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THE VALUE MANAGER

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AIMS AND OBJECTIVES OF THE HKIVM

- To create an awareness in the community of the benefits to be derived from the application of Value Management in Hong Kong.
- To encourage the use of the Value Management process by sponsors.
- To establish and maintain standards of Value Management practice in Hong Kong.
- To contribute to the dissemination of the knowledge and skills of Value Management.
- To establish an identity for the Institute within Hong Kong and overseas.
- To encourage research and development of Value Management with particular emphasis on developing new applications of the process.
- To encourage and assist in the education of individuals and organisations in Value Management.
- To establish and maintain a Code of Conduct for Value Management practitioners in Hong Kong.
- To attract membership of the Institute to support these objectives.

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EDITORIAL

Welcome to the first issue of The Value Manager in 2005. We have re-printed three papers which were originally published in previous international conferences organised by our Institute. Thurnell's paper describes the conceptual construct of emotional intelligence (EI), and proposes that EI can be used to encapsulate at least some of what constitutes the personal style of the VM facilitator. He suggests that EI is influential in addressing the socio-emotional issues surrounding group dynamics, hence, may have a direct influence on the success of the VM workshop. The acquisition, sharing and integration of knowledge are significant and time-consuming activities that precede the design of a civil engineering project. How these activities unfold over time inside an actual value management team is examined in Fong's paper. His findings challenge some of the conventional notions and common practices of managing teams. Stakeholders have always been the key players of the value management process; value management has also been successfully applied as a tool to assist the stakeholder consultation process for projects and businesses. Major's paper outlines the Stakeholder Consultation methodology developed from VM and effectively implemented in the UK.

Geoffrey Shen

Editor, The Value Manager

MESSAGE FROM THE PRESIDENT

Tony Wilson

Welcome to our latest edition of The Value Manager. There has been much activity in the first few months of 2005 with the new Council working flat out in preparation for our 10th Anniversary Celebrations and 7th International Value Management Conference at the start of June.

This is a time when we really appreciate all the support that we can get from our members and readers. Please visit our web site and if you can help in anyway, contact Mr. Vaughan Coffey on e-mail vaughan.coffey@housingauthority.gov.hk

Our events will be very exhilarating and exciting as we are focusing on the wheels of continuous improvement and trying to avoid backtracking. This will include innovative ideas and interactive sessions so please come along and bring some colleagues. The 10th anniversary evening events are also open to all and we look forward to seeing you there to rub shoulders with our International VM experts.

In ten years we have come a very long way, with Value Management firmly established in the construction industry. We will continue to build on this basis to expand into new industries for the benefit of all in Hong Kong.

It is clear, however, that Value Management is still not fully understood, therefore to increase awareness we will be carrying out a series of road shows. Should you know of individuals or companies who would benefit from this please provide me with the contacts via my e-mail wilsoar@archsd.gov.hk I wish you all very happy reading.

A.R. Wilson

President of HKIVM

VALUE MANAGEMENT FACILITATION AND EMOTIONAL INTELLIGENCE

Derek Thurnell

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ABSTRACT

Although it has been acknowledged that experienced VM facilitators are necessary for a successful VM workshop, it is purported that the importance of the facilitator in the Value Management (VM) process has not been accorded sufficient emphasis in the literature to date; the VM facilitator needs to possess attributes that include leadership qualities and competence in a variety of management skills related to human dynamics (particularly, it is argued, in Emotional Intelligence). This paper describes the conceptual construct of emotional intelligence (EI), and proposes that EI can be used to encapsulate at least some of what constitutes the personal style of the VM facilitator, and that EI is influential in addressing the socio-emotional issues surrounding group dynamics, and hence, may have a direct influence on the success of the VM workshop. An exploratory review of the literature is outlined, aimed at developing a deeper understanding of the role that the EI of the VM facilitator has in dealing with significant socio-emotional issues that arise during VM workshops, and describing how this can influence the success of the VM process.

INTRODUCTION

Schwarz (1994) purported that, to be effective, groups must meet all of the following criteria:

- The group's objectives are achieved, or surpassed
- The processes and structures used to carry out the work maintain or enhance the capability of members to work together on subsequent group tasks
- The group experience, on balance, satisfies rather than frustrates the personal needs of group
- Members (Schwarz,1994)(emphasis added)

This is especially so for Value Management workshop groups operating within the context of the construction industries in Australia and New Zealand, where Barton's (1996) 'soft' approach towards VM is commonly used in practice. The prototypic nature of construction, with its ill-defined, complex, multi-perspective issues which are often found at the early project development phases and its multi-faceted clients, have been acknowledged by Barton, and are reflected in this approach. The focus is on an integrated approach to communication, where skilled facilitation is needed (Barton, 2000).

This paper describes the conceptual construct of emotional intelligence (EI), and proposes that EI can be used to encapsulate at least some of what constitutes the personal style of the VM

facilitator, and that EI is influential in addressing the socio-emotional issues surrounding group dynamics, and hence, may have a direct influence on the success of the VM workshop

Theoretical background

What is Emotional Intelligence?

The current widespread interest in the topic of emotional intelligence (EI) has undoubtedly been fuelled by Daniel Goleman's book "Emotional Intelligence: Why it can matter more than IQ" (Goleman, 1996). Although Goleman is seen as the progenitor of the concept of EI, the construct was first labelled as such by Salovey and Mayer (1990), and its roots can be traced back to earlier research into "social intelligences" (Thorndike, 1920).

Emotional intelligence is a nebulous construct, and there is a wide range of associated terminology, which can be somewhat confusing, as a plethora of terms are used to describe it, including: "emotional intelligence" (Goleman, 1996; Salovey and Mayer, 1990); "emotional literacy" (Steiner, 1997); "emotional quotient" (Goleman, 1997; Bar-On, 1988); "personal intelligences" (Gardner, 1983); "social intelligence" (Thorndike, 1920); "interpersonal and intrapersonal intelligence" (Gardner and Hatch, 1989); "successful intelligence" (Sternberg, 1996), and "emotional competence" (Goleman, 1998).

Salovey and Mayer (1990) describe emotional intelligence as the "ability to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action" (p.189). Goleman (1997) provides a useful definition of the construct of emotional intelligence, which is about:

- Knowing what you are feeling and being able to handle those feelings without having them swamp you;
- Being able to motivate yourself to get jobs done, be creative and perform at your peak; and
- Sensing what others are feeling, and handling relationships effectively.

Background to the development of Emotional Intelligence

The history of research on intelligence has made it clear that a person's success in career and personal life depends not only on IQ (intelligence quotient), but also on other factors. It has been acknowledged that the concept of intelligence encompasses social and/or emotional factors as well as cognitive factors (Sternberg, 1985; Thorndike, 1920; Wechsler, 1943).

