THE VALUE MANAGER

The Hong Kong Institute of Value Management

URL: HTTP://WWW.HKIVM.COM.HK Vol 7, No. 3, 2001

MESSAGE FROM THE PRESIDENT

Hello Everyone,

Traditionally October is a busy time with many ups and downs, usually to do with the stock markets and the Chief Executive's Policy Address. We had the tragic events of September 11th. in New York and now the on going consequences which makes this a very tough time for everyone.

This situation is very similar to the one that Larry Miles found himself in just after the Second World War. How to manufacture parts when

I also attended a VM workshop which was focused on Image, and this proved to be very interesting as we have more Clients becoming conscious of this at the earlier stages of projects. There was also time to catch up and spend some time with Eric Meng, the facilitator from the US, who is a long-term member and supporter of the HKIVM and our Conference. It has been a very busy time and as history repeats itself we should think back and plan forward. In times of difficulty creative thinking and Value Management are just the things to help us to do this and position some of the major risk elements in our work in a better way. I wish you all well and look forward to seeing you at the AGM if not before,

Best regards,

Tony Wilson

Calendar of Major Activities/Events to be Organised by the HKIVM

Month	Activity/Event	Date
September 2001	Appoint Election Officer Council Meeting Presentation to Association of Project Managers	 Wed 19th September Fri 26th September
October 2001	Nominations for council Lunch Meeting Council Meeting	 Thur 11th October Wed 31st October
November 2001	V. 7, N. 4 TVM – submission deadline Council Meeting Lunch Meeting	Thu 15th November Wed 21st November Wed 28th November
December 2001	AGM & Christmas Lunch	Wed 12th December
January 2002	Council Meeting Lunch Meeting Presentation to Henley Management Alumni	Wed 23rd January Wed 30th January Thursday 17th Jan
February 2002	V. 8, N. 1 TVM – submission deadline Council Meeting Lunch Meeting	Fri 15th February Wed 20th February Wed 27th February
March 2002	Council Meeting Lunch Meeting	Wed 20th March Wed 27th March
April 2002	Council Meeting Lunch Meeting	Wed 17th April Wed 24th April
May 2002	V. 8, N. 2 TVM – submission deadline Welcome Event HKIVM International Conference Farewell Dinner	Wed 15th May Wed 22nd May Thur 23rd/Fri 24th May Fri 24th May
June 2002	To be arranged	
July 2002	To be arranged	

HONG KONG INSTITUTE OF VALUE MANAGEMENT
5th INTERNATIONAL CONFERENCE

May 23-24, 2002, Hong Kong Convention and Exhibition Centre

Turning Crises into Opportunities – VM – The Art of Innovation

Next year, it will be the fifth time for the Hong Kong Institute of Value Management (HKIVM) to organize its International Conference since 1996. In the past conferences, we attracted over 800 world's best Value Management professionals from all industries to share their knowledge and discuss the latest practices in the area of value management.

Conference Theme
The theme is "Turning Crises into Opportunities – VM – The Art of Innovation". It is our aim to create awareness in the community of the benefits to be derived from the application of Value Management in Hong Kong. Hong Kong has seen some difficult times in the last 4 years, and there seems to be no sight of the light at the end of tunnel yet. On the other hand, a situation which appears to be a crisis may turn out to be an new opportunity. Trying to forget what we had lost and focus on what we could create new is great as a concept which also needs the support of some mental tool. Value Management is a powerful tool that can be used to create and innovate means of survival and success.

Detailed programme will be announced in January 2002.

Keynote Speaker
Sir Gordon Y. S. Wu, KCMG FICE HonFHKIE, Chairman and Managing Director of Hopewell Holdings Limited, has kindly accepted our invitation as the keynote speaker of the 5th HKIVM International Conference to share his views and thoughts on the subject of "creating opportunities out of crises." Delegates will definitely benefit from his enlightening and stimulating speech.

