extract that meaning, unlock it as how I like to describe it. A couple of examples about how you can actually do this. You can simply talk with your spouse. Right after you've read a book, you know, share with your, your partner, a family member, know whoever about what you've read. So this has actually been one thing that's helped me over the years as my wife and I are pretty, um, routine with like a daily walk. So we'll go for, um, you know, a 45, 60 minute walk once a day together. And I typically am sharing with, with her, you know, the things that I've been exposed to or learn or read, and, you know, she talks through it with me and tries to like, be clear and be like, yeah, so what are you saying this? And I'm like, yeah, yeah. Or no, no, I'm actually, I meant this. So that just simple act of talking aloud with somebody is really helpful because you're

thinking about it yourself. You're getting feedback from somebody else, you know, clarifying questions, what have you. So that's one way. Another way is to do like a quick download, like share some of this information during lunch with some friends or some colleagues. Um, and then another really good way that I I've actually utilized quite a bit is to teach it to a small group. You know, it could be something as informal of a setting like a daily team meeting or huddle, uh, depending on what type of work you do or what kind of organization you have. But, um, you know, those opportunities to just share, you know, you don't have to share everything that was in a particular book, but the key idea, the big idea of what that book is about really starts to help you wrap your head further around what that concept is and its relevance to you. So that's it, that's the framework. Um, you know, intentionally reading a book with these three tools will help you unlock some of the most brilliant ideas, uh, inside those books, as opposed to getting the warm fuzzies you feel when reading something useful. Um, but really what you're, what you're doing is just skimming it. And, um, we want to go deeper with it. So with that said, Ray, you know, I dunno if we've got a little bit of time left, there's a couple of extra tips I could share around, um, speed reading, which is an interesting topic, to help, help get through books, uh, more quickly. And then also kind of like at a macro level, like a system for establishing a way to like be regimented in actually doing this. So what do you think we got a little time?

Ray Edwards ([31:49](#)):

Ya. Let's dig into those.

Bryan Kelly ([31:51](#)):

So let's start with the speed reading stuff. I get a lot of questions about speed reading, which is kind of interesting. Um, when I was a kid, my dad was like an avid reader and he could read a book like in an hour or so. And it always used to like fascinate me and I'd ask him like, "Hey, you know, how do you do that?" And he'd share some tips with me and whatnot, but it never really clicked. I just, I dunno, I just couldn't wrap my head around it. So, uh, several years ago I found a course on speed reading and I was like, all right, I gotta do this. I've been thinking about this for quite a long time. I've never done it. And when I took the course, I was like, are you kidding me? Like, it's that simple? There's some advanced things which we will not get into, but this is really like the simplest speed reading crash course that you'll ever get. So the average person reads about 190 words per minute. And by implementing these four things, I'm going to share, you'll double that. And you'll be probably right around 400 words a minute. So that's a massive improvement. And it boils down to these four things.
([32:59](#)):

First is, we want to create smoother eye movements. So our eyes naturally fixate on one word at a time in like a herky-jerky manner. You know, it's not even, or smooth. And just, you can try this yourself, look at a page and you'll just notice that your eyes darting around

just trying to anchor on something. Well, a great hack to this is to use your finger or a pen and guide your eyes across each line of the text. So you can start just do it really slowly and go from left to right. And then down each line and just, your eye will follow your finger. It's almost like it's, it's leading or pulling it along. And then just, you know, as you get used to it, speed it up a little bit. Speed it up a little bit, speed up a little bit. Um, so that one trick alone will dramatically increase your reading speed. It's pretty amazing. The second aspect of this is to not read every word. So, you know, focus on skipping across a page like a well-thrown stone, you know, skips across a lake. Um, an, uh, a way that you do this is what they call compartmentalizing ideas and word combinations. So when you do that, um, you'll be able to kind of pick out and it's maybe like every three words you skip. Uh, you'll see the chunks of words that really make sense and aren't like filler, and each, everybody's a little bit different, but you'll recognize which patterns make the most sense to you to compartmentalize and which ones don't, um, pretty quickly. So again, when you combine that with the, the smooth finger or pen motion across the page under each sentence, then when you start combining these combinations of words, it'll help you to accelerate that even further.

