

# Week 2 Workshop



## **BEB100 INTRODUCING PROFESSIONAL LEARNING**



# Today Workshop

- ◆ **ACTIVITY 1 “What’s a Professional?”**
  - 30 to 40 Minutes
- ◆ **ACTIVITY 2 “Working Together”**
  - 30 to 40 Minutes
- ◆ **ACTIVITY 3 “The Needs of the Client”**
  - 20 to 30 Minutes

# Activity 1



## “What’s a Professional?”



## “What’s a Professional?”

### ♦ Step 1:

- Each student to take out a piece of paper and a pen/pencil.
- Answer the following question i.e. “What defines a professional person?” – don’t elaborate at all on the question at this stage, nor alter the wording.
- Think about the question for a minute or two and then each student to write down what they think is the answer. A few minutes is to finish writing



## “What’s a Professional?” (*cont.*)

### ♦ Step 2:

- This step is then for each student to elect his/her convenient pairs to share the answers.
- Each pair then constructs and writes down a definition which combines the best points of the two answers.
- Each pair to read out their combined answer to the whole class
- Use these answers to get some discussion going about what it means to be a professional.



## “What’s a Professional?” (*cont.*)

### ♦ Professional in Thesaurus

- Expert (adj.)
  - Expert, specialised, qualified, proficient, skilled, trained, practiced, certified, licenced, amateur (Antonym)
- Specialist (n.)
  - Specialist, expert, authority, pro.



## “What’s a Professional?” (*cont.*)

### ♦ Web?

- A professional works to receive payment for an activity (as a profession), which usually requires expertise and carries with it socially significant mores and folkways. That is to say, behaving professionally would indicate that the person's actions remain in accordance with specific rules, written or unwritten, pertaining to behavior, dress, speech, etc. By extension, the adjective professional can indicate that someone has great expertise or skill in a craft or activity.

[en.wikipedia.org/wiki/Professional](http://en.wikipedia.org/wiki/Professional)



## “What’s a Professional?” (*cont.*)

### ♦ Web?

- applied to describe a person (or work of such a person) with the following attributes: service orientation, making expertise available to others, based on a distinctive body of knowledge and skills underpinned by abilities and values, autonomy in performing working within defined boundaries, public recognition of the authority of the practitioner by virtue of working to ethical standards and being accountable.

[www.ee.wits.ac.za/~ecsa/gen/g-04.htm](http://www.ee.wits.ac.za/~ecsa/gen/g-04.htm)



## “What’s a Professional?” (*cont.*)

### ♦ Web?

- engaged in a profession or engaging in as a profession or means of livelihood; "the professional man or woman possesses distinctive qualifications";
- a person engaged in one of the learned professions
- engaged in by members of a profession; "professional occupations include medicine and the law and teaching"

[wordnet.princeton.edu/perl/webwn](http://wordnet.princeton.edu/perl/webwn)

## Activity 2



## “Working Together”



## “Working Together”

- ♦ the exercise as a way of exploring how professional people can work together.



## “Working Together” (*cont.*)

- ♦ One purpose of this activity is certainly to identify how people work together, but more importantly how in an impromptu meeting (such as this exercise creates) there can be confusion, uncertainty, lack of direction and little or no resolution. In order to avoid this, when people come together there must be certain things happen – the exercise and the discussion after are designed to bring out the best and worst ways for people to come together in a meeting.



## “Working Together” (cont.)

- ◆ The six roles in this activity:
  1. Architectural services consultant.
  2. Civil design manager.
  3. Builder.
  4. Mechanical/electrical services consultant.
  5. Property developer.
  6. Fitting-out consultant.



## “Working Together” (cont.)

- ◆ Step 1 Pre-activity
  - 6 volunteers from the students for 6 roles in this activity
- ◆ Step 2 Activity
  - *there are no right and wrong questions or answers* in this meeting.
  - observers to note down what they believe are both the positive and unhelpful things they see happen as the meeting progresses.
  - The observers should note also the particular issues each of the professions raises and how these concerns can match with or conflict with those of the others in the meeting.
  - the six have only got 15 minutes to resolve ALL of their differences in this meeting.



## “Working Together” (cont.)

### ◆ Review of the Activity.

- the rest of the class to read out what they observed were the particular concerns of each of the professions represented, and where they identified conflicting or matching requirements. Help them to see that negotiation and compromise are critical skills in ensuring that deadlocks don’t occur and the project is completed.
- Now get the group to read out some of the things that they observed in the way the meeting happened. What did they observe worked well, what did they observe could have been improved.
- Get a discussion going on how these things could have been improved. The discussion subtly covers the points on which the students will be questioned when they do the week 2 quiz.



## “Working Together” (cont.) *A Case Study*

This activity centres on a multi-disciplinary case study. The case study concerns the development of a large shopping complex in the mid-outer suburb of Logan in Brisbane with the following description.

- ◆ There will be 600 shops on 5 levels, with 2 levels of basement parking beneath the whole complex to cater for 7000 cars.
- ◆ The complex is situated on a large corner site bordering the Pacific freeway and a 4 lane urban arterial road. A creek runs along the rear part of the site.
- ◆ The floors and columns throughout the centre will be made of concrete.
- ◆ Lifts, escalators and travelators will be required at various points throughout the complex.
- ◆ The whole complex will be air-conditioned except for the parking levels.
- ◆ Electrical power and communication will be supplied via underground cables. Multiple power, telephone, fax, and data lines will be provided to each shop and at various points and levels throughout the larger department stores in the complex.
- ◆ Landscaped gardens will be located at strategic areas around the complex.
- ◆ The owner of the complex is still negotiating about the interior design of the complex and wants innovative but ergonomic furniture to be designed for the centre.
- ◆ Construction has started but all the parties to the project have experienced delays in getting their part of the job done. It’s also been raining heavily at the site for the past 3 days.





