

THE VALUE ENGINEERING/ANALYSIS WORKSHOP SEMINAR

by JERRY J. KAUFMAN



VALUE PROGRAMS

THE VALUE ENGINEERING/ANALYSIS WORKSHOP SEMINAR



OVERVIEW

Value Engineering/Analysis training is conducted as a workshop seminar. The workshop utilizes a “live” project that has been identified by management as needing value improvement. Preparations prior to the workshop involve gathering information relative to the problem. The participants can then get immediate feedback by applying the instructions directly to their project.

At the conclusion of the workshop, solutions or courses of action have been developed. The results are documented and presented to the Steering Committee. The presentation includes the proposed solution and the cost to implement the solution, the anticipated pay back period and an estimate of the time needed to develop, test and implement the solution.

The members of the Steering Committee are the management decision makers. They will accept or reject the proposed program. The Steering Committee members represent the major disciplines involved in the Value Engineering project.

The participants at a workshop seminar must be highly qualified in their disciplines. From these trained participants, one is selected to be the Project Manager who is responsible for the implementation and follow-up of the solution. At the conclusion of the workshop, the other participants continue to assist as team members on other studies or to conduct Value studies within their departments. Additional Value practitioners are developed either by working on a task team with others trained in the Value disciplines or through workshop seminars.

THE WORKSHOP SEMINAR

The objectives of the Workshop Seminar are to teach the principles of Value Engineering/Analysis*, to solve a designated problem, and to build an effective problem solving team.

The most effective method of learning Value Engineering/Analysis is to apply the principles to a “live” problem or opportunity.

It could be argued that the techniques can be taught in a classroom situation, utilizing “canned” or textbook problems. This way there would be more control over the content of the course. Little pre-event preparation would be required, the course itself could be divided into smaller time units so the participant’s time would not be so disrupted and the expenses of the seminar would be minimal. The classroom students could be evaluated by testing their solutions to the fixed answers. Unfortunately, this approach leaves out one important aspect of Value Engineering/Analysis training.

In a classroom situation, the objective of the course is to acquire facts rather than proficient applications. In the “live” workshop, however, *the solution to the problem is equal in importance to the knowledge gained.* Workshop participants learning the techniques must also possess the basic

disciplines necessary to arrive at an acceptable solution. Relieved of academic pressure, the workshop team members have the creative freedom to explore the nature of the problem and propose approaches using the latest technology. Their test is the acceptance and successful implementation of their ideas and plans.

From an economic point of view, the initial cost of the workshop seminar is relatively high. However, it represents a good investment because the resultant solutions yield a return significantly greater than the front-end cost and time spent in the seminar.

A typical seminar can be structured to accommodate from one to four teams of from five to eight members per team, each having a different problem or project. Larger single team seminars, with from twelve to twenty members, can be divided into smaller groups, addressing specific elements of the problem.

Since the Value discipline is applicable to a wide range of opportunities, each team can be assigned different and unrelated projects without conflict. With few exceptions, the “how to” portion of the course is common to all projects selected. Its application to a given project, however, will require individual team guidance by the seminar leader.

*The term “Value Engineering” and “Value Analysis” are synonymous to the techniques and principles taught. It is the application of these principles that determines the use of Value *Engineering* or Value *Analysis* to describe the activity.

If the use of the physical sciences are required as the major disciplines to resolve the problem or opportunity, it is called *Engineering*. If the assignment involves procedures, organization structures, or the cost of doing business, the activity is called *Analysis*.

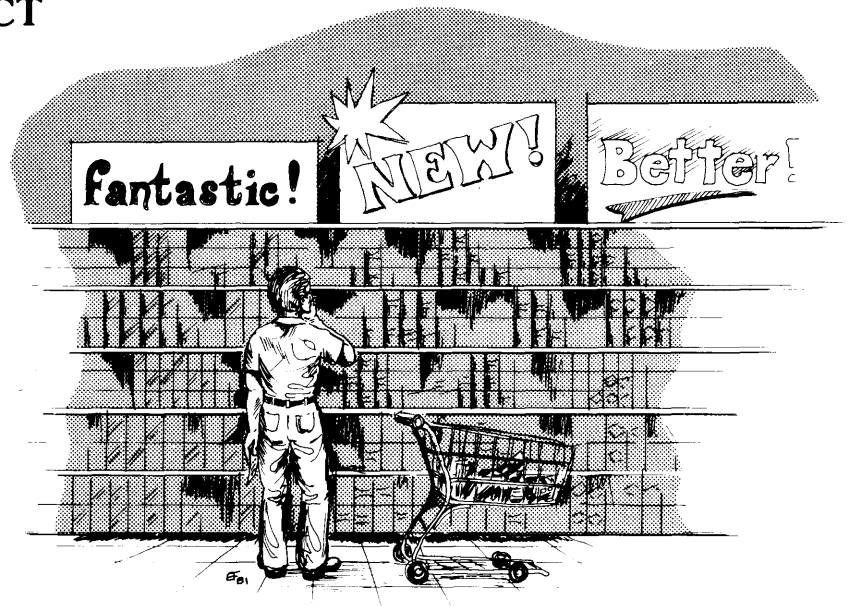
Simply put, if it affects the *product*, it is Value Engineering; if it affects the *process*, it is Value Analysis.

SELECTING THE PROJECT

Criteria for selecting a project using Value disciplines should be as follows:

- The potential payback of the project.
- The priority or urgency of the results.
- Requirements for multi-disciplined inputs and dialogue.
- Requirement for participation from more than one location.
- The opportunity and need to train employees.

The project could be a hardware problem or an opportunity. It could represent a new product entry or a product needing cost reduction. It could also be a software problem: the need to develop a procedure or a policy or

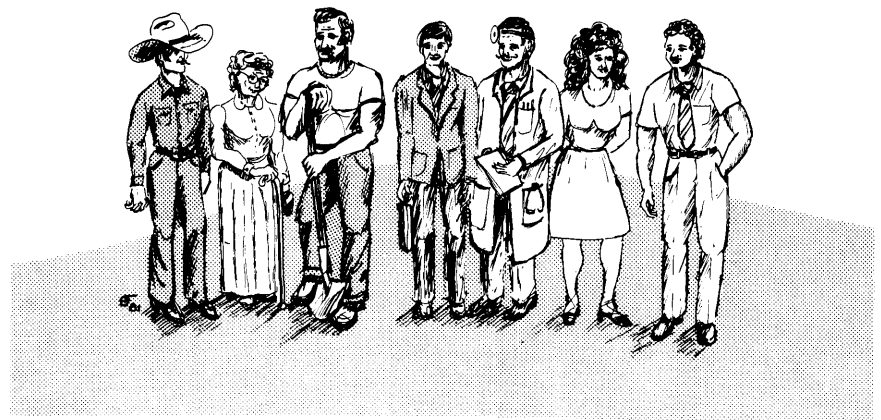


to revise an organizational alignment. It could also deal with market or business strategies.

