

Humphrey School of Public Affairs University of Minnesota

PA 5221 - *Private Sector Development* – Syllabus Draft 12/2/20

Course Information and Logistics

Basics

3 Credits

Monday Evenings, 6:00-8:45PM, via Zoom meeting, plus asynchronous lectures/videos Spring 2021 (January 25 – May 3, 2021)

Instructor **Peter H. Brown, FAICP, AIA, PHD**
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Teaching Specialist **Eric Gunderson**
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Our Three Rules

1. Attend every class – If you must miss a class, send us both a message in advance
2. Video on at all times – I want to see all of your faces and hear all of your voices
3. Be prepared for class – do all of the required work and readings and be ready to discuss them in class

Office hours:

I will stay online after class to answer questions. I am available by appointment by phone, email, or zoom, and will respond as quickly as I can to email. (Please use my personal email – I check it more regularly than my UMN email.)

Communications:

In addition to Canvas, I will send emails to the entire class from time to time so you are responsible for regularly checking your UMN email account. Let us know if you use a different email address.

Regular Class Meeting Format

Class Time: Class will meet on Zoom during the scheduled class time. Class is scheduled once a week for two hours and forty-five minutes (2:45), from 6:00PM to 8:45PM. Generally, I plan to have much of the class be “flipped,” with our live time together dedicated to student discussion of cases, assignments, and readings as well as guest visits. The backbone of the course will be weekly case studies augmented by short lectures, class discussions, exercises, and guest visits. A typical class may be broken down something like this:

- 6:00-6:40 – Guest Visit
- 6:40-7:40 – Case Study Discussion
- 7:40-8:10 – Short Lecture/General discussion/Q&A
- 8:10-8:40 – Teamwork in breakout sessions
- 8:40-8:45 – Questions and assignments for next week.

Asynchronous Coursework (not during class time)

Asynchronous Content: I will post my own pre-recorded video lectures/slide shows and other videos such as seminars and TED talks for you to watch before class. There will be lectures every week, some short and some longer broken into parts (for example 5-15 minutes and 10-15 slides each). Assume 45-60 minutes of asynchronous lecture time each week.

Engagement and Slack: I have created a *Slack* channel for all of us to use during the week between classes. You will receive an invitation to join. We will use *Slack* as a way to communicate and stay engaged with the material and with one another. You will use *Slack* to discuss homework assignments and case studies with your teams, to ask questions of the class, and to discuss readings. A part of your grade will be based on engagement and your participation on *Slack* will be one way we evaluate your engagement. NOTE: When you join *Slack*, be sure to turn your notifications ON.

Policies around Zoom Recordings and/or Pre-recorded Lectures

This course will include video and audio recordings of class lectures and classroom activities. These recordings will be used for educational purposes and the instructor will make these available to students currently enrolled in PA 5290, Section 001, Planning and Design for the Urban Public Realm. Students must seek instructor permission in order to share either course recordings or course content/materials. Similarly, instructors who wish to share zoom recordings with other sections or classes must seek and document permission from students whose image or voice are in these recordings.

Zoom/Classroom Practices:

- All Zoom sessions will be recorded and will have live captioning provided.
- Students are asked to include their gender pronouns in their Zoom name.
- Recordings of weekly class will be posted to Canvas.
- In accordance with student privacy protections, no recordings of any of the class sessions that show students faces or names can be shared outside of this course.
- To prevent “Zoom-bombing”, do not share any class Zoom links on social media or other public places.

Introduction – About the Course

Introduction for Spring 2021 – What’ new this year

This course is going to be very different from the previous thirteen years I have taught it. In the past, we spent class time on case study discussion, lectures, and live guest panel discussions. Class this year will be “flipped” and most lectures will be delivered as asynchronous recordings for you to watch between classes, rather than during class time. We will use the time saved from in-class lectures to listen to guests, discuss the case studies (the core of the class) and to work together on understanding concepts, homework assignments, and the cases. We will also assign you to teams for the semester and your teams will work together on the case studies, so we will use a part of the class time to allow your teams to work together in breakout rooms on assignments.

Introduction

While policymakers, public administrators, planners, and members of the community all play their parts, in the end, it is private sector developers who really build our cities. Developers use a wide variety of tools, skills, and resources to identify, analyze, and capitalize on opportunities that may not be apparent to their competitors or the public. Developers are also entrepreneurs who play for high stakes so they must possess an extraordinary tolerance for both ambiguity and risk if they are to realize their creative visions – and their anticipated profits.

