Explicit design for real estate education; the management game

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Management game
3 cases
Blaak / Westblaak
2013-2014 Q1; 146 students
2013-2014 Q3; 241 students

Central retail/office boulevard in Rotterdam

Demarcation of 4 city quarters leaving the main boulevard as a back street in planning.

Student work 2013-2014
Management game
3 cases

Pompenburg
2014-2015 Q1; 148 students
2014-2015 Q3; 178 students

Central office location in Rotterdam

Influence of neighbouring developments RCD, Hofbogen, Coolsingel, school sites and residential areas. Complicated by infrastructural bottlenecks

Student work 2014-2015
Management game
3 cases

Campus TU Delft
2015-2016 Q1; 91 students
2015-2016 Q3; +/- 190 students

University campus (145 ha) in Delft

Inheritance of academic real estate, from facility management perspective to strategic development strategy

Student work 2015-2016
Management game
2 identities

Public parties:
• Economic affairs
• City development
• Regional planning
• Infrastructure

Private parties
• Property owner
• Users
• Developer

Advisors
• Project management
• Law and environment
• Landscape architect
• Urban planner

Every student has two tutors: expert in the discipline and group tutor
Management game
2 perspectives

Explicit design education
1. Experimenting or exploring and deciding
2. Laboratory or (visual) language
3. Frame of reference or library
4. Domains or aspects
5. Guiding theme or qualities

Policy gaming
1. Complexity
2. Communication
3. Creativity
4. Consensus
5. Commitment to Action

Balancing on a rope in the dark with no clue about the end

Giacomond, Quint Buchholz (1984)
Explicit design education

1. Experimenting or exploring and deciding

architectural designing can be understood as a kind of experimentation

each move is a local experiment

which contributes to the global experiment of reframing the problem

reflective dialogue with the situation at hand - reflection-in-action (Donald Schön)

The negotiation phase is chaotic due to the high number of variants of partial solutions and evaluations.

Not to Be Reproduced (sorry), Rene Magritte (1937)
Explicit design education
2. Laboratory or (visual) language

die zeichnung ist das instrument des denkens (Rafael)

Visual language is the physical counterpart of the mental process and works as an external, extended memory and tool for reflection

The visual language clearly in the elaboration phase, but also in the negotiation phase, being the language of the students for explaining ideas and positions.
Explicit design education

3. Frame of reference or library

experiments with known patterns and principles. In the process of experimenting and playing, new patterns and principles will be born.

*By default the frame of reference are the earlier design projects. The management game is new, unlike previous design projects and complex to the students. One of the options to take this hurdle is to provide them generously with examples of earlier editions.*

Le Corbusier / Domino
Herzog & de Meuron / 1111 Lincoln Road
Explicit design education

4. Domains or aspects

In architectural design the domains are: space, material, site, function and socio-cultural context.

*Due to the setting of roles, the overall input results in huge number of domains*

Visualisation of the architect or project leader's role
Explicit design education
5. Guiding theme or qualities

A situation of complexity and uncertainty, which demands the imposition of an order (Donald Schön)

*Due to the teamwork, the guiding theme or framed quality of the common ambition becomes very explicit.*

*Over the last 5 semesters, connection is the buzz word.*
Policy gaming
1. Complexity

Complex strategic urban redevelopment issues demand that many different sources and types of data, models, frameworks, role-specific insights and tacit knowledge must be integrated.

By adding elements, like the number of roles, the given complexity and additional ingredients process as well as outcome can be steered.
Policy gaming

2. Communication

Policy games can facilitate effective communication across diverse groups, encouraging the exchange of ideas and bridging communication gaps.

Communication is about delivery on the right time. The base of real estate knowledge is delivered by the course on urban management and (re)development during the first weeks, with themes like urban development, real estate development, legal implications, economical aspects, urban planning, management strategies, markets and consumers, and sustainability aspects. The role tutors will go in depth on their disciplines, while this gained knowledge is practised and tested in the weeks of elaboration.
Policy gaming
3. Creativity

Creativity presumes fun, motivation and effort. Gaming has the power to stimulate creativity by its very nature, and is one of the most engaging and liberating social technologies for making group work productive and gratifying.

The management game is building on creativity by stimulating different presentation modes. Students have to explain their group strategy in a half hour group presentation to their tutors and fellow students, in a 3 minute pitch to the jury and in a single poster to the public, all with appealing results.

Student work 2015-2016 Pitch and poster
Policy gaming
4. Consensus

Strategy processes involve consensus building, including harmony and compromises, so that all parties can agree on a certain decision.

Students are eager for good grades. This will normally steer group work in too much of consensus in order to produce what is required. Early consensus does not lead to innovative and out-of-the-box solutions.

Jan Mankes Row of trees (1915)
Policy gaming
5. Commitment

Commitment is the result not only of participation in the game, but is also the product of the many different involving and motivating elements.

Really appreciated is early feedback by tutors and peer reviews by students. Having these comments on the right moment in the process enables students to adjust.

Carel Willink, Leaving Mathilde (1975)
Management game
Discussion

The combination of design qualities and gaming elements does provide insight in the complex situation of urban redevelopment. At the same time the game reveals the relevance of all different specialisations.

A management game as described is also applicable for a business school. The elements of policy gaming originate from managerial education and usable for a wide range of decision making, from social to financial, from administrative to political.

The current needs in real estate education, illustrated by complex urban regeneration, where for instance blue print plans are out of order, require an holistic approach for strategy development with open communication.