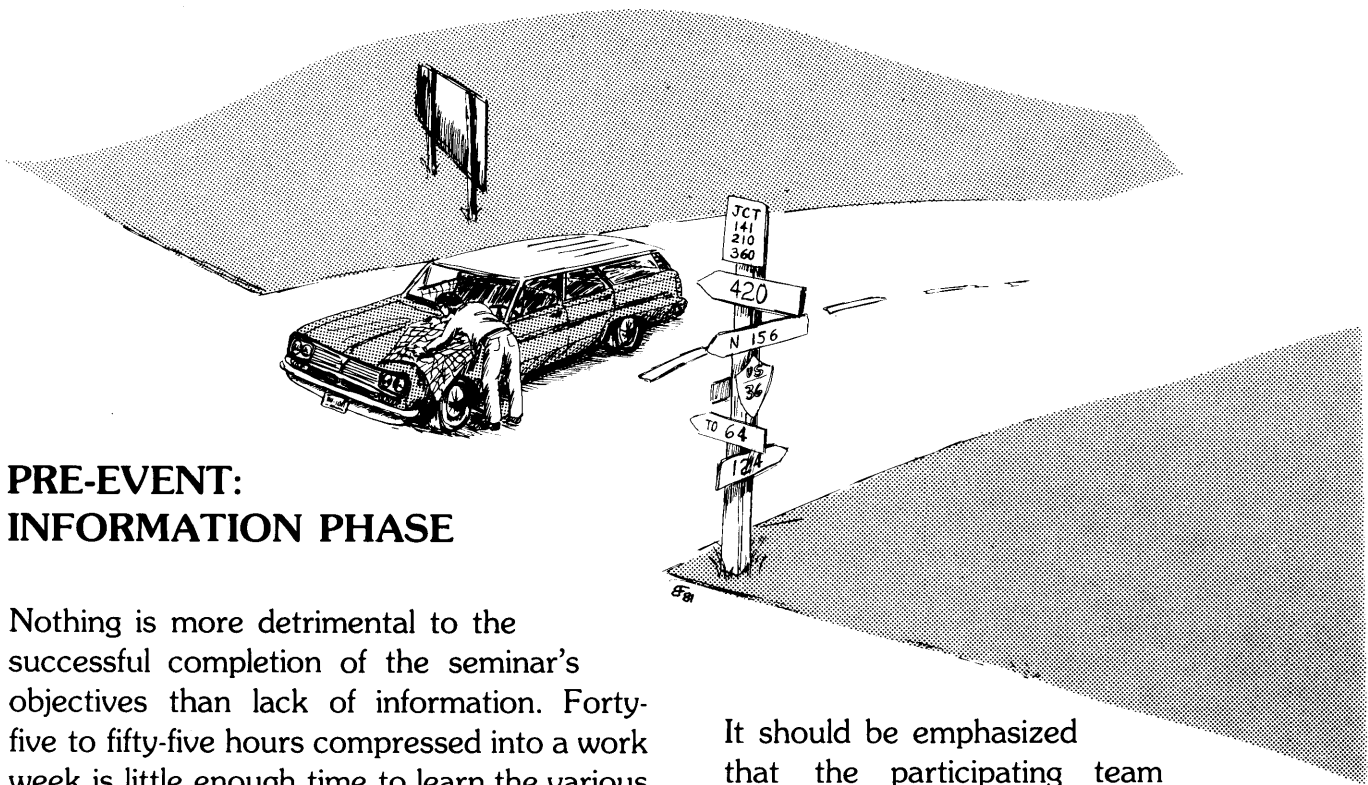
The expectations of the project should be meaningful and representative of the objectives and investment in the Workshop Seminar.

SELECTING THE PARTICIPATING TEAM MEMBERS

There are two significant points to consider in selecting the seminar participants. First, the problem or opportunity determines the talent mix needed for its resolution. Second, the people selected to represent that talent and proficiency must be directly involved with the results expected. If the problem involves market strategy and business planning, the responsible marketing, engineering and financial people must be on the team. Likewise, a manufacturing problem must include the people who will be held accountable for making the ideas work.



The seminar will teach the participants the Value disciplines and techniques. It will demand and bring out the best in them. However, it will not increase their skills as engineers, manufacturing people, marketing managers or technical specialists. They must have those talents prior to the seminar.



PRE-EVENT: INFORMATION PHASE

Nothing is more detrimental to the successful completion of the seminar's objectives than lack of information. Forty-five to fifty-five hours compressed into a work week is little enough time to learn the various Value disciplines and standard job plan. The case problem must also be resolved in that time period.

The task team participants should be notified three weeks prior to the start of the seminar and provided with a list of information and data they are to bring with them. Identical letters should be addressed to all team members so that each participant can see the full scope of information required and the importance of bringing his portion of the data package.

It should be emphasized that the participating team members will be responsible for implementing the approved recommendations, and in so doing, carrying the new found Value techniques into their own departments to teach others and apply the techniques to their daily tasks.

A sample list of information applicable to a hardware type project follows. The results expected, the type of project, and the participating disciplines will determine additions, deletions, emphasis and modifications to the list.

PRE-COURSE PREPARATION FOR A SAMPLE HARDWARE PROJECT

To: All Value Program Workshop Participants

The following information should be assembled by those representing the disciplines shown:

Recommended Participants -
Marketing/Sales

Manufacturing
Engineering
Purchasing
Quality Control
Finance
Management

I. From Marketing/Sales

- A. Definition of available market served by product offerings and pie-charts in percents and dollars
- B. Present market goal-product price necessary to achieve sales goal
- C. Most active competitors — function/cost comparison (bring competitors' product data, if possible)
- D. Customer suggestions on features to add/delete from product
- E. Competitors' weak and strong points
- F. Unit's strengths and weaknesses
- G. Delivery and distribution effectiveness
- H. Market voids
- I. Elements that "drive" the market
- J. Seasonal considerations
- K. Image — service appraisals

II. From Manufacturing

- A. Restrictive tolerances or dimensions (difficult to maintain)
- B. Expensive design features
- C. High scrap or rework ideas
- D. Current and future capital requirements
- E. Opportunities for standardizing manufacturing process
- F. Opportunities for restructuring line flow
- G. Equipment constraints
- H. Producibility evaluation
- I. Cost to produce vs. competition (estimate)
- J. Availability of resources (labor, material)
- K. Restrictive government regulations
- L. Make or buy considerations

