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Managing Stakeholders in a Housing Renovation Project – A Teaching Case on Real Estate Project Management

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Abstract. *Stakeholder management is an important task for project managers in housing renovation. Compared with new construction project, a great challenge is managing the tenants living onsite before or during the renovation. This paper is a teaching case based on a real-life housing renovation of a Swedish real estate company between 2009 to 2016. The project confronted difficult stakeholder management problems. The case provides teaching materials that can be used by instructors for helping students and trainees to analyse and summarise the lessons learned from a troublesome stakeholder management process and to come up with suggestions that will ensure a smooth implementation of the housing renovation project. The case contains two main parts, namely the case description and teaching notes. It can be used by teachers and trainers, as well as university bachelor students and industrial practitioners in courses and training programs about real estate project management.*

Keywords: *housing renovation, project management, stakeholder management, teaching case*

1 Case as a problem-based learning tool in real estate education

Case study as an established problem-based learning tool is considered to be a more effective pedagogical method than conventional lecturing for training students' critical thinking and decision-making skills (Boehrer and Linsky 1990). Teaching case has been used in many different disciplines, such as business and management, law, medicine, engineering, education, sociology, and so forth. It helps students to apply concepts, theories and frameworks learned from books to solve problems and create solutions in a complex and real-world situation. It develops students' skills of team work, facilitates consolidation and integration of learning activities, promotes intrinsic and extrinsic motivation, encourages self-evaluation and critical reflection, trains scientific inquiry and support provision for their conclusions (William 2005). An empirical study by Lam et al. (2020) shows that real estate and construction students' performances were significantly improved by introducing case study to curriculum.

Until the new millennium, real estate education had not incorporated case study in most university curriculums in the US (Anderson et al. 2000). In the UK, it was found that both real estate employers and university graduates considered that practical experience was missing from courses although universities offered alternative simulated work experience for students (Poon and Fuchs 2011). In the Nordic countries, real-life simulating pedagogical tools, such as case study, have been increasingly used in recent years. However, it has not been enough to meet the need of the industry and the students. For improving the real estate education quality, it is important to introduce more case studies into our curriculums. Developing a teaching case based on real-life events and challenges in real estate business is the first step for doing so.

A well-designed teaching case is the foundation of a successful problem-based teaching and learning process. A good case presents a challenging issue and promotes empathy with the case characters. “The importance of the compelling issue and the empathetic character reflects the fact that cases typically focus on the intersection between organizational or situational dynamics and individual perception, judgment, and action” (Boehrer and Linsky 1990, p. 45).

This teaching case is based on our research project entitled *Innovation and Sustainability in The Real Estate Industry: Processes of Housing Renovation* (2017.01 – 2019.12). It has been used in the course Construction Process in the undergraduate program of real estate management in the Department of Urban Studies, Malmö University, Sweden since 2017. Over 120 second-year students studied this case in the past three years. Each class had 40 to 45 students. They had previously studied project management basics, organisational behaviour, service management, and some basic knowledge of law and finance. The three authors, including teachers and the case company’s chief manager, were all involved in developing and teaching the case. The student engagement was great and the student performances reached the standard of the course intended learning outcomes. The course teacher considered that using this teaching case increased the students’ awareness, exercised the students’ skills, and sharpened the students’ critical thinking of stakeholder management. Many students thought that if the case study module was skipped in the course, their understanding of stakeholder management would have been much shallower and they would not have been able to independently discuss the strategy of stakeholder management.

2 Introduction of the teaching case

Housing renovation project presents great challenges to real estate companies. It is not only because of the complex technology and engineering issues entailed, but also the great number and diversity of stakeholders involved.

However, conventional project management of housing renovation projects mainly focuses on the technology and engineering issues of renovation, leaving the stakeholder issue ignored. The stakeholders have various interests directly or indirectly involved in the project and can exert significant influence—positive or negative—on the project. An effective project manager will have a good

understanding of the stakeholders' needs and influences and try to find ways to engage stakeholders to achieve the success of a project.