Call for Papers
We welcome abstracts of originality, relevance to the theme, soundness and clarity. Word limit of the abstracts should not exceed 300 words and the abstracts should be written in English. All abstracts submitted will be reviewed by at least two referees independently and a final decision will be made by the Conference Director, in consultation with relevant reviewers. Deadline for Abstracts Submission is November 19, 2001.

Who should attend
Value management professionals from all industries and people who are interested in value management.

Registration Fee
Full Programme **HK$3,500 Early Bird Registration** (HK$3,850 after March 31, 2002)
Day Programme HK$1,925 per day
The full programme fee covers participation in the 2-day conference, refreshment breaks and luncheons over 2 days, conference materials and proceedings.

Optional Social Programmes

May 22, 2002	Welcome Reception (Horse-Racing Night at Hong Kong Jockey Club, Happy Valley Racecourse)	HK$550 per delegate
May 24, 2002	Farewell Banquet (Dinner at American Town Club)	HK$650 per delegate

Sponsorships
Platinum Sponsorship HK$50,000
Gold Sponsorship HK$16,800
Should you wish to sponsor the HKIVM 5th International Conference, please contact the Conference Secretariat.

For registration and enquiries, please contact Conference Secretariat
c/o International Conference Consultants, Limited
Units 501-3, 5/F., Far East Consortium Building, 121 Des Voeux Road Central, Hong Kong
Tel: (852) 2559 9973 Fax: (852) 2547 9528 E-mail: hkivm@icc.com.hk
Website: http://www.hkivm.com.hk

Cleaner Vehicles and Fuels Workshop

Lindsay Pickles

Air quality in Hong Kong has deteriorated significantly in recent years. Health standards are regularly exceeded and visibility has noticeably worsened. Much of Hong Kong's air pollution is generated by road based vehicles. Which of us has not seen a smoke belching bus and put our hand over mouth and nose or felt our chest tighten and eyes water.

Government has introduced a number of useful measures to reduce emissions. It has tightened standards and required testing. It has introduced cleaner fuels for taxis and provided subsidies for retrofit devices. However, to achieve acceptable air quality and reduce emissions that cause road transport related pollution, Hong Kong needs an effective long-term strategy for introducing cleaner fuels and vehicles.

In recent years, other countries have reduced air pollution levels by promoting cleaner technologies that control or eliminate internal combustion emissions. But these technologies need to be reviewed in terms of efficacy, vehicle performance, safety, cost, availability and applicability to Hong Kong's particular context. A practical strategy needs to be developed that is acceptable to all the various stakeholders, from Government leaders and politicians to transport operators, from oil and fuel companies to environmental organisations, from academic researchers to vehicle manufacturers. Inviting the constructive engagement of all these diverse constituencies and achieving consensus on the way forward are the keys to defining an effective action plan.

The Asia Foundation and Civic Exchange have taken an initiative to design and guide a consensus-building process towards an effective, overarching and long-term strategy for introducing cleaner fuels and vehicles. To this end, on 18th May 2001, they held a Cleaner Vehicles and Fuels Workshop. Some 90 stakeholders with different interests in the road transport industry attended. The purpose of this bilingual workshop was to bring together a cross-section of the transportation community in Hong Kong as well as international experts, to gather ideas and begin discussions on how to reduce vehicle emission in Hong Kong.

Before the Workshop, Civic Exchange conducted a review of the international literature on alternative technologies in development or in operation. They reviewed each technology for its effectiveness in reducing polluting and greenhouse gas emissions, costs safety aspects, vehicle performance, infrastructure requirements, status worldwide and availability and applicability to Hong Kong. They presented their findings both in a pre-Workshop briefing paper and in short presentations at the Workshop.

Second, to ascertain current and future limitations to introducing these alternative technologies to Hong Kong, Civic Exchange met with some 60 stakeholders from the transport community. The participants at the Workshop were drawn from those involved in these meetings which were instrumental in generating support and interest in the project.