This course is for those students interested in gaining an understanding of how the real estate development process works from the viewpoint of the private developer. The course is designed to promote an understanding of the structure of urban real estate markets, the techniques of

analysis and planning for real estate development, the leadership and management skills required to see a project through to completion, and the character of the entrepreneurial developer. It emphasizes quantitative methods including site and building analysis, market analysis, and economic analysis through the creation and manipulation of “pro-forma” financial statements. At the same time students will be required to consider qualitative issues such as a developer’s background, temperament, goals, and access to resources as well as the importance of “fit” between a developer, a project, and other team members and actors including equity partners and lenders, architects and builders, government agencies and staff, elected officials, and other local interests. By applying these qualitative and quantitative methods of analysis to actual projects, students will gain insight into the developer’s decision-making process. Through facilitated classroom discussions, students will come to understand how, in a process of creative synthesis, developers combine these tools with money, social and political connections, and personal skills to implement projects and bring their grand plans to fruition.

The focus of the course will be on the acquisition, development, ownership, operation, and disposition of rental real estate, with an emphasis on the four main product categories – commercial office, retail, industrial/warehouse, and multi-family residential. Attention will also be given to for-sale housing and condominiums, land development, non-profit development, and large-scale urban redevelopment. The course will consider the reconciliation of private interests with public goals however in doing so it will take a distinctly private market viewpoint – that of the developer.

Course Objectives

The course will provide students with a framework that integrates theory and practice into a developer’s-eye-view of urban real estate development. Students will gain an understanding of the development process, real estate markets and products, the project cycle, and the developer’s motivations and decision-making process. Famous physicist and educator Alfred North Whitehead believed that there was a three-stage cycle to learning that began with “romance,” or an interest in the subject; then led to “precision,” and learning the techniques and methods required to understand the subject; and ending with “generalization,” and applying what you have learned in other areas. This course design is based on Whitehead’s cycle and so, throughout the course, students will pursue the following three related objectives:

- **Romance:** Develop an interest in and a general understanding of the real estate development business including products, markets, and actors, with an emphasis on developers and particularly their personalities, motivations, and interests.
- **Precision:** Grow beyond *romance* by learning how to build and manipulate quantitative and qualitative tools and use them to evaluate a real estate opportunity. Students will learn how to create and manipulate their own “pro forma” economic models and use them to evaluate the economics and finances of an investment or business.
- **Generalization:** Combine *romance* and *precision* to generalize across a broad spectrum of urban development activities from the perspectives of a variety of actors ranging from developers, investors, and lenders to city planners, elected officials, and community members.

With this combination of *romance*, *precision*, and *generalization*, you will all be well prepared to sit across the table from a developer and represent the interests of the government, non-profit organization, or private sector company who you work for. Those students who are interested in working directly in the real estate development industry will be able to confidently tell prospective employers, “I know how to create a proforma” and that will help you get a job.

Workload

There will be weekly assignments beginning in the second week, including seven or eight cases; three home-works; one short take-home mid-term exam; and a take-home final exam, which will

be a case study due in class on the last day of class. The workload is heavier in the first half of the semester, lightening up in the second. Staying on top of the assignments in the first ten weeks is critical to success in the course.

Required Course Materials

Harvard Business School (HBS) Case Studies: Students will be required to purchase a Coursepak directly from Harvard Business School's website that will include eight case studies plus several additional readings and technical notes for ~\$46.75. Each student is required to buy his or her own set of materials. The following link will take you to the HBS website and Coursepak for this course: <https://hbsp.harvard.edu/import/598428>

Required Reading:

Brown, Peter Hendee. *Development 101: Class Notes for Students of Private Sector Development, 2018*. This short manual is an outgrowth of the instructor's teaching notes and it is intended as a simple guide to the basic tools used in analyzing real estate. Chapters will be posted on the course website as pdf files. There is no charge for the text. **Consider this to be your training wheels for the first seven weeks of class.**

Brown, Peter Hendee. *How Real Estate Developers Think: Design, Profits, and Community ("HREDT")*. Philadelphia: Penn Press, 2015. You will read 1-2 chapters per week and be prepared to discuss the book in class each week. I will ask you all to send one question to the whole class via Slack as you read each chapter. I believe that you can obtain this book free through the Library and I will be sure to put it on reserve.

The instructor will also regularly email and/or post on Canvas current, industry-related news articles that will be required reading and will be discussed in class.

Excel Proficiency

The course stresses the understanding of basic concepts and the analytic power of "back-of-the-envelope" (BOE) calculations. Most real estate financial analyses require nothing more than high school algebra and arithmetic. Computer-based spreadsheets are widely used in the real estate industry and it is assumed that all students know how to create and manipulate Excel spreadsheets. Students are expected to create their own spreadsheets in preparing for the case studies and must learn to use several financial formulas within the Excel program.

