



**KTH Architecture and  
the Built Environment**

## **Project Communication**

**7,5 hp**

**Course AI2810**

**Examiner: Tina Karrbom Gustavsson**

**2020**

## 1. Course Introduction

The aim of the course is to introduce, reflect on, apply and evaluate concepts, tools and methods for project communication.

### What is Project communication?

Project communication covers the construction client's (byggherre in Swedish) perspective on managing and organizing construction projects from the initial planning to handing over, with a particular focus on how to organize communication and information sharing in the best possible way. Thus, it combines project management, real estate planning, construction management and organization and leadership.

### What is a Construction Client?

Construction clients are "the initiators of projects and those that contract with other parties for the supply of construction goods or services" (Atkin & Flanagan, 1995, in Boyd & Chinyio, 2006, p. 5). A construction client can be an individual (like you or me when building our own summer house), an organization (like a riding club when building a new stable), a government body (when building a public hospital, railway or bridge) or a private company (when building apartments, new office buildings or a factory to use/own, lease or sell).

### What are the learning outcomes (e.g. what will be examined in the course)?

After completing the course, the participants should be able to:

- Describe, use and compare concepts within project communication.
- Select, use and evaluate tools and methods in project communication for analysis.
- Describe and explain obstacles and opportunities for the construction client to contribute to more sustainable construction process and built environment.
- Relate to and apply previous knowledge in the area of project communication.

### What will the course include?

- The construction process (for example actors, relationships and stages)
- The planning process (for example actors, regulations, activities)
- Project management (for example basic concepts and tools for managing construction projects)
- The client role (for example relations and responsibilities in different stages)
- Project organization (for example project roles and responsibilities)
- Contract forms (for example DBB, DB, and related concepts such as partnering, ECI etc.)
- Stakeholder management (for example stakeholder analysis and communication planning)
- Information management (for example communication and information technology in construction, digital management)

### The course language is English.

The course uses Canvas as communication and information platform and Zoom as interactive digital tool. Both are available for KTH-students. If you have problems getting access to Canvas or Zoom, contact [studentexp.fob@abe.kth.se](mailto:studentexp.fob@abe.kth.se)

### **ADJUSTMENTS DUE TO COVID-19:**

- We will increase the use of **digital tools** such as Canvas and Zoom etc. compared to previous years.
- The **individual reflection, project work and all workshops will be digital** (using Canvas and Zoom). All students work individually this year. No teamwork is needed. You may of course communicate, reflect and discuss with others but you have to hand-in all assignments individually. All submitted assignments will be tested for plagiarism.
- **Lectures on campus will be given for no more than 50 students at the time.** Thus, students will automatically via Canvas be divided in groups with less than 50 students in each group: You may change group **ONLY IF** you change with a student in another group. No more than 50 students are allowed at each lecture.

## 2. Course activities

- **Lectures** (*OBS! Both physical at Campus and digital via Zoom, see invitation links on Canvas. When at Campus, only one group at each lecture, see the schedule. No more than 50 students are allowed at each lecture on Campus.*)

Lectures are recommended (not mandatory) and serve as complement to literature and other sources.

- **Workshops** (*OBS! Only digital on Zoom, see invitation links on Canvas*)

Workshops are recommended (not mandatory) and serve to support the project work (Workshops 1 and 2) and the individual reflection (Workshop 3).

- Workshop 1 (September 3) is the kick-off for the project work and concerns time planning, stakeholder analysis and how to prepare and do an interview.
- Workshop 2 (September 16) concerns communication planning and how to write a scientific text.
- Workshop 3 (September 25) concerns understanding the client, how to find additional scientific literature and sustainable development.