The workshop was conducted in both Cantonese & English to ensure that all participants would have a chance to contribute and share others points of view. Numerous bilingual volunteers helped to summarise presentations and discussions for the benefit of those unable to follow one language or the other. With so many people, the Workshop sessions were necessarily formal and were reserved for sharing information in the form of presentations or feedback from smaller groups. Participants were placed in groups based in the type of vehicle they were interested in. In groups, they identified key issues and concerns and these were shared in a full Workshop environment. Group working was also used for the creative thinking sessions to allow more people the opportunity to contribute. Ideas were intuitively evaluated by each group so that the most likely solutions could be shared in the Workshop environment.

The ideas produced by each of the groups were summarised and discussed by the whole Workshop. Presentations by the groups comprised ideas around a number of Themes and the essence of the summary session was to bring out these themes so that a common approach could be taken forward from all groups. For the development of ideas, the grouping was altered to allow participants to determine Action Plans around these themes.

Action Plans were developed in 5 specific areas

- New technologies; Hong Kong should develop and implement short-term, intermediate and long-term policies that remove the barriers to the introduction of all cleaner vehicles and fuels, with

the ultimate goal of achieving zero emissions form transportation, probably by means of hydrogen powered fuel cell vehicles.

- Regulation and Planning: Hong Kong should create an overarching government department or Energy Commission to co-ordinate and unify responsibility for energy policy, currently fragmented over several agencies, and to develop a cleaner vehicles and fuels infrastructure.
- Incentives; Hong Kong must adopt performance based incentives to promote the cleanest vehicles and to develop the supply, storage and delivery of cleaner fuels.
- Education and training: Hong Kong must develop an integrated education and training strategy that targets drivers, the public and the local media.
- Infrastructure and Research & Development; Hong Kong must promote effective leadership in research and development. Be forming partnerships among the public, private, civil and academic sectors, Hong Kong can become a regional centre for research and development of cleaner vehicles and fuels for the benefit of itself, mainland China and all of Asia.

The workshop followed the structured approach of Value Management. Information on cleaner fuels technologies was shared both prior to and at the Workshop. Participants' values were identified, analysed and shared. Creative thinking produced a wide range of ideas, which were intuitively evaluated by groups before being discussed by all participants.

The Workshop exposed its participants to a range of different perspectives, encouraged frank discussion of the issues and impediments, achieved consensus on a variety of topics and generated a series of Action Plans. The Workshop proved to be a unique example of how the public, private and civil sectors can work together to design an effective way forward.

The Value of Half-day Workshops

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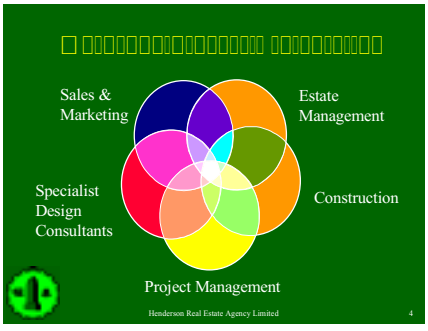
In the busy climate of Hong Kong, clients and project team members are hard pushed to find time to participate in workshops. So naturally, the duration of these workshops has been compressed more and more to two days; then one day and now half-day workshops are requested.

The value management objective can be summarized as being simply to "ensure value for money from the whole system". This can also be applied to a product or project. The workshop process also involves the integration of project team members with related departments.



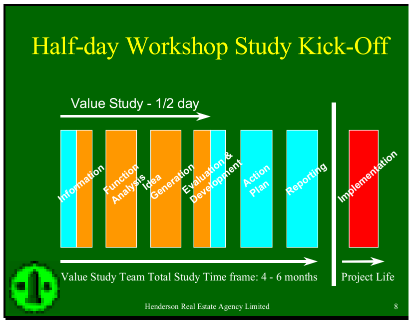
In the traditional VM workshop strategy, the first part is given to "divergent thinking" and the second part of the workshop focuses on "convergent thinking". The New South Wales Public Sector Model uses a two day approach in which the Day 1 "divergent thinking" covers information, function analysis and idea generation stages. The Day 2 "convergent thinking" covers evaluation and development, action plan listing. The implementation of the adopted ideas and action plan will be carried forward into the life of the project.