## “Working Together” (cont.) *A Case Study*

- ◆ Problems are multiplying so a meeting has been called of the following six people to try and get things moving:
  1. Architectural services consultant.
  2. Civil design manager.
  3. Builder.
  4. Mechanical/electrical services consultant.
  5. Property developer.
  6. Fitting-out consultant.

M.S.Pamulu (2007)

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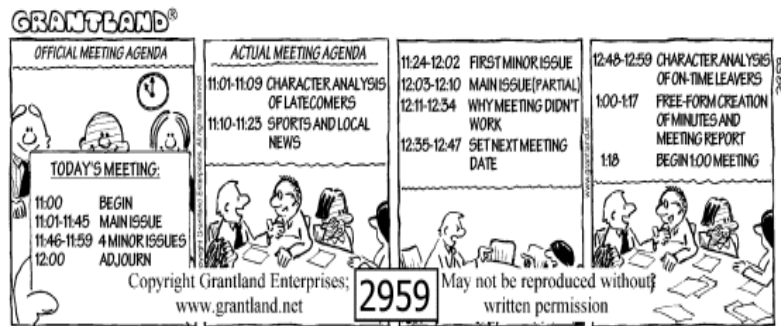


## Week-2 Quiz

- ◆ Quiz topic: **Conduct of Meetings**
- ◆ Online at  
<https://olt.qut.edu.au/bee/BEB100/gen/index.cfm>
- ◆ The quiz is open for 2 weeks for the students to complete it
- ◆ 20 Questions



## Week-2 Quiz



## Week 2 Quiz

- ♦ (1) What document or documents are prepared and sent to attendees of a meeting prior to its commencement?
  - Transcript;
  - Meeting notes;
  - Minutes of the last meeting;
  - Table of contents;
  - Agenda for the new meeting;
  - Minutes of the last meeting and agenda for the new meeting



## Week 2 Quiz (*cont.*)

- ◆ (2) A meeting agenda should be prepared for all meetings
  - True;
  - False

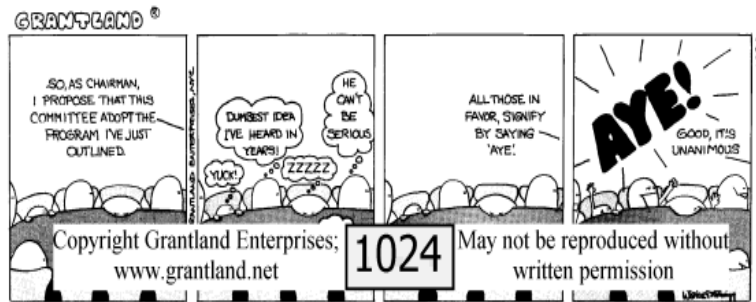


## Week 2 Quiz (*cont.*)

- ◆ (3) Which best describes why an agenda for a meeting might be prepared?
  - To meet the requirements of the official Standard for Quality of Meetings;
  - To meet the requirements of the professional code of ethics on meeting etiquette;
  - So all attendees can adequately plan and attempt to co-operatively resolve issues;
  - To fill in time at work



## Week 2 Quiz (*cont.*)



## Week 2 Quiz (*cont.*)

- ♦ (4) What is the title of the person who controls a meeting?
  - Executive director of major company on a project;
  - The person who takes the meeting notes;
  - The person who has the most problems to be solved at the meeting;
  - The person who is acknowledged to be Chair or Chairperson



## Week 2 Quiz (*cont.*)

- ◆ (5) Which best describes the function of a Chair or chairperson at a meeting?
  - A person who makes her or his position clear on every issue considered in a meeting;
  - To ensure the meeting starts and finishes on time, follows the agenda, closes off prolonged discussions, makes decisions and allocates actions, responsibilities and timelines;
  - To introduce new topics and suggest a way to resolve all problems;
  - To make sure all the decisions made at the meeting are what the Chair wanted in the first place



## Week 2 Quiz (*cont.*)





## Week 2 Quiz (*cont.*)

- ♦ (6) The best meeting participant is one who keeps quiet and listens carefully
  - True;
  - False



## Week 2 Quiz (*cont.*)





## Week 2 Quiz (*cont.*)

- ◆ (7) Members at a meeting should assist each other's efforts to reach the project's goals.
  - True;
  - False



## Week 2 Quiz (*cont.*)





## Week 2 Quiz (*cont.*)

- ◆ (8) What is the name of the document recording the issues, major discussion points, decisions and future actions that occurred during a meeting
  - Transcript;
  - **Minutes** of meeting;
  - Record of meeting;
  - Record of conversation



## Week 2 Quiz (*cont.*)

- ◆ (9) What is the name of the person who takes the minutes?
  - Chairman;
  - Director;
  - **Secretary or Minute Taker;**
  - Personal Assistant to the CEO





## Week 2 Quiz (*cont.*)



## Week 2 Quiz (*cont.*)

- ◆ (10) Which best describes why minutes of meetings should be prepared
  - To report to the shareholders and board of directors under the Corporations Act;
  - To keep a record of the business resolved under the Trade Practices Act;
  - For a record of what transpired at the meeting;
  - To record attendance and apologies, decisions made, future actions and date of next meeting



## Week 2 Quiz (*cont.*)

- ♦ (11) What is the usual reason why dates are recorded beside some of the records in the minutes?
  - To alert attendees as to the date of the last meeting;
  - To note the date at which the particular problem arose to alert attendees of the order of priority;
  - To alert attendees about the date by which an agreed task must be completed;
  - The date by which someone has to send the next agenda