Course Copyright

The instructor has the copyright on this syllabus and all lectures, lecture notes, and slide show presentations. Students are prohibited from selling, or being paid by any person or commercial firm for taking notes or recording class lectures without the advance express written permission of the instructor. Exceptions are permitted for students with a disability who receive the instructor's approval in advance for note taking or tape recording as an academic accommodation. Some images from this syllabus were found on-line or taken from resources that are not accredited to the instructor.

Evaluation

Evaluation will be based upon four key areas: weekly case studies, homework assignments, the midterm exam, a final take-home exam that will be a case study, and your participation in the class during class time and on *Slack*. Because the course is built around case studies, a student's evaluation will also be based on his or her willingness and ability to understand, embrace, and master the case study method of learning.

Through the case study method, you will learn not only from individual or team case preparation but also from actively participating in class discussions and from listening to and learning from fellow students. Therefore, you will be evaluated on the quality of your preparation and on your contribution to class discussion. Perhaps most important, you will come to understand that there

is no one right answer to a case study and that the best answer is one that has been thoroughly reasoned through and well-presented.

Finally, to be clear, for each assignment you will be required to step into the shoes of the developer, make a recommendation as to how you would proceed, and then support your recommendation with a clear and concise argument that addresses all issues relevant to your decision. Identifying a handful of options and sitting on the fence will not be adequate – you must commit to answering the question, “what would YOU do, why, and how?”

Case Studies 30%

Throughout the majority of this course, we will use the case study method of learning. The analysis and implementation of real estate projects will be explored with seven or eight case studies based upon actual projects. Students may prepare cases individually or in groups of two, but all students are strongly encouraged to complete several cases individually over the course of the semester (the final exam will be completed individually so you must know how to “do the math” yourself). The requirements for submission of the case write-ups are as follows:

- **Submit a complete case write-up.** Submit a brief summary in memo form (maximum 1-2 pages) that answers the questions asked in this syllabus for the specific case. Use excel spreadsheet tables and word documents to illustrate your qualitative, economic, financial, and other analyses. For a more detailed explanation our expectations for case write-ups, see “Case Write-Up Expectations,” which follows on page 6.
- **Submit your cases electronically via Canvas.** In order to receive full credit your electronic submission must arrive prior to 5PM on the night of class. Submit excel tables and word documents. We will only accept late submissions in the case of planned absence from class or illness. Remember to bring a copy for in-class discussion and to hand to Eric at the end of class. Beware: There will be a line for the printer in the student lounge at 5:45 and that’s when it will break/run out of paper.
- **Print your name clearly on your write-up and on all work that you submit for the class.** If working in groups, make sure that both/all of your names are listed.

The class will discuss each case for 45-60 minutes, during which time students will be required to assume the perspective of the developer and consider what should be done about the project. Evaluation will be based upon the quality of class participation and the completeness of the case write-up. The instructors will review case study submissions for completion and for quality of analysis generally but will not provide detailed feedback on individual assignments. Rather, students should understand that all detailed feedback and learning flows from the facilitated in-class discussion. Complete write-ups and Excel proformas submitted on time that are well presented (neat, clean, easy to follow) will receive a score of 10 even if there are minor math errors. Incomplete submissions will be marked down accordingly. Late submissions that are complete will be marked down 2 points for each day they are late until the Saturday after class, when they reach zero. We will typically grade and return all case write-ups at the beginning of class the following week, but it may take two weeks.

Homework Exercises: 20%

Students will be asked to complete three homework exercises in the first few weeks of class. These exercises can be found at the ends of each of the first three chapters of “*Development 101*” and they are designed to build your skills and understanding of economic analysis. Most homework questions can and should be figured out in pencil with the help of a hand-held calculator. Other assignments will require you to create and manipulate excel spreadsheets. **Show all of your work.**

Final Exam: 20%

The final exam will be a take-home exam. The exam will be a case study, similar to those discussed in class. You will provide a three to four-page response to the general question asked in the case (your recommendation as to how to proceed) and provide answers to the individual questions asked. In addition to the write up, you will create and incorporate back-up in the form of excel spreadsheets and/or back-of-the-envelope (BOE) calculations to demonstrate the quantitative/financial reasoning behind your answers as well as the qualitative reasoning. You will work alone and you can use as much time as you like but as a guideline 6-12 hours should be adequate. The exam will be assigned at the end of class on April 26th and will be due at the beginning of class the following week, the last week of class, on May 3rd.

Participation: 10%

Your participation in class will be a part of your grade. We expect that you will speak during class, present your team’s cases, and also send in questions or comments on chat. We will also be using a slack channel and we expect to see you sending comments and questions to the whole class, your teammates, and the instructors. Slack will be a useful way to learn concepts from your classmates and get help when you are stuck, as well as to comment on big ideas.