- **Project work** (*OBS! Individual this year*)

1. **Each student shall choose one (1) construction client and identify (1) one construction project that the chosen construction client is the initiator of.** Choose a construction client and a construction project that you easily can find information about. It can be Swedish or international clients and projects.
2. Each student shall **do a time plan** (Gantt chart) of how you plan to do your work in this course. Each student shall upload their individual time plan on Canvas before the deadline on September 4.
3. Each student shall **describe/explain** the following concepts and upload on Canvas no later than September 22. *OBS! Don't forget to include references to the scientific literature that you use for each concept.*
  - A private client
  - A public client
  - The client's business
  - Project
  - Suppliers
  - Project Stakeholders
  - External world
  - Fragmentation in construction
  - Project unknowns
  - Project knowns
4. Each student shall **gather relevant information** about the chosen client and project (see the questions under section 4 below). A good way (but not mandatory unless you aim for a higher grade) to gather relevant and in-depth information about a construction client and construction project is to interview the client's project manager. You can do an interview by phone or Zoom. You can also use official documents, company reports, press releases,

annual reports and other client and project specific data when gathering information. If you have worked in a construction project, you can also use your own experiences.

If you want to aim for grade A in this course, you need to contact and interview both the client's project manager and another manager at the client organization besides the client's project manager, preferably someone that works in another part of the client organization.

The aim with two interviews is to support the analysis of industry fragmentation (see pages 293-294 in the course book) which is included in the individual reflection. The interviews, including your interview questions and the respondent's answers to each question, must be documented in a text and the text must be uploaded on Canvas before deadline October 6.

Make sure not to include the name of the respondent in the texts that you upload on Canvas. Instead, include the name of the client organization, the role and responsibilities of the respondent and a short summary of the respondent's experiences. Make sure to inform the respondents about GDPR<sup>1</sup> when you ask for the interview and make sure to ask before you make any recording.

5. Each student shall **write a project report** of maximum 8 pages (including everything such as cover page, figures, photos, references etc). Upload the report before deadline October 6 .

The report shall include:

- **A Description of:**

1. What characterises and regulates this particular type of client (OBS! There are different types of construction clients, see the literature on construction clients).
2. What characterizes this particular type of project (OBS! There are different types of projects, see the literature on project management).
3. What are the clients project manager's tasks and responsibilities (OBS! A project manager usually has certain tasks and responsibilities, see literature on project management).
4. What are the land regulations of the particular project (i.e. what does the detailed plan say), with focus on allocation of responsibilities and obligations (for planning, implementation, operation, finance) between the stakeholders (developer, municipality, State...etc).
5. What contract form is used in the particular project? What is the contract form in the project and why is this contract form chosen by the client?
6. Who are the most important project stakeholders in the planning, design and construction phases of this particular project? Why are these stakeholders important in each phase and how can the client's project manager manage their respective interests? (i.e. Do a stakeholder analysis for each phase and do a communication plan that includes all three phases)

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<sup>1</sup> GDPR is the General Data Protection Regulation. The overall objective of GDPR is to ensure and strengthen the individual's right to his or her private life through the protection of personal data. This means that the individual, when KTH in any way processes his or her personal data, has the right to insight into how and why the information was processed and can upon request have that information transferred to a different external party (companies, authorities, etc.). This means that you as students must inform the respondent about what you will use the interview for, and how you will store the information. (see [www.kth.se](http://www.kth.se))

- **Individual reflection**

Each student writes an **individual reflection** of maximum 8 pages (including everything such as cover page, references etc). The individual reflection shall be uploaded on Canvas before deadline on October 12.

The individual reflection shall include the following:

**1. A reflection of the work in relation to the time plan that you did.** Did you follow your own time plan? If not, why? What can you learn from doing a time plan, a stakeholder analysis and a communication plan?

**2. A discussion about literature on construction clients.** What ideas about the construction client and how the construction client can drive sustainability and innovation do Aliakbarlou, S. et al. (2018), Havensid, I, M et al. (2016), Ryd (2014) and Newcombe (2003) present?

**3. A discussion about** the industry fragmentation (see pages 288-296 in the course book). Based on the interview(s), what do the manager(s) say about industry fragmentation? What are the problems? What are the possible solutions from the client's perspective?

**4. Reflect on the division of responsibilities** between the actors in the process when it comes to planning, implementation and operation. Reflect on planning regulations and how they support the interests of the actors (municipality, State and developer). Relate to examples presented in literature and lectures.