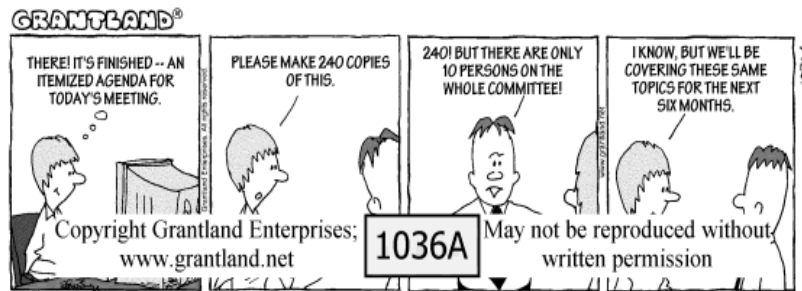


## Week 2 Quiz (*cont.*)

- ♦ (12) What is the usual reason why names would be written beside various items within the minutes?
  - Denotes who should take further action on the item;
  - Denotes which participant discussed each item and what they decided;
  - Denotes whose idea was voted as the best;
  - Denotes which participant is most distressed by the problem discussed



## Week 2 Quiz (*cont.*)



## Week 2 Quiz (*cont.*)

- ♦ (13) Which is the most important reason why the minutes of meetings are forwarded to all attendees before the next meeting?
  - So the agenda can be prepared for the next meeting;
  - To remind participants to action items they promised to do by the next meeting and to inform members who were unable to attend the meeting of the outcomes of the meeting;
  - To remind attendees of what was decided at the meeting; So all companies can keep accurate records for shareholders and board of director's meetings.



## Week 2 Quiz (*cont.*)

- ♦ (14) Which best describes the term **negotiation within a meeting**?
  - Trying to convince everyone to agree with you on your desired outcome;
  - Canvassing others prior to a meeting to gain votes for your point;
  - Interested parties resolve disputes, agree upon courses of action, bargain for individual or collective advantage, and/or attempt to craft outcomes which serve their mutual interests;
  - Discussion and majority vote wins.



## Week 2 Quiz (*cont.*)

- ♦ (15) Which best describes a **quorum**?
  - The name of all the documents used to record meetings – agenda, minutes etc;
  - **Minimum** number of members required to be at a meeting so the meeting and its decisions are official;
  - Minimum number of votes in a meeting;
  - Minimum number of questions in a meeting



## Week 2 Quiz (*cont.*)



## Week 2 Quiz (*cont.*)

- ♦ (16) If a member of a meeting cannot attend what is the norm?
  - The member should forward an apology, and where appropriate send a proxy (a person who is allowed to stand in for that member);
  - An apology will be sent and no one will attend;
  - You default and have to prepare the minutes at the next meeting;
  - The Corporation Act regulates that a doctor's certificate must be forwarded to the chair



## Week 2 Quiz (*cont.*)

- ♦ (17) What is the name of the action or actions of people debating a point at a meeting?
- Motions;
  - Debate;
  - Majority Vote;
  - All of the above



## Week 2 Quiz (*cont.*)





## Week 2 Quiz (*cont.*)

- ♦ (18) Which may be described as the most efficient way to resolve a problem?
  - Negotiation;
  - Brainstorm all possible solutions and agree on the most economical;
  - Senior management decides without any discussion with others;
  - Brainstorm all possible solutions and all parties agree on which is the most acceptable to all;
  - All of the above



## Week 2 Quiz (*cont.*)

- ♦ (19) Which of the following best describe how you might resolve conflict in a meeting?
  - Majority rules;
  - The Chair as judge;
  - Appeal to an independent party for an unbiased decision;
  - Allow each person to give their opinion/position without interrupting, evaluate each view or position carefully and try to find aspects of a solution that fulfil all party's needs to some degree, fulfills the goals/s and to which they can all live with;
  - All of the above



## Week 2 Quiz (*cont.*)

- ♦ (20) Which best describes what should happen in BEB100 for your future team assignment if one of your team members gets sick?
  - Extension of time is granted for all team members for another week; QUT will accept an uncompleted assignment in exchange for the doctor's certificate for the sick student;
  - All team members that have finished their bit must hand in their submission. & QUT will wait and mark the late submission from the sick student separately;
  - All team members must help out by fully completing the assignment and submitting it to Assignment Minder by the specified deadline



## Week 2 Quiz (*cont.*)







## Week 2 Quiz (*cont.*)

### ♦ Jokes Reference

- GRANTLAND (2007) Business cartoons by the thousands: Meeting Cartoons. Available online at <http://www.grantland.net/meeting.htm>
- *"GRANTLAND keeps us from taking ourselves too seriously."*

## Activity 3



### **“The Needs of the Client”**



## “The Needs of the Client”

- ◆ In order to complete the first project report, the needs of the client(s) of their project and how to meet those needs should be explored and identified.
- ◆ By this time in week 2, you should have begun to think about your project and the client.



## “The Needs of the Client” (*cont.*)

- ◆ The focus in all BEE professional work must not be the project itself, but rather how best to meet the needs of the client within the constraints of budgets, safe practice, legal requirements, and social demands.



## **“The Needs of the Client”** *(cont.)*

- ◆ You have a wide range of options about which to base their project, but essentially the client will be someone or some people who need a house to be built.
- ◆ You will need to identify/choose your client –think about which client you’ll have.



## **“Client profile and brief”**

- ◆ Example of clients and their demographics, requirements and preferences include:
  - A four generation family. A single parent university student with a full time nanny, a mother-in law who is wheelchair reliant and grandmother needing daily nursing care
  - Family of 2 adults who are QUT student with disabled child
  - Single student renting rooms to 3 other students. Student has a car-parts ebay business requiring a large shed



## “Client profile and brief” (*cont.*)

- ♦ What client you’re thinking of choosing?
- ♦ Diversity of client choice?
- ♦ Some types of client that may not have mentioned?