Grading

| | |
|-----------------------|-------------|
| Case Study write-ups: | 30% |
| Homework Exercises: | 20% |
| Midterm Exam | 20% |
| Final Exam | 20% |
| Participation | 10% |
| Total: | 100% |

Final grades will be assigned based on percentage (90% and above = A range, 80% and above = B range, etc.), followed by subjective analysis of other factors such as notable improvement over the semester and class participation, which will be favorably rewarded. Please review the University Senate Uniform Grading and Transcript Policy if you are unsure about the standards associated with each letter grade: www1.umn.edu/usenate/policies/gradingpolicy.html

Presentation

Each assignment will be partially graded based on its presentation. Presentation is important, now and in your future endeavors! Make sure papers are formatted properly, spreadsheets are readable with bold lines, boxes around cells, etc. When printing, make sure to select either “Fit All Columns on Page” or “Fit Sheet on Page” for a cleaner printed product that is easier for the instructors to read and understand.

Show all of your work

For all assignments you should *show all of your work*. If you make a small math error but have the principles correct, we will be generous in grading, but if you do not show your work, we will not be able to tell where you made your error. Submit your unlocked spreadsheets to Eric via Canvas.

Expectations for Case Write-ups:

Beginning in the third week of class, there will be a case study assigned for most weeks throughout the remainder of the semester. The specific case and the questions that must be answered are identified in the syllabus. Case write-ups are due at the beginning of class on the day they appear in the class schedule. For most cases you will be required to develop qualitative and quantitative analytical approaches and to synthesize your results to fully answer the questions. More specifically, for each case you are required to answer this question: What would YOU do and why?

Quantitative Analysis:

You are expected to create a spreadsheet of some kind for each case write-up. This will be a “set-up” or “pro forma,” that you will use to summarize and analyze the financial and economic facts of the case. Most cases contain a first cut of a “set-up” or “proforma” in table form that you can use as a template to create and modify your own spreadsheet. Then you will copy or modify that spreadsheet and use it to and test out different assumptions. (Often in the case, the first pro forma doesn't work perfectly, so your job is to create a version with new assumptions to see if it works better). Other qualitative facts and information will be distributed throughout the narrative of the case (the cases are basically short stories with additional information included and attached at the end). These facts and information should be gathered and used to influence your analyses and your spreadsheet. For example, a case may have a narrative section where a banker discusses a different interest rate, which you might then test as a variable in your proforma table.

Qualitative Analysis:

Some questions require a more qualitative form of reasoning - your best judgment based on a thorough analysis of all the information presented. But even with qualitative information, some cases offer facts that can be arrayed in table form (even if it is not quantitative) as a way to more easily visualize and evaluate the information before making a judgment. For example, pros/cons; \$/\$/\$/\$\$, and etc.

Synthesis:

Your case write-up should be clearly presented and should synthesize the results of your quantitative and qualitative analyses. Begin with a short paragraph that sums up the situation and your general approach. Then answer each question with a brief paragraph or a couple of sentences, augmented by bullets and/or quantitative analysis as appropriate. Your answers should be complete, concise, well written, and reflect a thorough analysis and understanding of the case. Cryptic and one-word answers to questions will not be acceptable.

Final Note:

While many of the questions may appear to be answerable in qualitative terms, in most cases some mathematical analysis is required to fully inform your answers. So, if you think that a simple page with written answers to four or five questions constitutes a complete submission, then you probably have not looked hard enough at how to analyze the data and the situation and you may want to consider “running some numbers.” **Remember: Presentation matters! Keep it neat, clean, and readable – it should look like something you are submitting to your boss or a professional audience.**

Adherence to Relevant University Policies

In all of your work, students in this course are expected to adhere to the following the following university policies:

1. Grade definitions from the Administrative Policy
2. Scholastic Dishonesty
3. Makeup Work for Legitimate Absences
4. Use of Personal Electronic Devices in the Classroom
5. Appropriate Student Use of Class Notes and Course Materials
6. Student Conduct Code
7. Sexual Harassment
8. Equity, Diversity, Equal Employment Opportunity, and Affirmative Action
9. Academic Freedom and Responsibility: For courses that do not involve students in research

The full text of these polices can be found at the following link:

http://www.policy.umn.edu/Policies/Education/Education/SYLLABUSREQUIREMENTS_APPA.html.

Mental Health and Stress Management:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website at <http://www.mentalhealth.umn.edu>.

Remember that there are advisors in the Humphrey Student Services office who are trained and experienced counselors. They are available at very short notice to address any concerns you have and provide further resources within the University. **Humphrey Student Services, HHH 280, 612-624-3800**

Disability Accommodations:

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at (612) 626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

Sexual Harassment, Sexual Assault, Stalking and Relationship Violence

"Sexual harassment" means unwelcome conduct of a sexual nature when it is stated or implied that an individual needs to submit to or participate in conduct of a sexual nature to maintain their education standing, or when the conduct is severe, persistent or pervasive and unreasonably interferes with an individual's performance or creates an intimidating, hostile or offensive environment. The University prohibits members of the University community from engaging in, or assisting or abetting another's engagement in, prohibited conduct; requires employees to take timely and appropriate action when they know or should know that prohibited conduct is occurring or has occurred; and addresses violations of this policy through disciplinary or other responsive action up to and including termination of employment or academic dismissal.