III. From Engineering

- A. Any restrictive product performance specifications
- B. Unusual environmental or operating requirements, domestic and international

- C. Administrative or political "road-blocks" or "sacred cows"
- D. "Back drawer" or "pet" ideas worth exploring
- E. Detailed drawings, concept sketches, models, photos, hardware
- F. Technology advances that may affect product offerings
- G. New materials applications
- H. New product ideas
- I. New manufacturing processes

IV. From Purchasing

Note: *Invite vendors where applicable*

- A. ABC cost break-out
- B. Single sources — Why?
- C. High-cost engineering requirements (High receiving-inspection rejects)
- D. New or applicable speciality processes
- E. Opportunities for standardizing vendor components
- F. Blanket or annual material agreements

V. From Quality Assurance/Field Support

- A. Field failure trends
- B. Recurring customer complaints/compliments
- C. Field maintenance problems — (MTBR, ease of replacement, etc.)
- D. Suggested areas for redesign
- E. Design features not used in the field

VI. From Finance

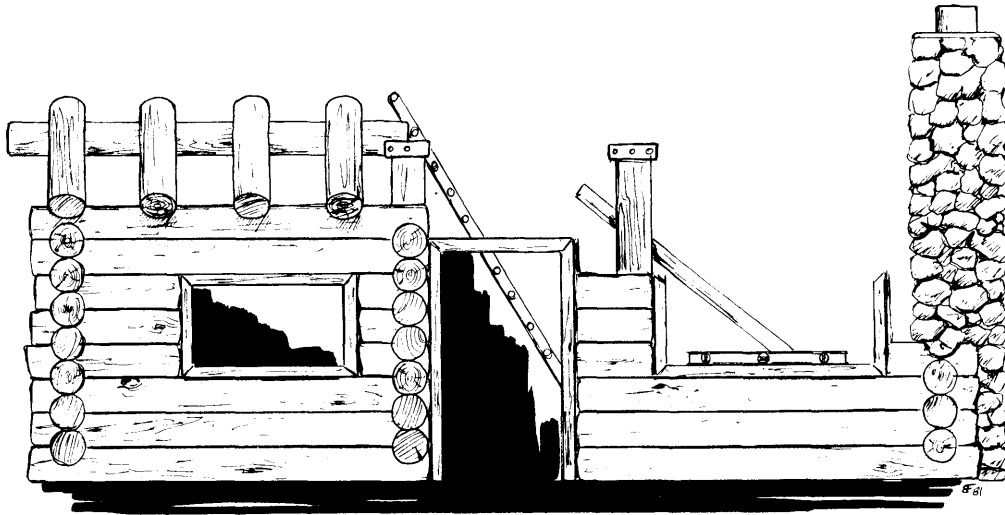
- A. Standard cost — Labor, Burden, Material (LBM) of product offerings
- B. High cost shop areas
- C. High variance cost areas
- D. Major rework cost centers
- E. Burden to direct cost ratios
- F. Trend analysis — cost-to-price ratios

VII. From General Management

- A. Business cycles
- B. Group management concepts, direction
- C. Facility and capital considerations
- D. Capabilities and opportunities

- E. Policy considerations
- F. Charter

Any additional information, data or examples believed to be helpful in analysis should be included.



THE SEMINAR STRUCTURE

As a means of directing full attention to the objectives of the seminar (training, problem-solving and team-building), the seminar is structured to simulate those conditions that will maximize the expected results.

Each team represents a new company, detached from its parent organization. The team members are the “executives” on this new venture, with the project representing that company’s major product or service. The name and logo of the newly formed company are decided by the team members early in the seminar, and the parent company becomes a prime “competitor”.

The purpose of this simulation is twofold. First, looking at the parent company as a competitor encourages the team to expose weaknesses to more objective analysis. It will discourage the conscious (or unconscious) desire to “please the boss”, to anticipate what the boss will accept or reject rather than consider the problem in objective terms. Generally, the task team perceives its

management as being very conservative. In most cases, however, management has expected more unique solutions than the task teams perceive. The Steering Committee looks for creative proposals because they understand that the seminar environment and structure encourages that line of pursuit. Eliminating “the boss” encourages the team to problem solve in the creative direction that is expected.

Second, since the team must “sell” their proposal to a group of “investors” (represented by the Steering Committee), the proposal must cover the broad scope of the business impact as well as the technical solution to the problem. Strong team-building relationships develop as a result of the necessity to explore all facets of the problem. Each discipline feels the importance of its contribution in order to arrive at the best possible solution. The relationships formed during this seminar will have a lasting positive effect that goes beyond the seminar or the Value Program.