Thorndike (1920), in reviewing the predictive power of IQ, developed a model of intelligence which included not only the traditional intellectual factors (i.e. general intelligence, sometimes referred to as "g"), but also what he called social intelligence, "the ability to understand and manage men and women, boys and girls - to act wisely in human relations" (1920, p.228). Thorndike's definition of social intelligence has a cognitive and behavioural component, and implies: 1. the ability to understand and manage people is an intellectual capacity, and 2. this capacity is different from the abstract-verbal and concrete-mechanical aspects of intelligence. Social intelligence was seen as a means of explaining variations in outcome measures not accounted for by IQ.

Much research was undertaken over the next fifty years on social intelligence, with numerous studies conducted attempting to separate academic from social intelligence, highlighting the dominance of the behaviourist paradigm on the one hand, and the IQ testing movement on the other. These studies met with only moderate

success, partly due to the need to distinguish between the cognitive and behavioural aspects of social intelligence, and analysis turned to other ways of conceptualising and measuring non-academic intellectual factors.

Wechsler's (1952) development of a widely used IQ test resulted in the concept of "non-intellective factors of general intelligence", but little work was done in the field until Gardner (1983) developed his Multiple Intelligence Theory, which combines cognitive with emotional aspects of intelligence, and includes two varieties of personal intelligence: the "interpersonal intelligence" (the ability to determine other people's reactions, needs, emotions and intentions), and "intrapersonal intelligence" (the knowledge of one's own internal processes and feelings).

Bar-On (1988) used the term "emotional quotient" (EQ), in his attempt to assess EI in terms of a measure of well-being, and now defines EI in terms of an array of emotional and social knowledge and abilities that influence our ability to effectively cope with environmental demands, including the ability to:

- be aware of, to understand, and to express oneself
- be aware of, to understand, and to relate to others
- deal with strong emotions and control one's impulses
- adapt to change and to solve problems of a personal or a social nature.

The five domains in his model are: intrapersonal skills; interpersonal skills; adaptability; stress management, and general mood (Bar-On, 1997).

Salovey and Mayer (1990) developed an influential model of EI, which evolved into an EI model with a cognitive emphasis, in order to distinguish EI abilities from social traits or talents. It focussed on specific mental aptitudes for recognising and marshalling emotions, and attempts to include some measure of "thinking about feeling", an aptitude lacked by models that focus on simply perceiving and regulating feelings. They distinguished six components of emotional intelligence:

- emotional self-awareness

- assertiveness
- empathy
- interpersonal relationships
- stress tolerance
- impulse control (Salovey and Mayer, 1990)

Mayer and Salovey revised their model in 1997, which comprises four tiers of abilities, ranging from the most basic psychological processes, to those that are more advanced; from:

- the perception, appraisal and expression of emotion (most basic), to
- the emotional facilitation and prioritisation of thinking, and then on to
- the understanding and analysis of emotions, and lastly
- the general ability to marshal the emotions in support of some social goal (most complex) (Mayer and Salovey, 1997)

Building on the work of Mayer and Salovey (1997), Goleman (1997) followed the paradigm of "meta-cognition" (i.e. awareness of one's mental processes), rather than an exploration of the full range of emotional abilities, and suggested that there are five critical pillars, or competencies, of emotional intelligence: (1) Self-Awareness; (2) Self-Regulation; (3) Self-Motivation; (4) Social Awareness (Empathy); and (5) Social Skills (Goleman, 1997). In 1998, Goleman recognised a need to go beyond meta-cognition, to the concept of "meta-mood" (the awareness of one's own emotions), and set out a framework of emotional competencies, an emotional competence defined as "a learned capability based on emotional intelligence that results in outstanding performance at work" (Goleman, 1998). There are twenty competencies, distributed among four domains, or clusters, of emotional intelligence, being:

Self-Awareness Cluster

- Emotional self-awareness
- Accurate self-assessment
- Self-confidence

Self-Management Cluster

- Emotional self-control

- Trustworthiness
- Conscientiousness
- Adaptability
- Achievement drive
- Initiative

Social Awareness Cluster

- Empathy
- Service Orientation
- Organizational awareness

Relationship Management Cluster

- Developing others
- Influence
- Communication
- Conflict management
- Visionary leadership
- Catalyzing change
- Building bonds
- Teamwork and collaboration

Effective leaders usually have strengths in at least one competence from each of the four clusters. Emotional competencies are learned abilities, and emotional intelligence is seen as being the underlying potential within an individual to become skilled at these competencies (Goleman, 2001).

Value Management Facilitation and Group Effectiveness

There is no theoretical framework, or methodology, capable of supporting a study of the effect of emotional intelligence on VM facilitator effectiveness. Even though mainstream management science, and in particular, group dynamics, provides a set of general guidelines for the development of a framework, its findings are too broad and general for what is needed here, and thus are in need of adaptation and refinement. There are both conceptual and methodological gaps in the VM literature; however, some ideas are offered by authors in the VM discipline (see below). None of these, however, is aimed directly at investigating the relationship between the emotional intelligence of experienced VM facilitators, and the effectiveness of the VM workshop, or study. The closest related works

are concerned primarily with "task" - the Job Plan, function analysis, and VM tools and techniques. However, the literature, as it is, concerning VM facilitation is briefly reviewed here.

Kirk (1992) undertook hypothesis-generating research into the use of gaming/simulation in VE workshops by observation in a laboratory setting, and self-report instruments administered to group participants post-task. Group behaviour was monitored using Bales Interaction Process Analysis scale, based on video recorded multiple group tasks. He considered that the factors of leadership, cohesiveness and communication were most influential in the success/failure of a workshop.

Yeomans (1995) developed a Function Model as a concise guide to the requirements of VM facilitation, based on Heron's (1989) Facilitation Model, which highlighted six broad areas of facilitation competency:

- Understand Task and Process
- Earn Respect
- Maintain Focus
- Engender Creativity
- Create/Maintain Positive Environment
- Employ Flexibility

Yeomans considered that the personal style of the VM facilitator was influential in effective management of group process, ensuring group performance, and thereby success, of a VM workshop, (Yeomans, 1995). In 1997, Yeomans talked of "facets of style": intellect, honesty, ethics, temperament, genuine interest and a principled value system, which become overlaid on group process. He also saw emotional competence as an advanced and mature state of personal development, being many-dimensional, and an exemplar of "distress-free authority". Yeomans considered that the facilitator should be in full emotional control, attuned to the participants and group as a whole, and should grasp the significance of the cues generated by the group (Yeomans, 1997) (emphasis added).

