

## **REAL 916 - Real Estate Lab Syllabus**

**Fall Term 2013**

Wednesday Evenings 6:00-9:00PM, Chicago Campus

**Instructor:** William M. Bennett

**Mobile:** 512.773.9374

**Email:** [william-bennett@kellogg.northwestern.edu](mailto:william-bennett@kellogg.northwestern.edu)

**Office:** Available by appointment

### **Practicum Sponsor:**

A Real Estate Project will be undertaken in conjunction with the Sponsor Company, Principal Enterprise Capital. Principal Enterprise Capital is a world leader in global private equity real estate investment.

### **The Project:**

The Team will be conducting a focused Study on the quantitative factors of global real estate private equity investing:

- Research, assemble, and create a proprietary dataset for Principal covering global cities
- Analyze dataset to provide information on valuation, demand, and rental growth rates
- Create underwriting parameters based upon analysis output and deliver a forecasting model
- Overlay third party real estate risk research into model and forecast geographic locations on a risk-adjusted basis.
- Utilize the conclusions to identify target markets, subsectors, and operators with portfolios of assets that are likely to outperform.

### **Course Structure**

The course will consist of an kickoff meeting Thursday September 26, 2012, consulting meetings with the Sponsor Company, regular class meetings, independent study, and a final written and oral presentation.

### **Teaching Method & Philosophy:**

A primer on real estate investing will be given, one or more guest speakers will join us, team discussion and working sessions with sponsor interaction are featured, and independent and team self-study are the major portion of the coursework. Our raison d'être: "The Pursuit of Academic Excellence"

### **Course Materials:**

There is no case pack for this course, readings will be provided by Instructor prior to the relevant course session.

### **Attendance:**

Attendance in the first course session and final presentation (date TBD) is mandatory.

**Evaluation:**

Final Deliverables (40%), Presentation (30%), Participation (10%), Peer Review (10%), and Sponsor Review (10%).

**Key elements of the final deliverable include:**

- Materials have a logical, sequential, and flowing structure
- Depth of relevant research
- Clear and concise communication of ideas (graphs, charts, and frameworks are valued)
- Data analysis => key findings
- Assertions are backed by supporting evidence
- Relevance and usefulness of recommendations

**With regard to participation:**

- Excellent participation means that you have been on time to all classes, sponsor meetings, and team meetings, have routinely volunteered good comments, and have answered questions when the opportunity arises.
- Good participation means that you have mostly been on time or missed only a little time, you have occasionally volunteered comments, and have sometimes answered questions posed. Many of your classmates are aware of your participation and approve of it.
- Poor participation means either that you have missed noticeable amounts of class time, sponsor meetings, team meetings, are coming in late and disrupting, and/or had virtually nothing to say, or you are making comments that do not contribute value.

**Team member evaluation:**

You are required to submit a completed Team-Member Evaluation Form to instructor via email the Friday following the presentation prior to 5pm CST. If you fail to comply, you will receive an “incomplete” in REAL 916. The evaluation, covered by the Kellogg Honor Code, may affect the final grade of your peers and yourself. You should take seriously the responsibility of honestly evaluating each team member’s contribution to the success of the course and Project. Elements to consider in your team member evaluation include individual effort, originality, expertise, sophistication, and overall Team contribution.

**Sponsor Review:**

Experiential learning courses generally require significant interaction with a Sponsor entity, which should be viewed as the team’s customer and a judge of its work product. The Project, while an academic study, should be treated as a professional consulting engagement. The dynamic and relatively unstructured nature of experiential learning projects is such that managing interactions with the Sponsor, and their expectations, is critical to the team’s success. Providing a work product to the Sponsor that fails to meet Kellogg’s high standards is unacceptable, and will result in a grade reduction.

### Presentation Evaluation:

Presenting well is critical to your professional success and this course is an ideal opportunity to improve your presentation skills. Preparation for the final presentation should be similar in manner to your preparation for a challenging exam. Key elements of the presentation and a grading guideline are shown in the following chart.