This case is based on a Swedish real estate company's renovation project between 2009 and 2016. After reading this case, students will analyse and summarise the lessons learned from the troublesome project management process (from a stakeholder management perspective) and asked to provide suggestions that will ensure a smooth implementation of the project.

This teaching case contains two parts. Part 1 is the case description. It introduces the background information of the company, the history of the building, the process and the challenges of the renovation project. Part 2 comprises the teaching notes which helps the instructors to use the case for teaching and training.

The major topic areas of the teaching case are: 1) Stakeholder analysis in real estate project management, and 2) Stakeholder management strategies in real estate project management.

3 Case description

In the spring of 2012, Katharina Alfredsson¹, a project manager for HSB Sundsfastigheter in Malmö, Sweden, had just been assigned to a major renovation project for Peterstorp, a culturally significant apartment building located in the city centre. Her employer was a subsidiary of a regional division of Sweden's largest cooperative housing company.

The project to renovate Peterstorp had been initiated by HSB in 2009, but tenant resistance to the project had delayed it for over two years. When she was assigned to the project, Alfredsson was asked to prepare a report summarising lessons learned from the previous project management process.

More importantly, she was assigned to develop a project management plan that would ensure a smooth implementation of the project. Her plan would be presented to the HSB board, which was composed of experienced real estate managers.

3.1 HSB Malmö

HSB Malmö is a regional division of HSB, Sweden's largest cooperative housing company for savings, planning, financing, construction and management of real estate. HSB Malmö was registered in 1955 in the southern Swedish city of Malmö. The company's revenue in 2017 was SEK 344 million (Swedish kronor).

HSB Malmö had a wholly-owned subsidiary, HSB Sundsfastigheter, which specialised in the development and management of rental housing. HSB Sundsfastigheter started its operations in 1998 and had 24 employees in 2017. It managed more than 2200 rental departments. (For simplicity, HSB Malmö including HSB Sundsfastigheter will be referred to as HSB.)

3.2 Peterstorp

Peterstorp was a residential apartment building situated in the centre of Malmö. It was built in 1938 by the famous functionalist architect and builder Erik Sigfrid

¹ This is a pseudonym.



Figure 1. Exterior and interior of Peterstorp (photo from www.hsb.se and private tenant).

Persson. The design was inspired by the work of the famous Swiss-French architect Le Corbusier and was one of the first functionalist houses in Malmö.

The nine-floor building consisted of 61 apartments totaling about 7000 square meters, making the apartments much larger than apartments built later. For example, a building in Hyllie Malmö built by HSB in 2017 with the same 7000 square meters of rental space consisted of 128 apartments, meaning the average apartment was only half as big as in Peterstorp.

Each apartment in Peterstorp had a unique design (See Figure 1). The large apartments, which consisted of five or six rooms, had majestic views of the sea or the city.

Most tenants in 2012 had lived in the building for long periods, often decades. Tenants had been hand-picked by the previous landlord after being interviewed. In Sweden, the security of tenure in renting is well-protected (see for example Andersson et al 2007; Grander et al 2018). The rental contracts are for an unlimited of time and this is regardless of whether they are for private or public rented dwellings. At the same time, the tenants are also protected for not motivated rental increase. Peterstorp, with lower rent than surrounding buildings and no major renovation to increase the rent, made it possible for tenants to stay long and grow old in the building.

3.3 The Swedish rental housing system

The Swedish rent-setting system is based on collective negotiations in combination with so-called use-value comparisons. Almost all rents are set in yearly collective negotiations between owners (public and private) and the uniquely strong Tenant Associations (Hyresgästföreningen). If negotiations are unsuccessful, rents are decided in state rent tribunals (Hyresnämnden²) based on a comparison with rent

² A court-like committee in Sweden, which has the task of intervening in rent disputes and to investigate certain disputes between tenant and landlord.

levels in similar buildings where rents had previously been set through collective bargaining.