## “Client profile and brief” (*cont.*)

- ♦ Discussion amongst the group on the particular needs that each type of client may have, focus particularly (though not exclusively) on those needs that may impinge directly on possible solutions that the you could propose in your report.
- ♦ See some client profile in Schedule 1 and Schedule 2 of [Benchmark Affordable Housing Rent Guide](#).



## “Client profile and brief” (*cont.*)

- ◆ Different Generations, Different Tastes
  - How generational characteristics translate into homeowner priorities?
    - 1 = not important
    - 2 = important
    - 3 = extremely important



## “Client profile and brief” (*cont.*)

- ◆ Issues
  - Technology
  - Security
  - Privacy
  - Equity
  - Community
  - Prestige
  - Health



## “Client profile and brief” (*cont.*)

### Different Generations, Different Tastes

How generational characteristics translate into homeowner priorities.  
1 = not important 2 = important 3 = extremely important

Age	Characteristics	Technology	Security	Housing Implications			Prestige	Health
				Privacy	Equity	Community		
<24	"Echo Boom." Will benefit from present-day insistence on quality education and cleaning up the budgetary crunch.	3	1	1	1	2	1	3
24–35	Generation X. Takes pride in pragmatic approach. Savers, adult children living at home. Future burden of being caregivers.	3	2	1	3	2	1	2
36–55	Baby Boomers. Take enormous pride in generational distinctions. Drive the market. Politically active.	2	3	2	1	2	3	3
56–69	Empty-nesters. Ambivalent response to societal confrontation. "Sandwich generation," strong work orientation.	2	3	3	2	1	2	3
70 +	Retirees. Depression-era roots and values. Firm belief in public harmony and cooperative social discipline.	1	2	1	3	3	1	3



## “Client profile and brief” (*cont.*)

### ♦ Age < 24

#### – Characteristics:

- “Echo Boom.” Will benefit from present-day insistence on quality education and cleaning up the budgetary crunch

#### – Housing Implications:

- Technology (3) – Security (1) – Privacy (1) – Equity (1) – Community (2) – Prestige (1) – Health (3)



## “Client profile and brief” (*cont.*)

### ♦ Age 24 - 35

#### – Characteristics:

- Generation X. Takes pride in pragmatic approach. Savers, adult children living at home. Future burden of being caregivers

#### – Housing Implications:

- Technology (3) – Security (2) – Privacy (1) – Equity (3) – Community (2) – Prestige (1) – Health (2)



## “Client profile and brief” (*cont.*)

### ♦ Age 36 - 55

#### – Characteristics:

- Baby Boomers. Take enormous pride in generational distinctions. Drive the market. Politically active

#### – Housing Implications:

- Technology (2) – Security (3) – Privacy (2) – Equity (1) – Community (2) – Prestige (3) – Health (3)



## “Client profile and brief” (*cont.*)

### ♦ Age 56 - 69

#### – Characteristics:

- Empty-nesters. Ambivalent response to societal confrontation. “Sandwich Generation”, strong work orientation.

#### – Housing Implications:

- Technology (2) – Security (3) – Privacy (3) – Equity (2) – Community (1) – Prestige (2) – Health (3)



## “Client profile and brief” (*cont.*)

### ♦ Age 70+

#### – Characteristics:

- Retirees. Depression-era roots and values. Firm belief in public harmony and cooperative social discipline

#### – Housing Implications:

- Technology (1) – Security (2) – Privacy (1) – Equity (3) – Community (3) – Prestige (1) – Health (3)





## “Client profile and brief” (*cont.*)

### ◆ Remark:

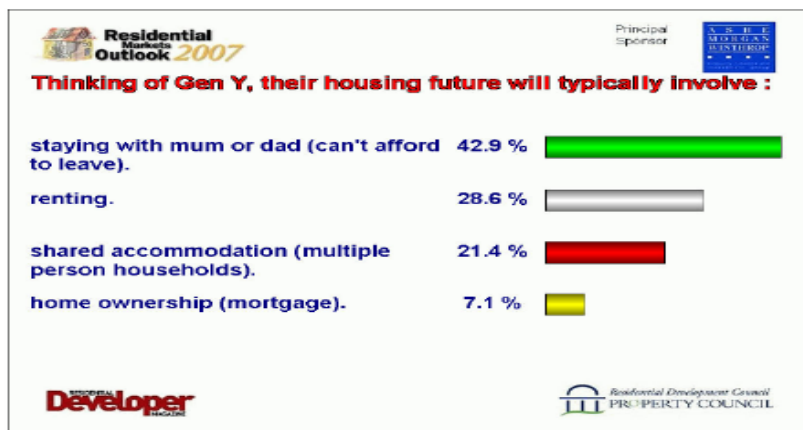
- Except for retirees, all consumer group want their home to be equipped for the technological age. Also important across nearly all group are health and community

### ◆ Source:

- Schmitz, Adrienne (2001). *Real estate market analysis : a case study approach*. Urban Land Institute, Washington, D.C.

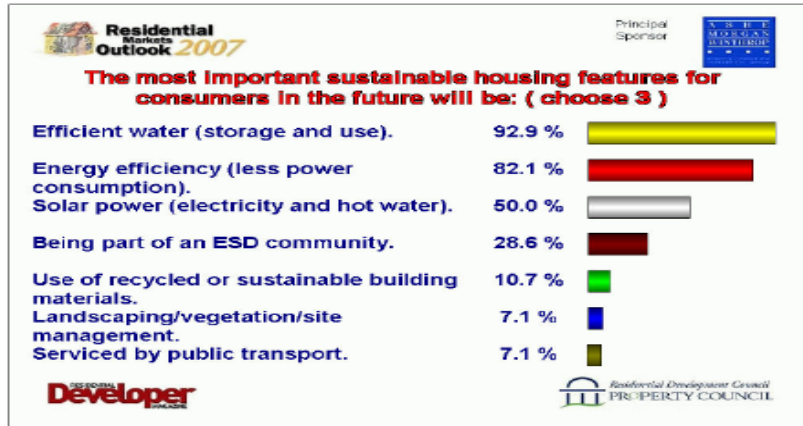


## “Client profile and brief” (*cont.*)





## “Client profile and brief” (*cont.*)



## “Client profile and brief” (*cont.*)

◆ **Source:**

- **Y Generation Ownhome Survey**, Residential Development Council of Australia (2007)