Simister and Green (1997) identified six recurring themes in VM practice in the UK, which provide a grounded basis for further research into what constitutes effective value management, and consider that of particular

importance is the need to secure the active participation of the key project stakeholders.

Male et al (1998) conducted research to compare and contrast methodologies, tools and techniques of VM used internationally in construction and manufacturing against a benchmark methodology developed by Kelly & Male (1993). They carried out a review of the literature, guidance notes, standards, and fieldwork internationally, which widely iterated that experienced VM facilitators were paramount for a successful VM workshop, and that the VM facilitator should possess attributes that include leadership qualities and competence in a variety of management skills related to human dynamics and the management of teams.

Woodhead (1998) explored the different contexts that exist for VM facilitation, and how facilitation is defined within each context, and made the distinction between facilitator "styles" and "abilities"; he considered it crucial that the facilitator sets up and maintains a trust culture within, and evaluates the emotional needs of, participants during, the study.

Here in Hong Kong, Shen and Chung's research into difficulties encountered in VM studies revealed that VM practitioners consider that team approach and team spirit are critical for a successful VM study, and that members' participation (or lack of it) is a problem that frequently occurs (Shen and Chung, 2000) (emphasis added).

Leung and Wong (2002) too, found that VM facilitators have various responsibilities, including: managing teamwork (participation and cohesiveness); managing the different cultural backgrounds amongst the participants; and stimulating and solving conflict.

Most of the previous research in the field has not had a major focus on the group process aspect of VM facilitation, and whilst the literature provides a useful background, no research has been carried out with specific regard to emotional intelligence and the socio-emotional issues surrounding group dynamics, and their influence on the successful outcome of the VM workshop. The relationships between theory and practice in this area have not been previously explored.

It is proposed that the conceptual construct of emotional intelligence can be used to encapsulate at least some of what constitutes the personal style of the VM facilitator, and that EI is influential in addressing the socio-emotional issues surrounding group dynamics, and in managing group process, and hence, may have a direct influence on the success of the VM workshop, by engendering the full commitment, and enthusiastic participation of all workshop participants in the VM workshop process.

Kelly (1996) established a strong link between socio-emotional issues (comprising expectations; communication; goals; trust; acceptance; friendship; attraction; equality; cohesion, and needs) within the group, and the level of group participation, but concluded that facilitators tend not to address these issues unless, or until, they jeopardise the functioning of the group. It is proposed that the emotionally intelligent VM facilitator is adept at handling these socio-emotional issues within the group, in managing group process, building "social harmony", the collective "group intelligence" (Williams and Sternberg, 1988), and thus enhancing the performance of the group.

The review of the literature is ongoing, but it is considered that the emotional intelligence of the VM facilitator could be a significant factor in the effectiveness of the management of the group process, and hence the success of the VM workshop.

However, there is an important caveat to be aware of: one must recognise the limits of group facilitation, in as much as groups are open systems, where all elements of the group's process, structure, and organisational context can influence each other. The facilitator can only improve a group's effectiveness to the extent that the group has direct authority to make changes to the character of these elements (Schwarz, 1994).

Conclusion

In summary, this paper aims to provide a contextual background, outlining the emotional intelligence of the VM facilitator, and the ways in which it can significantly influence the socio-emotional issues encountered in the VM workshop, thereby effectively managing the

group process, in order to achieve successful VM outcomes.

It is suggested that VM practitioners, as well as Clients, could benefit from investigating the construct of emotional intelligence with regard to VM facilitators, and indeed, VM workshop participants (anecdotal evidence suggests that, even after screening, only a very small proportion of staff that undergo VM facilitator training end up making successful facilitators).

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KNOWLEDGE ACQUISITION, SHARING AND INTEGRATION INSIDE A VALUE MANAGEMENT TEAM - REFLECTIONS ON AN EXPERIENCE

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ABSTRACT

The acquisition, sharing and integration of knowledge are significant, time-consuming activities that precede the development of a design. How these activities unfold over time inside an actual value management team is examined. The findings challenge some of the conventional notions and common practices of managing teams. The value management study was carried out at the stage of the feasibility study and involved the modernization of a water treatment work. The project was undertaken in December 2002. The value management team worked with numerous and diverse issues, involving a high degree of acquisition, sharing and integration of knowledge. However, these activities characterize most construction projects to varying degrees. A better understanding of the role and process of acquiring, sharing and integrating knowledge in a value management study has very real implications for fostering success and full participation among stakeholders in a project.

INTRODUCTION

A significant percentage of the cost of a facility project is attributable to decisions made in the upstream portion of the life cycle of a project; namely, design. There is growing recognition that research on how teams actually go about meeting the needs of customers and making design decisions can provide valuable insights for improving the quality and value of construction projects. Traditional models of group dynamics, group decision-making, and group development are not rich enough to thoroughly explain the real-world complexities faced by project design teams. Most of this research was performed on tasks that were shorter, less complex and did not require the extensive integration of knowledge domains that characterizes the designing of facilities.

Knowledge is the raw material of project design teams. For complex projects, knowledge from multiple technical and functional domains is a necessity. Ideally, a multidisciplinary design team is staffed in such a way that both the levels and the distribution of knowledge within the team match those required for the project. Because of shortfalls in knowledge, such as the mismatch between staff expertise and project domain knowledge or because of the ad hoc staffing approach followed in most organizations due to a sudden increase in workload, the knowledge or expertise of staff is seldom deployed according to the requirements of the project. In general, individual team

members do not have all of the knowledge required for the project and must acquire additional information before accomplishing productive work. The sources for such information can include relevant documentation, formal training sessions, trial-and-error learning, and other team members. Group meetings provide an important environment for learning, since they allow team members to share information and knowledge and to learn about other domains relevant to their work.

Effective design activities need to revolve around the integration of the various domains of knowledge. This integration leads to shared mental models of the problem under consideration and potential solutions. A design team seldom starts its life with shared models of the system to be built. Instead, these models develop over time as team members learn from one another about the expected needs of the customer and the resources required. This means that team members need to speak the same language (or, at least, dialects with semantics similar enough to facilitate communication and understanding) in order to share knowledge about the design.

The acquisition, sharing and integration of knowledge are significant, time-consuming activities that precede the development of a design. The purpose of this paper is to examine how these activities unfold over time inside a real-life value management team. One related

question with respect to this team will be resolved:

- How do the team members acquire, share, and integrate project-relevant knowledge?

The findings reported here challenge some of the conventional ideas and common practices of managing design teams. An initial caveat is that the design team studied here worked in a collaborative design environment, involving a high degree of acquisition, sharing, and integration of knowledge. However, to varying degrees, these activities characterize most facility design projects. A better understanding of the role and process of acquiring, sharing and integrating knowledge in the designing of facilities has very real implications for the management of construction projects, particularly in the areas of achieving values and meeting the requirements of clients.