However, Henderson Land Development carried out several half-day workshops. These cannot be viewed as "Value Management" in its correct definition but these workshops used VM principles and can be perhaps called value studies or brainstorming review workshops. For the workshop to be effective, it tended to be intensive half-days lasting four to five hours.

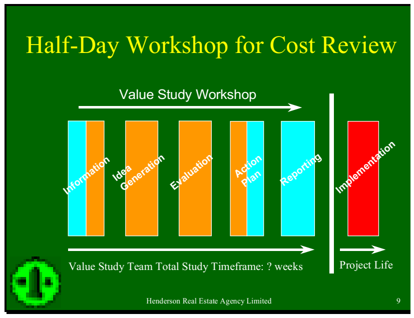
There needs to be more pre-workshop preparation for half-day workshops in order for the workshops to run smoothly:

- The scope need to be clearly defined
- Objectives need to be defined
- No-no parameters need to be defined and adhered to to avoid time wastage
- A lot of background material need to be available at the workshop and in the pre-workshop booklet
- Issues to be tackled in the workshop need to be clearly defined
- Pre-workshop brainstorming is required, all parties should provide ideas before the issue of the workshop booklet

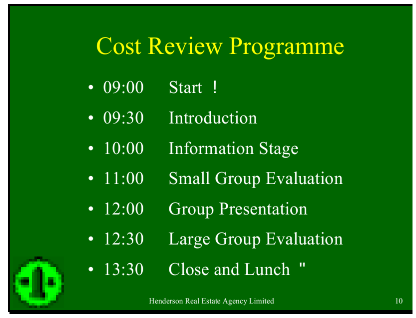
The shape of the workshops looked like these:



A half-day workshop was used to kick-off a project to implement an Extranet system for managing projects. It used "divergent thinking" in the allotted time. The team carried out evaluation and development of options after the workshop. The system was up and running within six months with 10 projects successfully using it.



And this is the workshop format for a cost review exercise. As you see, in order to fit it into half a day, the Development Phase is virtually non-existent.



This is an example of a half-day workshop programme. It is given in more detail in the workshop booklet circulated during the meeting. Since time is so important, worksheet aids were used to help participants in their evaluation process. These include value engineering proposal and matrix analysis worksheets.

The shortfall of half-day workshops is that they seem to have a beginning but no ending. This type of workshop cannot be used to tackle all issues. The follow up after the workshop is not controlled by the facilitator but by the Project Manager. The cost of the facilitator is the same as for one-day workshops. Half-day workshops require longer term planning for a series of workshops to tackle different stages of a project.

However, at Henderson Land Development, the half-day workshops provided the following advantages:

- Cost of workshops greatly reduced
- Director, General Manager and Department Head attendance possible due to short nature
- Good for brainstorming sessions
- Can be used to target specific issues

Good introduction to the VM process. Most participants would like to have a full workshop the next time around.

The overall output of the VA Team workshop(s) is stakeholder consensus on the problem (or opportunity) through:

- a common understanding of the complexity of different stakeholders' issues, risks, liabilities and prioritisation criteria
- a "menu" of options for resolving the issues, together with the related impacts of implementing each of the options
- agreement of key actions, milestones and responsibilities
- identification of procedural changes and budgetary requests that will be required

Through an intensive workshop process, VA can be used to fast-track the decision-making process. Alternatively, or it can be used to develop consensus over a longer period through a part-time task force. However it is applied, this rigorous, structured methodology provides the following:

- systems approach that focuses on service delivery requirements
- focus on identifying needed functions
- innovative development of service delivery options
- balanced allocation of resources to essential functions
- significant teambuilding benefits
- tailored outsourcing strategy
- clarity in setting objectives and understanding of consequences
- alignment of strategy, people, process and technologies
- confidence in selection of workable and affordable strategic direction, targets and initiatives
- agreed scope definition, performance requirements and a framework for subsequent refinements to take into account changes in information, attitudes and other factors.