### 3. Assessment

#### PRO2, 2.5 credits (P/F)

##### For PASS on the project report:

- The student must be able to describe, use and compare concepts in project communication. This is examined by the project report. This means that the concepts that are used in the report must be based on the literature and lectures.
- The student must be able to select and use tools and methods in project communication for analysis. The selection and use is examined by the stakeholder analysis and communication plan in the project report.
- The student must be able to relate to and apply previous knowledge in the area. This is examined in the project report by describing/explaining established concepts.

**If the student does not upload a report before October 6**, the student has to do the work next time the course is given.

**If the student uploads a report before October 6, but does not fulfill all learning outcome requirements**, the student has the possibility to improve the project report individually. Deadline for improved project report is November 23. Upload the improved project report on Canvas. If the student still doesn't fulfill all learning outcome requirements, then the student has to do the work next time the course is given.

#### ÖVN2, 5.0 credits (A-Fx)

##### For grade E on the individual reflection:

- The student must be able to describe, use and compare concepts in project communication. This is examined by the individual reflection. This means that the concepts that are used in the report must be based on the literature and lectures.
- The student must be able to evaluate tools and methods in project communication for analysis. The evaluation is examined in the individual reflection. This means that the project time plan must be used and reflected upon in an acceptable way.
- The student must be able to describe and explain obstacles and opportunities for the client to contribute to more sustainable construction process and built environment. This is examined by a discussion on industry fragmentation in the individual reflection.
- The student must be able to relate to and apply previous knowledge in the area. This is examined in the individual reflection by describing the ideas presented by Aliakbarlou, S. et al. (2018), Havenvid, I, M et al. (2016), Ryd (2014) and Newcombe (2003).

##### For grade C:

All of the above, and

- The student must relate the discussion about industry fragmentation to the interview of the client's project manager **AND** to at least two (2) other scientific literature sources (e.g. to scientific articles outside the literature that is presented in the course PM).

**For grade A:**

All of the above, and

The student must relate the discussion about industry fragmentation to the interviews of the client's project manager and to the interview of another manager at the client organization **AND** also reflect on possible conflict areas between the two perspectives given by the respondents.

**If the student does not upload an individual reflection before October 12,** the student has to do the work next time the course is given.

**If the student uploads an individual reflection before October 12, but does not fulfill all learning outcome requirements for E,** the student has the possibility to improve the project report individually (but the highest grade possible will be E). Deadline November 23. Upload the individual reflection on Canvas. If the student still doesn't pass all learning outcome requirements, then the student has to do the work next time the course is given.



## 4. Staff

**Lecturers** Tina Karrbom Gustavsson, PhD, Professor, examiner (TKG),  
[tina.karrbom@abe.kth.se](mailto:tina.karrbom@abe.kth.se)

Jenny Paulsson, PhD, Associate professor (JP)  
[jenny.paulsson@abe.kth.se](mailto:jenny.paulsson@abe.kth.se)

## 5. Course literature

### Course book

Boyd, D., Chiyio, E. (2006). *Understanding the construction client*. London: Wiley-Blackwell

### Recommended articles (available via KTH Primo)

Aliakbarlou, S. et al. (2018). Rethinking client value within construction contracting services. *International Journal of Managing Projects in Business*, 11(4), 1007-1025.

Eriksson, P. E. (2010). Understanding the construction client. Book Review. *Construction Management and Economics*, 28(11), 1197-1198. (OBS! This is a review of the course book by Professor Per Erik Eriksson. The article is support as it may guide your reading of the book)

Friesecke, F. (2015). Land Policy Models and Strategies in the Federal Republic of Germany, in Hepperle, Dixon-Gough, Mansberger, Paulsson, Reuter & Yilmaz (eds.), *Challenges for Governance Structures in Urban and Regional Development*. vdf Hochschulverlag AG an der ETH Zürich, pp. 75-88.

Havensid, I, M et al. (2016). Renewal in construction projects: tracing effects of client requirements. *Construction Management and Economics*, 34(11), 790-807.