## “Client profile and brief” (*cont.*)

### ◆ Key Points of Statistical Portrait of Brisbane Inner City Region:

- The estimated resident population of the Inner City Region at 30 June 2001 was 69,199 people, representing a total increase of 8,709 people or 2.7% per annum since 1996.
- The number of young people (0-14 years) increased by 11.1% from 5,798 people at 30 June 1996 to 6,439 people at 30 June 2001. The Inner City Region had the lowest proportion of 0-14 year olds among Brisbane City.s Regions.



## “Client profile and brief” (*cont.*)

### ◆ Key Points of Statistical Portrait of Brisbane Inner City Region:

- The number of older people (65 years and over) decreased by 5.5% from 8,244 people at 30 June 1996 to 7,792 people at 30 June 2001.
- The number of .working age. people (15-64 years) increased by 18.3% from 46,448 people at 30 June 1996 to 54,968 people at 30 June 2001. The Inner City Region had the highest proportion of 15-34 year olds among Brisbane City.s Regions.



## “Client profile and brief” (*cont.*)

### ◆ Key Points of Statistical Portrait of Brisbane Inner City Region:

- The top five non-English languages spoken at home in the Inner City Region were Chinese (20.1% of all people speaking another language), Greek (14.2%), Italian (12.3%), Vietnamese (5.2%), and Japanese (3.3%).
- The highest ranking birthplace countries of people who were born overseas were the United Kingdom (birthplace of 3,820 people), New Zealand (birthplace of 2,529 people), Italy (birthplace of 890 people), Greece (birthplace of 788 people), and China (birthplace of 667 people).
- Indigenous Australians accounted for 1.3% of the Inner City Region’s population in 2001, the same proportion as for Brisbane City.



## “Client profile and brief” (*cont.*)

### ◆ Key Points of Statistical Portrait of Brisbane Inner City Region:

- The number of people undertaking University or other Tertiary studies increased from about 7,000 people in 1996 to nearly 9,080 people in 2001. The number of people undertaking Technical or Further Education increased from about 1,720 people in 1996 to nearly 2,130 people in 2001.



## “Client profile and brief” (*cont.*)

### ◆ Key Points of Statistical Portrait of Brisbane Inner City Region:

- In the Inner City Region, about one third of the population aged 15 years and over (32.5% or 23,346 people), reported that they were married. There were 8,614 people who were separated or divorced and 3,895 widows/widowers.
- Couple families with children decreased from 31.6% of all families in 1996 to 28.0% in 2001. Couple families without children increased from 45.0% of all families in 1996 to 52.0% in 2001. One parent families decreased from 16.6% of all families in 1996 to 13.9% in 2001.



## “Client profile and brief” (*cont.*)

### ◆ Key Points of Statistical Portrait of Brisbane Inner City Region:

- In the Inner City Region, there were 35,773 private dwellings in 2001, representing an increase in dwelling stock of 22.2% since the 1996 Census. This figure compares with a population increase of 14.4%.
- In the Inner City Region, the proportion of occupied private dwellings owned or being purchased decreased from 39.7% in 1996 to 36.2% in 2001. The proportion of occupied private dwellings being rented decreased from 54.7% in 1996 to 53.3% in 2001.



## “Client profile and brief” (*cont.*)

### ◆ Key Points of Statistical Portrait of Brisbane Inner City Region:

- Compared to Brisbane City, the Inner City Region had a higher proportion of people earning incomes of \$1,000 a week or more, and a lower proportion of people earning between \$1 and \$199 a week.
- Between 1996 and 2001, the labour force in the Inner City Region increased by 6,326 people, with the rate of
- unemployment decreasing from 10.9% in 1996 to 8.3% in 2001. This compares with Brisbane City's unemployment rate of 7.0% in 2001.



## “Client profile and brief” (*cont.*)

### ◆ Key Points of Statistical Portrait of Brisbane Inner City Region:

- Between 1996 and 2001, the occupation with the largest absolute change was professionals with an increase of 2,932 people or 30.0%. The occupation with the largest percentage change was associate professionals with an increase of 33.2% or 1,372 people.



## “Client profile and brief” (*cont.*)

### ◆ Key Points of Statistical Portrait of Brisbane Inner City Region:

- Between 1996 and 2001, the industry with the largest absolute change was property and business services with an increase of 885 people or 28.6%. The largest percentage change was in the electricity, gas and water supply industry with an increase of 76.5% or 124 people.
- Between 1996 and 2001, the number of occupied private dwellings with one or more cars increased by 24.9% from 16,874 to 21,069.



## “Client profile and brief” (*cont.*)

### ◆ Key Points of Statistical Portrait of Brisbane Inner City Region:

- There were 28,842 households in the Inner City Region in 2001, an increase of 4,294 or 17.5% since 1996. Family households accounted for 44.6% of all households in 2001, up 1.4 percentage points since 1996. Lone person households accounted for 40.4% of all households in 2001, up 0.6 percentage points since 1996.
- The weekly median household income in the Inner City Region in 2001 was \$840, up 37.7% since 1996.



## “Client profile and brief” (*cont.*)

### ♦ Reference:

- **Statistical Portrait of Brisbane Inner City Region**, *incorporating data from the 2001 census*. Planning Information and Forecasting Unit, QDLGP; ABS; Brisbane City Council.
- **Benchmark Affordable Housing Rent Guide**, January 2007. Dept. of Housing Queensland



## Your Assignment

### ♦ Client profile and brief:

1. ....?
2. ....?
3. ....?