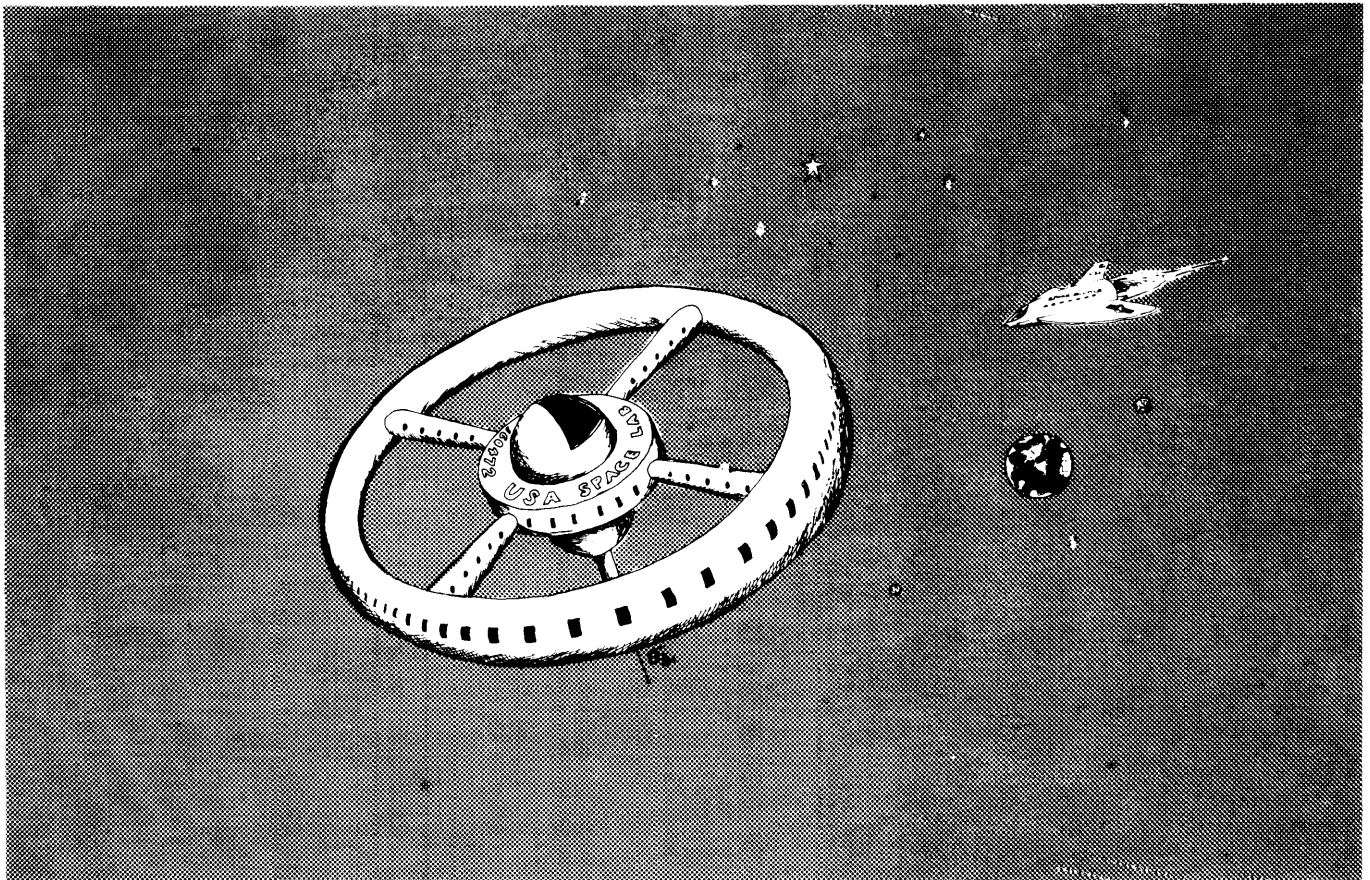
FACILITIES

The seminar should be located away from the office and the daily work routine. The intensity of the program requires that the team members be totally removed from outside distractions throughout the working day, which can extend to 14 or 16 hours.

The meeting room must be large enough to comfortably accommodate the participants and all the data and resource people called in to

rooms must be available for sub-task team studies and discussions. In determining the size of the room, consideration should be given to the addition of the Steering Committee and their guests at the end of the seminar.

Meal functions are an extension of the seminar. Breakfast is an individual preference, but lunches are taken together, close to the meeting room, but not inside. A light lunch is preferred to a heavy meal, which could be detrimental to the afternoon sessions. When



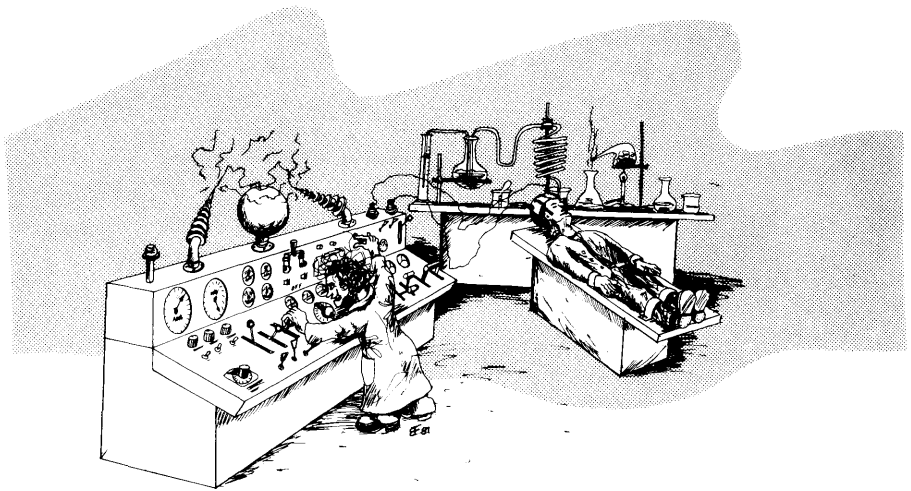
consult with the team. There must be adequate wall space, for all the data will be presented on large sheets of paper that can be displayed on the walls for analysis. The physical arrangement of tables and chairs must be suited to team participation and close-quarter communications. The facility should provide for lectures with full use of audio/visual training aids. In addition, "break-out"

evening sessions are planned, a one-half to one hour relaxation "break" period should be scheduled before the evening meal, with an organized dinner to follow.

It is important to keep the team together during these meal and break functions. Even if business is not discussed, the continuity of the team will be maintained.

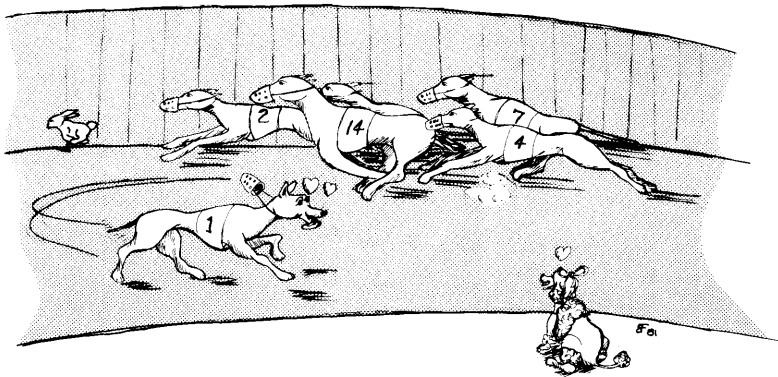
CONTROLS

Control of the seminar is necessary to “pace” the program — to allocate time for instruction and application, and to allow the teams time to consolidate their approaches and present their recommendations. However, this control must take the form of subtle guidance. The seminar leader cannot expect to develop and encourage an environment of creativity and free-thinking and then contradict the approach by demanding strict adherence to the conduct and schedule of the seminar. If the principle objective of the session is the



solution of the problem, the agenda must yield to the expected results. If the objective of the seminar is to acquire knowledge, then the agenda can be less flexible.

MOTIVATIONAL PRESSURES



Motivational pressures to encourage full participation by all team members should be introduced. One approach is to wait until the evening before the last day to select the team spokesman. The spokesman's responsibility is to organize and orally present the team's approach, analysis and recommendations to the Steering Committee at the conclusion of the seminar. Since he was selected from among the participants, the spokesman's presentation adds to the credibility and

confidence of the recommendations presented. The spokesman is also responsible for organizing the record of seminar activities and publishing the final report following the presentation to the Steering Committee. The object of this approach is to prevent nonparticipation and complacency among team members.

