



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit Del E Webb School of Construction Department Sustainable Engineering and the Built Environment
Subject CON Number 294 Title Deductive Logic; Leadership/Management Techniques Units: 3

Is this a cross-listed course? Yes
If yes, please identify course(s) HON 394 Deductive Logic; Leadership/Management Techniques

Is this a shared course? No If so, list all academic units offering this course _____
Course description: _____

Requested designation: Social and Behavioral Sciences-SB
Note- a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

Contact information:

Name Dean Kashiwagi, PhD, PE Phone 480-965-4273
Mail code 0204 E-mail: Dean.Kashiwagi@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): G. Edward Gibson, Jr., PhD Date: 8-26-13
Chair/Director (Signature):

Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: **(1)** social scientific theories and principles, **(2)** the methods used to acquire knowledge about cultural or social events and processes, and **(3)** the impact of social scientific understanding on the world.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA					
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction,	Syllabus, table of contents of books		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top;"> Economics; History, Cultural Geography </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Economics; History, Cultural Geography	Syllabus, table of contents of books
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Economics; History, Cultural Geography				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	Syllabus, table of contents of books		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus, table of contents of books		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		• Courses with primarily fine arts, humanities, literary, or philosophical content.			
		• Courses with primarily natural or physical science content.			
		• Courses with predominantly applied orientation for professional skills or training purposes.			
		• Courses emphasizing primarily oral, quantitative, or written skills.			

Course Prefix	Number	Title	Designation
CON/HON	294/394	Deductive Logic; Leadership/Management Techniques	[SB]

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	To understand human interaction within critical human events, this course uses Information Measurement Theory (IMT) as a structure to identify/analyze humans and why they act the way they do in relationship to their ability to perceive information. It examines interaction of people in business, personal, and social environments. Using IMT, it examines other social behavior theories and major events to help students understand why people behave in certain ways and how to predict what people will do.	Syllabus Highlights: -pg 1 Program Goals -pg 2 Course Description -pg 2 Learning Objectives -pg 5 Schedule: Units 1,2,3, 4, 5, 9 -pg 2 Information Measurement Theory (Text book): table of contents -pg 2 The Prince and Other Writings (book by Niccolo Machiavelli) table of contents -pg 2 Mind is the Master (complete James Allen Treasury books) table of contents
2 & 3b	Student homework and class assignments (research papers, news articles, etc.) are focused on having them look at a subject, event, social behavior ideas, or experts, and analyze their perspective, behavior, or idea in comparison and relationship with IMT. In this way we have the students focus on current, historical, and cultural human behaviors. The students are given the ability to choose the direction of their social behavior study and given the opportunity to present and discuss in class.	Syllabus Highlights: -pg 1 Catalog Description -pg 2 Learning Objectives -pg 2 Textbooks - pg 5 Schedule: Units 3,5,6, 8,9,10 -pg 2 Information Measurement Theory -pg 2 The Prince and Other Writings -pg 2 Mind of the Master
4	This course uses deductive logic and dominant information to accurately observe the reality of social and behavioral perspectives like human health [genome and epigenome,	Syllabus Highlights: -pg 1 Program Goals -pg 2 course description -pg 2 learning objectives -pg 2 textbook -pg 5 schedule: Units 2, 6,8

	veganism] and environmental problems like family dynamics.	
--	--	--

CON294/HON394 Deductive Logic, Leadership & Management Techniques

Arizona State University | Del E. Webb School of Construction
Course Syllabus

COURSE INFORMATION

Semester: Fall 2013
Time/Location: Monday & Wednesday (1:30pm – 2:45pm) | USE 125
Section: 82204 / 80832
Website: Blackboard (<https://myasucourses.asu.edu>)
Website: KSMleadership.com

INSTRUCTOR INFORMATION

Instructor: Dean Kashiwagi
Office: USE 250
Phone: 480-965-4273
Email: dean.kashiwagi@asu.edu
Office Hours: Email to schedule an appointment

TA: Jacob Kashiwagi
Email: jacob.kashiwagi@asu.edu
Office Hours: Email to schedule an appointment

TA: Alfredo Rivera
Email: AlfredoORivera@asu.edu
Office Hours: Email to schedule an appointment

Dr. Dean is the Director of the Performance Based Studies Research Group (PBSRG) and a Professor at the Del E. Webb School of Construction. Dean is considered a leading expert and researcher in performance/information based systems, best value procurement, measurements of information, and supply chain management. Dean has performed research on over 1,000 procurements valued at over \$1.5 Billion. He is a seasoned presenter with over 400 presentations, and an accomplished author with 14 books, 23 journals, and over 100 conference publications. Prior to joining ASU, Dean spent 14 years in the US Air Force as a Design Engineer. He has won awards for innovations from CoreNet Global, PMI, IFMA, and Pono, and was also honored as a Fulbright Scholar. Dean is currently a registered Professional Engineer in nine States.

OVERALL PROGRAM GOALS

Construction management professionals combine knowledge of innovative technologies, construction principles and business management to lead a wide variety of construction projects from residential and commercial buildings to infrastructure projects. The DEWSC program goals are to teach students how to become responsible leaders in the construction industry through organization, leadership, and current/innovative management techniques.

The American Council for Construction Education (ACCE) states that it is essential that every Constructor be capable of effectively managing personnel, materials, equipment, costs, and time. The Constructor must be able to effectively communicate and understand their role as a member of a multi-disciplinary team, the assessment of project risk, and the alternate methods that can be used to structure the owner-designer-constructor team.

Comment [AR1]: Syllabus Highlight for Criteria 4:

Comment [AR2]: Syllabus Highlight for Criteria 1

COURSE DESCRIPTION

This course provides an overview of Information Measurement Theory and its application in various contexts. The aim is to understand how and why humans interact in the ways they do depending on their environment. Using IMT along with other perspectives and research as guiding frameworks, we explore issues affecting our lives and work in various industries. Through discussion, debate, and written assignments, students will learn to communicate this information in a dominant manner that follows the IMT logic. The course material will come from history's visionaries, including Socrates, Einstein, and Deming.

This will teach students a structure in which they can "know everything without knowing any technical information." As a result, students will be able to investigate ways to analyze reality and problems occurring in every industry, and find the simple and logical solutions that can be applied to everyday work. IMT is a foundation of many leading-edge technologies that have been developed at ASU and tested worldwide in construction and non-construction related services.

- Comment [AR3]: Syllabus Highlight for Criteria 1
- Comment [AR4]: Syllabus Highlight for Criteria 4:
- Comment [AR5]: Syllabus Highlight for Criteria 2&3b:
- Comment [AR6]: Syllabus Highlight for Criteria 4:
- Comment [AR7]: Syllabus Highlight for Criteria 2&3b:

LEARNING OBJECTIVES

Students will be able to

- Differentiate between relying on observation and the blind acceptance of norms
- Implement the identification of reality and how to predict it
- Execute the act of simplifying rather than complicating
- Focus on the whole picture rather than the details
- Classify and understand individuals
- Identify the control everyone has over their own life
- Identify and utilize dominant information
- Distinguish the differences of accountability and influence

- Comment [AR8]: Syllabus Highlight for Criteria 2&3b:
- Comment [AR9]: Syllabus Highlight for Criteria 4:
- Comment [AR10]: Syllabus Highlight for Criteria 1
- Comment [AR11]: Syllabus Highlight for Criteria 4:
- Comment [AR12]: Syllabus Highlight for Criteria 2&3b:

TEXTBOOKS AND REFERENCE MATERIAL

Required:

- Kashiwagi, D. (2012). *Information Measurement Theory*. KSM Inc. ISBN: 978-0-9850496-1-4.

Suggested:

- Kashiwagi, D. (2012). *Best Value Standard*. KSM Inc, ISBN: 978-0-9850496-0-7.
- Allen, J. (2008). *As a man thinketh*. New York, NY: JMW Group. (Free online)
- Kabat-Zinn, J. (1994). *Wherever you go, there you are: Mindfulness meditation in everyday life*. New York, NY: Author.
- Allen, J. (2010). *Mind of the Master "The Complete James Allen Treasury"*. New York, NY: Penguin Group. Book.
- Machiavelli, N. (2003). *The Prince and Other Writings*. New York, NY: Barnes and Noble Books. Book.

- Comment [AR13]: Syllabus Highlight for Criteria 1
- Comment [AR14]: Syllabus Highlight for Criteria 2&3b:
- Comment [AR15]: Syllabus Highlight for Criteria 2&3b:
- Comment [AR16]: Syllabus Highlight for Criteria 4:
- Comment [AR17]: Syllabus Highlight for Criteria 2&3b:
- Comment [AR18]: Syllabus Highlight for Criteria 1

GRADING POLICY

The following criteria, weights, and grading scale will be used to calculate the Final Grade (the Instructor may modify/adjust as necessary):

Criteria	Weight	Honors	Grading Scale
Midterm Test	20%	10%	A = 90% to 100%
Honors Paper 1	*	10%	B = 80% to 89%
Ethnographic Interview Paper	*	10%	C = 70% to 79%
Final Report and Presentation	30%	20%	D = 60% to 69%
Final	20%	20%	E = 0% to 59%

Homework and Quizzes	15%	15%
Attendance and Participation	15%	15%

**Only required for HON 394 students*

COURSE POLICIES, PROCEDURES, AND REQUIREMENTS

Classroom Procedures – Please turn off your cell phones prior to attending class. Cell phone usage in class is not allowed (this includes texting). Food or drinks cannot be brought into the classroom. The use of recording devices is not permitted. Using your computer to take notes during class is acceptable. However, please do not use your computer to surf the web, respond to email, or for any activity not related to the classroom activities during class time.

Attendance and Participation – Class attendance is mandatory. Absence from class may result in the loss of participation points. Much of the learning that occurs during this course happens in the classroom. If you are absent, for whatever reason, you lose the benefit of sharing of knowledge by the faculty and other students.

Make-Up Policy – Prior notice will be given to the instructor when a class will be missed. It is the student's responsibility to obtain notes, supplemental material, and assignments from fellow classmates. Only under the most extreme circumstances, supported by written documentation, will a make-up exam be given. The final decision rests with the instructor.

Quizzes – Quizzes may be given throughout the semester and may not necessarily be announced in advance. Missed quizzes cannot be made up. Sharing calculators or plans is not permitted. Quizzes are closed book, closed notes, closed neighbor.

Assignments – Read the assignments, do the problems, and seek assistance if you need it. Assignments must be turned in at the beginning of class on the due date specified. Late homework will be penalized for each day late with a deduction from the grade.

Professional Work – To receive credit for your work, it is imperative the work be organized, readable, and professional (part of your grade will be based on presentation of your work). Assignments must be done on a word processor. All assignments must be written with a logical flow of thought. Proper spelling and grammar is required.

Extra Credit - Extra credit should not be expected in this course. However, extra credit will be considered should the professor see a reasonable need for it.

Honors Credit – Make note that this is both an undergraduate class as well as an honors class. Because of this, there will be some slight differences in what is expected from the students although the actual material being taught will be the same...

UNIVERSITY POLICIES

Academic Integrity - All students in this class are subject to ASU's Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>) and shall acquaint themselves with its content and requirements, including a strict prohibition against plagiarism. By registration in this class, you are assumed to have read, understand and agreed to this policy. All violations will be reported to the Dean's office, who maintains records of all offenses.

Student Code of Conduct - The Student Code of Conduct sets forth the standards of conduct expected of students who choose to join the university community. Students who violate these standards will be subject to disciplinary sanctions (<http://students.asu.edu/srr/code>).

Classroom Behavior - Any violent or threatening conduct by an ASU student in this class will be reported to the ASU Police Department and the Office of the Dean of Students. The use of recording devices is not permitted during class (unless permitted by the Instructor).

Religious Observances - Accommodations will be made for religious observances provided that students notify the instructor at the beginning of the semester concerning those dates. Alternative arrangements will generally be made for any examinations and other graded in-class work affected by such absences.

University Sanctioned Activities - Students who expect to miss class due to officially university-sanctioned activities should inform the instructor early in the semester. Alternative arrangements will generally be made for any examinations and other graded in-class work affected by such absences.

Disability Accommodations - Suitable accommodations will be made for students having disabilities and students should notify the instructor as early as possible if they will require same. Such students must be registered with the Disability Resource Center and provide documentation to that effect.