The value management team: an overview

In August 2002, the Water Supplies Department (WSD) commissioned a consulting engineering firm to study the feasibility of modernizing one of their existing water treatment works. This facility was built in the 1950's and underwent expansion and renovation in the 1970's and early 80's. In view of the long service of the treatment facility, some of its plants and equipment were approaching the end of their serviceable life. They needed to be substantially renovated and replaced in due course. The opportunity was therefore taken to examine whether the treatment technology in this water treatment facility need to be upgraded and modernized. A value management study, viewed as a component of the feasibility study of the project, was conducted in December 2002 on the initiative of the consulting firm. It involved stakeholders of the project in the development and assessment of various options to ensure that the values of the stakeholders were identified and taken into account. A single team of individuals (the original design team) worked on the project. The team was formed specifically for the project. Some of the team members had previously worked with one another. All of the participants were experienced in this type of facility. No specific design techniques or development methodologies were forced on the project team.

Twenty-one people were present in the one-day workshop, including the facilitator. All related project stakeholders were invited; however, not all of them could attend the meeting. The twenty participants represented various departments of the client companies, consultants, related government departments and utilities companies.

As some stakeholders were not involved in the design of the project, brief overviews of the project were provided by various participants in the project. This ensured that everyone in the meeting was equipped with information on the latest developments in the project. During the workshop, background perspectives were presented, problem 'situations' and 'givens' were shared, existing and future needs were identified and assumptions challenged.

Observations and reflections on the experience from the workshop

The observations and reflections presented in this section are based upon the experiences of the author as the facilitator of the workshop, as well as on his research on teams and on his real-life experiences in group facilitation. The author first reviewed the proceedings of the workshop to qualitatively assess the nature and level of knowledge acquisition, sharing, and integration activities within the team. Next, the report and materials produced during the meeting were analyzed in a structured manner, in order to obtain measurements that might support or deny the qualitative assessments.

The value management workshop was very professional in nature. Interactions were, for the most part, task-oriented with lively discussions. Participants were serious about their assignment and appeared to be trying hard to do a good job. In general, I identified three general topics of discussion: 1) background knowledge (technical and applied knowledge, especially knowledge that was new to some or all of the team members), 2) system requirements, and 3) design approaches.

At the beginning of the workshop, the team focused on the functions, condition and performance of the existing water treatment facility. The workshop built on the detailed and specialist knowledge of the workshop's participants. The team structured the analysis and generated value improvement ideas from a

functional base (i.e., what the water treatment work must do). With the client's representatives present in the meeting, any doubts or unclear requirements regarding the treatment facility were resolved on the spot. During discussions, technical knowledge, requirements and design became closely intertwined. I did, however, see shifts over time in the team's focus on these three topics. In the early part of the workshop, the team focused on learning what they needed to produce a design and identify the requirements of the treatment work. The discussions, however, generally related to assumed, or 'trial' design approaches. During this time, the emphasis on new technical knowledge appeared to lessen and the team began to focus on getting a clear grasp of the requirements and relating these to specific design approaches. Finally, the workshop team managed to arrive at a clear understanding that the purpose of the water treatment work was to provide a reliable supply of drinking water to existing areas in a cost-effective way while providing for sustainable development in the future and facilitating low maintenance and operation costs and risks. In addition, the whole team clarified that the objectives of the feasibility study were: 1) to identify, evaluate and prioritize options for modernization, and 2) to recommend a preferred overall proposal for further development.

With specialist knowledge from the stakeholders in the project, the workshop team highlighted the problems and issues within the study area that the project had to address or consider. These included the following areas:

- Environmental Impact
- Public Acceptance
- Water Quality
- Land Use Impact
- Drainage Impact
- DG/Chlorine Hazard

After various key issues were identified and functions and scopes clarified, the team focused on the various design alternatives, discussed in the context of known requirements. It appeared that the shifting of the team's attention from a determination of the requirements to design activities was precipitated by their awareness that time was running short and also by the structured process of the VM workshop. Before

brainstorming on various design alternatives, the team had arrived at a number of essential evaluation criteria for the existing and future needs of the water treatment facility. These included:

- Capital Cost
- Recurrent Cost
- Operation Reliability
- Reliability during Construction
- Treatment Capability
- Environmental Issues
- Land Issues
- System Flexibility

Acquiring, sharing and integrating the necessary knowledge for the design task

In the early part of the workshop, i.e. the information phase, team members focused on obtaining information on both technical matters and requirements. It was interesting to see that the requirements of the project seemed so obvious, but in fact a lot of effort and reiteration was required to clarify what these were. Because of the fuzziness of the client's requirements, it was necessary to go through a learning process in order to clarify just what the requirements of the project were. Once this was recognized, it was not surprising that it took so long to gain closure on the needs of the project.

Determining the requirements was also complicated because different stakeholders had different requirements. The original design team clearly wanted to avoid this complication by being responsible to a customer (i.e., the one who paid their professional fees) that shared the same view of the requirements. However, as other stakeholders deliberated on the requirements, the requirements became more complicated.

During the meeting, the team members exchanged knowledge through discussions. Individuals often asked one another direct questions. The team members appeared eager to contribute their own expertise where relevant. I observed numerous examples of exchanges of knowledge that occurred in a classic dialectic manner, in which a statement of position was criticized as a catalyst for a discussion whose outcome involved individuals accepting new knowledge or revising beliefs.

A great deal of conflict occurred in the meeting. While I did observe some cases of disagreements that appeared to be the result of incompatible goals, most of the conflict that occurred during the workshop meeting was dialectic, or educational, in nature. This conflict was not personal, nor did it appear to be hostile or antagonistic, and individuals did not appear to be disturbed by these interactions; in fact, they seemed to be learning from one another. The key 'learning' stemming from the sharing information, was obtaining a wider appreciation of the different dimensions and issues involved in the project.

The VM team was very deliberate in choosing the application domain and technical knowledge needed to complete the task of design. They identified and examined a range of options during the feasibility study of the water treatment facility. While team members may have initially had their own ideas on the mapping between the requirements of the application and a design, a few members of the team succeeded in getting the team to focus on only a small subset of possible mappings. The group seemed to only recognize and assimilate technical knowledge seen as directly relevant to this subset. Requirements were also viewed within the boundaries of this subset as well.

Implications for management

The acquisition, sharing, and integration of knowledge are all activities that enabled the workshop team to learn what it needed to produce an appropriate design. The length of time that a team spends in the learning phase depends on the breadth and depth of the knowledge that the team members bring to the project. It is also affected by the extent to which customers understand the requirements of the project. In the VM team I studied, there was some relevant technical knowledge but little application-domain knowledge, and customers were unclear about the requirements. As a result, a significant amount of time in the workshop was devoted to learning.