For additional information, please consult Board of Regents Policy:

https://regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual_Harassment_Sexual_Assault_Stalking_Relationship_Violence.pdf

We want to let you know that, in our roles as University employees, we are required to share information that we learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about the personal support resources and options for investigation that they can choose to access.

You are welcome to talk with either of us about concerns related to sexual misconduct. You can also or alternately choose to talk with a confidential resource; the University offers victim-advocacy support professionals, health services professionals, and counselors that will not share information that they learn about sexual misconduct.

Class Schedule

Week 1 (1/25): Introductions, logistics, and developers as entrepreneurs

Watch Before Class: Brown, Peter Hendee, video lecture, "Introduction to the Course"

Read Before Class: Brown, *Development 101*: Introduction.

Discussion: Expectations for Homework Assignments (Eric)

Week 2 (2/1): Valuing Real Estate Part I: The Back of the Envelope

Due Before Class: Homework #1 (At end of Dev 101, Chapter 1)

Watch Before Class: Brown, Peter Hendee, video lecture, "Developers as Entrepreneurs"

Read Before Class: Brown, *Development 101*, Chapter 1 (Chapter 4 for reference)

Discussion: Guest; Homework; Developers

Week 3 (2/8): Valuing Real Estate Part II: Using Spreadsheets

Due Before Class: Homework #2 (At end of Dev 101, Chapter 2)

Watch Before Class: Brown, Peter Hendee, video lecture

Read Before Class: Brown, *Development 101*, Chapter 2, (Chapter 4 for reference).

Discussion: Guest;

Week 4 (2/15): Financing Real Estate Development

Read Before Class: Brown, *Development 101*, Chapters 3, 4.

Due Before Class: Homework #3 (At end of Dev 101, Chapter 3); Hammond, J. *Learning by the Case Method*. HBS case note 9-376-241, rev. April 16, 2002, 5 pp.

Watch Before Class: Brown, Peter Hendee, video lecture

Discussion: Guest; Homework, Expectations for Case Studies (Peter)

Week 5 (2/22): Doing your first deal

Due Before Class: Case Write-up – *Revere Street*

Watch Before Class: Brown, Peter Hendee, video lecture

Read Before Class: Brown, *How Real Estate Developers Think*, Prologue & Chapter 1.

Discussion: Guest; Case Study; HREDT

Case Study: Segel, Arthur and William Poorvu. *Revere Street*. HBS case 9-800-147, rev. April 2008, 14 pp.

Although inexperienced in real estate, Edward Alexander hopes in June 1999 that youthful enthusiasm and an \$80,000 inheritance will help him enter the real estate business. Alexander decides to buy a small multiple-unit building in Boston as a residence and an investment. He learns about finding and valuing properties, property management, construction, and mortgages. After some difficulty he finds a building in an area that is increasing in value. The previous owner has run out of funds to complete renovations.

Questions for Class Discussion:

1. How did Alexander search for his property?
 2. Evaluate the property on Revere Street. What issues are important to you? What are the risks and rewards?
 3. Which people helped Alexander in the process and what functions did they perform?
 4. What are the problems relating to the rehabilitation work proposed?
 5. Run the numbers for the two different mortgage alternatives and compare ROA and ROE. Should Alexander invest in the deal and if so, which alternative?
- * Note: For this case write-up you must create a one-year budget or "set-up" based on the scenarios in the case (review Chapter 1 and HW#1), then modify it to reflect the alternative mortgage, and then compare the two scenarios.

Week 6 (3/1): Doing your next deal

Due Before Class: Case Write-up – *Ft Myers Eldercare*

Watch Before Class: Brown, Peter Hendee, video lecture

Read Before Class: Brown, *How Real Estate Developers Think*, Chapter 2

Discussion: Guest; Case Study; HREDT; Q&A/How are we doing?

Case Study: Poorvu, William and Arthur Segel. *Ft. Myers Eldercare*. HBS case 9-898-041, rev. March 2004, 23 pp.

Benjamin Dana is an experienced multifamily developer in fast growing Ft. Myers, Florida with a buildable, well-located 2.8-acre site he has held for several years. Dana needs to decide if he should sell or develop the land. He has heard that eldercare facilities are quite profitable. Given that his two parents are in need of an assisted living facility coupled with his own interest in getting into a new profitable business, he explores congregate care and assisted living development options. Dana has to decide whether or not to proceed and if so, whether to operate it himself and how to finance it.