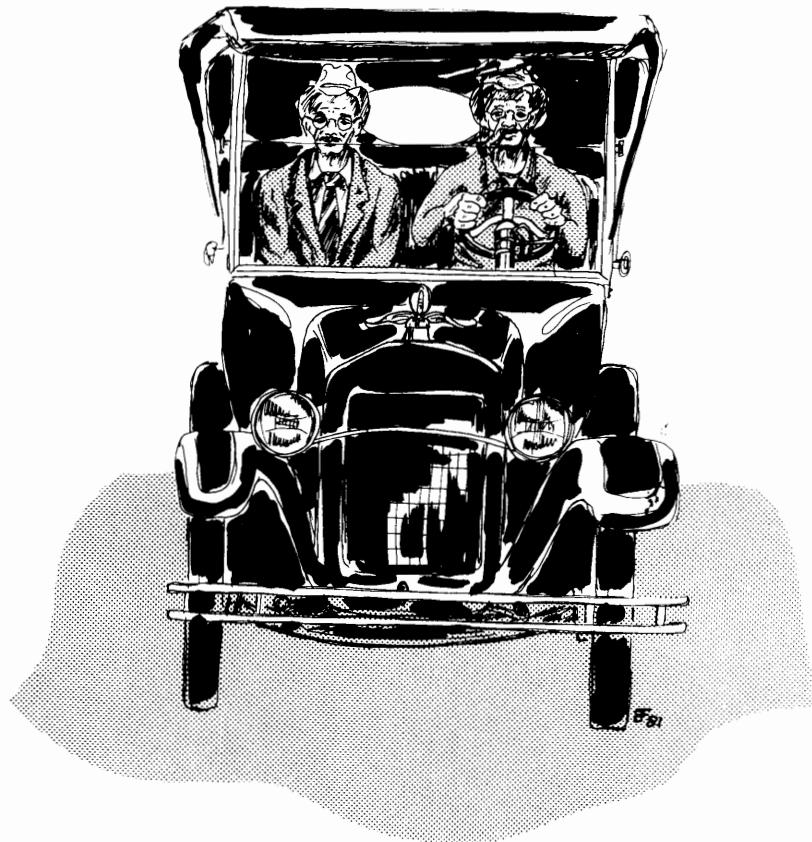
Another motivational idea is to announce that management personnel having a vested interest in the seminar will walk in and make direct inquiries of their people regarding their approaches and progress. It is important that management agree to do this because once the participants have been told to expect “un-announced” visits by higher management levels, these visits must be made. Failure of management to appear would imply a lack of interest on their part and will reflect in the performance of the team.

THE STEERING COMMITTEE

The Steering Committee consists of senior management personnel who will review and approve the solutions at the closing presentations by the seminar task teams. This has a number of positive effects on the team members. The presence of this Steering Committee implies more than passive interest. It

be very evident. The effects of the interdisciplinary teams will be demonstrated in the depth of the analyses and the variety of approaches considered in the proposals. Additionally, and perhaps most important, the team's commitment to making the proposed (and approved) solutions work will be apparent.

The presentation represents a milestone



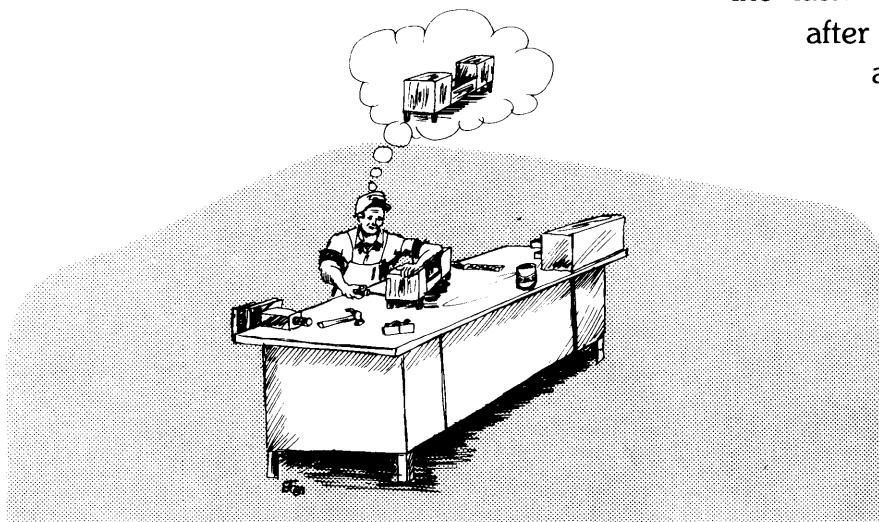
represents active management participation in the seminar and its resultant recommendations. It is an opportunity for the task team members to command the attention of the Steering Committee members at one time, on neutral grounds.

In the closing session, the task team will outline practical approaches to the problems and specific recommendations for achieving the project objectives. A renewed sense of motivation and pride in accomplishment will

event: the completion of the workshop seminar. The team members are then allowed one month to six weeks to test their assumptions, fine tune their data and publish the final report. The Steering Committee is then reconvened for the closing presentation and final approval of the recommended plans.

The time period between seminar end and formal report allows the Steering Committee to question, raise issues and reflect on the anticipated recommendations.

IMPLEMENTATION PHASE



Implementation of the proposals generated by the workshop represents the most important phase of the program. The workshop objectives are not fulfilled until direct action is taken. Regardless of the validity of the ideas presented and their potential results, the proposals are useless unless implemented.