Also, it was found to be important during the learning process to facilitate the open airing and exchange of ideas across all relevant domains of expertise. Project managers should not be too concerned during this phase if the VM team does not demonstrate visible progress toward developing design solutions, since it is

generating the raw material necessary to move to the next phase of actually producing the design with the best value.

My observations also indicated the importance of including relevant team members from the beginning of the project. Project managers should take special care to ensure that the knowledge brought by these members gets integrated into the team's current thinking.

Conflict was the mechanism for facilitating learning. In the VM workshops, it was not a debilitating factor that needed to be suppressed. In fact, I recommend that formal techniques for managing conflict be considered to help with the process of acquiring, sharing and integrating knowledge. Two techniques for programming conflict into team decision-making processes have been suggested: the devil's advocate and the dialectic method. In the devil's advocate method, an individual or group plays the formal role of the critic in order to help a decision-maker test the assumptions and the logic of the ultimate decision. The dialectic method pits a thesis against an antithesis. Most modern legal systems today are formal dialectic processes. Two sides exist, each with champions, and cases are made for each. This method is especially appropriate when a group is attempting to define problems and generate the necessary information for decision-making under conditions of uncertainty, or where there is more than one way to solve a problem.

Conclusion

Observing a VM team closely has allowed us to gain some important insights into the process. These observations, however, are less surprising if we acknowledge the criticality of knowledge acquisition, sharing, and integration activities. Adopting a knowledge perspective leads to some specific recommendations for managers of facility design efforts. One obvious recommendation is to actively promote the acquisition, sharing and integration of knowledge within a design effort through team facilitation techniques. Explicitly managing conflict as a way to facilitate learning has been proposed as one way of doing this. Finally, a broader range of empirical studies on VM or facility design teams is necessary in order to determine how far the above observations and findings can be generalized to teams in different settings.

TONY TOY AWARD ANNOUNCEMENT

Dr. Frederik Pretorius
Membership Secretary, HKIVM

We are pleased to inform you that the HKIVM is now inviting applications for the Tony Toy Memorial Award, which is established by the Institute to acknowledge and remember the outstanding services and commitment of HKIVM's founding president Mr. Tony Toy to the Institute. The award will be presented at each HKIVM International Conference, to students of any discipline based on the quality of research projects and/or dissertations relating to value management. The next conference is scheduled for June 2005.

To qualify, the dissertations should have been accepted as part of any recognised degree of study (Bachelor, Postgraduate Diploma, Master or Doctorate) in Hong Kong and China within two years of the proceeding HKIVM International Conference (typically held every 18 months).

- The awards will be based on the quality of the dissertations submitted to the Award Assessment Committee.
- Two separate sets of awards will be arranged for students from Hong Kong and from Mainland China.
- A maximum of six awards will be given at each International Conference for students in Hong Kong and China.
- The Memorial award recipients in both locations will be invited and sponsored (up to HK\$4,000 to cover travelling and registration expenses) to present their papers at the International VM Conference organised by HKIVM.

Awards	Hong Kong	China
Memorial Award	1 person @ HK\$5,000	1 person @ HK\$5,000
Distinction Award	1 person @ HK\$2,000	1 person @ HK\$2,000
Merit Award	1 person @ HK\$1,000	1 person @ HK\$1,000
	Total : HK\$8,000	Total : HK\$8,000

- The submission of the paper to the HKIVM International Conference and presentations must be in English and with full acknowledgments.
- HKIVM reserves the right to review each year at the AGM and to agree on the level of the award for the following International Conference.

If your dissertation/research is in the area of value management, you are strongly encouraged to apply for the award. Details of the award can be found on the website of the Hong Kong Institute of Value Management: <http://www.hkivm.com.hk/activities.htm>

VALUE MANAGEMENT AND ITS APPLICATION FOR STAKEHOLDER CONSULTATION

Emma Major

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ABSTRACT

Stakeholders have always been a key part of the value management process; however the value management process has also been successfully applied as a tool to assist the stakeholder consultation process for projects, studies and businesses. Emma Major has facilitated numerous value management workshops where stakeholders have brought significant benefits to the process; she has also been engaged in stakeholder consultation programmes for project teams, businesses and studies where the identification of a value has been over looked. This paper outlines the Stakeholder Consultation methodology that has been developed from Value Management and effectively implemented in the UK.

TRADITIONAL CONSULTATION

Traditional Consultation aims to achieve a mutual understanding of a specific issue or range of problems; from which point an acceptance of alternative points of view and hence solutions can be developed.

A number of activities have traditionally been utilised by clients attempting to gauge stakeholders opinions or disseminate issues for discussion or approval, these include:

- Stakeholder Profiling
- Questionnaires and Surveys
- Focus Groups
- Exhibitions and Press Briefings
- Newsletters and Websites

Stakeholder profiling is concerned with not only establishing who the key stakeholders are for a specific business or project but also what they know, believe and suspect.

From this basis it can be established how much of this is valid information and how much is myth, misinformation or rumour. It is therefore obvious that in order for the consultation to be effective it is essential that a profile be developed of each of the stakeholders and public groups.

The profiles will provide details about the specific information gaps and myths for each stakeholder. This information can be collated and an overall picture established of the information gaps for key stakeholders.

Questionnaires and surveys consist of short, simple, direct and clear information that

recognises both the positive and negative aspects of the project, business or issue under discussion. In addition they would traditionally include an easy means of response such to increase the level of inclusiveness. This medium is utilised to gather strategic or overview information from a large and diverse group of participants. The format also allows the client to propagate detailed information about the business or project to increase the level of interaction and engagement.

Focus Groups and Exhibitions are often held in parallel; they develop the information delivery and issue gathering process that has commenced through the issue of questionnaires. Focus groups bring together small groups of stakeholders, usually less than a dozen at a time, to discuss focused issues and answer targeted questions associated with the project under discussion. Each focus group will be led by a trained facilitator who ensures that each attendee partakes in the process and that all the issues are effectively recorded for further analysis. Exhibitions on the other hand invite open attendance and focus more on the information delivery than the issue gathering form of consultation.

The final tools that are traditionally applied to stakeholder consultation processes are press briefings and news releases, newsletters and websites. These are again aimed at information dissemination and are used at key milestones to propagate current development and issues for consideration. Views are not discouraged by these mediums, however only those stakeholders with strong views or major interests in the issues in question will tend to participate.

Value management

Value Management (VM) is a framework within which proven methods are systematically brought together to identify better value from projects, products and services. The key to the process is the integration of the stakeholders and their identification of the function and value of a project. VM is concerned with motivating people, developing skills, advancing teams and promoting innovation, in order to maximise the overall performance of a project or business.