Questions for Class Discussion:

1. Has Dana done a good job researching his options? Discuss.
 2. What are the advantages and disadvantages of each of Dana's options: selling the land, congregate housing or assisted living?
 3. Prepare a development budget and set-up for each of the two assisted living financing options. What are the initial returns on cost (ROA) and equity (ROE) for each option? How does the use of conventional debt compare with tax-exempt debt in terms of returns?
 4. Which option would you choose and why? If you chose an equity partner, who would you choose and why?
- * NOTE: You DO NOT have to do a multi-year income statement for this case, just the original set-up and the alternate set-up, similar to Revere Street.

Week 7 (3/8): Measures of Return and a Parking Conundrum

Watch Before Class: Brown, Peter Hendee, video lecture

Read Before Class: Brown, *How Real Estate Developers Think*, Chapter 3

Due Before Class: Case Write-up – *Prospect Hill*

Discussion: Guest; Case; *Where we have come from/where we are going next?* HREDT

Case Study: Poorvu, William and Katherine Sweetman. *Prospect Hill*. Harvard Business School case 9-390-011, 1992, 20 pp.

Bill Hassett, a partner in the Nelson Companies, has to make some important decisions regarding the expansion of Prospect Hill Executive Office Park in Waltham, Massachusetts. The pre-development issues concerning him about the Hillside Building include how to position Hillside in a softening market, how to handle certain parking issues, and whether expanded day care facilities would enhance lease-up or increase expenses. He is also considering arranging an interest rate hedge on the adjustable-rate interest. This case deals with suburban development issues, and focuses on adapting to possible structural changes in the real estate industry.

Questions for Class Discussion:

1. Describe Arthur Nelson? What has he succeeded at doing in his career – what is his “brand?” What do you think of his strategy for Prospect Hill? What do you think of the decisions he has made to date?
2. What is happening in the rest of the surrounding market in terms of rents and vacancy? Where does the Hillside building fit into this picture? Should The Nelson companies go forward with the Hillside building, given these market conditions?
3. Focus your analysis on these two questions: What would your decisions be concerning the parking alternatives? What would your decisions be concerning the amenities?

4. Some tips for how to do this case:
 - a. You can't figure ROE because Hassett is valuing the contributed equity – the land - at zero. Instead consider the effects of the different scenarios on CFAF.
 - b. Start with Hassett's setup on page 5. If you use a cap rate of 9%, what is his CFAF worth? That is the profit. Expand his setup to include sources and uses, mortgage amount, and annual debt service.
 - c. Now try a few different scenarios based on that setup. Figure out how the capital costs, operating costs, and debt service change with the other two parking alternatives and how this affects CFAF and profit. Do the same for the daycare center. Create a table analyzing each of these three variables. Based on your analyses, what combination of parking and daycare would you pick?
 - d. Disregard the questions about the interest rate hedge
- * NOTE: You DO NOT have to do a multi-year income statement for this case, just the set-up through CFAF and ROA/ROE. You must also do some economic analysis to address each of the questions Hassett is confronting – parking and amenities (skip the question about interest rate hedge). You can assume a 9% cap rate for the purposes of determining total value and profit for different scenarios.

Week 8 (3/15): Analyzing a Real Estate Opportunity

Watch Before Class: Brown, Peter Hendee, video lecture

Read Before Class: Poorvu, William J. *Financial Analysis of Real Property Investments*. HBS case note 9-379-193, August 8, 2013, 25 pp.

Due Before Class: Case Write-up – *Shady Trail*

Discussion: Guest; Case; HREDT

Case Study: Segel, Arthur. *Shady Trail*. Harvard Business School case 9-899-143, Rev 7/2003, 12 pp.

Holt Lunsford was intrigued by the packet of papers that lay in front of him. The papers comprised a brochure that Lonestar Bank had put together in an effort to sell the Shady Trail Distribution Center in Dallas, Texas. Shady Trail was a five-year-old, 120,000-square-foot distribution warehouse facility located on the west side of Dallas. Lonestar was asking \$4 million for the property. It was September 2003 and the Dallas real estate market was plateauing and the capital markets were in disarray. Lunsford had convinced 11 friends to put up \$100,000 each in addition to his own \$100,000 to acquire one or two troubled properties. Lunsford decided to focus on warehouse properties due to their relatively small size, their strong historical performance, and his relevant experience. He wondered whether Shady Trail would make a good investment.