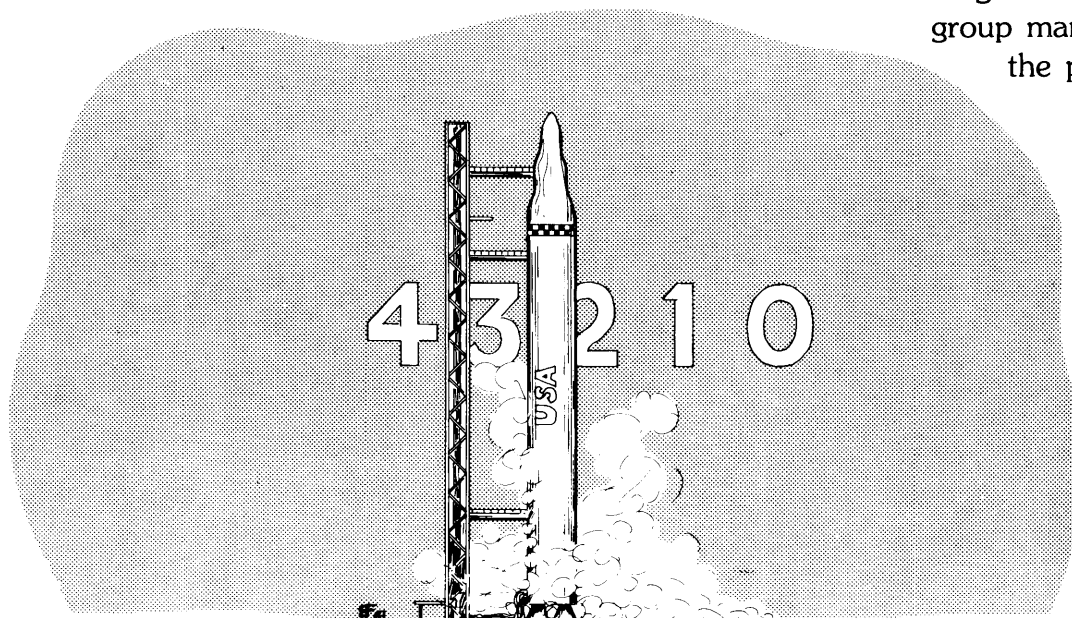
To ensure effective management of the implementation, responsibility must rest with the team member who has been assigned the presentation. He must be given the position

and responsibility of Project Manager. Since the task team has developed the proposals after analyzing the alternate approaches and participating in the discussions and development of conclusions, the team, led by the Project Manager, is in the best position to initiate the implementation phase.

Effective implementation necessitates detailing the recommended approaches in a well-defined plan and documenting the rationale, assumptions, economic impact and risk in all areas affected by the proposal.

This must be followed by tracking milestone events to verify the validity of the anticipated results of the proposal. The major implementation milestone events should be scheduled as report presentations to the Steering Committee, especially if the Steering Committee authorized implementation funds incrementally.

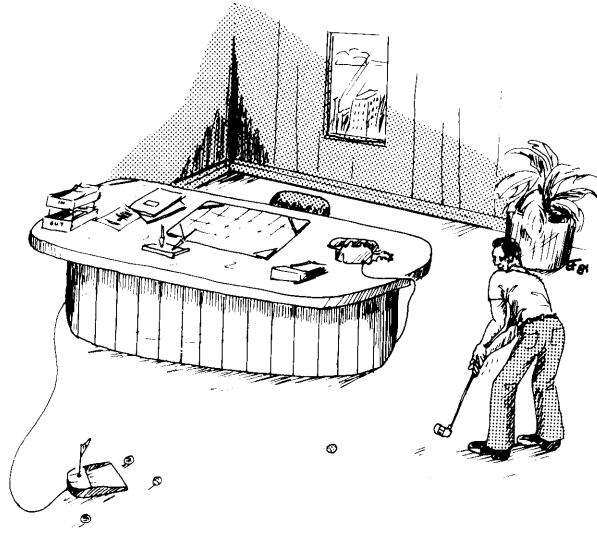
COUNT-DOWN SCHEDULE



The events leading to the seminar begin after group management authorizes the project. The seminar leader should allow a minimum of 30 days to prepare, coordinate and make the necessary seminar arrangements.

A checklist follows designed to assure that the seminar leader is fully prepared for the session.

FOUR WEEKS BEFORE SEMINAR



1. Determine disciplines that will be utilized on the workshop projects. Typically, each team should have representatives from:

Engineering
Marketing/Sales
Manufacturing

Purchasing
Quality Control

Finance
Plant Management

2. Submit the team discipline make-up to Group Management with recommended personnel to fill those positions. Arrange a meeting with department managers to discuss participants, the nature of the seminar, the assigned project, results expected, training objectives, commitments and support necessary.
3. Select and reserve facilities for the meeting. The facilities should be away from the normal working environment to avoid interruptions. These facilities can generally be obtained at a hotel, motel, lodge, club, college or community center. Facilities should have:

Sufficient room to permit each team to work at a separate table and to utilize flip chart easels. Minimum recommended room size is 20' x 20' for a single team (4-5 members); 30' x 30' for one to three teams.

Rostrum for instructor.

Easel and flip chart pad — one for each team plus instructor.

Overhead projector for transparencies.

16mm sound projector or videotape player.

Projection screen or TV monitor.

Provisions for coffee and rolls.

Provisions for meals — served in a separate room.

4. Place requests for copies of the training manual and audio/visual aids to Corporate Value Programs office.

THREE WEEKS BEFORE SEMINAR

5. Finalize list of individuals to attend seminar.
6. Send list of participants to the Corporate Value Programs office for record and preparation of certificates, if appropriate.
7. Determine others who might be invited to attend, such as:

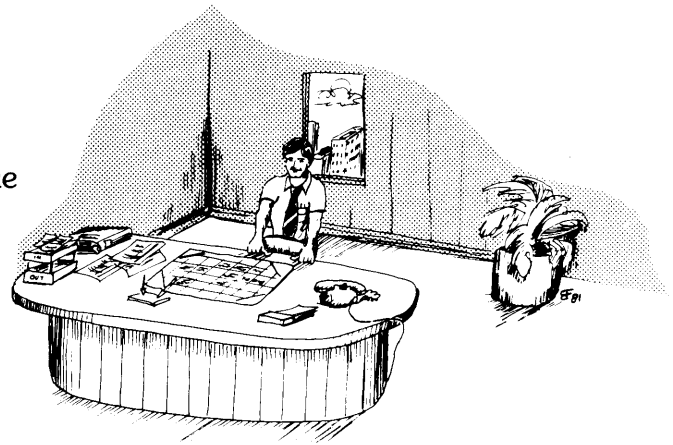
Participants from other facilities.

Vendors with applicable projects or processes to present to participants.

Distributors, representatives and customers who might help define the requirements/problems involved.

Representatives from regulatory agencies who might clarify requirements.

8. Prepare rough draft of seminar agenda. Agenda should cover topic time, material needed, type of presentation and presenter. The agenda will be distributed during the week preceding the seminar, preferably the last working day before the seminar.
9. Assign participants to teams. Equal distribution of skills among the teams must be assured.
10. Notify the Steering Committee of presentation date, place and time.



TWO WEEKS BEFORE THE SEMINAR

11. Make arrangements for special speakers for the first day.

Keynote (should be a member of top management).

Subject matter that should be covered:

Objective of the seminar

Support of Value Engineering

Why these projects were selected

Why these personnel were selected
for the seminar

Expectations from seminar team

Market overview (from Marketing).