The VM process has evolved out of previous methods based on the concept of value and functional approach. These were pioneered by Lawrence D. Miles in the 1940's and 50's who developed the technique of Value Analysis (VA) as a method to improve value in existing products. Initially Value Analysis was used principally to identify and eliminate unnecessary costs; however it is equally effective in increasing performance and addressing resources other than cost. As it evolved the application of VA widened beyond products into services, projects and administrative procedures.

The VM Approach involves three root principles:

- a continuous awareness of value for the organisation, establishing measures or estimates of value, monitoring and controlling them;
- a focus on the objectives and targets before seeking solutions;
- a focus on function, providing the key to maximize innovative and practical outcomes.

Value Management is a structured approach to defining what value means in the process of achieving the specified project requirements. This is undertaken by confirming a consensus about the project objectives and how these will be achieved by the project team. The process is strategic and involves challenging the requirements and confirming the project objectives.

Each value management study can be subdivided into the following distinct phases as shown diagrammatically in Appendix A:

- Information – Confirm the project objectives, programme and budget
- Function Analysis – Agree the project function and available resources
- Idea Generation – Identify value opportunities
- Idea Evaluation – Rank the identified opportunities according to their appropriateness
- Idea Development – Develop the evaluated opportunities to understand their benefits and costs
- Decision Building and Action Planning – Establish the Way Forward

Stakeholders are actively encouraged to be involved in this value management process. Not only can they bring their views and issues to the process but they can also introduce fresh ideas which the project team may have overseen or not been aware of in the development of the project detail.

Function Analysis is concerned with identifying the function of a project. For example, rather than stating “we need a suspension bridge” the function would be defined as “10000 vehicles per day must be transported between Hong Kong Island and Kowloon”. The result of this example function analysis could be an additional ferry service, widening of the existing tunnel or provision of a bridge of some nature. This process specifically benefits from stakeholder input and has been utilised by the majority of clients in the UK.

The stakeholders continue to be involved in the process by assisting the idea generation process; by bringing an often naive viewpoint, ideas are identified that would otherwise have been discounted outright by the project team. This involvement continues to add value to the evaluation and development stages when the stakeholders can identify problems with development and implementation.

The most visible benefits of including stakeholders in the VM process include:

- Providing a sound basis for choice
- Improvements for external clients by clearly understanding their real needs
- Enhanced understanding of the project's aims by everyone involved

- Decisions supported by the stakeholders

Stakeholder consultation

Over the last few years, private companies and public clients have realised that stakeholder consultation is an integral part of the project development process, ensuring the optimum achievement of results. The process of consultation fulfils the following requirements:

- The recognition of the need for dialogue to develop breakthrough thinking and collaborative innovation
- The creation of a common language, symbols and metaphors to build mutual commitment and contribution
- The engagement of the full diversity of members' talents and contributions to the community's sustenance
- The discovery of 'best practices' and the development of shared leadership
- The engagement of all stakeholders to weave a web of personal relationships and the resulting building of collaboration through shared information, honesty, trust and support
- The development of a "positive conscience"

So; how could the value management process be incorporated into stakeholder consultation programmes?

The answer lies in the stakeholder consultation process that has been successfully implemented within the UK transport sector. It moves away from asking stakeholders to provide a list of problems or their opinions on solutions; instead it engages the stakeholders to understand the function of the project, agree the problems to be overcome and develop appropriate solutions to be implemented.

A number of activities have been developed from both the value management and consultation principles and implemented within transportation studies and projects in order to improve the stakeholder consultation process. Each of these is summarised below followed by an example programme for implementation as applied for the UK government.

Public Consultation Seminar

- Seminars are positive opportunities for the key stakeholders to interact with those involved directly with the study. It would be open to key stakeholders, identified from the stakeholder profile establishment.
- The seminar would consist of a stakeholder review of the study through a presentation by the study team. The stakeholders would then be encouraged, within the facilitated consultation, to discuss the issues relating to the phase of the project or study at which it is being undertaken.
- This would be either establishment of the current problems, identification of an appropriate strategy, identification of possible solutions to the problems identified and assessment and selection of the most appropriate options to be implemented.
- The strength of the process lies in the structured and independent approach taken. It addresses the issues and not the personalities within the management group, consultant and stakeholders.
- The seminar produces, with the full input of the essential stakeholders and the study team, co-ordinated and practical results. It is a method, which produces a result accurately and quickly with the consensus of all stakeholders.
- The seminar takes the form and structure of a value management process, as further detailed under the Study Workshop. The Information Stage, Function Analysis, Idea Generation and to some extent Idea Development are all utilised for the benefit of both the project and the stakeholders.

Consultation exhibition including a facilitated consultation session

- Exhibitions are positive opportunities for the public and the stakeholders to converse directly with the project team. As used traditionally, the exhibition would consist of stakeholder review of graphic panels describing the proposals. The exhibition would be open to key stakeholders, identified from the stakeholder profile establishment.

- In order to take the standard consultation exhibition forward, the stakeholders would be encouraged to attend the facilitated consultation session of the exhibition to provide further clarification and to register stakeholder's views and concerns. This would provide details of the project objectives; highlight any concerns or queries that the project team or stakeholders have identified; and further discuss the various options and ideas.
- This adaptation of the standard exhibition process applies the function analysis and idea generation processes from value management principles.

Study Workshop

- The study workshop is a facilitated session used to collate the information obtained from the various forums and assimilate a list of common and uncommon objectives that could then be analysed and tackled throughout the project development
- As will be seen in the detailed description of the study workshop, its development takes directly from value management and allows the seminar and exhibition activities to be implemented fully through to decision-making.
- The standard value management seven-point plan can be used to describe the format of a study workshop:
 1. Information-The workshop is presented with information on the study, project or business. In order to generate new lines of thought the presentations will also tackle outside influences and opinions.
 2. Function Analysis-The workshop will develop an analysis of the functional requirements of the project by establishing 'what it is required to do' as opposed to 'how are we going to do it'. This is a truly inclusive approach that allows the stakeholders to bring their opinions and skills to the forum.
 3. Creativity-Brainstorming techniques are utilised to identify alternative solutions that could be implemented to meet the functional requirement. The

process ensures that the workshop is unconstrained by the participants' experience, rules, standards or procedures. In this way new ideas are identified that may otherwise have been neglected.