([34:54](#)):

Now the third one is to not repeat words in your head. So read without talking in your head, basically, it's really unnecessary. Most of us learn to do this when we were learning how to read. Um, so it takes a little bit of patience and practice to unlearn. It really is just the opposite of compartmentalizing. So instead of trying to string every single word and letter together, just think about the big chunks or really recognize the big chunks of words that have meaning. And then the fourth and final piece, um, in this little speed reading crash course is don't reread. Don't go back and like repeat a paragraph. Um, most of us spend like 33% of our reading time rereading stuff. So if something doesn't make sense at first, you know, resist that urge to go back and be like, read it again. Just finish the paragraph and then go back if it's doesn't make sense then. So, you know, sometimes we get like a sentence into it and you'd be like, wait, I don't understand. You go back, read the sentence, maybe even read the section all the way through. And you'll probably be like, oh, okay, got it. And you don't have to go back and reread. So that's, that's huge. That will really help. Um, and of course minimizing, this, one's a little bit obvious, but minimizing distractions like noises and, uh, sights and all that stuff that will help you not be distracted to where then you have to go back and reread cause you, you lost your place. So that's it, that's the simple crash course in speed reading. But like I said, it'll help you double, and probably like, if you did this for a week, two weeks at the most, it'll help you more quickly get through a lot of those books, which gives you an opportunity to really see like, "Hey, is this a book worth investing further time into, or is it something that, you know, through quickly speed reading it? Um, you know, I've identified. Yeah. You know, it's, it's not that great". because there are those books out there that have a strong hook and promise. Um, but they maybe don't have a lot of actionable content.

Ray Edwards ([37:05](#)):

Yeah. I took a speed reading course years ago and it was hours, many hours long and it was basically what you just shared.

Bryan Kelly ([37:12](#)):

Yeah.

Ray Edwards ([37:12](#)):

Uh, and I, I, my, my reading speed went from something like I think 130, 130 words to 500 words. Um, just by implementing though, I never went any further. I didn't take the advanced, they had an advanced version. I didn't take that. But it's been really helpful to me. So if you haven't done this or tried this before, I encourage you to give it a try.

Bryan Kelly ([37:35](#)):

I agree. Yeah. It's something that's really, um, helped me, interestingly enough, get focused on, on the material that I'm spending time with. Um, because it's really kind of that first pass that helps filter out like, Hey, like I mentioned a moment ago, is, is this worth spending more time with, or is it just something that seemed interesting, but really, you know, there's not a lot of meat there. And again, when you do this, this is one of those things that will help you begin to actually take action on the book. Um, because you'll have that stack, that's sitting either next to, to your computer or on the shelf that if you sit down and you did this very quickly, um, you know, you'd be able to get a sense right away. "Yeah. You know what, this is something that I need to invest more energy in, like writing notes, doing some visual sketching and icons and things like that to help me remember key ideas and then ultimately sharing that information with others" and, um, you know, helping you retain it. So that's been key for me. Um, and then, Ray there's one, one other system that I can quickly walkthrough that I think is very helpful for people that are like, okay, so Bryan, you shared some great ideas, but like here's one place that the rubber will meet the road for a lot of individuals. And that's this system for reading. So we've got just a minute more?

Ray Edwards ([39:04](#)):

Let's, Let's do it. How do we set up, how do we set up a system for reading?

Bryan Kelly ([39:09](#)):

So what I like to do is I break it down by weeks. And what you'll see as I go through this in a moment is that it's not about reading the book once, maybe even twice and like, you know, taking notes and all the things that I walked through with the framework, but it's repeatedly revisiting that information and those concepts that you've distilled out of the book that you found most relevant and helpful to where you're at. And then at a minimum,