Questions for Class Discussion:

1. Is this a good property for Lunsford to acquire? Why or why not? Discuss/explain.
 2. What assumptions has Lunsford made in creating his setup for Shady Trail? What changes, if any, would you make to his setup?
 3. Using the “back-of-the-envelope” approach, prepare a new setup for the property based on the information in the case and calculate the after-tax rate of return or Lunsford and his investors.
 4. What should he pay for the property, if he decides to buy it?
 5. How do the rates of return and the amount Holt should pay change if: a) the interest rate on the loan goes up by one percentage point? b) The exit cap rate goes up by one percentage point? c) The LTC changes from 70% to 80%? All three together?
- * NOTE: You must recreate each of the tables in the case and then modify the assumptions to answer the questions in this case.

Week 9 (3/22): Comparative Financial Analysis of Real Estate Investments

Watch Before Class: Brown, Peter Hendee, video lecture

Read Before Class: Brown, Peter Hendee. *How Real Estate Developers Think*, Chapter 4

Due Before Class: Case Write-up – *Angus Cartwright III*

Discussion: Guest, Case, HREDT

Case Study: Hatten, Kenneth J., William J. Poorvu, and Howard H. Stevenson. *Angus Cartwright III*. Harvard Business School case 9-375-376, Rev. September 2004. 20 pp.

Judy and John DeRight, looking to diversify their investment portfolios, have retained Angus Cartwright III to identify prospective real estate acquisitions. Mr. Cartwright has four potential properties that he feels merit an in-depth financial analysis. The case provides an opportunity to examine the various components of real estate return--cash flow, tax benefits, and futures--and measure the profitability of a proposed investment through the calculation of net present value, internal rate of return, and capitalization rate.

Questions for Class Discussion:

1. Using the method for financial analysis employed by Cartwright for the Alison Green property, what are the financial returns for the other three properties?
2. Fill out all the exhibits in the case and hand in one copy per group at the start of class. Students may work in groups of up to three people for this case.
3. Which potential investment(s), if any, would you suggest for each of the investors and why, based on their goals? Which Cousin should buy which project? How many should each cousin buy – one or two, and which ones?

Week 10 (3/29): Mid-Term Review

Watch Before Class: Brown, Peter Hendee, video lecture

Read Before Class: Brown, *How Real Estate Developers Think*, Chapter 5.

Due Before Class: Midterm Take-home exam

Discussion: Guest, Midterm, HREDT

Week 11 (4/5): SPRING BREAK – NO CLASS (Easter Sunday – April 4)

Week 12 (4/12): Getting Started in Development

Watch Before Class: Brown, Peter Hendee, video lecture

Read Before Class: Brown, *How Real Estate Developers Think*, Chapters 6 & 7.

Due Before Class: Case Write-up – *Back to School*

Discussion: Guest, Case, *Eric's Business*; HREDT

Case Study: Craig Furfine. *Back to School: Real Estate Development of Off-Campus Student Housing*. Kellogg School of Management case KEL855. REV: April 14, 2016

"Worth a closer look," they said in unison. Kimberly Slater and her longtime friend, Christopher Lenard, had just agreed to explore the possibility of developing off-campus student housing in Madison, Wisconsin, home of the University of Wisconsin's flagship campus. In the summer of 2012, the demographics and market conditions both looked good. However, a more careful analysis of the potential returns to the investment was warranted before the two friends would be willing to invest their money.

Questions for Class Discussion:

1. Qualitatively discuss the benefits and costs of choosing Madison as the target market for the proposed luxury student-housing development.
2. Develop a pro forma for the completed apartment complex and estimate its value at completion. Justify any additional assumptions you must make to complete your analysis
3. Describe whether or not Slater and Lenard will be able to earn an appropriate rate of return by pursuing this project.
4. Also, there isn't a template for this week's pro forma so you'll have to use what you've learned so far and build your own.

Week 13 (4/19): Design, Planning, Politics, and Partnerships

Watch Before Class: Brown, Peter Hendee, video lecture

Read Before Class: Brown, *How Real Estate Developers Think*, Chapter 8

Due Before Class: Case Write-up – *Waltz on the Danube*

Discussion: Guest; Case; Marketing and Sales; HREDT; Actor Perceptions of Good Design

Case Study: Segel, Arthur I., Vincent Dessain, and Anais Loizillon. *Waltz on the Danube*.

Harvard Business School case 9-804-021, Rev: March 10, 2004.

Walking out of a grueling three-hour project team meeting on March 21, 2003, 32-year-old Dr. Philipp von Wilmsowsky took a deep breath and smiled to himself. “This project is like a giant jigsaw puzzle,” he thought. “It was fun, time consuming, but would he be able to complete it with all the right pieces in place?” As director of Hungarian operations for ECE Projektmanagement, a German real estate development conglomerate, Philipp had worked for two years on a 30,000 square meter, 75 million Euro shopping center project located along the Danube River in the city of Győr. Lining up four credit anchor tenants had been easy; finalizing the site acquisition, the permits, the design, and the financing was going to be a lot tougher.