### ♦ NB:

- Refer to the Needs of Client and Client Profile as previously described





## Vacant Allotment

- ◆ Vacant allotment description (e.g. street address, topography and any special features)
- ◆ Site Description e.g. topography, sun and wind direction, utilities on or adjacent site, north point, slope, existing trees, existing site drainage, access, etc.



## Vacant Allotment (*cont.*)

- ◆ SITE ANALYSIS:
- ◆ SITE PLAN



## Vacant Allotment (*cont.*)

### ◆ SITE ANALYSIS

- The site should be accurately surveyed and all corners pegged. Measure and peg the main building line constraints e.g. width, and frontage.
- **Physical Characteristics** in terms of shape and size to describe the size and shape of a site, i.e. dimensions, including Frontage, Width, and Depth



## Vacant Allotment (*cont.*)

### ◆ Width at building line:

- The site's width is the distance between the side lines of the lot.
- Distance between the site line of a plot measured at the building line, i.e. the line established by ordinance, statute, or council code that delimits an area up to the street line where no structure permitted



## Vacant Allotment (*cont.*)

### ◆ Front Footage:

- Frontage refers to the length of a site where it abuts a thoroughfare or access way.
- Distance between the site line of a plot measured along the property line that abuts a road, waterway, railroad, or other facility.
- Minimum frontage is often specified by Zoning requirements.



## Vacant Allotment (*cont.*)

### ◆ Depth:

- Most residential neighborhoods have a standard lot depth. In many communities, a zoning ordinance specify the minimum depth for detached, single-family residential lots.
- The minimum depth for attached, single-family residential lots varies, but these lots usually need not be as deeps as detached, single-family residential lots.



## Vacant Allotment (*cont.*)

### ◆ Size:

- The size or area of a parcel is determined by its linear dimensions and by its shape.
- A square, rectangle, triangle, trapezoid, or a fragment of circle



## Vacant Allotment (*cont.*)

### ◆ Topography:

- The relief features of surface configurations of an area, e.g. hills, valleys, [slopes](#), lakes, rivers.
- [Land contours and grade](#)
- Sites with extreme topographical features and steep slopes may increase construction cost. In some cases, however, the disadvantage of a high elevation may be offset by an excellent view.
- An ideal lot has a slope that rises slightly from the street to the improvement and then gently falls off.



## Vacant Allotment (*cont.*)

### ♦ Soil Condition:

- The character of the subsoil can have a substantial effect on the usefulness of a site and the cost of preparing it for building, and also influence building design
- Percolation, permeability, and the absorption capacity of the soil must be considered to assess the site's suitability for septic and storm water systems.



## Vacant Allotment (*cont.*)

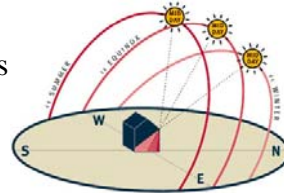
### ♦ Sun & Wind Direction:

- Sun path diagram  
<http://www.housing.qld.gov.au/initiatives/smarthousing/building/tools/sunpath/index.htm>
- The cycle of season e.g. windy days

### ♦ North Point (N)

### ♦ Rainfall and Flood Information

- Bureau of meteorology  
<http://www.bom.gov.au/weather/qld>





## Vacant Allotment (*cont.*)

### ♦ Utilities on or adjacent site:

1. Street Water
2. Electricity Supply
3. Natural or propane gas Supply
4. Telephone, and data lines for internet connections
5. Cable Television
6. Sewerage (Main Sewer line)
7. Stormwater drainage
8. Trash Collection



## Vacant Allotment (*cont.*)

### ♦ Trees and other vegetation:

- The location of major existing trees and on the site. (move away or maintain them?)



## Vacant Allotment (*cont.*)

### ♦ Existing Drainage:

- Drainage depends on natural topography and the ability of the soil to absorb water. Natural drainage may be a problem if the site is downstream from properties that have a right to direct access flows onto it.
- Some systems must be provided to drain the site of surface water and groundwater.



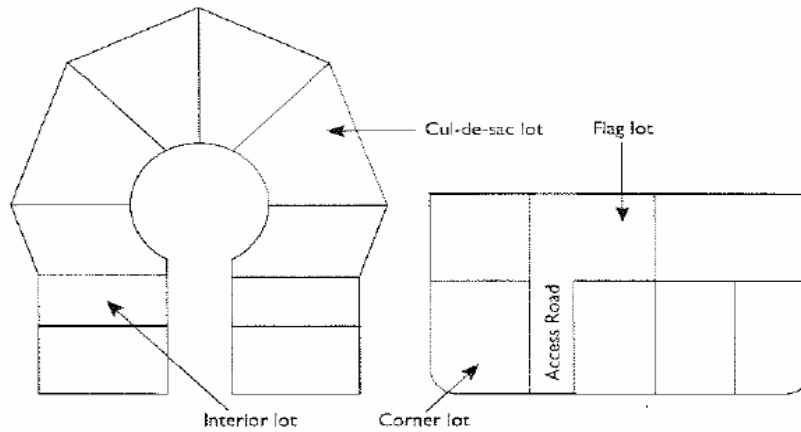
## Vacant Allotment (*cont.*)

### ♦ Access to the site:

- Access to the site is closely related to **lot type**. Access may be provided by a public street or alley, a private road or driveway, or a right-of-way across an abutting property.
- Some common types of lots are interior, corner, cul-de-sac and flag lot.



## Vacant Allotment (*cont.*)



## Vacant Allotment (*cont.*)

### ◆ References:

- [Appraisal Institute](#).(1999). **Appraising Residential Properties. Third Edition.** Chicago, I.L.
- [Wilkie, George](#). (2003). Building Your Own Home: A Comprehensive Guide for Owner-builders. New Holland Publishing, Sydney.