History of product line

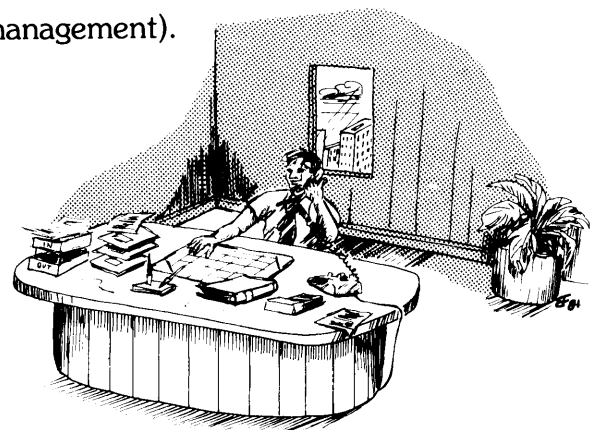
Market growth — share and position dynamics

Problem areas

Target cost and market sensitivity

Principal competitors

12. Notify participants by memo of their selection for the seminar and furnish a list of data that they are to gather prior to the first meeting.
(See Pre-Event Information Phase for a sample.)



ONE WEEK BEFORE SEMINAR



14. Issue training manual to participants with finalized schedule inserted (see attached model).
15. Check final arrangements. Verify that the items in item three (facilities) are available.
16. Obtain materials for the participants:
 - Felt tip pens — each team (red, black, blue, green)
 - Straight edge or yard stick — each team
 - Masking tape — each team
 - Sharpened pencils — each participant
 - One large (3' x 5') poster board or other stiff cardboard — each team
17. Make arrangements for speedy provision of typing, reproductions, illustrations and view-graphs. Resources at the plant should be available for quick response.
18. Prepare and arrange meeting room.
19. Arrange for photo coverage if desired.
20. Verify Steering Committee availability for team presentations.

CONCLUSION

This monograph is a facilitator's *guide* to conducting successful Value Seminars. There are other variations to the effective "training-doing" seminar technique which works equally well, depending on the problem, resources, priority, etc. Some are: split seminar, continuing task teams, value project teams and others. Each problem or opportunity selected as a workshop project has unique

features which should be addressed individually in formating the seminar.

If the Value project is being addressed through a workshop seminar for the first time, it is recommended that the Corporate Value Programs office be contacted for assistance.

Copies of the following are attached:

- A. Sample letter to seminar participants
- B. Sample seminar outline

SAMPLE LETTER TO SEMINAR PARTICIPANTS

SUBJECT: V.E. SEMINAR PREPARATION — (PROJECT NAME[S])

Let me congratulate you on being selected by (GROUP PRESIDENT OR STRATEGIC BUSINESS UNIT HEAD) to participate in the Value Engineering Workshop Seminar to be held from (DATE) to (DATE) in (LOCATION).

A Value Engineering (workshop) Seminar is both a learning and a doing experience. As a team member, you will represent one of a number of disciplines, structured to apply the concepts of Value Engineering to a "live" situation. As such, there are two significant objectives of the Seminar:

The output of proposed implementable ideas to effect nature and results expected of the projects.

To learn the V.E. problem-solving techniques and apply them to your daily working environment.

To get the most out of the Seminar, the team will act as an independent company whose sole product line is the (PROJECT). The team members will represent the officers of the company, so that decisions, recommendations and proposals remain within the team. This should not prevent you from seeking any "outside" specialty assistance to help resolve your problems.

On the last day, (DATE), the team will present its findings, recommendations, implementation plans, investments required, payback, etc., to a Steering Committee consisting of your Vice President, (NAME), and his staff. They will represent the investment board you are trying to "sell" to fund your program.

Although the situation is simulated, the actions are real. Each team member will, therefore, take an active and responsible part in implementing the proposals approved by the Steering Committee following the completion of the Value Engineering Seminar.

In preparation for the event, there are a number of things you should bring to the Seminar in the form of supporting data which will be combined with other team inputs and product information to make up the "information package". Your data input is important. Combined with the other data of your team, it should represent a significant portion of the information needed to successfully achieve the assigned objective. As a minimum, the information you should be accumulating is as follows:

I. Texts

Seminar texts will be furnished for distribution prior to the workshop. Please read the information and become familiar with the basic Value discipline. During the lecture portion of the workshop, supplementary data will be handed out to complete the workshop text.

II. Schedule

All meetings (DATE [START TO END]) will be held at the (MEETING PLACE) in (CITY). All sessions will commence at your normal starting time, at the location designated. However, plan on evening sessions Tuesday, Wednesday and Thursday. A detailed schedule appears in the front of your text.

**SAMPLE LETTER
TO SEMINAR PARTICIPANTS (Cont.)**

III. Administrative Details

- A. Dress is casual. No ties or jackets unless you feel uncomfortable *not* wearing a tie. Jeans and sport shirts are encouraged.

The final day (Friday, [DATE]), the day of the Steering Committee presentation, you may want a more appropriate dress, but this is your option.

- B. Meals: Arrangements will be made for all lunches, coffee, sweet rolls and refreshments.

When we work late during the week, arrangements will be made with the facility to serve dinner to the participating teams.

- C. There will be an "Attitude Adjustment" hour at 5:00 each evening (except Friday) to relax and gather a "second wind" before continuing.

- D. Calls: Incoming calls will be restricted to Seminar business and emergencies only, so make arrangements to break away from your normal work routine.

I am sure you will find the Value Seminar experience rewarding from a personal point of view. Although the work won't be academically difficult, you will find exercising your creative abilities mentally exhausting at times, so bring with you your most positive "up-beat" attitude.

If you have any questions or problems relative to the Seminar, please call me at (PHONE NUMBER).