A series of documents is generated through the task force process and should be planned from the outset, such that "ownership" of each key document falls naturally to a specific committee. This is more likely to encourage general stakeholder acceptance and ultimate approval by the appropriate bodies.

A Technique to Evaluate the Level of Course Importance

Luo Bin, Candidate Doctor, Business School, Hua Zhong University of Science and Technology, China
Ping Zhang, PH.D. Assistant Research Professor, Kansas State University, USA.

Abstract: *Level of course importance is a concept that has not yet been defined just as the case that the level of function importance in value engineering. How to evaluate the level of course importance is a difficult subject that must be solved in order to design courses on scientific ground. However, no country in the world has done any substantial research on this subject. In other words, so far there is no effective method to evaluate the level of course importance. In recent years, some scholars have been trying to analyze course importance by using management techniques in value engineering and system engineering, etc. Some methods, such as grading, and sorting have been developed. Because of different understanding of the concept, the result of evaluation is quite different, and the effect is not as expected. This paper defines the concept of the level of course importance first , then advance the main index of course evaluation and its relational model on the basis of a detailed analysis. At the same time, this paper puts forward the major points of attention and some relevant suggestions in order to make it convenient when the model is applied; and the method and the train of thought to evaluate the result with fuzzy mathematics.* ***Key words:*** *level of Course Importance, Assessment techniques*

No matter how you design courses or how to evaluate students' level of knowledge, the research on the level of course importance is very important in raising its rationality and scientific basis. The development of science makes the classification of subjects more and more specified. More the subjects are, more difficult it would be for people to understand the level of course importance.

[illegible]

To understand the concept of the level of course importance, first of all one should know the purpose of determining the level of course importance. The purpose to do it is to determine the reasonable proportion of class hours to allocate to each course in planning course program, or count as the reasonable weight of each course when the overall level of students' knowledge is appraised. At present the proportion of class hours is determined at will to a great extent. It is even more unreasonable to simply add up the scores of all the subjects when the students' overall level of knowledge is appraised. Therefore, neither the level of course importance can be simply considered as the level of necessity of a course nor can it be considered as the level of difficulty of a course. If the knowledge is necessary but it is too easy to learn, there is no need to put in school hours to teach it, or take it as an indicator to appraise students' knowledge level. And it is no use learning unnecessary knowledge, even if it is difficult there is no need to put in school hours or regard it as an indicator in appraising students' knowledge level. In the above cases their level of importance is 0. To sum up, the author makes a reference definition for the level of course importance: the level of course importance is the difficult level (or reasonable proportion of class hours) to reach necessary learning requirement of each course under certain teaching conditions in a most economic effective teaching way.

[illegible]

Since the level of course importance is decided by its level of necessity as well as its level of difficulty. The factors that influence the level of course importance can analyzed from two aspects:

[illegible]

These factors mainly decide the teaching requirement of course knowledge. They include: (1) The practical and potential needs in social production. The requirement in social production in terms the qualification of man is the most immediate factor which decides the content and depth of a course; (2) The purpose of education and the will of ruling class. Different countries, at different times, under different ruling classes and with different social culture have different standards in deciding what to accept and what to reject; (3) The needs to spread and carry on the knowledge of science, technology and culture. Course program (especially college courses) should make efforts to spread new research results. With regard to excellent scientific and cultural heritage, different teaching requirement should be made according to students' specific type and level of knowledge; (4) The basic needs of knowledge leaning. Knowledge learning and reaching the education goal of a nation and the whole of mankind can only be achieved step by step. Therefore, in course arrangement, not only the knowledge level of students but also the logical relation between scientific knowledge should be taken into consideration; (5) The needs in intellectual training. Some courses probably meet the needs of developing and improving the thinking ability and adaptability to changes of students; (6) The needs and constraints of schools in their types, education system and teaching

conditions. Different learning requirements should be set for students of different spatiality and knowledge levels. Course programs should vary among schools according to their teaching conditions; (7) The needs of personal development of students. Interest in learning , ambition and pursuit of students differ from one another. Optional courses should be set up according to the conditions and needs of students when planning courses, etc.