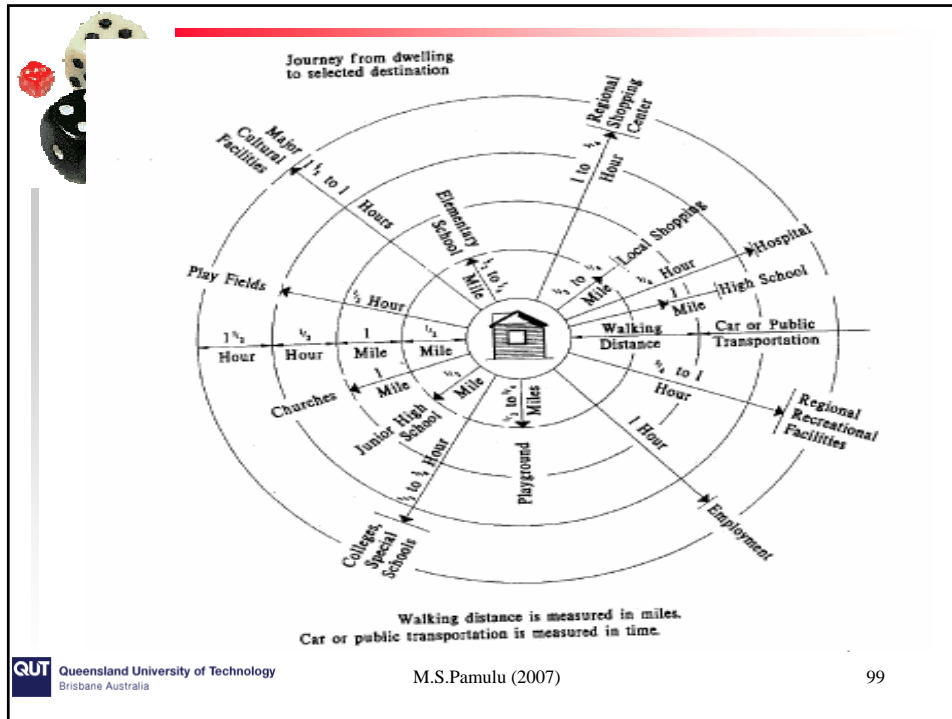
## Location

- ◆ The relationship between the site and transportation routes and neighborhood facilities
- ◆ Proximity to shops, transport, locality, schools, social utilities. Include a picture i.e. google earth Satellite plan or key plan, and / or a photograph.



## Location (*cont.*)

- ◆ **Key Questions**
  - Is there an adequate shopping are?
  - Is transport available – to work, to shops, to other areas?
  - Are adequate social utilities available –churches, libraries, parks, clubs, recreational facilities?
  - Are adequate educational facilities present –preschools, kindergartens, primary & high schools, tertiary colleges?



## Location (*cont.*)

- ◆ Useful link:
  - Online Neighborhood info at  
<http://www.ourbrisbane.com/living/suburbs>  
<http://maps.google.com.au>
  - Offline  
[The Pocket Neighborhood Guide](#) (Guide 2)

QUT Queensland University of Technology  
Brisbane Australia

M.S.Pamulu (2007)

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## Location (*cont.*)

### ♦ References:

- Appraisal Institute.(1999). **Appraising Residential Properties. Third Edition.** Chicago, I.L.
- Wilkie, George. (2003). **Building Your Own Home: A Comprehensive Guide for Owner-builders.** New Holland Publishing, Sydney.



## Focus of land

- ♦ Focus of land e.g. waterfront, feng shui, **energy efficiency**, streetscape, to site multigenerational family house etc.



## Focus of land (*cont.*)

### ♦ Energy Efficiency

#### – Energy Efficient Building Case Studies

<http://www.netspeed.com.au/abeccs/default.htm>

- [1. Project details](#)
- [2. Project team](#)
- [3. Location and climate](#)
- [4. Building design](#)
- [5. Building performance](#)



## Focus of land (*cont.*)

### ♦ Streetscape Design

[http://www.holdfast.sa.gov.au/pdf/Streetscape\\_Design250902.pdf](http://www.holdfast.sa.gov.au/pdf/Streetscape_Design250902.pdf)

### ♦ Residential precinct or streetscape

<https://www.epa.qld.gov.au/register/p01588bj.pdf>



## Focus of land (*cont.*)

### ♦ Waterfront

- The Mannum Waters Marina and Residential Development

<http://dataserver.planning.sa.gov.au/publications/1084p.pdf>

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## Focus of land (*cont.*)

- ♦ **Smart Housing** is good practice in designing, planning and building homes to make them more socially, environmentally and economically sustainable.

[http://www.housing.qld.gov.au/initiatives/smart\\_housing/index.htm](http://www.housing.qld.gov.au/initiatives/smart_housing/index.htm)

- ♦ Examples of Smart Housing

[http://www.housing.qld.gov.au/initiatives/smart\\_housing/example/index.htm](http://www.housing.qld.gov.au/initiatives/smart_housing/example/index.htm)



## Focus of land (*cont.*)

- ♦ **The Sustainable Homes** program provides communities throughout Queensland with display homes which incorporate principles of sustainable design and performance. The homes are unique because they provide practical examples of dwellings that aim to meet the triple bottom line concept of sustainability i.e. environmental, social and economic sustainability.

<http://www.sustainable-homes.org.au>



## Focus of land (*cont.*)

- ♦ **House Zone:**
  - Private-sleeping zone (Private Area)
    - Area at home containing bedrooms, bathrooms, and dressing rooms
  - Living-social zone (Public Area)
    - Area of a home containing the living room, dining room, family or recreation rooms, den and any enclosed porches



## Focus of land (*cont.*)

### ♦ House Zone:

- Working-service zone (Services Area)
  - Area of a home containing the kitchen, pantry, laundry, and other work areas.
- Circulation zone
  - Corridors, stairways, and entrances are considered circulation areas.