at least over a year's time revisiting those ideas. You can go further than that. It may depend on the book. You know, there's some books that are very, uh, you know, acute and focused on one specific thing. And then you're good after that, then there's others. Like, you know, you mentioned Seven Habits of Highly Effective People, Ray, like that's one that we could probably revisit that once a year, and it would have tremendous value for, for those of us that, you know, really resonate with those concepts. So here's the breakdown week one read for 20 minutes each day. And then you're going to mark up what you read with highlights notes, underlines, whatever you do that for 10 minutes. So it's really, it's 30 minutes a day, and you do that every day. Then in the second week, you're going to summarize all your highlights and notes, your sketches, um, do that on a regular-sized piece of paper or a journal. If you do journal and you just spend 10 minutes each day doing that weeks, three and four, pull out that sheet, that summary sheet that you've created, essentially review that for 10 minutes- repeat it daily. So you kind of see where we're building on something here. Then I like to look at weeks five through 12. So this is essentially, um, a couple of months, few months after we've, we've initially read this book. So review that summary sheet for 10 minutes on the weekend, you know, Sunday is my day. Um, so, I'll just pull out that note for 10, 10 minutes, review it. And then I repeat it weekly, again between weeks five and 12. Now, as we get closer to the end here, weeks 13 through 26. So this is getting almost half a year out or approaching half a year out from when we initially read the book review that summary sheet for 10 minutes, the first Sunday of the month. And again, Sunday is my day, but it could be any day, just one day out of that week. And then you repeat that monthly between weeks 13 through 26. Finally, this is the last piece after week 26. So six months out after that, review that summary sheet for 10 minutes, one day a week, every six months. And then you just repeat that twice a year. So that's, you know when you think about that, we're talking about one book here for this system, when you stack a second book, a third book, so on and so forth, um, you start to have this routine of books and you probably will rotate through, you'll be like, yeah, you know what, I'm good. I did this, this cycle one time with this book and I can't squeeze any more out of it, or there might be other books that it definitely you're, you're, it's a perennial thing. And you're like, yeah, I'm going to, this is going to be part of that routine. And so it's interesting. You'll have books come in and out over the years, um, based on what's important to you at that particular moment in time, or as things evolve and change, you know, new things will be brought in other things you'll take out, but it's a super nitty-gritty way to be able to dial that in and just have that focus on that one particular book.

Ray Edwards ([43:11](#)):

I love that. It feels to me like this is purposefully incorporating the principle of spaced repetition.

Bryan Kelly ([43:20](#)):

Yeah, definitely. And it gives you, it gives you room to breathe. You know, like I said, to reflect on these ideas, even at a subconscious level, you know, you're, you're moving back and forth between the conscious thought process and the subconscious, um, component of, you know, your brain ruminating on these things and that rhythm, you know, it's kind of like, um, you know, in communication. I've spent a lot of time also, um, learning communication within teams and how to have like a rhythm of constant interaction to move things along, to share ideas, but not get bogged down in like meeting after meeting. Same thing applies here that, that just light repetition. That's not, you know, overly consuming. It's just a little bit of time each day, each week, you know, whatever that cycle is based on, um, what I just mapped out, but you'll be able to constantly have those ideas resurfacing and being like, yes, I remember this, and then you, it gives you freedom really to, to riff off of those ideas. Which to me, I think is the most important thing is, you know, I can learn how to do something ABC, one, two, three, but what really gets interesting is when you can start to synthesize those ideas in a way that, because you've lived with it long enough and you've thought about it and pondered it and really said this, yeah, okay. If we combine this and we put that together and within our unique specific market or with our audience, you know, you can start to create some new things from what you've learned through others in a way that wasn't quite that, you know, paint by numbers approach. So it's pretty interesting.

Ray Edwards ([45:14](#)):

Fantastic. So if people want to go deeper on this, I mean, you've given us so much to work with here, but if people want to go deeper with you, Bryan, how do they find you or get in touch with you?

Bryan Kelly ([45:24](#)):

Sure. There's a couple ways. Um, you can visit getstrokeofgenius.com. Um, that's the site for the program that, uh, we go, you know, this is kind of a foundational thing, but we really created a system that plugs you into not necessarily you having to do this, but you showing up and us facilitating for you. Like, Hey, here's the five things you need to know about this particular book and giving you the space and the room in like a facilitated, um, environment to think through what does this mean for us? You know, for me, for my team, for our company, whatever. Um, so you can check that out. We've got a waitlist. Uh, we just work with small groups, um, and, and we don't have like a massive thing that's going on. So if you're interested, you can join the waitlist there on the website, read our manifesto and learn a little bit more about how it works. And then for me, um, I'm pretty active on LinkedIn. So you can find me there. It's Bryan Kelly. In fact, you know, it's linkedin.com/BryanKellynow- B R Y A N, Kelly, K E L L Y now N O W.

Ray Edwards ([46:32](#)):

All right, we'll put links to that, and the main site, getstrokeofgenius.com, we'll put that in the show notes. Bryan, thank you for sharing this with us. This has been fascinating.

Bryan Kelly ([46:43](#)):

Well, I appreciate it again, Ray, it was so good to, um, to be able to talk through and share some of these ideas with you, and hopefully your audience has been able to get some actionable tips that will help them for years to come.

Kris Edwards ([46:55](#)):

For show notes, links, and a complete transcript of this episode, visit Rayedwards.com/520.

Announcer ([47:05](#)):

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