[illegible]

These factors mainly decide how difficult it will be to learn the course and how great the effort will be to overcome the obstacle when people take the course. It Includes mainly: (1) The level of difficulty in memorizing. Usually, it is relevant to the precision requirement of memorizing and the regularity of knowledge; (2) The level of difficulty in understanding. Usually, it is relevant to the ability of logic inference and imagination which is required in learning knowledge; (3) The level of difficulty in using knowledge. Usually, it is relevant to the gap between theory and practice, and the opportunities in using knowledge etc; (4) The degree of relevance with student's knowledge, experience and contacting environment. Usually, stronger the degree is, less difficulty students will have in learning the course knowledge ; (5) The advanced level of teaching means. Advanced teaching means can efficiently increase the quantity of knowledge learned in a certain unit time, and even raise students' learning interest. Therefore, it can reduce the level of difficulty in learning to a certain extent; (6) The delight of course knowledge. Usually, more delighted the course is, more interested the students would get. In this way, learning will become efficient.

In a word, there are many factors that influence the level of course importance. Among these factors, some have a strong and long-time influence, such as the needs in social production, the foundation needs in learning knowledge, etc; and others have relatively a weak and short-time influence, such as learning interest, teaching conditions and means. There are even some factors which beyond the power of school to decide or compulsory. In evaluating the level of course importance these different factors should be treated differently.

[illegible]

[illegible]

Above analysis shows that in evaluating the level of course importance two aspects should be considered: the level of necessary of courses and their level of difficulty. Therefore, this paper tries to put forward 3 theoretical indexes and their relation model as the foundation to evaluate the level of course importance.

3.1.1. the level of course importance (show with G). This expresses the necessary teaching hours allocated to each course in order to reach necessary teaching requirements of each course under a certain condition by adopting a most economic effective teaching and learning method. Its size can be expressed as the reasonable school hours in each course, the scores and grades of the level of course importance, etc.

3.1.2. Level of course necessary (show with Ga). This expresses the requirement in quantity and quality of each course which students must meet in realizing the general teaching goal. Its size can be expressed as the requirement of its quantity and quality, the scores and grades of its level of necessity, etc.

3.1.3. Level of course difficulty (show with Gb). This expresses the necessary learning hours to grasp certain knowledge (or unit knowledge) of each course under certain conditions, in the most economic effective teaching way of teaching. Its size can be expressed as the reasonable learning time of unit knowledge, the scores and grades of level of courses difficulty, etc.

Obviously, the relation of three theoretical indexes is very similar to the relation of weight, volume and specific gravity. So, the relation model of them and the basic formula can be set up to measure the level of importance coefficient:

(1) Level of course importance = Level of course necessary × Level of course difficulty

Or: G = Ga × Gb - (3-----1)

(2) Level of Course importance coefficient (show with K) = the level of importance of certain course / the sum of each level of course importance

Or: $k_i = G_i \Big/ \sum_{i=1}^{n} G_i$ - - - - - - - - - - - - - -(3----2)

(i =1,2, ... n, n is the total number of courses)

[illegible]

3.2.1. The assessment model of the level of course necessity

When appraising course necessity level, the needs in social and economic development (including realistic and potential needs), the basic needs in learning knowledge, and the needs in personal development of students are taken as the basic indexes, which are shown as A_1, A_2 and A_3, and given the weight as a_1, a_2, and a_3. The other factors will be considered only as supplementary index to adjust appraisement results; the reason is that the influences of them are little, short or limited. The following model is set to evaluate the level of course necessity:

$E_j = a_j * R_j = (E_{j1}, E_{j2}, E_{j3}, E_{j4}, E_{j5})$ ……………………………………………… （4－2)