(YOUR NAME)
(TITLE)

JJK/ngp
Enclosures



VALUE PROGRAM WORKSHOP

SEMINAR OUTLINE

DIVISION: _____

PROJECT: _____

SESSION I DAY Monday

DATE: _____ TO _____

LOCATION: _____

NO. OF DAYS: 5 HOURS: 40+

TIME				SUBJECT		NOTES
FROM	TO	ELAPSED TIME		TOPIC	ACTIVITY	
		HOURS	MIN.			
8:00	8:15	—	15		Introductions	Value Manager
8:15	8:45	—	30	Remarks	Keynote (kick-off), where we are now, problem discussion expectations	V.P. — G.M.
8:45	9:00	—	15	Remarks	Administrative Details — Announcements	Value Manager
9:00	10:00	1	—	Lecture	The Value Concept — An Organized Discipline	DTC/Cost Reduction
10:00	10:15	—	15		COFFEE BREAK	
10:15	11:00	—	45	Film	“Value Analysis”	Discussion
11:00	12:00	1	—	Lecture	A V.E. Workshop in Miniature (A Canned Example)	Project: Staple Remover
12:00	1:00	1	—		LUNCH	
1:00	2:30	1	30	Lecture	A V.E. Workshop in Miniature (Continued)	Exercise
2:30	3:30	1	—	Lecture and Discussion	THE INFORMATION PHASE — Data Gathering and Problem Identification — Function Determination	Problem: “Who’s Got The Zebra?”
3:30	5:00	1	30	Project	Review Information Package and Discuss	Each Team Member to Present His Input
5:00	6:00	1	—	Attitude Adjustment	Continue Team Discussion of Data	

NOTE: This schedule is a guide only, subject to change by the needs of the project



VALUE PROGRAM WORKSHOP

SEMINAR OUTLINE

SESSION II DAY Tuesday

LOCATION: _____

DIVISION: _____

PROJECT: _____

DATE: _____ TO _____

NO. OF DAYS: 5 HOURS: 40+

TIME				SUBJECT		NOTES
FROM	TO	ELAPSED TIME		TOPIC	ACTIVITY	
		HOURS	MIN.			
8:00	9:30	1	30	Lecture and Project	Function Evaluation Techniques (Random Function Determination, Numerical Evaluation, FAST) Function Analysis System Technique (FAST)	Identify Project Components/Function/Cost
9:30	10:00	—	30	Film	“Function Cost Worth”	Refer to Information Checklist
10:00	10:15	—	15		COFFEE BREAK	
10:15	12:00	1	45	Project	Develop FAST Model, Structured by System, Assign Target Costs	Arrange for Drawing Model
12:00	1:00	1	—		LUNCH	
1:00	3:00	2	—	Project	Develop FAST Model, Structured by System, Assign Target Costs	Test FAST Model
3:00	4:00	1	—	Lecture and Exercise	THE SPECULATIVE PHASE — Creativity: Traits and Techniques	Refer to Speculation Checklist
4:00	5:00	1	—	Lecture and Project	Brainstorming — Alternative Solutions	Roadblocks, Penalties and Booklet
5:00	5:30	—	30	Attitude Adjustments		
5:30	OPEN			Project	Complete FAST Model (If Required)	

NOTE: This schedule is a guide only, subject to change by the needs of the project.



VALUE PROGRAM WORKSHOP

SEMINAR OUTLINE

DIVISION: _____

PROJECT: _____

DATE: _____ TO _____

NO. OF DAYS: 5 HOURS: 40+

SESSION III DAY Wednesday

LOCATION: _____

TIME				SUBJECT		NOTES
FROM	TO	ELAPSED TIME		TOPIC	ACTIVITY	
		HOURS	MIN.			
8:00	8:30	—	30	Lecture	Film "Why Man Creates"	
8:30	10:00	1	30	Project	Review Status — Brainstorming, (Group Ideas)	
10:00	10:15	—	15		COFFEE BREAK	
10:15	12:00	1	45	Information and Discussion	Open for Vendor or other consultant Presentations	Guest
12:00	1:00	1	—		LUNCH	
1:00	2:30	1	30	Lecture and Project	THE PLANNING PHASE — Evaluation of Alternatives The "Gut Feel Index" (GFI)	
2:30	5:00	2	30	Lecture and Project	Development of Concepts and Evaluate Alternatives	
5:00	5:30	—	30	Attitude Adjustments		
5:30	OPEN			Project	Continue Alternate Evaluation Recap. Progress to Date, Assess remaining time frame against open task	

NOTE: This schedule is a guide only, subject to change by the needs of the project.



VALUE PROGRAM WORKSHOP

SEMINAR OUTLINE

DIVISION: _____

PROJECT: _____

DATE: _____ TO _____

NO. OF DAYS: 5 HOURS: 40+

SESSION IV DAY Thursday

LOCATION: _____

TIME				SUBJECT		NOTES
FROM	TO	ELAPSED TIME		TOPIC	ACTIVITY	
		HOURS	MIN.			
8:00	9:00	1	—	Project	Complete Alternative Evaluation	
9:00	10:00	1	—	Lecture	THE EXECUTION PHASE — Mechanics of Analysis, Break Even Point, Pareto's Theory of Maldistribution, Support Data	
10:00	10:15	—	15		COFFEE BREAK	
10:15	12:00	1	45	Project	THE EXECUTION PHASE (Continued) — Assess Economic and Technical Benefits/Risk	
12:00	1:00	1	—		LUNCH	
1:00	1:30	—	30	Lecture	THE REPORT PHASE — Content and Arrangement — Selling Proposal	Refer to Supplementary Information
1:30	5:00	3	30	Project	Draft Report, Graphic Arts	Task Team Presenter Selected
5:00	5:30	—	30	Attitude Adjustments		
5:30	OPEN				Project "Catch-up" and Complete Strategy	

NOTE: This schedule is a guide only, subject to change by the needs of the project.



VALUE PROGRAM WORKSHOP SEMINAR OUTLINE

DIVISION: _____

PROJECT: _____

DATE: _____ TO _____

NO. OF DAYS: 5 HOURS: 40+

SESSION V DAY Friday

LOCATION: _____

TIME				SUBJECT		NOTES
FROM	TO	ELAPSED TIME		TOPIC	ACTIVITY	
		HOURS	MIN.			
8:00	10:00	2	—	Project	Clean-up Proposal Details	Detail Implementation Requirements, and Major Milestone Events
10:00	10:15	—	15		COFFEE BREAK	
10:15	12:00	1	45	Project	Dry Run Team Presentation and Critique (Identify Post Seminar Assignments)	Select Date for Final (Published) Presentation
12:00	1:00	1	—		LUNCH	
1:00	2:00	1	—	Project	Finalize Presentation	Task Teams
2:00	3:00	1	—	Project	Team Presentation to Division Management Steering Committee and Guests. Comments and Questions	Task Teams
3:00	3:30	—	30	Discussion	Group Management — Closing Comments	V.P. — G.M./Steering Committee
3:30	4:00	—	30		Wrap-up Seminar	
NOTE: This schedule is a guide only, subject to change by the needs of the project.						



VALUE PROGRAM WORKSHOP SEMINAR OUTLINE

DIVISION: _____

PROJECT: _____

DATE: _____ TO _____

NO. OF DAYS: _____ HOURS: _____

SESSION _____ DAY _____

LOCATION: _____

TIME				SUBJECT		NOTES
FROM	TO	ELAPSED TIME		TOPIC	ACTIVITY	
		HOURS	MIN.			