Questions for Class Discussion:

1. Is there an adequate market in Győr? How much of the area’s market must the retail center attract? Will there be enough retail sales to support rents? Are rents adequate to support the development? How does the underground economy affect your analysis? Use the information and numbers presented in the case and organize into a table or spread sheet - consider population, income, unemployment, purchasing power, expected retail sales/sm.
 - a. Determine retail demand for the area (use population and purchasing power/person)
 - b. Determine projected retail sales for ECE total and per square meter (use square meters, projected sales)
 - c. Determine ECE’s share of the market (retail sales as % of total retail demand for area)?
 - d. What are the occupancy costs as a % of sales – are the rents affordable (use rents, projected sales)
 2. Summarize each of the three design options. What design option is the most attractive to each of the various constituents and why?
 3. If you were Philipp, how would you structure the deal with your development partner? If you were an investor, what would you want?
 4. What factors should one take into consideration to perform a sensitivity analysis? How should Philipp take these assumptions into consideration to evaluate the viability of this venture?
 5. What market opportunities and barriers exist in this particular deal?
 6. Should Alexander Otto proceed with the deal?
- * NOTE: To answer these questions, recreate the ten-year cash flow spreadsheet in the case and then create more versions of it to study the various scenarios.

Week 14 (4/26): Large Scale Urban Redevelopment

Read Before Class: Brown, *How Real Estate Developers Think*, Chapters 9 & 10

Discussion: Guest, HREDT, Take-home exam issued

Week 15 (5/3): Ethics, Career Management, and Wrap-up

Read Before Class: Macomber, John D. *You Can Manage Construction Risks*. Harvard Business Review, March-April 1989. (This will help you think about the Case/Final Exam)

Due Before Class: Final Take-Home Case Study Exam

Discussion: Final Exam Case; Ethics and Career Management

APA PLANNING CONFERENCE IN BOSTON, MA, SATURDAY 5/1 – TUESDAY 5/4

Recommended Reading:

Brown, "Actor Perceptions of Good Design for Real Estate Development," A Chapter for *A Companion to Real Estate*, Graham Squires, Erwin Heurkens, and Richard Peiser, Editors. Routledge, 2017. (AVAILABLE ON CANVAS)

Ward, Vicki. *The Liar's Ball: The Extraordinary Saga of How One Building Broke the World's Toughest Tycoons*. New York: Wiley, 2014. (This book is about a Building.)

Bagli, Charles. *Other People's Money: Inside the Housing Crisis and the Demise of the Greatest Real Estate Deal Ever Made*. New York: Penguin, 2013. (This book is about a Deal and the Real Estate Bubble/Recession.)

Perez, Jorge. *Powerhouse Principles: The Ultimate Blueprint for Real Estate Success in an Ever-Changing Market*. New York: Celebra, 2009. (This is a handbook by the Miami developer known as "the Trump of the Tropics."

Zell, Sam. *Am I Being Too Subtle? Straight Talk From a Business Rebel*. New York: Penguin, 2017. (An autobiography of a famous entrepreneur who started in real estate.)

The search for meaningful work, how to focus, selling yourself, and success in life and work

Newport, Cal. *So Good They Can't Ignore You: Why Skills Trump Passion in the Quest for Work You Love*. Grand Central Publishing, 2012. The point is not to try to follow your passion, but to just **practice and get good** at what you do.

G. Richard Shell and Mario Moussa. *The Art of Woo: Using Strategic Persuasion to Sell Your Ideas*. Penguin Books, 2008. A great book about **selling ideas** and persuasion.

Negotiating

Fisher, Roger, William Ury and Bruce Patton. *Getting to Yes: Negotiating Agreement Without Giving In, Third Edition*. Penguin, 2011. Classic book about **negotiation**.

G. Richard Shell. *Bargaining for Advantage: Negotiation Strategies for Reasonable People, 2nd Edition*. Penguin Books, 2006. An even better book about **negotiation**.

How To: Books by developers about how to do development

Poorvu, William J. and Jeffrey L. Cruikshank. *The Real Estate Game: The Intelligent Guide to Decision Making and Investment*. New York: Free Press, 1999. Great book by a developer who also taught at Harvard - **he wrote most of cases we use in class**.

Perez, Jorge. *Powerhouse Principles: The Ultimate Blueprint for Real Estate Success in an Ever-Changing Market*. Celebra (Penguin): 2009. The "Trump of the Tropics," Miami's biggest condo developer, offers his philosophy on **how to make big money** in real estate.

Real Estate Development Stories - Fiction

Wolfe, Tom. *A Man in Full*. New York: Farrar Straus and Giroux, 1998. Wolfe **captures the developer's personality** and the flavor of the business like few other books in print, fiction or non-fiction.