(5) The comprehensive judge matrix

$$R = \begin{bmatrix} E_1 \\ E_2 \\ E_3 \end{bmatrix} = \begin{bmatrix} E_{11} & E_{12} & E_{13} & E_{14} & E_{15} \\ E_{21} & E_{22} & E_{23} & E_{24} & E_{25} \\ E_{31} & E_{32} & E_{33} & E_{34} & E_{35} \end{bmatrix} \quad \cdots\cdots\cdots\cdots \quad (4-3)$$

(6) The comprehensive judge value

$E = a * R = (E_1, E_2, E_3, E_4, E_5)$ ……………………………………………… （4－4□

(7) Determine the comprehensive judge result of this course for G_a according to the principle of fuzzy mathematics. If a certain E_i in E (i = 1,2,3,4,5) exceeds 0.5, a judgment can be made. Otherwise, One grade can be reduced and adding up is kept till the following grade, if the accumulative total exceeds 0.5, a new judgment can be made..

[illegible]

According to the factor analysis of the level of course importance, the information concerning social requirement on the ability of professionals and the trends in its development, the related education policy of the country, the teaching conditions of the school, the existing knowledge level of students and their personal development requirements, the information of related course program and the teaching effects, etc. should be collected and investigated.

The content, study requirements and school hours of officially decided public course should be determined according to the related stipulation of the country as well as the school, there is no need to make complex analysis of the level of course importance. The level of importance commiserates to assigned school hours, or the level of importance coefficient = the school hours of this course / total school hours.

A required course should be determined mainly according to social needs and the foundation needs of learning knowledge. To evaluate the level of importance, the following steps should be taken: (1) Determine the basic training objective for students according to social needs (present and future needs); (2) Decompose the basic goal in the way of seeking the means of reaching the goal till the courses that can realize the goal are found (or the various theoretical and practical training activities); (3) Determine another part of required courses according to the existing knowledge level of students and the basic needs of learning courses of speciallity; (4) Cancel those courses that can not be carried out in a short time under the existing conditions of the school. At the same time, efforts should be made to replenish such courses whose teaching effects are similar to those cancelled courses; (5) Set up specialist group to carry out preliminary assessment on the level of importance for each course and put it in order of importance; (6) Determine the composition of required courses according to the order of course importance level and quantity restriction of required courses.

Optional courses should be determined mainly according to the needs of personal development of students. Normally, the courses that students need and the school has the ability to carry out should be selected as optional courses as much as possible. The final composition of optional courses should be decided according to the quantity restriction of optional courses and the order of course importance level of preliminary assessment.

The assessment result of the level of course importance should be adjusted with the aid of supplementary indexes before being used. It should be readjusted according to the actual effects and degree of satisfaction in the process of using the assessment results.

Though the major purpose of evaluating the level of course importance is to plan course system and to distribute school hours among courses in a reasonable way, the results and methods can be used more extensively. For instance, the importance level coefficient can be used as the weight of each course when students' level is appraised. When a development programs of a school is formulated, the level of importance of those courses which school has no ability to carry out for the time being should be evaluated in order to find out the priority needs of the school in qualified professionals , equipments and facility. This finding will help the school to get its priority right in allocating resources and making investment.

Social requirements in man's qualification and ability vary from each group of people and changes in requirements take place from time to time. The level of importance for a certain course also changes according to different situation. In other words, the train of thoughts, method and model for evaluation is of general application, but the result of evaluation differs. Course planning and course system reform continues.

HKIVM NEWS

- ♣ 13 June 2001, The Hong Kong Institute of Value Management organised its 33rd lunch meeting, with David Yau's presentation on "The value of short workshops", participated by around 20 members and guests.

FORTHCOMING EVENTS

- ♦ HKIVM has planned a number of activities/events for the next several months. Please refer to the calendar of events (on page 2 of this issue) for details.

- ♦ HKIVM 5th International Conference, May 23-24, 2002, Hong Kong Convention and Exhibition Centre, Turning Crises into Opportunities – VM – The Art of Innovation. Details can be found on page 3 inside this issue and our website http://www.hkivm.com.hk

- ♦ October 2001, Applied Facilitation & Training - Accredited Value Management Training, by Brian Dowson and Peter Yeomans. Module 1 will be taking place in Hong Kong on Tuesday, 30 October until Thursday, 1 November 2001. Please click http://www.yeomans.com.au/training/registration.htm to register.