Academic Calendar - The academic calendar (<https://students.asu.edu/academic-calendar>) contains important dates that students should be aware of, including: the first and last day of class, drop/add deadlines, withdrawal deadlines, and observed holidays.

Copyright Protection - All contents of these lectures, including written materials distributed to the class, are under copyright protection. Notes based on these materials may not be sold or commercialized without the express permission of the instructor.

Syllabus Changes - Any information in this syllabus may be subject to change with reasonable advance notice.

DETAILED CLASS SCHEDULE

Class sessions will be in accordance with the attached schedule. The instructor reserves the right to modify and/or adjust the schedule.

Unit	Subject Matter	Readings & Assignments
Unit 1: <i>Monday: August 26th</i> <i>Wednesday: August 28th</i>	Information Measurement Theory -Syllabus Overview -Introduction to IMT -IMT Lecture -Discussion Activity	IMT Book: Ch. 1&2
Unit 2: <i>Wednesday: September 4th</i> <i>Monday: September 9th</i>	Kashiwagi Solution Model -IMT Review -KSM Dilemma Test -Forks Over Knives	IMT Book: Ch. 3 & 4 9/4/13: Homework 1: KSM Book Chapter Assignment
Unit 3: <i>Wednesday: September 11th</i> <i>Monday: September 16th</i>	Information Measurement Theory -One Minute Presentations -Influence – No Influence	9/11/13: Homework 2: Article or Web Assignment 9/17/13: Paper #1
Unit 4: <i>Wednesday: September 18th</i>	Kashiwagi Solution Model -Kashiwagi Life Example	9/18/13: Homework 3: Article or Web Assignment
Unit 5: <i>Monday: September 23rd</i> <i>Wednesday: September 25th</i>	Who Is On My Molecule -WIOMM Lecture Part 1&2 -Activity (Airplane Crashes)	IMT Book: Ch. 7&8 9/25/13: Homework 4: Article or Web Assignment

Comment [AR19]: Syllabus Highlight for Criteria 1: IMT is a social behavior theory, that helps to predict how people will behave based on the amount of information that they can perceive. Overview of the theory based upon the family dynamics of the Professor for over 20 years. Explains how human events are not random and could be explained by observation and use of deductive logic.

Comment [AR18]: Syllabus Highlight for Criteria 1: Follows the above comments statements of introduction into IMT.

Comment [AR20]: Syllabus Highlight for Criteria 4: Teach students the KSM mechanism to identify dominant extremes of individual characteristics in order to classify data and human interaction quickly and accurately. Explains why people do what they do and how to quickly identify a person's behavior based on using extremes.

Comment [AR21]: Syllabus Highlight for Criteria 4: Shows students different social perspectives of health related topics and how different data collection methods actually relate to the who the person is, and which data method relates most with them.

Comment [AR22]: Syllabus Highlight for Criteria 1: Teaches students how to observe the most simple attributes in their life and share who they believe they are.

Comment [AR23]: Syllabus Highlight for Criteria 2&3b Students are required to remain current in the news and discuss how they see the various theories of social behavior in operation.

Comment [AR24]: Syllabus Highlight for Criteria 2&3b: Students will observe and research the economics and political climate in the world and use IMT to clearly explain what we could learn from it.

Comment [AR25]: Syllabus Highlight for Criteria 1 The Professor shows through his human interactions how he was able to come up with the theory and drew from the smartest minds in history to put it in perspective.

Comment [AR26]: Syllabus Highlight for Criteria 1: Syllabus Highlight for Criteria 2&3b: This promotes students to look in their environment and start observing what is transpiring and to become empowered they are in control of their environment by changing themselves.

Unit 6: <i>Monday: September 30th</i> <i>Wednesday: October 2nd</i> <i>Monday: October 7th</i>	Leadership and Alignment -Incentives Debate -Leadership Lecture	IMT Book: Ch. 9&10 10/2/13: Homework 5: Leadership Book Chapter Assignment 10/7/13: Paper #2
Unit 7: <i>Wednesday: October 9th</i>	Review -Midterm	10/9/13: Homework 6: Article or Web Assignment
Unit 8: <i>Wednesday: October 16th</i> <i>Monday: October 21st</i> <i>Wednesday: October 23rd</i> <i>Monday: October 28th</i>	Dominant Information -Dominant Information Lecture -Genetics -Inside Job -Inside Job Discussion	IMT Book: Ch. 5 10/16/13: Homework 7: Dominant Information Book Chapter Assignment 10/23/13: Homework 8 : Article or Web Assignment
Unit 9: <i>Wednesday: October 30th</i> <i>Monday: November 4th</i> <i>Wednesday: November 6th</i>	Industry Structure & PIPS -Discussion Activity -Industry Structure Lecture -PIPS Lecture	IMT Book: Ch. 12-14 10/30/13: Homework 9: IS or PIPS Book Chapter Assignment 11/6/13: Homework 10: Article or Web Assignment
Unit 10: <i>Wednesday: November 13th</i> <i>Monday: November 18th</i>	Application -A Few Good Men activity -Frost Nixon Activity	11/13/13: Homework 11: Article or Web Assignment 11/18/13: Final Project
Unit 11: <i>Wednesday: November 20th</i> <i>Monday: November 25th</i> <i>Wednesday: November 27th</i>	Student Presentations	11/20/13: Homework 12: Article or Web Assignment 11/27/13: Homework 13: Article or Web Assignment
Unit 12: <i>Monday: December 2nd</i> <i>Wednesday: December 4th</i>	Review -Discussion Activity -Review	
Unit 13: TBA	Final	

Comment [AR27]: Syllabus Highlight for Criteria 4: Students will learn about the perspective of incentives and how this plays a role in the industry in the behavior and social aspects of employees

Comment [AR28]: Syllabus Highlight for Criteria 2&3b: An opportunity to interview professionals of students interest and gain real world insights to human interaction in the industry.

Comment [AR29]: Syllabus Highlight for Criteria 4: Students will learn how to quickly identify through deductive logic how to accurately observe reality of the perspective of human interactions.

Comment [AR30]: Syllabus Highlight for Criteria 2&3b: Students observe the progression of knowledge of human genetics and what the future holds for the eradication of disease.

Comment [AR31]: Syllabus Highlight for Criteria 2&3b: Students will learn about the economics of the financial meltdown in 2008 and analyze using iMT concepts how we could have predicted it.

Comment [AR32]: Syllabus Highlight for Criteria 1: Students can use the paradigm of social interactions from the additional readings of James Allen and Niccolo Machiavelli to see why the industry operates in its current state.

Comment [AR33]: Syllabus Highlight for Criteria 2&3b: Students will analyze the historical account of the Watergate scandal of President Nixon and try to see how it could have been predicted, and try to understand why Nixon did what he did, and what does this mean for the leaders of the United States.



Deductive Logic Assignments

All Final Product Instructions

1. The final product should be professional.
2. The value of the assignment should be dominant. Meaning the grader should not have to make a decision on what grade to give the assignment.
3. Students should try to spend less time and create more value when doing their assignments.
4. The final product should only contain the dominant information.
5. The student should make sure all of their references are documented.
6. All assignments need to be e-mailed to assignments@pbsrg.com with the assignment and TA's name listed in the subject.

All PPT and Paper Formats

1. For an example visit <http://ksmleadership.com/online-piracy/>
2. PowerPoint
 - a. Title: Topic
 - b. Beginning: Summary of issue
 - c. Middle: Dominant Information [metrics, stats, charts, etc.]
 - d. End: Slide by slide References.
3. Written Document
 - a. Title: Topic
 - b. Beginning: Summary of issue/topic
 - c. Middle: Question and Answers; Dominant Information
 - d. End: References [listed out as to which site/reference provides what information.]

Profile Assignment

The student will complete a short biography including dominant information about their lives. The objective of this assignment is for students to start critically thinking about their interactions with others and how IMT principles help in the analysis. Assignment will be submitted through the KSM Leadership website or through a bio-sheet in the assignments folder on blackboard.

News Article PowerPoint

Students will locate a news article and analyze it. Using Information Measurement Theory (IMT) concepts, derived from weekly Modules, students will write up Dominant PowerPoint slides. The PowerPoint slides should contain what can be learned from the article and IMT, a solution for the problem, and/or what it exemplifies. This is an opportunity to analyze various social and behavioral interactions in the current events. What are the insights you can perceive by observing people's reality. The article should be cited in or attached in the slides.

Students should follow the online format to complete this assignment at KSMleadership.com.
**This assignment can also be done on a current event.*

KSM Leadership Discussion

Students will go to the KSM Leadership website at ksmleadership.com and comment on 3 items on the website. Items can include the blog, news articles, top issues and others comments. This is important for each student to read and try to understand what information is being presented. In what context is the person speaking, and how does understanding who they are help you quickly predict human behavior and social engagements. A screen shot must be sent of all 3 to assignments@pbsrg.com within the same e-mail.

Movie Analysis

Students will be asked to watch and analyze a movie designated by their instructor. This activity is designed to challenge students to always have the mind in motion, actively thinking and trying to understand important messages that are being presented. Activity Sheets will be provided and the analysis must include IMT concepts and how the IMT lessons can be applied to life.

IMT Reading Assignment

Students must read assigned chapters in the Information Measurement Theory book. The book serves as the structure to identify/analyze humans and why they act the way they do in relationship to their ability to perceive information. Students should also answer the questions below after the reading the corresponding chapters. Place in Word Document and submit to assignments@pbsrg.com.

1. Kashiwagi Solution Model Chapter Assignment
 - a. After reading the chapters on KSM, students should use the information to answer the following.
 - i. **KSM is based off the idea that everything is relative and related; using at least 3 characteristics about yourself, find out 4 more using KSM principles. Describe the process you used and anything new you have learned about yourself.**
2. Leadership Chapter Assignment
 - a. After reading the chapters on Leadership and Alignment, students should use the information to answer the following.
 - i. **In the book a new model of leadership is described. Using past experience identify two group leaders that you have dealt with, one that exemplifies the new model and one that exemplifies the old model. Compare them and explain which leader you thought brought more productivity and success to the group and why.**
3. Dominant Information Chapter Assignment

- a. After reading the chapters on Dominant Information and Decision Making, students should use the information to answer the following.
 - i. **In the business industry, decision making is sought after as a useful trait. What are your thoughts about decision making and why do you think it is seen this way? Why does the book list decision making as a Type C trait?**

4. Industry Structure Chapter Assignment

- a. After reading the chapters on Industry Structure and PIPS, students should use the information to answer the following.
 - i. **The information collected on Industry Structure and PIPS were collected from the construction and procurement industry but it has characteristics that can be applied almost anywhere. Using what you know, describe how the Industry Structure and PIPS could be used in your industry of interest, and what problems it could solve.**

IMT Topic Research

Instructor will give a topic to students (genetics, business, Olympics etc.), and each student will find an article, book or publication on the topic that displays dominant information, and analyze what they have found and how it may impact the social and behavioral perspectives about these topics. Write it up using Dominant Information.

IMT Examples

Students will gain further enrichment of the application of IMT from examples of IMT in life. Students will learn to identify and utilize dominant information when applying IMT, while using logic and observation. The importance of these examples is for students to start learning how to utilize the KSM mechanism, which utilizes dominant extremes to quickly identify individual's characteristics. Using one of the possible IMT Example Power Points, explain how the topic relates to IMT. At the end of each PowerPoint discuss the example and identify the lessons learned. Create document using PowerPoint. Use Dominant Information.

Papers

The papers serve as the core social and behavior research conducted by students. Students should comprehensively or individually collect data, by using IMT, to examine interactions of people in business, personal, and social environments. Students must examine the social behavioral theories of IMT and analyze subjects that are related to human events, social behavior ideas, various perspectives and ideas. There are 3 total papers in the course. Students will have multiple options regarding how they want to complete these papers. Students should work with their TA on establishing a topic and direction for each paper. All papers should provide value and should be based off a topic that the student is interested in, or would like to know more about. All 3 papers can be combined into one topic or separated into 3 separate topics. *Final Project of Paper 3 should be a dominant presentation, which each student will have the opportunity to post their work on KSMleadership.com and present during finals. Below are possible topics:

1. Controversial topics.
2. Business, Economic, Social, Behavioral.
3. Perspectives and Ideas.
4. Current Events.
5. Dominant Genetic Information.
6. Ethnographic Interview.
7. Identification of the self.
8. Identification of others.