4. Evaluation-The ideas are sifted through high-level evaluation against set categories. For example, ideas to be further developed during the workshop, ideas to be developed outside the workshop as more information is required, ideas which are 'non-starters' or not appropriate for this project.
5. Development-Advantages, Disadvantages, Costs and Risks are identified for each of the high ranking filtered ideas in order to bottom out the integrity of the idea or establish a set of parameters around which the idea should be developed outside the workshop.
6. Decision Building-In order to gain stakeholder consensus of the preferred solutions the decisions are discussed and confirmed within the workshop environment. This process results in the identification of a number of options for further analysis outside the workshop.
7. Action Plan-The final phase, as value management, is to identify the actions that are required to take the options forward. The specific actions are allocated to individuals for implementation to ensure that the benefits are implemented and no ideas lost within the overall project, study or business.

The study workshop is designed to address the issues highlighted at the seminar and exhibition and to:

- Identify and confirm the issues
- Review the current status
- Examine the project/business objectives and confirm their relevance
- Identify problem areas, disputable issues and difficulties
- Identify risks to the project and stakeholders and develop mitigation plans

- Develop mutual objectives
- Identify joint working opportunities between the project and stakeholders

An example stakeholder consultation programme

Feasibility/Project Inception

- Public Consultation Seminar including a facilitated consultation session outlining general options
- Study Workshop to evaluate public and stakeholder responses and opinions, establish Objectors issues and the factors affecting the study workshops
- Facilitated workshop to discuss problems, issues and objectives with the management group

Strategy Development

- Facilitated workshop to discuss strategy with the management group
- A consultation exhibition including a facilitated strategy workshop to obtain acceptability rankings and opinions from the wider groups
- Study workshop to evaluate the responses obtained

Identification of Options

- Facilitated workshop to discuss options with the management group
- Strategy workshop with wider groups

Option Appraisal

- Facilitated workshop to appraise the options identified

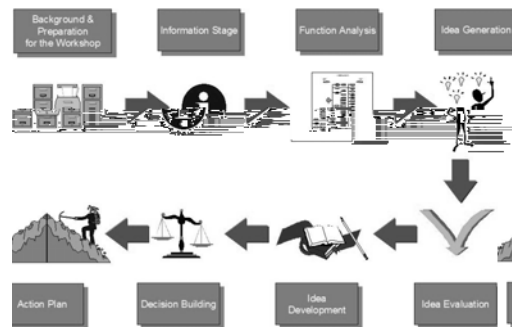
Implementation and Recommendations

- Public Consultation Seminar on outcome

Conclusions

Through the application of this structured process, projects and studies have successfully engaged stakeholders in a manner previously unheard of. The results show increased understanding of the issues for the project team but also greater awareness and inclusiveness for the stakeholders who are the key to the process.

Appendices



A - The Value Management Process Diagram

References

- Miles, L. D. (1972) Techniques for Value Analysis and Engineering
- Kelly, J. and Male, S. (1993) Value Management in Design and Construction: The Economic Management of Projects
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INTERNATIONAL VALUE CONFERENCE AND HKIVM 10TH ANNIVERSARY CELEBRATION



“Why Re-Invent the Wheel?” Call for Papers

INTRODUCTION

Over the past 10 years, the HKIVM has hosted six international conferences, conducted a number of value training workshops, its members have conducted hundreds of highly successful VM studies for both public and private construction industry clients and regularly published the ‘Value Manger’ journal. Since 1998, the Hong Kong Special Administrative Region Government (HKSARG) has further recognized the importance of expert VM facilitation to achieve ‘best value’ on major government construction projects and seeks advice from the HKIVM on compiling its own lists of accredited facilitators (all of whom are HKIVM members). It is a long and never-ending journey to run, maintain and upgrade value standards both locally and globally and so far the effort has proved very successful in the Hong Kong construction sector. Now is the time for us to share our experiences and impart our valuable knowledge to other industries and sectors that can benefit from VM. So come and join us in 2005 and celebrate our 10th anniversary and our VM success story so far, together with other value-minded clients, practitioners and academics from around the globe.

MAIN THEME

Our conference title “Why reinvent the wheel?” directly relates to the continuing need for improvement in all aspects of what we do. It covers all aspects of organizations, including hard and soft issues, ranging from premises, facilities, designs, systems, production, procurement, supply and delivery, and human resource management. Can we save the time and effort lost in problem solving, fire fighting, continual backtracking, especially when there are changes of staff or loss of information and

expertise? Human resource, environmental, and financial issues often blur the way forward.

Value management (VM) provides a direct and highly efficient way to solve problems and keep the process on track in a fully encompassing and systematic manner. It is the overall name given to a collection of specific principles, techniques and practices that have been proven effective in maximizing value to those concerned. Key stakeholders are the participants, sharing information, analyzing functions, creatively exploring ideas, judging proposals and developing action plans to meet the agreed objectives in a comprehensive manner under the guidance of an experienced VM facilitator. The process can be applied to almost any subject and almost invariably results in additional benefits to the client.

When a tyre becomes soft, the wheel will not work as intended. Sometimes the solution is simple, “add air” but sometimes it is more complex, “change wheel”. There are different solutions for each problem and VM is ideal for identifying these, assessing the risks involved and the longer-term consequences of implementation.

The conference invites you to open your views and explore the potential of applying VM for your organization or business.

SUB-THEMES

Servicing your engine and getting more miles to the gallon

- Improving the process and product
- Adding value with value engineering
- Systematic reviewing for better performance
- Getting more for less
- Value management tools and techniques

Changing lanes and overtaking the competition

- Value management for success
- Change management and re engineering
- New Value Management directions in business
- Idea generation and innovative enterprises
- Global opportunities for value management

Planning out your route & ensuring a safe journey

- Forward planning with strategic value management
- Value management for transparency and accountability
- Managing risks and assessing consequences
- Identifying and solving problems at key stages of product development
- Partnering and collaboration

Dealing with emergencies and breakdowns

- Consensus Facilitation
- What to do when things go wrong
- Experiences with difficult clients and workshops
- How to deliver bad news positively
- Identifying roadblocks and bottlenecks

PRELIMINARY PROGRAMME***Wednesday June 1, 2005***

18:00 – 23:00 Welcome Reception

HK\$550 per delegate (Optional)

Horse-Racing Buffet Dinner at Hong Kong Jockey Club, Shatin Racecourse

Thursday June 2, 2005

08:15 – 08:55 Registration

09:00 – 09:05 Welcome by President of HKIVM

09:05 – 09:30 Conference Keynote Presentation

09:30 – 10:45 Sub-theme Keynote and Presentations

10:45 – 11:15 Refreshment Break

11:15 – 12:30 Sub-theme Keynote and Presentations

12:30 – 14:00 Lunch

14:00 – 15:15 Interactive Session

15:15 – 15:45 Refreshment Break

15:45 – 16:35 Sub-theme Keynote and Presentations

16:35 – 17:00 Discussion and Conclusion of Day One by Day Chairperson

Friday June 3, 2005

08:15 – 08:55 Registration

09:00 – 09:05 Welcome by Day Chairperson

09:05 – 09:30 Conference Keynote Presentation

09:30 – 10:45 Interactive Session

10:45 – 11:15 Refreshment Break

11:15 – 12:30 Sub-theme Keynote and Presentations

12:30 – 14:00 Lunch

14:00 – 15:15 Interactive Session

15:15 – 15:45 Refreshment Break

15:45 – 16:35 Sub-theme Keynote and Presentations

16:35 – 17:00 Discussion and Conference Closing

17:00 – 19:00 10th Anniversary Cocktail Reception

19:30 – 23:00 Farewell Banquet

HK\$650 per delegate (Optional)

Venue: to be announced

Saturday June 4, 2005

09:00 – 17:00 Shenzhen, China Programme

HK\$680 per person (Optional)

* Programme is subject to change without prior notice.