PROFILE OF YOUR COUNCILLORS

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Chief Architect/1. Architectural Services Department.

Married to Heather with three daughters. Represented Scotland and Great Britain at basketball in the younger days. After studying architecture in Edinburgh, worked in Scotland and Libya, North Africa with a private firm before joining the Hong Kong Government in 1981.

Assisted in the development of Taipo and Sheung Shui New Towns and then joined the medical group becoming responsible for the Pamela Youde Eastern Nethersole Hospital complex at Chai Wan as well as other health projects.

For several years involved in Central Management covering ISO 9001 quality management, ISO 14001 environmental management, site safety, consultants and contractors management systems, project information systems, information technology, design vetting, resources center, publicity, displays, various administrative roles and Value Management (VM). Currently division 1 consists of around 77 staff looking after functional work valued at around $12 billion for all the disciplined services and the new Science Park at Pak Shek Kok.

Trained in VM in Australia under Roy Barton, mentored by Tony Toy, honored to be the President of the HKIVM and committed to pursuing the aims of the Institute to achieve optimum results for both VM and the people of Hong Kong.

RESPONSIBILITIES OF HKIVM COUNCILLORS

Chief Architect 1
Architectural Services Department
Room 4101, Queensway Government Offices
66 Queensway, Hong Kong
Tel: 2867 3798, Fax: 2524 7981
Email: wilsoar@archsd.gov.hk

Director
Pontex Limited
DB Marina Club, Discovery Bay
Hong Kong
Tel: 2987 2280, Fax: 2591 1730
Email: apickles@asiaonline.net

Executive Director
Leighton Contractors (Asia) Limited
49/F, Hopewell Centre
183 Queen's Road East, Hong Kong
Tel: 2823 1134, Fax: 2528 9030
Email: ric.grosvenor@leightonasia.com

Associate Professor
Department of Building & Real Estate
Hong Kong Polytechnic University
Hung Hom, Kowloon, Hong Kong
Tel: 2766 5817, Fax: 2764 5131
Email: bsqpshen@polyu.edu.hk

Crow Maunsell Management Consultants
606 World Commerce Centre
Harbour City, 11 Canton Road, Kowloon
Tel: 2317 5911, Fax: 2317 5901
Email: malcolm@crow-maunsell.com

Associate Professor
Department of Real Estate and Construction
The University of Hong Kong, Pokfulam Rd.
Tel: 2859 2128, Fax: 2559 9457
Email: fredpre@hkucc.hku.hk

Hong Kong Housing Department
PCU, G/F., Block 2, HKHAHQ Building
33 Fat Kwong St., Homantin, KLN
Tel: 2761 7869, Fax: 2246 8429
Email: vaughan.coffey@housingauthority.gov.hk

Henderson Land Development Co Ltd
6/F World Wide House
19 Des Voeux Road Central HK
Tel: 2908 8865, Fax: 2537 5025
Email: david.yau@hld.com

Transport Department
41/F, Immigration Tower
7 Gloucester Road, Wanchai, Hong Kong
Tel: 2829 5385, Fax: 2845 7489
Email: tonywu@td.gov.hk

Atkins China Ltd
2/F, 38C Kennedy Road,
Hong Kong
Tel: 2972 1733, Fax: 2881 5813
Email: rlyall@atkins-china.com.hk

Architectural Services Department
Room 4119, Queensway Gov't Offices
66 Queensway, Hong Kong
Tel: 2867 3961, Fax: 2524 7981
Email: lihk@archsd.gov.hk

Managing Director, Lappord Company Ltd
Room 1010, Grand City Plaza,
No. 1 Sai Lau Kok Road, Tsuen Wan, N.T.
Tel: 2722 0986, Fax: 2491 9164
Email: coljesse@netvigator.com