2013 Information Measurement Theory (IMT)

Dean T. Kashiwagi, Ph.D.



2013 Information Measurement Theory: A Revolutionary Approach to Risk Management. Copyright © 2013 by Dean T. Kashiwagi. All rights reserved. Printed in the United States of America. No portion of this book may be reproduced in any manner without the written permission of the author.

2013 Information Measurement Theory: A Revolutionary Approach to Risk Management – Dean T. Kashiwagi
ISBN # 978-0-9850496-3-8
Copyright 2013 by Dean T. Kashiwagi

Cover Art designed by Patrick McGarey

Edited by:
Jacob Kashiwagi
Isaac Kashiwagi
Joseph Kashiwagi

Published and distributed by:
Kashiwagi Solution Model (KSM)
Mesa, Arizona
(480) 832-9196
j.kashiwagi1@gmail.com

For information, please email Dean T. Kashiwagi at:
dean.kashiwagi@asu.edu

The views expressed in this report are based solely on the independent research performed by the author. This publication does not necessarily represent the views of Arizona State University or the Performance Based Studies Research Group.

Acknowledgements

To all those who have given their lives to making this world a better place to live, starting with my wonderful wife Judy and family who is the model and originator of IMT, my mentors and head visionaries Bill Badger and Dave Cotts, my wonderful staff, and the greatest friends anyone could want. To those who have shared the dream:

Jamie Ho, Chris Kinimaka, Gordon Matsuoka (Retired), and Steve Miwa (Retired), State of Hawaii	John Savicky, Jacob Kashiwagi, Marie and Kenneth Sullivan, Jake Smithwick and Sylvia Romero, PBSRG
Larry Greenfeld, Jordan Miller, and Paul Mitchell, Tremco	John Morrison, Scott Schlotthauer, Steve Hagar, State of Oklahoma
Ray Jensen, John Riley, and Sam Wheeler, ASU, Business Services	Will Rich, Denise Digruccio, Jeff Powell, and Mike Steele, Neogard
Douglas Hanlon, Kenny Mentzel, and George Wittman, Schering Plough	Peggy Ferrin, Herman Koebergen, and Dan Zenko, City of Peoria
Jeff Meyer, and Stephanie Witt, General Services Administration	Michael Valerio (Retired), US Coast Guard
Nicole Kaai and Michael Perkins, University of Minnesota	Sicco Santema, Delft University of Technology, Scenter B.V.
Rich Byfield and Frank McMenimen, State of Utah	George Ang, Ministry of Housing in the Netherlands, Retired
Terry Spinazza and JoEllen Dinucci, Boise State University	Theo van der Plas and Marc Glissen, Heijmans N.V.
John Lynch (Retired), State of Washington	Sam Zamrik, ARAMARK Higher Education
Mark Bollig and Edward Maxey, Denver Health	Herman Faigenbaum and Diane Devlin, Harvard University
Verne Jones and Tom Mayer, State of Alaska	Brian Stewart and Hugh Warren, University of Alberta
Charles Serikawa, University of Hawaii	Tyrone Brooks, University of Idaho
Steven Hank, ASU, ICA Administration	Steve Mayle, Custom Seal
Thom Tisthammer, Wattle and Daub	Mark Little (Retired), State of Idaho
Wim Bakens, CIB	Ron Campbell, United Airlines
Walter Miller, University of New Mexico	Jeroen van de Rijt, Scenter B.V.
Joe Castro, City of Boulder, CO	Doug Langley (Retired), USAF
Ken Beler and Tom Ploesche, Entergy	

Foreword

In 1992, at age 40, I left the United States Air Force with a \$20K cut in pay, with eight kids, a wife, and \$10K in my pocket, to pursue my dream.

My vision was "How to implement a structure/system where my understanding of what I didn't know, would be my strength." Develop a system where, "the less I knew, the better off I was, and what I could observe would still allow me to know more than anyone else", and where "by using my powers of observation, I could minimize risk as if I knew everything."

I felt like the technology, which came to be known as the Performance Information Measurement System (PIPS) and the Performance Information Risk Management System (PIRMS), had a great potential.

I knew the Information Measurement Theory (IMT) was flawless. I had observed and developed IMT over the last 20 years of my life with assistance from my wife and family. I knew the deductive logic approach of recognizing and aligning concepts of simplicity and common sense would overcome the results of all the traditional practices of the "blind" who did the same thing over and over, hoping for a different solution. I realized the validity of finding out what everyone else knew (inductive), and then shaping tomorrow's concepts on the same concepts would bring the same problems. The blind were leading the blind, and that would never lead to any change.

How would I convince anyone to try such an "out of the box" idea? The beginning days were rough. I would never have survived, if I did not have a visionary leader, Bill Badger, whose only rule was "there are no rules." The only ones who could truly help me was the group that helped develop IMT, my wife and kids. With a small office that could not even fit my own desk, and my wife bringing the younger kids playing on a blanket in the only open space in the office, while she was sending out 100 faxes to research clients with an angry line of professors behind her, we started the Performance Based Studies Research Group (PBSRG.) My compliments to my wife, who became my first research assistant.

The resistance to our research has never ended. I have had the National Science Foundation (NSF) tell me that I wasn't a researcher, that the ideas were ridiculous, asking who in their right mind would work with us, and if the idea was so good, why didn't everyone else jump aboard? I have had my own peers denigrate the work and identify it as not important.

But thank goodness for the visionaries! Dave Cotts, Bill Badger, Thom Tisthammer, Gordon Matsuoka, Charley Serikawa, Steven Miwa, Rich Byfield, Mike Steele, Ron Campbell, Michael Perkins, Nathan Chong, Jeff Meyer, Patrick Okamura, Kenneth Sullivan, Herman Koebergen, Mark Little, Tyrone Brooks, Ray Jensen, John Riley, Adrian Sannier, Wim Bakens, Sicco Santema, Jeff Meyer, Stephanie Witt, John Morrison, Steve Hagar, and Scott Schlotthauer, Jeroen van de Rijt,

Wiebe Wittenveen, Carlita Vis and others..... My peer review was not my fellow professors, it was the folks who actually had to put out money, and deliver on time, with less resources, and providing better value.

Fifteen years later, approaching \$10.5M in research funding, delivering \$4.5B in services, and having the largest organizations in the world adopting the visionary PIPS/PIRMS concepts, I can honestly say that the "dream is alive", we have conquered the world of the "blind." We have shown how to minimize transactions up to 90%, increase profits up to 100%, and deliver value/performance 98% of the time. We have done it all over the United States, and now common sense is seeping into Europe, Africa, and the Pacific Rim.

And today we have a new generation! John Savicky, Kenneth Sullivan, and Jacob Kashiwagi. The young guns who have staked their lives on the logic and common sense of PIPS/PIRMS, IMT, and have become the new generation "Dr. Deans." They will see this technology go to the ends of the world.

Where are we today? We are on the cusp of creating and applying a leadership based organization structure. We are on the verge of helping "blind people see" without changing their behavior. We are helping add value by creating a new seamless environment where vendors manage and control their own work, and always think in the best interest of the client. The performance information/measurement environment will revolutionize the world. In simplicity we have now explained complexity.

For all those who have helped, who have put the interests of humanity ahead of their own, who have helped in the cause, my hat's off to you....welcome to the most amazing journey of simplicity which will unravel the issues of the world. Enjoy the experience. We invite you to come to our annual conference and become part of the visionaries.

Dean Kashiwagi

Table of Contents

Chapter 1 – Introduction “Seeking Simplicity”

Introduction	1-1
My Personal Background	1-1
Objectives of the Book	1-7
References	1-8

Chapter 2 – Information Measurement Theory (IMT), Coauthor Judy Kashiwagi

Information Theory	2-1
Information Measurement Theory (IMT)	2-2
Natural Laws	2-3
“Event”	2-4
Perception of Information and Processing Speed	2-5
Use of Dominant Information and Minimization of Decision Making	2-8
Conclusion	2-8
Chapter 2 Review	2-9
References	2-9
Attachment 2.1 – Theorems of IMT	2-10

Chapter 3 – Kashiwagi Solution Model (KSM)

Introduction	3-1
Information & The KSM	3-1
Decision Making & The KSM	3-2
Efficiency & The KSM	3-4
Experience, Emotion, Events & The KSM	3-4
Apparent Irony	3-6
Understanding our Environment Using KSMs	3-7
Understanding Individuals Using KSMs	3-9
Conclusion	3-10
Chapter 3 Review	3-10
References	3-11
Attachment 3.1 - “Japan Keeps a High Wall for Foreign Labor”	3-12

Chapter 4 – Advanced KSM Theory Discussion

Introduction	4-1
Deductive Logic of KSM Construction	4-1
Three KSM Levels	4-1
Level I Foundation	4-1
Level II Observable Actions	4-3
Level III Difficult to Determine Characteristics	4-4

KSM Conclusion	4-5
Case Study Using the QS Profession in Malaysia	4-6
Proposed Change in the QS Model	4-6
Proposed Solution to Change Paradigm	4-8
Conclusion	4-8
Exercises	4-9
References	4-9

Chapter 5 – Decision Making and Dominant Information

Introduction	5-1
Experts Know How Little They Know	5-1
Decision Making is Not Needed When You Know What to Do	5-2
How Do You Know Who Knows When You Don't Know	5-2
Dominant Information	5-3
Reality, Decision Making, Experts and Dominant Information	5-4
Trust	5-5
Conclusion	5-5
Chapter 5 Review	5-5

Chapter 6 – Risk Management Model: No Decisions Structure

Introduction	6-1
No Decisions Structure	6-1
Methodology	6-1
Marriage Structure: Example of No Decision Structure	6-1
Supply Chain Structure	6-2
Impact of New Project Management, Risk Management Model	6-2
Traditional Systems That Force Decision Making	6-3
Vendor Risk Mitigation	6-3
Conclusion	6-4
Questions	6-4

Chapter 7 – Who Is On My Molecule, Coauthor Dr. William W. Badger

Introduction	7-1
KSM/IMT	7-1
Who Is On My Molecule (WIO MM)	7-2
Dominant Value of WIO MM	7-3
PIPS / PIRMS	7-3
Conclusion	7-4
Chapter Overview: Key Lessons	7-5
Chapter 7 Review	7-5

Chapter 8 – Everything is at Equilibrium

Introduction	8-1
Equilibrium, Opposing Forces, Point of Space	8-3
Conclusion	8-4
Chapter 8 Review	8-4

Chapter 9 – Control and Influence, Coauthor Jacob Kashiwagi

Introduction	9-1
Impossible to Influence or Control Another Human Being, Entity, or Event	9-1
Dominant Examples of "No Control or Influence"	9-3
Problem	9-4
Solution	9-4
Conclusion	9-5
Chapter 9 Review	9-5
References	9-6

Chapter 10 – New Leadership Model of Alignment, Coauthor Jacob Kashiwagi

Introduction	10-1
Traditional Leadership Model	10-1
Construction Industry has a Lack of Leadership	10-2
All Industries Face Lack of Leadership	10-3
Traditional Leadership Model of Influence Has Not Worked	10-3
New Leadership Model of Alignment	10-3
Methodology to Prove Leadership Model of Influence	10-4
IMT/KSM Application to Leadership, Management, and Alignment	10-4
Leadership Experts	10-4
The New Alignment-Based Leadership Model	10-6
Creation of a New Measurement System and Leadership Model	10-7
PIPS / PIRMS	10-8
Traditional Influence and Alignment: Best Value PIPS/PIRMS Survey Results	10-9
Conclusion	10-9
Jacob Kashiwagi 2007 Thesis "Leadership is Alignment and Not Influence"	10-10
Chapter 10 Review	10-11
References	10-11
Attachment 10.1: Harry Reynolds Description of LS and RS Characteristics	10-13

Chapter 11 – Integrating WIOMM, Leadership and Equilibrium Principles

Dominant IMT Models	11-1
Identifying the Initial Conditions	11-1
Getting Out of Silos	11-2
Cutting off the Source of Confusion Between Silos	11-3
Modified WIOMM	11-4
Answering the Questions	11-5
Conclusions	11-6
Chapter 11 Review	11-7