IMPORTANT DATES

Deadline for Abstracts Submission

- January 7, 2005

Notification of Abstracts Acceptance

- January 31, 2005

Deadline for Full Papers Submission

- March 31, 2005

SUBMISSION DETAILS

The abstract and manuscript should be submitted as email attachment to Conference Secretary. Email: hkivm@icc.com.hk

ENQUIRY:

Tel: (852) 2559-9973

Fax: (852) 2547-9528

Website: <http://www.hkivm.com.hk>



PROFILE OF YOUR NEW COUNCILLOR



Dr. LEUNG, Mei Yung

Dr. Mei-yung Leung (BSc(Hons), BRS, PhD, MCIQB, MRICS, MHKIS, AVS, MHKIVM) has more than fifteen years of practical/ teaching experience in the construction industry/ education. Since January 1999, she has been teaching at the City University of Hong Kong, involving broad surveying and construction management subjects such as construction economic, surveying studios, building studies, value management, construction research paper, etc. Dr. Leung is a Chartered Quantity Surveyor in the RICS in the UK and the HKIS in HK and a Chartered Builder in the CIOB in the UK and AIB in Australia. Dr. Leung is also a Qualified Tutor of the SAVE International 'The Value Society' in USA for facilitating 'VM Module I' course, and a Facilitator (list B) of HKIVM for facilitating governmental 'VM workshop' in Hong Kong. She is a council member of the HKIVM for Training Accreditation in Hong Kong, and a member of the editorial board for the Journal of Value World in USA. Dr Leung's current interesting researches cover construction management, value management, construction education, cost estimation and facility management. She has attracted HK\$ 3 million as Principle Investigator in professional and research grants in recent years. Over fifty refereed journal and conference papers have been published or accepted for publishing. She also conducted a number of VM studies in Hong Kong for public and private sectors.

HKIVM NEWS

- **03 December 2005**, The HKIVM 9th Annual General Meeting was organised in the Hong Kong Club, attended by around 20 members and guests. The President's report and Treasurer's report had been approved unanimously by all members present. The election of office bearers was approved in the AGM. Please refer to the www.hkivm.com.hk/contact for the updated list of councillors.
- **23 February 2005**, an evening talk was organised by the HKIVM in conjunction with the Hong Kong Polytechnic University. Professor John Kelly, Morrison Chair of Construction Innovation at Glasgow Caledonian University in the UK, has been invited to give a talk on the development of VM in general and the qualification systems in particular. Prof. Kelly discussed what appeared to be two models or structures of learning, qualification and practice. The USA model, which is followed by Japan, India, Korea, Hungary, and the Arab countries; and the model of VM/VE which is followed by countries in Europe, Australia, Malaysia, Hong Kong and South Africa. He also talked about the evidence that the models of practice were drawing together and the debates over the standard of qualification.
- **23 March 2005**, a lunch talk was arranged, a presentation entitled "How Value Management and Partnering Complement Each Other" was given by Mr. Bryan Clifford. Around 10 members of the HKIVM and guests have attended the talk.

FORTHCOMING EVENTS

- **28 May 2005**, a workshop entitled "Value Management for Design & Construction methodology & application" will be held by Dr. Stephen J. Kirk and Dr. M.Y. Leung. This training workshop is designed to acquaint participants with the methodology of VM and its decision-making process. It also familiarizes participants with procedures, which provide standards for VM and VE applications. Please contact Miss Donna Yu by phone no. (852) 2526 3679 for any query.
- **31 May 2005**, a seminar on "Sustainability/LEED & Life Cycle Costing- Their Role in Value-based Design Decision-making" will be held by Dr Stephen Kirk. This seminar will be conducted in an interactive approach focusing on the latest trends in VM in construction on life cycle cost savings and sustainability/LEED. Participants will experience the VM technique by calculating the life cycle costs to determine which alternative is the best VALUE for the Owner. Please contact Miss Donna Yu by phone no. (852) 2526 3679 for any query.
- **2-3 June 2005**, Call for Paper for the 7th International VM Conference "Why Re-Invent the wheel" will be held at the Hong Kong Convention and Exhibition Centre. Please contact the Conference Secretariat at telephone number (852) 2559 9973 or by email at hkivm@icc.com.hk for further information.
- **26-29 June 2005**, the SAVE 45th Annual Conference "Manage Value" will be held at the Westin Horton Plaza, San Diego, California USA. Please visit http://www.value-eng.org/cfp_index.php for details.

APPLICATION FOR MEMBERSHIP OF HKIVM

If you are interested in knowing or joining the Hong Kong Institute of Value Management (HKIVM), please download the membership application form from HKIVM website <http://www.hkivm.com.hk>. Alternatively, please fill in the reply slip below and return it to the membership secretary of HKIVM.

Membership requirements are as follows:

Member (MHKIVM) This classification is available to individuals who can demonstrate an acceptable level of knowledge and experience in the field of Value Management. For admission, details on the Application Form are to be completed and copy of CV outlining professional employment, experiences and value management background enclosed. **Value Management Background** incorporating details of VM training and courses in VM process, application and techniques, number of studies, types of studies, role in process, days and dates should be stated clearly in the CV.

Associate Member The Associate Member classification is available to any individual who can demonstrate interest in the objectives of HKIVM, but may not have had sufficient Value Management experience to qualify as a Member.

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Request of the HKIVM Membership Application Form

To: Dr. Frederik Pretorius
 Department of Real Estate and Construction,
 The University of Hong Kong
 Pokfulam Road., Hong Kong.
 Tel: 2859 2128, Fax: 2559 9457
 Email: fredpre@hkucc.hku.hk

Please send an application form for membership to the undersigned:

Name:	Company:
_____	_____
Address:	

	Title:

Tel:	Fax:
_____	_____
Signature:	Date:
_____	_____