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Mr Herbert Lowe Stukart, Director K Industries

Dear Herbert: As we progress, I will be sending pertinent items to you. Mr Leiderman and I will periodically receive guidance from one of you.

I want this trip to bring GREAT assistance to Industrial and Professor people in Brazil. This means that we must get across to them, the real heart, and source of power which is in the methodology.

As a first step, I have written on one page, for all of our guidance, exactly what we must achieve. Of course we cannot get acceptance and give expertise in it all in a few hours, but we must start the learning in the right direction, so that most will use a little of it, many will use a lot of it, and a few will sense the power of the method enough to continue study and experience, and become leaders in the methods for Brazil in the future.

From this one page, your people and myself can clearly establish "Exact what we are trying to do". Then we can estimate from the program we put together, just how well we believe the program will do it. Afterwards, we can estimate just how well we did it.

For planning the use of time in this April program, a few guides are listed:

- a. We must establish that #1 and #5 must be done well, but we will not use substantial time teaching techniques in those areas.
- b. We must "Get Across" the concept of dealing with functions. We must help most people to understand it, many to feel that it is the right method and some to be able to do it. A new booklet "PARK'S CATALOG OF FREQUENTLY USED FUNCTIONS IN VALUE ENGINEERING, has just been issued. I have asked permission to translate and use it as needed.
- c. We must establish #3 in the thinking patterns of our people.
- d. We must cause #4, real creativity and innovation to be practiced. This isn't easy, but there is lots of help. The system of Creative Thinking was established about the time we started VA, by Alex Osborn. Dozens of books are written on it. The Univ. of Buffalo has week-long courses in it. It is a powerful approach with its own procedures. My book shows that "it is vital, says learn it, use it in the Job Plan. But, my book didn't teach it, as it was otherwise already available.

I feel sure that achievement will be restricted unless we schedule some real learning in Creative Thinking. Perhaps you can secure, already in your language, some good hand-out material, and, even better, some teacher or leader, in your language, who could fit into the program and effectively teach the vital half dozen principles of effective Creativity including the essentials of deferring judgement, eliminating negatives, stimulating ideation, etc.

I note that S.A.V.E. has a film of Creative Thinking. If we can't get something already in your language, perhaps we should get it.

Respectfully submitted,

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Prepared for Herbert Lowe Stukart, Director, K Industries

THE REAL ESSENCE OF THE VALUE ANALYSIS METHODOLOGY

Innovate "What we are trying to do" more than "What we are doing"
It Requires: (a) Pertinent available knowledge. (b) A changed thinking base. (c) Step-by-step directed thinking throughout a project or program.

The Essential Basic Steps Follow

Note - Value is the right quality for the right cost.

The right quality means - the functions which the customer wants performed the way he wants them to be.

The right cost means - costs as low as, or lower than competition.

1. Gather deep knowledge in the situation area it is desired to improve, so that mental work is meaningful and practical and useful.
2. Change to a new base for all thinking. This is very difficult, at first but is extremely beneficial and positively necessary. The customer wants functions not actions or materials or products. He wants "clothing cleaned", not a washing machine. He wants, not a "circuit breaker", but rather to "protect equipment". He wants, not a better "filing cabinet" but a better way to "preserve knowledge".
This concept, and the methods of dealing with it, are a new contribution of the Value Analysis Methodology to the industrial and professional world. It produces spectacularly better answers, but, being new to people, requires real teaching and learning.
Its great benefit is that it allows perhaps 10 to 100 times as good creativity and innovation. Not "How can I improve those contacts?" but, "How can I better interrupt the electric current?"
3. Now - based upon (1) the knowledge surrounding the situation and (2) the studies of the functions and costs which it is desired to accomplish, the precise "thinking task" is established and stated for the deep creativity which is now to follow. "How might we make 10 per hour instead of 5?", or, "How might we interrupt 50 amperes instead of 20?" or, How might we accomplish that function for 1/4 of its present cost?
4. Again - change the thinking type. Change to professional quality creative and innovative thinking. Delay all judging. Roll the minds free. List scores or hundreds of thoughts. Eliminate from the group any negative people who pre-judge. Bring forth approaches that often no one has even seen, approaches which are very wild, approaches which may be 5 to 10 years ahead of present practice..
5. Now, change to judgement thinking. Select improve and judge. Implement an approach which may be years ahead, and preferably vastly better than competition.

Prepared by.

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