Chapter 12 – Services Industry Structure and Participants

Introduction	12-1
Solution by Simplicity	12-3
Services Industry Structure (SIS) Model	12-4
Quadrant I: Low-Bid Award or Price-Based Environment	12-4
Illogical Assumptions	12-5
Minimum Standards: No Relationship with Performance	12-6
How "Minimum" Standards Are Set	12-7
Source of Contractor Motivation to Lower Performance	12-8
Impact of the Low-Bid Award	12-10
Best Interest of the Owner vs. Best Interest of the Contractor (Win-Lose)	12-11
When Risk is Correlated to Price (Win-Win)	12-12
Role of the Designer in the Low-Bid Environment	12-13
The Assignment of Skilled Craftspeople and Construction Managers	12-14
Impact of Low Bid on the Assignment of Skilled Craftspeople and Construction Manager	12-16
Management and Control by the Owner's Representatives	12-17
Politics in Quadrant I	12-19
Capability of the Construction Industry to Sustain itself in Quadrant I	12-20
Quadrant II: Best-Value Environment: "Win – Win"	12-21
Quadrant III: Negotiated-Bid Environment	12-22
Quadrant IV: Unstable Market	12-23
Warranty and Risk	12-23
Conclusion	12-25
Chapter 12 Review	12-26
References	12-27
Attachment 12.1: Non-Performance of the Construction and Information Technology (IT) Industry	12-29
References	12-34
Attachment 12.2: Low Bid White Paper	12-36
Attachment 12.3: Quotes on Low Bid Construction	12-37
References	12-43

Chapter 13– Best Value Practices vs. Best Business Practices

Introduction	13-1
Industry Structure Differentiates Between Best Business and Best Value Practices	13-2
Difference Between Best Business Practices and Best Value Practices	13-3
"Wrong Person is Talking"	13-3
Best Business Practices	13-3
Best Value Approach Based on IMT	13-4
Best Business Practices: Alternate Delivery Systems (ADS) for Construction Services	13-5
How to Implement a Best Value Solution	13-6
Information Environment	13-8
Optimizing Supply Chains and Minimizing Transactions and Transactional Cost and Time	13-9
Partnering	13-9
Conclusions	13-9
Chapter 13 Review	13-10
References	13-11
Attachment 13.1: NASA Articles	13-13
Attachment 13.2: Alternate Delivery Processes (ADP)	13-18

Chapter 14 – New Risk Management Model

Introduction	14-1
Traditional Risk Management Model	14-2
Source of Risk	14-3
Decision Making	14-4
New Risk Management Model	14-4
Paradigm Shift	14-6
Conclusion	14-7
Chapter 14 Review	14-8
References	14-8

Chapter 15 – New Contract Model, Coauthor Jacob Kashiwagi

Introduction	15-1
Problem	15-1
Solution	15-1
Existing Model	15-2
New Contracting Model	15-2
Conclusion	15-4
Chapter 15 Review	15-5

Chapter 16 – PIPS Best Value Concepts with the Price Based Award

Introduction	16-1
Lessons Learned	16-1
Problems with the Priced Based Environment	16-1
Implementation of PIPS Concepts in the Low Bid Environment	16-2
Phase I and II Prequalification/Selection Phase Activities	16-3
Phase III Post Award/Preconstruction Activities	16-3
Phase IV Notice to Proceed/Construction Risk Management	16-3
Additions to the Price Based Specification and Phase 1 Activities	16-4
Pre-construction Period	16-5
Checklist of Changes that Need to be Made to the Price Bids	16-6
Conclusion	16-6
Chapter 16 Review	16-7

Chapter 17 – Professionals in the Best Value Environment

Difference Between High Performing Professionals and Low Performing Professionals	17-1
State of Today's Design Industry	17-1
Risks to Professionals	17-2
Best Value Process	17-2
Identification of Scope and Risk	17-3
Selection Criteria	17-3
Critical Elements	17-4
Selection Scoring	17-4
Objective of Selection of Professional	17-4
Pre-Award Phase	17-5
Chapter 17 Review	17-6
Attachment 17.1: Case Studies and Lessons Learned	17-7
Attachment 17.2: Quick Explanation of Delivery Process of Professionals	17-12
Attachment 17.3: Past Performance Information Collection	17-13

Chapter 18 – The State of the Professional Industry, Coauthor Geoffrey S. Child

Introduction	18-1
Problem Statement	18-1
Hypothesis	18-2
Methodology	18-2
Confirming the Price Based Environment of Designers	18-2
The Construction Industry Structure	18-3
PIPS (Performance Information Procurement System)	18-5
A/E/C Industry Survey	18-5
Survey Results	18-6
Conclusions and Recommendations	18-8
References	18-8

Chapter 19 – Movement to “Best Value” Using the FAR, Coauthor Kenneth Sullivan

Lessons Learned	19-1
Introduction	19-2
Federal Acquisition Regulation (FAR)	19-4
Obstacles in Using Best Value	19-6
Lessons Learned from Ten Years of Working with Federal Agencies and the FAR	19-8
Case Study with the U.S. Coast Guard	19-9
Lessons Learned from the Coast Guard Test	19-13
Case Study with the Corps of Engineers	19-13
COE / USAF Kirtland AFB Test Process	19-14
Qualification Requirements (Go/No Go Evaluation Criteria)	19-15
Competitive Range Determination	19-15
Best Value Selection	19-16
Clarification Period	19-16
Post Award Activities	19-16
Projects Results	19-17
General Services Administration (GSA) Heartland Region	19-17
Conclusion	19-18
Chapter 19 Review	19-19
References	19-19
Attachment 19.1: Article - “Seizing a \$400 Billion Opportunity	19-21
Attachment 19.2: Article – “Defense Acquisition”	19-23

Chapter 20 - Certification Program Protects BV Efforts

Introduction	20-1
Case Study History	20-1
Certification Requirements	20-1
Observation and Conclusion	20-2
Examples of Statements Made by “Blind Visionaries”	20-2
Questions	20-2

Chapter 21 – Best Value Approach

Introduction	21-1
Performance Information Procurement System (PIPS)	21-1
Best Value Approach	21-2
Decision Making, Expertise, and Ethics	21-3
Best Value (BV) PIPS	21-3
Selection Phase	21-4
Clarification Phase	21-5
Conclusion	21-5

Chapter 22 – Conclusion

Introduction	22-1
What is IMT?	22-1
What is the BV Approach	22-1
What is the Optimal Way to Become a BV Visionary	22-1
Mistakes of Traditional Best Practices: Managing, Directing and Controlling	22-1
Source of BV Approach	22-2
What is the Problem	22-2
The Solution: Help the Blind to See	22-2
Understanding IMT	22-3
Conclusion	22-3

Glossary

Index

IMT Figures/Tables

Chapter 2 – Information Measurement Theory (IMT), Coauthor Judy Kashiwagi

Figure 2.1: Number of Natural Laws	2-3
Figure 2.2: The Event	2-4
Figure 2.3: Cycle of Learning	2-5
Figure 2.4: Rate of Change	2-6
Figure 2.5: Rate of Change of Similar Individuals	2-8
Table 2.1: Differences in Individuals	2-7

Chapter 3 – Kashiwagi Solution Model (KSM)

Figure 3.1: Rate of Change and a Kashiwagi Solution Model	3-1
Figure 3.2: A Two-Way Kashiwagi Solution Model (KSM)	3-2
Figure 3.3: Perception of Multiple Outcomes	3-2
Figure 3.4: Decision Making	3-3
Figure 3.5: Information, Decision Making, and Efficiency	3-4
Figure 3.6: Experience, Expectation, Control, Emotion and Position	3-5
Figure 3.7: White Collared Criminal Minds Are Not Type A persons	3-7
Figure 3.8: Understanding Your Environment	3-8

Chapter 4 – Advanced KSM Theory Discussion

Figure 4.1: Level 1 Foundational KSM Characteristics	4-2
Figure 4.2 :Level 2 Observable KSM Actions/Characteristics	4-3
Figure 4.3: Level 3 Difficult KSM Concepts to Grasp	4-5
Figure 4.4: QS Expertise: Traditional and New Approach	4-7

Chapter 5 – Decision Making and Dominant Information

Figure 5.1: Know vs. Don't Know	5-1
Figure 5.2 (Left): Someone Who Knows Nothing (Realistic)	5-2
Figure 5.3(Right): Someone Who Knows Everything (Impossible)	5-2
Figure 5.4: Find an Expert Who Does Know	5-3

Chapter 7 – Who Is On My Molecule, Coauthor Dr. William W. Badger

Figure 7.1: Who Is On My Molecule	7-1
Figure 7.2: Rate of Change Chart (ROC) with KSM	7-2
Figure 7.3: Molecules placed on ROC	7-3
Figure 7.4: Using WIOMM Figures to Compare Entities and Risk	7-4

Chapter 8 – Everything is at Equilibrium

Figure 8.1: Equal and Opposite Forces	8-1
Figure 8.2: Two Extremes of People	8-2
Figure 8.3: Environment Against Person	8-3

Chapter 9 – Control and Influence, Coauthor Jacob Kashiwagi

Figure 9.1a: No Influence model	9-1
Figure 9.1b: Influence Model	9-1

Chapter 10 – New Leadership Model of Alignment, Coauthor Jacob Kashiwagi

Figure 10.1: Current Development of Leadership	10-1
Figure 10.2: Traditional Leadership Model	10-2
Figure 10.3: Impact of Alignment on Worker Capability and Productivity	10-6
Figure 10.4: Comparison between Traditional Leadership Model and the New Leadership Model	10-6
Table 10.1: Results of Leadership Process Comparison Survey	10-9

Chapter 11 – Integrating WIOMM, Leadership and Equilibrium Principles

Figure 11.1: Silos	11-2
Figure 11.2: Modified WIOMM	11-4
Figure 11.3: Modified WIOMM C+ Constraint	11-5

Chapter 12 – Services Industry Structure and Participants

Figure 12.1: The Services Industry Structure (SIS) model	12-4
Figure 12.2: Performing Contractors	12-9
Figure 12.3a: Minimum Standard	12-10
Figure 12.3b: Impact of Minimum Standards	12-10
Figure 12.4: Owners vs. Contactors: Difference in Objectives	12-11
Figure 12.5a (Left): Best Value Procurement	12-12
Figure 12.5b (Right): Low Bid Procurement	12-12
Figure 12.6: Three Different Crews Working for a Contractor	12-14
Figure 12.7: Contractor Assignment of Crafts people	12-15
Figure 12.8: Major Functions of Quadrant I	12-18
Figure 12.9: Contracts and Warranties	12-25
Table 12.1: Example of How a Standard is Created	12-8

Chapter 13 – Best Value Practices vs. Best Business Practices

Figure 13.1: Industry Structure	13-2
Figure 13.2: Cockpit	13-8
Figure 13.3: CM@Risk, Best Practices	13-20

Chapter 14 – New Risk Management Model, Coauthor

Figure 14.1: Existing Risk Management Model	14-2
Figure 14.2: New Risk Management Model	14-5

Chapter 15 – New Contract Model, Coauthor Jacob Kashiwagi

Figure 15.1: Traditional Contracting Model of Buyer and Vendor	15-2
Figure 15.2: New Contracting Model of Buyer and Vendor	15-2
Figure 15.3(Left): Traditional Contractor Delivery Requirement Model	15-3
Figure 15.4(Right): New Contract Delivery Requirement Model	15-3

Chapter 16 – PIPS Best Value Concepts with the Price Based Award

Figure 16.1: PIPS/Best Value Process	16-4
Figure 16.2: Price Based PIRMS Process	16-4

Chapter 17 – Professionals in the Best Value Environment

Figure 17.3.1: Survey Process	17-13
Figure 17.3.2: Survey Submittal Information	17-14
Figure 17.3.3: List of Reference Projects	17-15
Figure 17.3.4: Survey Questionnaire Example	17-17

Chapter 18 – The State of the Professional Industry, Coauthor Geoffrey S. Child

Figure 18.1: Construction Industry Structure	18-3
Figure 18.2: Min/Max Dilemma	18-4
Figure 18.3: Price-Based Award	18-4
Figure 18.4: Disagreement Between Clients and Designers	18-7

Chapter 19 – Movement to “Best Value” Using the FAR, Coauthor Kenneth Sullivan

Table 19.1: Overview of Process	19-15
---------------------------------	-------

Chapter 21 – The Best Value Approach

Figure 21.1: Industry Structure	21-2
Figure 21.2: The Event	21-3
Figure 21.3: Three Phases of BV PIPS	21-3
Figure 21.4: BV Selection Phase Filters	21-4

2013 Best Value Standard

Dean T. Kashiwagi, Ph.D.