	<b>D, F, or Incomplete</b>	<b>C</b>	<b>B</b>	<b>A</b>
<b>Organization &amp; Content (20%)</b>	Presentation has no logical sequence of information, content is disorganized, irrelevant, or inaccurate	Audience has difficulty following the presentation, unsupported assertions or illogical conclusions	Logical sequence of information allows the audience to follow presentation from introduction through conclusion, assertion support chain evident	Information presented in logical, interesting, and flowing sequence from introduction through conclusion & content depth supports assertions and recommendations
<b>Research, Subject Knowledge, Resources (20%)</b>	Presenter does not have an accurate grasp of information and cannot intelligently answer questions about the subject, plagiarism	Basic knowledge of subject is demonstrated, but elaboration is minimal or presenter fails to answer questions, references missing or limited research	Presenter demonstrates in-depth subject knowledge, is at ease with material, answers questions thoroughly, solid research with cited references	Presenter demonstrates expertise in subject through clear and concise explanation, elaboration, question and answer, and key points delivery. Credible, in-depth, and accurate research and data analysis with cited references that supports presentation
<b>Visual Aids (10%)</b>	Presentation has spelling and grammatical errors, is irrelevant, or difficult to interpret	Limited visual aids support presentation	Presentation has relevant visual aids that provide evidence to support assertions and recommendations	Clear and creative visual aids enhance the presentation, reinforce key points, and engage the audience
<b>Delivery (50%)</b>	Presenter reads slides, mumbles, speaks too quietly, has little to no eye contact, and has many non-word or filler interjections (um, uhh, ahh, well, so, etc.)	Presenter's pace is too slow or fast, jumps around, voice is low or unclear, multiple interjections distract audience, or fails to elaborate on key findings.	Presenter clearly and effectively communicates key ideas, speaking and pace comfortable for audience	Presenter clearly and effectively communicates ideas and engages the audience, concise highlighting of key points is engaging

The Kellogg Code of Etiquette has been established to create a shared set of expectations and values around the classroom experience for the Kellogg community. These guidelines are meant to sustain a supportive classroom and community environment for students and faculty alike and to enhance student learning. We believe the following principles will ensure a best-in-class experience for students, their classmates and faculty:

### **I. Present and Prompt**

Students are expected to attend every class throughout the term. If unable to attend for unavoidable personal or professional reasons, the student must notify the professor in advance. Students are expected to arrive for class on time so that the professor may start and end the class according to schedule. Entering a classroom late is a distraction, and disrespectful of both fellow students and professors.

### **II. Preparedness and Participation**

To create an optimal learning experience, students are expected to be prepared and participate in class. Beyond the faculty lecture, the dialogue generated from your peers is an essential part of the classroom experience and enriches the conversation and learning. Also, students should remain in the classroom for the duration of the class. If a student must depart early due to unavoidable circumstances, they should obtain prior permission from the professor, if possible.

### **III. Respecting our Community**

Attentiveness to the faculty member and to fellow students is essential to fostering an engaged and dynamic classroom environment. Students should not engage in side conversations, surfing the Web, checking e-mail messages, texting, etc. as it detracts from the experience. In addition, laptops must be closed for all speaker and guest presentations.

### **IV. Maintaining our Surroundings**

Students are expected to help maintain the appearance of the classroom.

### **The Kellogg Honor Code:**

All students enrolled in this course agree to abide by the Kellogg Honor Code. The Kellogg Honor Code governs student conduct pertaining to all academic, placement, and extracurricular activities associated with the Kellogg School of Management. Each student agrees:

- Not to seek an unfair advantage over other students, including but not limited to giving or receiving unauthorized aid during completion of academic requirements;
- to truthfully represent fact and self at all times;
- to respect the property and personal rights of all members of the Kellogg community; and
- to uphold the Kellogg Honor Code by reporting all material violations, and by fully cooperating with and protecting confidentiality of any Honor Code proceedings.

## **Real Estate Lab Expectations:**

This experiential learning course is:

- Light on lecture
- Heavy on hands on involvement
- Dynamic and changing
- Free form and team structured
- Requires use of tools and frameworks from your prior courses without retraining on them (i.e. implementation, not discussion)
- A course which frequently does not meet in a conventional class setting – sponsor, team, and sub-team group meetings may be the norm
- A course where free-riding is highly punitive (Students that "check out" or do not pull their weight will receive a negative grade or incomplete)

If you are looking to lead through applying your skills, experience, and academic training to a real world opportunity, then Real Estate Lab is an ideal course. If you are looking to be lectured to, this is the wrong course. The instructor's role is in arranging the Project, structuring the team, delivering a primer, ensuring the Project is on track, advising where needed and requested, and grading the result.

**Enrollment in the course requires acceptance of the terms of this syllabus, signature of the confidentiality agreement, and verification that you will maintain unconditional support for the Project.**

**Student Liaison:** A volunteer to be student liaison is requested. The total time commitment over the quarter will not exceed 2 hours and include the opportunity to:

- a. Be a sounding board for the faculty member on student related issues
- b. Communicating any scheduling conflicts to professor and sponsor
- c. Organizing dates for lunches with professor, sponsor, and team
- d. Collecting TCE's and turning them in to Student Affairs during the last class
- e. Responsibilities are similar to Academic Rep responsibilities in 1<sup>st</sup> quarter core classes

## **Confidentiality:**

Each team member will be required to sign a confidentiality agreement for the Sponsor Company to enroll in the class.

## **Additional Availability:**

The best approach to reach me outside of class is email: [william-bennett@kellogg.northwestern.edu](mailto:william-bennett@kellogg.northwestern.edu). I will make best efforts to respond by the next business day. I am also available to meet with students at other times by appointment, which you can arrange by email. For any urgent issues, please call me on my mobile: 512.773.9374.