Heurkens, E. (2011). A method to study the management of urban development projects. *Planning, Practice and Research*, 29(4), 350–369.

Newcombe, R. (2003). From client to project stakeholders: a stakeholder mapping approach, *Construction Management and Economics*, 21:8, 841-848

Ryd, N. (2014). Construction Client Challenges – Emphasizing Early Stages. *Procedia – Social and Behavioral Sciences*, 119, 134-141.

### Additional literature (as repetition)

The following two articles contain the basics in planning and land law that is needed for this course. For students who already know these basics from before, the articles will serve as repetition and a guide for English terminology:

Hedström, R. T., Lundström, M. J. (2013). Swedish Land-use Planning Legislation, in Lundström, Fredriksson & Witzell (eds.), *Planning and Sustainable Urban Developments in Sweden*. Stockholm: The Swedish Society for Town and Country Planning, 69-82.

Kalbro, T. (2013). The Implementation of Development Projects, in Lundström, Fredriksson & Witzell (eds.), *Planning and Sustainable Urban Developments in Sweden*. Stockholm: The Swedish Society for Town and Country Planning, 83-96.

The following book contain the basics in project management that is needed for this course. For students who already know these basics from before, the book will serve as repetition and a guide to project management:

Hallin, A., Karrbom Gustavsson, T. (2015 or 2019). *Projektledning*. Malmö: Liber  
(or in English) Hallin, A., Karrbom Gustavsson, T. (2012). *Project Management*. Malmö: Liber

**For scientific literature (articles):** Use the search tool Primo on KTHB web.

**For information on how to write scientific text:** <https://www.kth.se/en/biblioteket/skriva-referera/skriva-referera-1.858047>

## 6. Administration

### Administrative staff

Registration of courses and grades: Alexander Karetnikov, studentexp.fob@abe.kth.se  
Course office, Real Estate and Construction Management, Teknikringen 10 B

### Registration, enrolment and examination

To be able to follow the course you have to confirm your participation through 'www.studera.nu' and you need to register on my pages.

### Information and course material

You will find all information about the course on the web-based notice board Canvas.

### KTH.se-account

To be able to use the web-based student support Canvas you'll need a KTH-account, one e-mail address and you have to be registered on the course. **It is your responsibility** to arrange with a KTH.se-account. In case of that you don't have any KTH.se-account, forgotten which it is or just want to change the key-word, contact the KTH's ITE Support Center.

**We recommend that you to organize with your KTH-account before the course starts, make sure that it's done by the end of the first tuition week!**

You'll find more information about KTH.se-account on: <http://www.kth.se/student/support/ITESC>

**Access to the computer rooms – applies only for the non program students.**

To be able to enter the KTH's computer rooms you'll need a passing card, that you receipt in the card-office. Bring your id card and your course code.

E-mail: [kortexp@admin.kth.se](mailto:kortexp@admin.kth.se)

### Academic cheating and plagiarism

KTH is punishing plagiarism and other kind of academic cheating. Plagiarism is, using of someone else's idea or text without referring to that person. This is a serious fault and will result in that the report will fail. To avoid this, remember to indicate the origin of the text with the names of the person or the name of the publication and the author in the following cases:

- When you using or referring to some one else's word, idea from a journal, book, magazine, website, electronic document or other medium.
- When you are using information received through an interview with a person.
- When you are using ideas that others have given you through conversation or e-mail
- When you have copied phrases somewhere from
- When you do transcript from diagram, illustrations, tables, pictures or similar from a report or website.

### Disability

#### *Support via Funka*

If you have a disability, you may receive support from Funka.

<https://www.kth.se/en/student/studentliv/funktionsnedsattning>

#### *Inform the teacher*

We recommend you inform the teacher regarding any need you may have. Funka does not automatically inform the teacher.

### Other facts

We recommend you to visit KTH's student web – <http://www.kth.se/student> – to read about the general policy that is applied at KTH. There you can find important information about "The rights and the obligations of the students", "functional disability", "examination rules" etc.