2013 Best Value Standard. Copyright © 2013 by Dean T. Kashiwagi. All rights reserved. Printed in the United States of America. No portion of this book may be reproduced in any manner without the written permission of the author.

2013 Best Value Standard – Dean T. Kashiwagi
ISBN # 978-0-9850496-2-1
Copyright 2013 by Dean T. Kashiwagi

Cover Art designed by Patrick McGarey

Edited by:
Jacob Kashiwagi
Isaac Kashiwagi
Joseph Kashiwagi

Published and distributed by:
Kashiwagi Solution Model (KSM)
Mesa, Arizona
(480) 832-9196
j.kashiwagi1@gmail.com

For information, please email Dean T. Kashiwagi at: dean.kashiwagi@asu.edu

The views expressed in this report are based solely on the independent research performed by the author. This publication does not necessarily represent the views of Arizona State University or the Performance Based Studies Research Group.

Acknowledgements

To all those who have given their lives to making this world a better place to live, starting with my wonderful wife Judy and family who is the model and originator of IMT, my mentors and head visionaries Bill Badger and Dave Cotts, my wonderful staff, and the greatest friends anyone could want. To those who have shared the dream:

Jamie Ho, Chris Kinimaka, Gordon Matsuoka (Retired), and Steve Miwa (Retired), State of Hawaii	John Savicky, Jacob Kashiwagi, Marie and Kenneth Sullivan, Jake Smithwick and Sylvia Romero, PBSRG
Larry Greenfeld, Jordan Miller, and Paul Mitchell, Tremco	John Morrison, Scott Schlotthauer, Steve Hagar, State of Oklahoma
Ray Jensen, John Riley, and Sam Wheeler, ASU, Business Services	Will Rich, Denise Digruccio, Jeff Powell, and Mike Steele, Neogard
Douglas Hanlon, Kenny Mentzel, and George Wittman, Schering Plough	Peggy Ferrin, Herman Koebergen, and Dan Zenko, City of Peoria
Jeff Meyer, and Stephanie Witt, General Services Administration	Michael Valerio (Retired), US Coast Guard
Nicole Kaai and Michael Perkins, University of Minnesota	Sicco Santema, Delft University of Technology, Scenter B.V.
Rich Byfield and Frank McMenimen, State of Utah	George Ang, Ministry of Housing in the Netherlands, Retired
Terry Spinazza and JoEllen Dinucci, Boise State University	Theo van der Plas and Marc Glissen, Heijmans N.V.
John Lynch (Retired), State of Washington	Sam Zamrik, ARAMARK Higher Education
Mark Bollig and Edward Maxey, Denver Health	Herman Faigenbaum and Diane Devlin, Harvard University
Verne Jones and Tom Mayer, State of Alaska	Brian Stewart and Hugh Warren, University of Alberta
Charles Serikawa, University of Hawaii	Tyrone Brooks, University of Idaho
Steven Hank, ASU, ICA Administration	Steve Mayle, Custom Seal
Thom Tisthammer, Wattle and Daub	Mark Little (Retired), State of Idaho
Wim Bakens, CIB	Ron Campbell, United Airlines
Walter Miller, University of New Mexico	Jeroen van de Rijt, Scenter B.V.
Joe Castro, City of Boulder, CO	Doug Langley (Retired), USAF
Ken Beler and Tom Ploesche, Entergy	

Foreword

This is the companion manual for the Information Measurement Theory manual. This manual covers PIPS/PIRMS in detail, and gives the case studies to document that:

1. Best value leads to lower prices, more qualified vendors, efficiency, and customer satisfaction.
2. It has been done over and over for 15 years.
3. It has now gone into Europe and Africa and the Pacific Rim.

I have found that common sense and logic have no language. The downside of such a technology is that the majority of the people in our society, industries, and academic setting are "blind." They continue to proliferate the status quo: "we need experts to tell the people who are doing the work how to do it, when to do it, and where to do it."

PIPS/PIRMS is a structure that does not depend on people knowing what to do. It aligns resources with the minimum amount of human decision making. As in the previous manual, best value should:

1. Minimize the need to manage.
2. Minimize the need to direct and control.
3. Minimize the need to communicate.
4. Minimize transactions.
5. Minimize cost.
6. Maximize profits.
7. Maximize technical competency.
8. Maximize customer satisfaction.
9. "Win-win" environment.
10. Allow the "blind to see, and the nonperforming to know what performance is."
11. Create transparency and accountability.
12. Transform a non-transparent environment to a transparent environment, without depending on people's decision making, expertise, and experience.

Remember, common sense needs no precedence, or statistical analysis.

Good luck and enjoy PIPS/PIRMS. If you are currently testing, you will become a part of the manual in the future. Come join us at our annual education conference, and become a visionary.

Dean Kashiwagi

PIPS/PIRMS References

Date: January 13, 2013

Subject: Users/References for Performance Information Procurement System (PIPS) and Performance Information Risk Management (PIRMS)

Steve Schlotthauer, State Purchasing Director
State of Oklahoma, Department of Central Services, Purchasing Division
(405) 521-2116
Scott_Schlotthauer@dcs.state.ok.us

John Morrison, Head of Administration
State of Oklahoma, Department of Central Services
(405) 522-5895
John_Morrison@dcs.state.ok.us

John Riley, Executive Director of Purchasing & Business Services
Arizona State University
(480)965-6532
John.riley@asu.edu

Ray Jensen, Assoc. Vice President
Arizona State University, University Business Services Administration
(480)965-5282
ray.jensen@asu.edu

Richard Freese, Director of Public Works
City of Rochester, Minnesota
(507) 328-2400
rfreese@rochestermn.gov

James M. Kelly, Coordinator of Design & Construction Services
Rochester Public Schools, ISD 535, MN
(507) 328-4439
JAKELLY@rochester.k12.mn.us

Jo Ellen DiNucci / Terri Spinazza
AVP for Finance & Administration / Purchasing Director
Boise State University
(208) 426-1200 jedinucc@boisestate.edu
(208) 426-2168 tspinazz@boisestate.edu

PIPS/PIRMS References

Vern Jones, Chief Procurement Officer
State of Alaska
(907) 465-5684
Vern.Jones@alaska.gov

Wiebe Witteveen and Carlita Vis
Ministry of Transport, Rijkswaterstaat
Best Value Effort (Netherlands)
wiebe.witteveen@rws.nl / carlita.vis@rws.nl

Sicco Santema, Professor of Industry Design Engineering, Delft University of Technology
Director and Managing Consultant at Scenter
International Best Value Efforts on 1.3 Billion Euros / US \$1.8 Billion
S.C.Santema@tudelft.nl

Jeroen van de Rijt, Senior Management Consultant
Scenter
rijt@scenter.nl

Tyrone Brooks, AVP Auxiliary Services
University of Idaho, Administrative Operations
(208)885-5541
tyroneb@uidaho.edu

Nathan Chong, Deputy to the Assistant Chief of Staff for Installations, Environment, & Facility Management
US Army Medical Command, Facility Life Cycle Management Division
Mr. Chong retired in 2008 and is now a consultant at M&R Facility Concepts
(210) 268-7678
nathan.chong@mrfacilityconcepts.com

Michael Perkins, Assoc. Vice President (retired in January 2012)
University of Minnesota, Capital Planning and Project Management, University Services
(612) 877-0430
Michael.perkins57@yahoo.com

Thomas Shultz, Director of Facilities
Intermediate District 287, Minnesota School District
(763) 550-7120
twshultz@district287.org

Jeff E. Meyer, Project Manager
U.S. General Services Administration, Region 6
(816) 823-2260
jeff.meyer@gsa.gov

Stephanie R. Witt, Contracting Officer
U.S. General Service Administration, Region 6 (Currently at KS/NE Acquisition Team)
(816) 283-7518
stephanie.witt@fema.dhs.gov

PIPS/PIRMS References

Gordon Matsuoka (retired) and Steve Miwa (retired)
State of Hawaii, Dept. Accounting & General Services
(808) 487-3016, gomats_m@yahoo.com
(808) 393-9688, stevemiwa@yahoo.com

Charlie Serikawa (retired)
University of Hawaii, Facilities
(808) 285 – 4694
c.y.serikawa@hawaiiantel.net

Mike Smith, Roofing Specialist
Dallas Independent School District, Roofing Division
(972) 925-5231
micsmith@dallasisd.org

Lynda Santoro, Regional Manager Arizona/Nevada
Government and Education Solutions, CenturyLink Inc.
(602) 512-2510
lynda.santoro@centurylink.com

David Uhl, Director of Network Operations
CenturyLink Inc.
(720) 578-4240
David.Uhl@centurylink.com

Herman Koebergen, Materials Manager (currently the Fleet Manager)
City of Peoria, AZ
(623) 773-7119
Herman.Koebergen@peoriaaz.gov

Sam Zamrick, Vice President of Operations, Higher Education AZ
Aramark
(336) 451-5596
Zamrik-Sam@ARAMARK.com

Brian Stewart / Hugh Warren
Director of Procurement and Contract Management / Executive Director of O&M
University of Alberta
(780) 492-6405 brian.stewart@ualberta.ca
(780) 492-2775 hugh.warren@ualberta.ca

Jeffrey M. Evenson RLA
Parks Superintendent
City of Roseville
651-792-7107
Jeff.evenson@ci.roseville.mn.us

Larry Pauling
Consumer Financial Protection Bureau (CFPB)
202-435-9009
Larry.Pauling@cfpb.gov

Table of Contents

Chapter 1 – Best Value Delivery

Introduction	1-1
What is Best Value? What is Best Value Procurement? What is Best Value PIPS?	1-1
Documented Value of BV PIPS	1-3
Best Value PIPS Technology is Near A Perfected State	1-4
Major Objection/Resistance to Best Value PIPS	1-4
BV Environment Requirements/Checklist	1-5
Guard Against the Reversion to Price Based, Blind Practices	1-5
Operators, Functions, Characteristics of PIPS	1-6
Performance Information Risk Management System (PIRMS)	1-7
Conclusion	1-7
Chapter 1 Review	1-8

Chapter 2 – Best Value Performance Information Procurement System (PIPS)

Introduction	2-1
Three Phases	2-1
Objectives of the BV PIPS Process	2-1
Methodology of BV PIPS Process	2-2
Schedule of BV PIPS Process	2-3
BV PIPS Lessons Learned	2-3
Chapter 2 Review	

Chapter 3 – Best Value PIPS Selection Phase

Best Value	3-1
BV PIPS Selection Criteria	3-2
Weighting Criteria	3-2
Past Performance Information (PPI)	3-3
Dominant Performance Information	3-3
Project Capability (PC) Submittal	3-3
Example of a Project Requirement and Project Capability Submittal	3-4
Risk Assessment (RA) Submittal	3-4
Examples of Risk Assessment Submittals	3-6
Value Added (VA) Submittal	3-8
Example of Value Added Submittal	3-8
Project Cost Breakdown Submittal	3-8
Short Listing Of Alternatives	3-9
Interview of Key Personnel	3-9
Other Interview Activities	3-10
Prioritization Using all the Ratings	3-10
Dominance Check of Best Value Vendor	3-12
Conclusion	3-13
Chapter 3 Review	3-14

Attachment 3.1: Past Performance Information Instructions	3-15
Attachment 3.2: Reference List and Past Performance Information Score	3-16
Past Performance Survey Questionnaire	3-17

Chapter 4 – Clarification / Pre-Award Phase

Introduction	4-1
Clarification Process	4-1
Proposal	4-2
Clarification Period Rules	4-2
Conclusion	4-3
Chapter 4 Review	4-3
Attachment 4.1: Weekly Risk Report (WRR)	4-5

Chapter 5 – How Does The Owner Run the Best Value PIPS Process?