## Focus of land (*cont.*)

### ♦ References:

- Appraisal Institute.(1999). **Appraising Residential Properties. Third Edition.** Chicago, I.L.
- Dept. of Housing QLD (2000). **Residential Design Manual.** Online at [http://www.housing.qld.gov.au/initiatives/smart\\_housing/publications/rdm/index.htm](http://www.housing.qld.gov.au/initiatives/smart_housing/publications/rdm/index.htm)



## The 'Legal' Site

- ♦ Legal issues:
  - Site Boundaries
  - Site Zoning
  - Covenants
  - Building Alignments'
  - Site Area
  - Easements
  - Neighbors' Rights



## The 'Legal' Site

- ♦ Council Requirements (Building & development)
  - Plans and guidelines
    - City Plan
    - district & local area plans
    - planning restrictions
    - sustainable development
    - subdivision & development
  - Searches
    - conveyancing conveyance
    - flooding
    - property zone (Zoning)





## The 'Legal' Site (*cont.*)

### ♦ References:

- Wilkie, George. (2003). Building Your Own Home: A Comprehensive Guide for Owner-builders. New Holland Publishing, Sydney.
- Brisbane City Council (2007). Building and Development. Available online at <http://www.brisbane.qld.gov.au>



## Problems

- ♦ Problems e.g. perceived difficulties to develop land due to flood prone, landslip, slope & drainage issues, lack of utilities, noise attenuation, sound barriers, building over sewer main, riparian amenity, height (near airport).



## Problems (*cont.*)

### ◆ Environmental nuisances and hazards



## Problems (*cont.*)

### ◆ Nuisances:

- Convenient services facilities contribute to the value of a site, but they can detract from site value if they are too close. Hospitals, firehouses, gas stations, public schools, stores and medical offices are desirable if they are nearby but not immediately adjacent to the property as well as the presence of industrial plants, large commercial or office buildings, noisy highway, utility poles and high-tension wires, motels and hotels in residential neighborhood.



## Problems (*cont.*)

### ♦ Hazards:

- Heavy traffic is the most common hazard in residential neighborhoods.
- The potential for floods, landslides, and earthquake must be considered as well as the hazards presented by ravines, bodies of water, subsurface mines, gasoline storage tanks, toxic wastes, and railroads.



## Problems (*cont.*)

### ♦ References:

- Appraisal Institute.(1999). **Appraising Residential Properties. Third Edition.** Chicago, I.L.



## Required Format Report

The report must comply with the following format:

- ◆ **Title page** (Unit code and title, Name of project, title of report, your name, student number, date). Tutorial day, time, room number and your tutor's name, statement of original authorship [See Section 5] Appearance – display photograph or map of your land)



## Required Format Report (*cont.*)

- ◆ **Executive summary** (one page maximum summarising the items listed below (a few lines for each item)
  - Client profile and brief
  - Vacant allotment description (eg street address, topography and any special features)
  - Location (eg proximity to shops, transport, locality, schools, social utilities)
  - Focus of land eg waterfront, feng shui, energy efficiency, streetscape, to site multigenerational family house etc
  - Problems eg flood prone etc.
  - Recommendations



## Required Format Report (*cont.*)

- ◆ Table of contents
- ◆ List of abbreviations e.g. RPD: real property description
- ◆ List of appendices
- ◆ List of figures
- ◆ List of tables



## Required Format Report (*cont.*)

### ◆ **1 Introduction**

- .....
- Describe here how the land you have selected fulfils your land selection brief and client's needs



## Required Format Report (*cont.*)

- ◆ **2 Brief** (max 4 lines per heading below with a diagram, photo or sketch for most items)
  - 2.1 Client profile (see examples in 2.2 – w1 workshop)
  - 2.2 Land selection brief
  - 2.3 Description eg topography, sun and wind direction, utilities on or adjacent site, north point, slope, existing trees, existing site drainage, access, etc
  - 2.4 Location (eg shops, transport, locality, schools, social utilities etc) Include a picture ie referdex or google earth Satellite plan or key plan, and / or a photograph)



## Required Format Report (*cont.*)

- ◆ **2 Brief**
  - 2.5 Focus (waterfront, site multigenerational house, feng shui, energy efficiency, streetscape, bushscape, mountains, etc)
  - 2.6 Legal eg RPD, site boundary lengths, zoning, covenants, character area, noise attenuation or sound barrier, vegetation protection order, will desired house fit on site?
  - 2.7 Problems eg perceived difficulties to develop land due to flood prone, landslip, slope & drainage issues, lack of utilities, noise attenuation, sound barriers, building over sewer main, riparian amenity, height (near airport).



## Required Format Report (*cont.*)

- ◆ **3. Recommendations**
  - Explain your options to fulfill the land selection brief and why you chose your final selection.
- ◆ **4. Conclusions**
- ◆ **5. References**
  - Alphabetical list of references to Harvard Style
- ◆ **6. Appendices**
  - the first one should contain the scaled sketch of your proposed solution



## Workshop Review

- ◆ Important points covered
  - **Week-2 Quiz:** Conduct of Meetings
  - **Individual Assignment:** The needs of Client



# Thanks

## ♦ Question:

- email to [m.pamulu@qut.edu.au](mailto:m.pamulu@qut.edu.au) for further questions

## ♦ Tutorial Page:

- <http://www.geocities.com/msapripamulu/index2.html>



# Next workshop

- ♦ 2-4 pm Monday 12 March 07 (Z-607)
- ♦ 5-7 pm Thursday 15 March 07 (M-303)