Access to Best Value PIPS Technology	5-1
Method of Learning	5-1
Step 1: Form Internal BV Core Team	5-1
Step 2: Pick a Test Project	5-2
Step 3: Strategic Plan	5-3
Certification	5-4
Lessons Learned on Not Having or Trying to Change the Strategic Plan	5-5
Lessons Learned From Failed Strategic Plans	5-6
Successful Strategic Plan	5-6
Running the First Test	5-7
Education is the Key	5-7
Request for Proposal (RFP)	5-8
Selection Phase	5-9
Rating of the Project Capability Submittals	5-10
Documentation	5-11
Short Listing the Alternatives	5-11
Interview	5-12
Spirit of the Best Value	5-13
Second Prioritization of the Best Value	5-14
Dominance Check	5-14
Clarification Phase	5-15
Implementing the Clarification Period	5-16
Clarification Kickoff Meeting and Finalization	5-16
Award of the Contract	5-17
Lessons Learned	5-17
Conclusion	5-18
Chapter 5 Review	5-19
References	5-19
Attachment 5.1: PIPS Template Schedule with Grant Bars	5-20
Attachment 5.2: Selection Survey	5-22
Attachment 5.3: Clarification Period Survey	5-23
Attachment 5.4: Close Out Survey	5-24
Attachment 5.5: RFP Template	5-25
Attachment 5.6: Pre-Selection Phase Checklist	5-26

Attachment 5.7: Selection Phase Checklist	5-27
Attachment 5.8: Selection Committee's Rating Guidelines	5-28
Attachment 5.9: BV Rating Education	5-30
Attachment 5.10: The Impact of Decision Making	5-32
Attachment 5.11: Evaluation Rating Sheet	5-35
Attachment 5.12: Clarification Period Activity Checklist	5-36
Attachment 5.13: Clarification Deliverable Checklist	5-37
Attachment 5.14: Performance Measurement Checklist	5-38

Chapter 6 – Vendor Approach to The Best Value PIPS Model

Introduction	6-1
Recommendations to BV Vendors	6-2
Interview	6-3
How to Increase the Probability of Getting Prioritized the Best Value Vendor	6-4
Clarification Period	6-5
Conclusion	6-5
Chapter 6 Review	6-6

Chapter 7 – History of the Development of the Performance Information Procurement System (PIPS)

Introduction	7-1
Historical Development	7-1
Movement of Development/Trends (1992-2010)	7-2
First Phase of Development: Performance Information and Displaced Ideal Model (DIM) (1994-1997)	7-3
Lessons Learned From Using PIPS to Deliver Janitorial and Landscaping Services	7-4
Lessons Learned From Performance Information Collection	7-6
Federal Aviation Administration Storm Damage Control Projects	7-6
Lessons Learned From FAA Storm Damage Repair Projects	7-8
Phase II (1998-2004): PIPS Testing With Larger Organizations and Projects	7-8
PIPS Tests at the State of Utah	7-8
United Air Lines PIPS Application	7-10
State of Hawaii PIPS Application	7-10
Lessons Learned From the State of Hawaii	7-11
State of Georgia Test Projects	7-12
FAA Deer Valley Air Traffic Control Tower Project	7-12
Phase III (2005-2010): Mature PIPS Process, Focus Shifts From Selection to Preplanning and Risk Management	7-13
Conclusion of Development Period to Implement and Sustain PIPS	7-15
2011 PIPS/PIRMS Model	7-15
The Development of Core Teams of Visionaries and Experts in IMT (2011)	7-16
Attachment 7.1: FAA Letter of Support of PIPS	7-18

Chapter 8 – Protests in the Best Value PIPS Environment

Introduction	8-1
History of Protests: Six Cases	8-1
Attachment 8.1: State of Oklahoma OJA Protest Ruling and Arizona State University Help Desk Protest Ruling	8-3

Chapter 9 – State of Utah Case Study

Lessons Learned	9-1
Overview	9-1
State of Utah Construction Environment	9-3
University of Utah Housing Project (2000 Winter Olympic Village Housing)	9-3
PIPS Implementation	9-4
Performance Data Collection	9-4
Performance Information Procurement System Results	9-5
Construction of the University of Utah Housing	9-7
Analysis of the PIPS Implementation	9-8
Overview of the State of Utah PIPS Test	9-10
Lessons Learned	9-10
Value-Based Selection Process	9-11
Comments by the State of Utah Participants	9-12
Conclusion	9-12
Chapter 9 Review	9-13
References	9-13
Attachment 9.1: Client Satisfaction Letter to Director	9-14

Chapter 10 – State of Hawaii Case Study

Lessons Learned	10-1
Introduction	10-2
Transaction Cost Analysis	10-5
Other Projects	10-9
Lessons Learned	10-9
Conclusions and Recommendations	10-9
Chapter 10 Review	10-10
References	10-10

Chapter 11 – State of Hawaii Case Study Report (Appendix)

Attachment 11.1: DAGS Audit Report	11-2
Attachment 11.2: DAGS Administrative Hearing's Report	11-23
Attachment 11.3: Letters of Support from Contractors and Unions	11-41
Attachment 11.4: Letters of Support from Hawaii Government Organizations	11-50
Attachment 11.5: Letter to Senate Committee on Education	11-52
Attachment 11.6: Letter to State Senate Supporting PIPS	11-58
Attachment 11.7: Letter from State of Utah Supporting PIPS	11-67

Chapter 12 – University of Hawaii Case Study: Increasing Performance by Decreasing Management

Lessons Learned	12-1
Introduction	12-1
Implementation of PIPS by UH	12-2
Painting Projects	12-2
Results	12-3
Conclusion	12-5
Chapter 12 Review	12-6
References	12-6
Attachment 12.1: A Review of the University of Hawaii's Best Value Projects	12-7

Chapter 13 – United Airlines Case Study

Lessons Learned	13-1
Introduction	13-1
Construction Results	13-1
High Quality Painting	13-3
High Quality Roofing and Flooring	13-3
Conclusion	13-4

Chapter 14 – Neogard Case Study

Introduction	14-1
Problem	14-3
Proposal	14-4
Methodology	14-4
Identification of a High Performance Product	14-4
High Performance Results of Neogard Urethane Roof System	14-5
High Performance Conclusion and Alpha System	14-6
High Performance Alpha Contractor Roofing Program	14-6
Uses of Performance Information in the Procurement of High Performance Materials	14-10
Using Performance Information to Align Requirement and Vendor Service	14-11
Using Performance Information in Place of Minimal Standards	14-11
Manufacturer's Risk Management System Case Study	14-12
Best Value Education to Visionary Clients	14-18
Moving Forward: Risk Management Program	14-18
Risk Management Plan	14-19
Neogard's Risk Management Program	14-20
Conclusion	14-22
Recommendations for Further Research	14-23
References	14-24

Chapter 15 – State of Georgia Case Study: Successful Application Depends on the Owner

Introduction	15-1
Lessons Learned	15-1

Project 1: Environmental Science and Technology (ES&T) Building (Georgia Institute of Technology)	15-2
Project 2: Occupational Technology Building (Savannah Technical Institute)	15-3
Construction Management	15-5
Conclusions	15-7
Comparison to Other Low-Bid Projects	15-8
Conclusion	15-9
Chapter 15 Review	15-10
References	15-10

Chapter 16 – Best Value Procurement at Baptist Hospital South Florida Case Study

Introduction	16-1
Hospital Construction	16-1
Existing BSHF Construction Delivery Process	16-2
BSHF Research Test Hypothesis/Methodology	16-3
Details of the Two Test Projects	16-4
Results of Tests	16-6
Conclusions and Recommendations	16-8
References	16-8

Chapter 17 –Client Decision Making: Raytheon Missile Systems and Arizona State Parks Case Studies

Lessons Learned	17-1
Introduction – Raytheon Missile Systems	17-1
Project Events	17-1
Design Completion and Bidding Stage	17-2
Interview Stage	17-2
Redesign	17-3
Project Results	17-4
Introduction – Arizona State Parks	17-4
Slide Rock Summary – A High Performer Minimizes Client Decision Making	17-5
Picacho Peak Summary – A Client Making Decision Causes Inefficiency	17-5
Conclusion	17-6

Chapter 18 – Entergy, New Orleans, Louisiana Case Study

Introduction	18-1
Lessons Learned	18-1
Perceived Issues with PIPS	18-1
Difference Between Entergy System and Best Value System	18-1
PIPS Induced Changes in Delivery System	18-2
Overview of Project Results	18-3
Case Study: Magnolia 529 Building Renovation	18-3
Conclusion	18-4

Chapter 19 – Minnesota Best Value Consortium

Lessons Learned	19-1
Historical Review	19-1
Key Milestones in Consortium Establishment	19-3
Future Goals of the Consortium	19-7
Lessons Learned	19-7
Conclusions	19-8
Attachment 1: Summary of UMN PIPS Program Implementation Update 11/16/2011	19-10

Chapter 20 – Federal Government Organizations

Introduction	20-1
Problem	20-2
Proposal	20-2
Best Value PIPS Characteristics	20-2
Federal Government Characteristics	20-3
Solution for Federal Government Organizations	20-3
Application for Best Value PIPS	20-4
Signs of Difficulty	20-8
Example of a Best Value Practice Measurement	20-9
Case Study of a Federal Government Agency	20-10
Conclusions	20-14

Chapter 21 – Arizona State University Best Value Effort

Introduction	21-1
Introduction by Ray Jensen (2007)	21-1
About the Author	21-2
Current Status of Arizona State University's Best Value Efforts	21-2

Chapter 22 – ASU Food Services Contract Case Study

Lessons Learned	22-1
Description of the Project	22-1
Timetable of Events	22-2
Key ASU Personnel	22-2
Differences of Best Value PIPS Delivery	22-2
ASU Food Services Results	22-5
Client Comments	22-7
Risk Minimizing Examples	22-8
Difficulties	22-9
Year One Results	22-10
Year Two Results	22-11
Current Performance - 2012	22-12
Challenges of the Food Services Contract	22-13
Conclusion	22-13

Chapter 23 – ASU UTO Networking Best Value Case Study

Introduction	23-1
ASU IT Networking Contract	23-1
ASU IT Networking Requirement	23-2
Process and Timelines of the PIPS/IMT	23-2
Summary of ASU IT Networking Procurement Test	23-2
Result of the PIPS Process	23-4
Lessons Learned From IT Network Services Delivery	23-4
Advantages Over the Traditional Processes	23-4
Disadvantages	23-5
Contract Start	23-5
Changing the Paradigm of Vendor/Buyer Relationship	23-10
Value of the Process	23-11
Annual Review (After 1 Year)	23-12
Spreading of the Best Value Environment	23-15
Current Performance (2011)	23-16
Conclusion	25-17

Chapter 24 – ASU Data Center and Help Desk Project

Overview of Data Center Project	24-1
Data Center Conclusion	24-2
Lessons Learned	24-2
Overview of Help Desk Services	24-3
Timeline	24-3
Selection	24-3
Perceptis Protest	24-4
Conclusion	24-4
Attachment 24.1: Perceptis Protest Letter to the President	24-5
Attachment 24.2: Evaluation Committee Rating Documentation	24-10
Attachment 24.3: Official Protest Letter to the ASU Purchasing Department	24-11
Attachment 24.4: ASU Purchasing Response to Protest Letter from Perceptis	24-16

Chapter 25 – Dallas Independent School District Case Study: Increasing Competition and Attracting Performance Contractors Through PIPS

Lessons Learned	25-1
Introduction	25-1
DISD Implementation of PIPS	25-2
Results and Analysis	25-2
Conclusion	25-5
Chapter 25 Review	25-5
References	25-6

Chapter 26 – COE & USAF Battlespace Laboratory Debrief

Overview of Battlespace Laboratory Project	26-1
Attachment 26.1: Battlespace Laboratory Selection Debrief	26-5

Chapter 27 – Schering Plough Case Study

Schering Plough	27-1
Implementation of KSM or PIPS System	27-1
Test Results	27-3
Laundry Service Case Study	27-4
Conclusion	27-5
Recommendations	27-5
References	27-5

Chapter 28 – General Services Administration (GSA) Case Study

Introduction	28-1
Challenges	28-1
Lessons Learned	28-2
Conclusion	28-2

Chapter 29 – State of Oklahoma Case Study

Introduction	29-1
State of Oklahoma Objectives	29-1
Unique Differences with State of Oklahoma Implementation	29-2
Lessons Learned	29-2
Overall Results and Improvements	29-2
Value the State of Oklahoma Best Value Efforts	29-4
State of Oklahoma Case Studies	29-4
Computer-to-Plate System (CTP)	29-4
Light Bulb and Fixture Service Contract	29-7
Emergency Hazardous Waste Removal	29-10
Design of Dan Little Residence Hall	29-12
COTS-ITS Tax Software	29-12
Real Time Labor Market Information (LMI)	29-14
Conclusions	29-16

Chapter 30 – University of New Mexico Dining Service

Introduction	30-1
PIPS Implementation	30-1
BV PIPS Results	30-3
Conclusion	30-4

Chapter 31 – Canada Best Value Movement and The University of Alberta

University of Alberta Case Study	31-1
Pilot Project Implementation	31-1
Pilot Project Results	31-2
University of Alberta 2012 Progress	31-3
Future Change Implementations Efforts	31-3

Chapter 32 – Netherlands Best Value Efforts

Introduction	32-1
Attachment 32.1 The Research Model that Revolutionized the Dutch	32-2
Attachment 32.2 The Best Value Approach in the Netherlands: A Reflection on Past, Present and Future	32-15

Chapter 33 – Political Resistance to the System

Introduction	33-1
On-going Resistance to PIPS	33-1
Conclusion	33-2
Attachment 33.1 NSF Reviews	33-4

Best Value Standard Glossary

Best Value Standard Index

PIPS Figures/Tables

Chapter 2 – Best Value Performance Information Procurement System (PIPS)

Figure 2.1: Three Phases of BV PIPS	2-1
Figure 2.2: Use of Dominant Information in the Selection Phase	2-2

Chapter 3 – Best Value PIPS Selection Phase

Figure 3.1: BV PIPS Selection Filters	3-1
Figure 3.2: Selection Criteria	3-2
Figure 3.3: Weights and Selection Criteria	3-10
Figure 3.4: Number of Points and Selection Criteria	3-11
Figure 3.5: Raw Data Placed into the Selection Matrix	3-11
Figure 3.6: Normalization of Selection Data	3-11
Figure 3.7: Assignment of Points Based on Ratings and Weights	3-11
Figure 3.8: Prioritization of Alternatives Based on Weights and Ratings	3-12

Chapter 4 – Clarification / Pre-Award Phase

Figure 4.1: Project Setup Page	4-6
Figure 4.2: Schedule and Budget Page	4-6
Figure 4.3: Performance Measurement Page	4-7
Figure 4.4: Risk Management Plan (RMP) Page	4-7
Figure 4.5: Risk Page	4-7

Chapter 5 – How Does The Owner Run the Best Value PIPS Process?

Figure 5.1: Prioritization of Options	5-12
Figure 5.2: Reprioritization of Options	5-14

Chapter 9 – State of Utah Case Study

Table 9.1: Criteria Weights	9-5
Table 9.2: Contractor Raw Scores	9-5
Table 9.3: Delivery System Performance Results	9-9
Table 9.4: Contractor Comparison	9-9
Table 9.5: Project Manager Evaluation of Performance	9-9
Table 9.6: State of Utah Results	9-10

Chapter 10 – State of Hawaii Case Study

Table 10.1: State of Hawaii Construction Costs	10-7
Table 10.2: Transaction Cost Analysis	10-8
Table 10.3: Performance Results of PIPS and Low Bid	10-8
Figure 10.1: \$/SF for Insulated Roofs	10-7

Chapter 12 – U of Hawaii: Increasing Performance by Decreasing Management

Table 12.1: University of Hawaii PIPS Painting Results	12-3
Table 12.2: Overall Comparison of the Low-Bid Process and the PIPS Process	12-4
Table 12.3: Evaluation of Factors	12-4
Table 12.4: Comfort Levels of the Industry	12-4
Table 12.5: Comfort Levels of the Industry	12-4

Chapter 13 – United Airlines Case Study

Table 13.1: Results of PIPS Projects at United Airlines	13-4
---	------

Chapter 14 – Neogard Case Study

Table 14.1: Overall Resistance to Hail	14-5
Table 14.2: Roof System Performance	14-6
Table 14.3: Contractor Reasons for Discontinuing Involvement	14-8
Table 14.4: Current Alpha Contractor Performance Lines	14-9
Table 14.5: Dallas Urethane Performance Lines	14-10
Table 14.6: Wattle & Daub Performance Lines	14-10
Table 14.7: Summary of DISD Alpha Contractor Results	14-13
Table 14.8: DISD SPF Roof System Performance	14-13
Table 14.9: Top Ten Most Blistered Schools	14-13
Table 14.10: DISD Risk Report/ DISD Performance Information of 79 Roofs, 3.2M SF	14-17
Table 14.11: Continued: DISD	14-17
Table 14.12: Manufacturer System Performance Information	14-21
Table 14.13: Manufacturer Risky Job Performance Information	14-22
Table 14.14: Applicator Licensure Analysis	14-22
Figure 14.1: Percentage Blister Contribution by Year	14-14
Figure 14.2: Percent Roof Area Blistered by Year	14-14
Figure 14.3: Roof Area Installed by Year	14-15
Figure 14.4: Percentage Blister Contribution by Month	14-15
Figure 14.5: Percent of Roof Area Blistered by Month	14-15
Figure 14.6: Roof Area Installed by Month	14-16

Chapter 15– State of Georgia Case Study: Successful Application Depends on the Owner

Table 15.1: Contractor Performance Ratings	15-4
Table 15.2: Best Value Selection (Performance vs. Price)	15-4
Table 15.3a: User Rating on PIPS and Low-Bid process (Burke)	15-5
Table 15.3b: User Rating on the Contractor	15-6
Table 15.4: Contractor Rating on PIPS, Low-Bid, and the User	15-7
Table 15.5a: Project Manager Rating on PIPS, Low-Bid, and the Contractor	15-8
Table 15.5b: Project Manager Rating on PIPS, Low-Bid, and the Contractor	15-8
Table 15.6: Analysis of PIPS Projects and Low Bid Projects in Georgia (Best Available Data)	15-9

Chapter 16 – Best Value Procurement at Baptist Hospital South Florida Case Study

Table 16.1: BHSF Hospital Construction Performance Ratings	16-1
Table 16.2: Project 1 IT Warehouse Renovation Value Matrix	16-5
Table 16.3: Matrix of Project 2: Medical Center	16-5
Table 16.4: Performance Results of BHSF Projects	16-4
Table 16.5: PIPS Performance Ratings from the BHSF Projects	16-7

Chapter 17 –Client Decision Making: Raytheon Missile Systems and Arizona State Parks

Table 17.1: Documentation of Events	17-2
Table 17.2: Presentation of Both Contractor Results	17-3
Table 17.3: ASP Project Selection Results	17-4

Chapter 18 – Entergy, New Orleans, Louisiana Case Study

Table 18.1: Entergy Facility Management Group Results (2007)	18-2
Figure 18.1: Results of Magnolia Selection	18-4

Chapter 19– Minnesota Best Value Consortium

Table 19.1: Summary of Minnesota Project Performance	19-3
Table 19.2: Committee Makes Fewer Decisions	19-5
Figure 19.1: UMN Pre-Award Clarification Phase	19-6

Chapter 20 – Federal Government Organizations

Table 20.1: Organization's Overall Current and Past Performance Information	20-6
Table 20.2: Region Performance Information	20-6
Table 20.3: Facility Performance Information	20-6
Table 20.4: Contractor Performance Information	20-7
Table 20.5: Top 10 Risk Ranking	20-7

Table 20.6: Top Ten Performance Information	20-7
Table 20.7: Measurement of the Impact of WRR and RMP	20-8
Table 20.8: LGO WRR/RMP Performance Metrics of Completed Projects	20-10
Table 20.9: Owner's Satisfaction with Contractor	20-11
Table 20.10: Client and Vendor Attendance	20-11
Table 20.11: Contractor Performance RMP Analysis by Year Completed	20-13
Table 20.12: Delivery of the WRR	20-13
Table 20.13 Summary Final Results of Federal Agency	20-14
Figure 20.1: Comparison of Survey Results from 2006 and 2009	20-11

Chapter 21 – Arizona State University Best Value Effort

Table 21.1: ASU Six Years Results	21-2
Table 21.2: ASU Project Estimated Savings Results	21-3

Chapter 22 – ASU Food Services Contract Case Study

Table 22.1: Timetable of Events	22-2
Table 22.2: ASU Food Services Questionnaire Result	22-4
Table 22.3: ASU Food Services Key Client Debriefing Questionnaire Results	22-5
Table 22.4: 2007 Arizona State University Dining Service Contract Selection Phase Debriefing	22-6
Table 22.5: Comparison of Competing Vendors' Raw Financial Proposals	22-6
Table 22.6: Incumbent vs. Current Vendor Financial Performance Comparison	22-10
Table 22.7: New Contract Details	22-11
Table 22.8: Year 1 to Year 2 Comparison of Best Value Vendor Performance	22-11
Table 22.9: Total Value of Vendor	22-12
Table 22.10: ASU Service Results	22-12

Chapter 23– ASU UTO Networking Best Value Case Study

Table 23.1: Traditional Procurement Process vs. Best Value PIPS Process	23-3
Table 23.2: Vendor Pre-Identified Risks	23-8
Table 23.3: Traditional System Compared to Best Value PIPS System	23-12
Figure 23.1: Value-Added Options Provided by the Vendor	23-6
Figure 23.2: Financial Plans for Each of the Value-Added Options	23-6
Figure 23.3: Apples-to-Apples Comparison Model	23-7
Figure 23.4: Maintenance Cost Comparison	23-7
Figure 23.5: Value Added Estimates	23-8
Figure 23.6: ASU Current Performance Model	23-9
Figure 23.7: Plan	23-10
Figure 23.8: Capital Expenditure Budget Deviations	23-10
Figure 23.9: Annual Performance Measurements	23-13
Figure 23.10: Documentation of Major Outages that Occurred	23-14
Figure 23.11: Percent Up-time Documentation	23-14
Figure 23.12: Multi-University Benchmarking Summary	23-14
Figure 23.13: Merging the Best Value (BV) Contract and the Non-BV Contract Work at ASU	23-16
Figure 23.14: Current Dominant Performance Numbers (2011)	23-17

Chapter 24 – ASU Data Center and Help Desk Project

Table 24.1: Evaluation Performance Ratings	24-2
Table 24.2: Help Desk Services Performance Ratings	24-3

Chapter 25 – Dallas Independent School District Case Study: Increasing Competition and Attracting Performance Contractors Through PIPS

Table 25.1: Award Results of the DISD Best-Value Implementation	25-4
Figure 25.1: Impact of Low-Bid Specifications on Competition	25-3
Figure 25.2: Impact of Competition Using PIPS	25-3

Chapter 26 – COE & USAF Battlespace Laboratory Debrief

Figure 26.1: Project Overview	26-3
Figure 26.2: Risk Sheet	26-3
Figure 26.3: Schedule	26-4
Figure 26.4: Modifications	26-4

Chapter 27 – Schering Plough Case Study

Table 27.1: Financial Analysis	27-3
Figure 27.1: Schering Plough Process Combined with PIPS Process	27-2

Chapter 29 – State of Oklahoma Case Study

Table 29.1: Oklahoma BV Summary Report	29-3
Table 29.2: Schedule	29-5
Table 29.3: Criteria for Selection	29-5
Table 29.4: Value Added Comparison	29-6
Table 29.5: Top Three Vendors	29-7
Table 29.6: Performance of Best Value Vendor	29-9
Table 29.7: Complete Documentation of all Items Purchased by Month	29-9
Table 29.8: Bid Selection Results	29-10
Table 29.9: Performance Lines	29-11
Table 29.10: Selection Phase Criteria	29-14
Table 29.11: PIPS/PIRMS Schedule	29-15
Figure 29.1: Weekly Report	29-12

Chapter 30 – University of New Mexico Dining Service

Table 30.1: Scoring Raw Matrix Results	30-1
Table 30.2: Scoring Weighted Matrix Results	30-2
Table 30.3: Financial Results of Two Vendors	30-2
Table 30.4: Financial Results of Chartwells	30-4
Table 30.5: Total Chartwells Revenue and Contributions	30-4

Chapter 31 – Canada Best Value Movement and The University of Alberta

Table 31.1: University of Alberta BV Performance Measurements	31-3
---	------

MIND IS THE MASTER

The Complete James Allen Treasury



JAMES ALLEN

JEREMY P. TARCHER/PENGUIN

a member of Penguin Group (USA) Inc.

New York

JEREMY P. TARCHER/PENGUIN

Published by the Penguin Group

Penguin Group (USA) Inc., 375 Hudson Street, New York, New York 10014, USA • Penguin Group (Canada), 90 Eglinton Avenue East, Suite 707, Toronto, Ontario M4P 2Y3, Canada (a division of Pearson Penguin Canada Inc.) • Penguin Books Ltd, 80 Strand, London, WC2R 0RL, England • Penguin Ireland, 25 St Stephen's Green, Dublin 2, Ireland (a division of Penguin Books Ltd) • Penguin Books Australia, 250 Camberwell Road, Camberwell, Victoria 3124, Australia (a division of Pearson Australia Group Pty Ltd) • Penguin Books India, Pte Ltd, 11 Community Centre, Panchsheel Park, New Delhi-110 017, India • Penguin Group (NZ), 67 Apollo Drive, Rosedale, North Shore 0832, New Zealand (a division of Pearson New Zealand Ltd) • Penguin Books (South Africa) (Pty) Ltd, 24 Sturdee Avenue, Rosebank, Johannesburg 2196, South Africa

Penguin Books Ltd, Registered Offices: 80 Strand, London WC2R 0RL, England

Copyright © 2010 by Jeremy P. Tarcher/Penguin

All rights reserved. No part of this book may be reproduced, scanned, or distributed in any printed or electronic form without permission. Please do not participate in or encourage piracy of copyrighted materials in violation of the author's rights. Purchase only authorized editions. Published simultaneously in Canada

Most Tarcher/Penguin books are available at special quantity discounts for bulk purchase for sales promotions, premiums, fund-raising, and educational needs. Special books or book excerpts also can be created to fit specific needs. For details, write Penguin Group (USA) Inc. Special Markets, 375 Hudson Street, New York, NY 10014.

Library of Congress Cataloging-in-Publication Data

Allen, James, 1864–1912.

Mind is the master: the complete James Allen treasury/James Allen.

p. cm.

ISBN 978-1-58542-769-7

1. New Thought. I. Title.

BF639.A636 2010 2009037014

289.9'8—dc22

Printed in the United States of America

3 5 7 9 10 8 6 4

BOOK DESIGN BY MEIGHAN CAVANAUGH

Neither the publisher nor the author is engaged in rendering professional advice or services to the individual reader. The ideas, procedures, and suggestions contained in this book are not intended as a substitute for consulting with a physician. All matters regarding your health require medical supervision. Neither the author nor the publisher shall be liable or responsible for any loss or damage allegedly arising from any information or suggestion in this book.

While the author has made every effort to provide accurate telephone numbers and Internet addresses at the time of publication, neither the publisher nor the author assumes any responsibility for errors, or for changes that occur after publication. Further, the publisher does not have any control over and does not assume any responsibility for author or third-party websites or their content.

CONTENTS



FROM POVERTY TO POWER (1901)	•	1
ALL THESE THINGS ADDED (1903)	•	83
AS A MAN THINKETH (1903)	•	141
BYWAYS OF BLESSEDNESS (1904)	•	165
OUT FROM THE HEART (1904)	•	241
POEMS OF PEACE (1907)	•	263
THE LIFE TRIUMPHANT (1907)	•	295
MORNING AND EVENING THOUGHTS (1908)	•	333
THROUGH THE GATE OF GOOD (1908)	•	367
THE MASTERY OF DESTINY (1909)	•	391
ABOVE LIFE'S TURMOIL (1910)	•	429

- FROM PASSION TO PEACE (1910) * 479
- MAN: KING OF MIND, BODY, AND CIRCUMSTANCE (1911) * 501
- EIGHT PILLARS OF PROSPERITY (1911) * 523
- LIGHT ON LIFE'S DIFFICULTIES (1912)* * 591
- FOUNDATION STONES TO HAPPINESS AND SUCCESS (1913)* * 641
- JAMES ALLEN'S BOOK OF MEDITATIONS FOR EVERY
DAY IN THE YEAR (1913)* * 661
- MEN AND SYSTEMS (1914)* * 793
- THE SHINING GATEWAY (1915)* * 829
- JAMES ALLEN: A MEMOIR BY LILY L. ALLEN,
FROM THE EPOCH (FEBRUARY-MARCH 1912) * 861
- About the Author* * 867

Posthumously published works are noted by an asterisk (*).

The Prince
and Other Writings

Niccolò Machiavelli



Translation, Introduction, and Notes
by Wayne A. Rebhorn

George Stade
Consulting Editorial Director



BARNES & NOBLE CLASSICS
NEW YORK



BARNES & NOBLE CLASSICS

NEW YORK

Published by Barnes & Noble Books
122 Fifth Avenue
New York, NY 10011

www.barnesandnoble.com/classics

Niccolò Machiavelli wrote *Il principe* (*The Prince*) and *Discorsi sopra la prima decadi di Tito Livio* (*Discourses on the First Ten Books of Livy*) in 1513 while he was incarcerated. Machiavelli wrote *Vita di Castruccio Castracani* (*The Life of Castruccio Castracani*) in 1520.

Published in 2003 by Barnes & Noble Classics with new Translation, Introduction, Notes, Biography, Chronology, Comments & Questions, and For Further Reading.

Maps "The Papal States" and "The Italian States of the Late 15th Century" are reprinted by permission of Waveland Press, Inc., from Niccolò Machiavelli, *The Prince* (translated by Leo Paul S. de Alvarez). (Long Grove, IL: Waveland Press, Inc., 1980 [reissued 1989].) All rights reserved.

Introduction, Notes, and For Further Reading
Copyright © 2003 by Wayne Rebhorn.

Translation, Note on Niccolò Machiavelli, The World of Niccolò Machiavelli and *The Prince*, and Comments & Questions
Copyright © 2003 by Barnes & Noble, Inc.

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without the prior written permission of the publisher.

Barnes & Noble Classics and the Barnes & Noble Classics colophon are trademarks of Barnes & Noble, Inc.

The Prince and Other Writings

ISBN-13: 978-1-59308-060-0

ISBN-10: 1-59308-060-3

LC Control Number 2003106736

Produced and published in conjunction with:
Fine Creative Media, Inc.
322 Eighth Avenue
New York, NY 10001

Michael J. Fine, President and Publisher

Printed in the United States of America

QM

18 20 22 24 25 23 21 19

Table of Contents

The World of Niccolò Machiavelli and The Prince

ix

Introduction by Wayne A. Rebhorn

xv

THE PRINCE

3

THE LIFE OF CASTRUCCIO CASTRACANI
OF LUCCA

115

A LETTER FROM NICCOLÒ MACHIAVELLI
TO FRANCESCO VETTORI

147

Excerpts from DISCOURSES ON THE FIRST TEN
BOOKS OF TITUS LIVY

155

Comments & Questions

207

For Further Reading

211

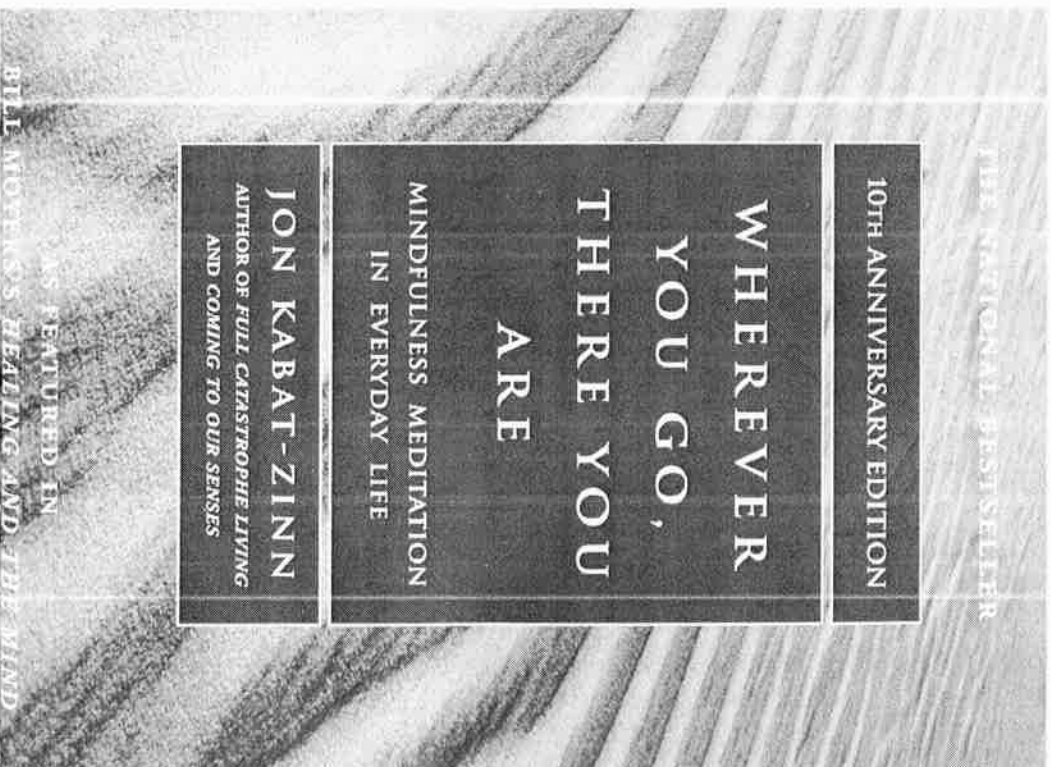
Index

213

Book for Web

Whatever You Do, There You Are: Mindfulness Meditation in Everyday Life

Sign in or Create an account



Wherever You Go, There You Are: Mindfulness Meditation In Everyday Life

10th Anniversary Edition

Wherever You Go, There You Are

Mindfulness Meditation In Everyday Life

Jon Kabat-Zinn



Contents

*For Ajla, Will, Nausha, and Serena,
wherever you go*

Introduction

Part One: The Bloom of the Present Moment

What Is Mindfulness?

Simple but Not Easy

Stopping

This Is It

Capturing Your Moments

Keeping the Breath in Mind

Practice Practice Practice

Practice Does Not Mean Rejection

You Don't Have to Go Out of Your Way to Practice

Waking Up

Keeping It Simple

You Can't Stop the Waves but You Can Learn to Surf

Can Another Meditate?

In Praise of Non-Doing

The Non-Doing Paradox

Non-Doing in Action

Doing Non-Doing

Patience

Letting Go

Non-Judging

Trust

Generosity

You Have to Be Strong Enough to Be Weak

Voluntary Simplicity

Concentration

Vision

Meditation Develops Full Human Emotions

Practice as a Path

Meditation: Not to Be Confused with Positive Thinking

Going Inside

Part Two: The Heart of Practice

Sitting Meditation

Taking Your Seat

Dignity

Posture

What to Do with Your Hands

Coming Out of Meditation

How Long to Practice?

No Right Way

4 What-Is-My-Way? Meditation

The Mountain Meditation

The Lake Meditation

Walking Meditation

Standing Meditation

Lying-Down Meditation

Getting Your Fanny Down on the Floor at Least Once a Day

Not Practicing Is Practicing

Loving-Kindness Meditation

Part Three: In the Spirit of Mindfulness

Sitting by Fire

Harmony

Early Morning

Direct Contact

Is There Anything Else You Would Like to Tell Me?

You Own Authority

Wherever You Go, There You Are

Going Upside

Cleaning the Store While Listening to Bobby McFerrin

What Is My Job on the Planet with a Capital J?

Mount Analogue

Interconnectedness

Non-Harming – Ahimsa

Karma

Wholeness and Oneness

Eachness and Suchness

What Is This?

Selfing

Anger

Cat Food Lessons

Parenting as Practice

Parenting Two

Some Ethics Along the Path

Is Mindfulness Spiritual?

Afterword

Mindfulness Meditation Practice CDs

NOOK for Web

Copyright © 2009 by No Starch Press, Inc. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior written permission of No Starch Press, Inc.

Acknowledgments

About the Author

Credits

Copyright

Sign in | My library | 2009