Major renovations that affect the use value or relative size of the dwellings need to be accepted by all tenants unless they were necessary for raising the quality of non-modern dwellings to the so-called “lowest acceptable standard”. If one or more tenants does not accept a renovation, the landlord has the option to take the case to the Rent Tribunal, which decides after weighing the respective interests of the owner and the tenants.

3.4 Renovations in Peterstorp

Renovations in Peterstorp were not systematically organised before HSB acquired the building; the previous owner had let the tenants make their own renovations on their apartments. When the building was put up for sale, the tenants had tried to buy it but did not succeed.

Window replacement

After acquiring Peterstorp in 1999, HSB decided to replace the original windows with modern windows. Many tenants objected to this decision, since the original windows were specifically designed by Eric Sigfrid Persson, a famous Swedish functionalist architect, and were considered to have high architectural value. Despite their objections, HSB ultimately replaced the windows in 2000 (See Figure 2).

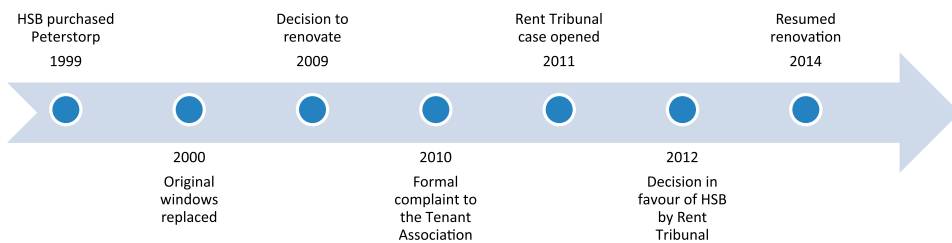


Figure 2. Key events in the renovation process of Peterstorp.

Plans for complete renovation

In the summer of 2009, HSB decided to conduct a complete renovation of Peterstorp building. Inspections revealed that most of the apartments in the 70-year-old building needed considerable work, such as modernizing kitchens, replacing waste water pipes, replacing radiators, installing safe doors, and repairing balconies. The budget for the renovation was SEK 80 million.

The rents of the apartments in Peterstorp had not been raised since the acquisition, even after the windows were replaced. By 2009, the average rent was SEK 980 per square meter per year, which was relatively low for the local market. Since the scale and scope of the renovation significantly exceeded normal maintenance, HSB planned to increase rents 50% to 60% once the project was complete.

Tenant reaction

After the inspection, HSB sent a letter to the tenants to inform them about the renovation. The letter provoked strong reactions. After living in their apartments for many years, many of the tenants had developed strong attachments to the building; they felt more like owners than renters. Some of them had already invested their own money to renovate their apartments, which included painting the walls and windows and even restructuring the kitchens to better suit their personal tastes and preferences. Those that had done their own renovations planned to live in their apartments for a long time and ultimately to buy them.

HSB soon held a meeting with the tenants to share more details about the plan. The meeting was held at a venue nearby and was hosted by the chief real estate manager and project manager from HSB. He was known to the tenants because previously he had worked as a rent negotiator representing the landlord association Fastighetsägarna³. In that position, he initiated market rents for apartment buildings such as Peterstorp, since the rent did not properly reflect the value of location and the prestige of the building.

As the meeting began, the two HSB managers stood at a podium in front of dozens of angry Peterstorp tenants. “The meeting was chaotic” one of the HSB managers recalled, “If they had tomatoes, they would have had thrown them at us. The meeting was emotional [...] We felt it was not going to be easy.” The tenant union also took part in the meeting.

Negotiations

After the meeting, HSB continued to negotiate with the tenants while it worked on the project plan. The company hired consultants and developed project documents by the end of 2009 and finalized the design in the first quarter of 2010. It expected to evacuate tenants and start work on the project soon afterwards.

At the same time HSB was busy planning for the renovation, the tenants were organising to block it. Swedish law⁴ stipulates that the landlord must obtain written approval from each tenant in order to proceed with major interior renovations if they raised the standard of the apartment. The tenants hired a consultancy company that provided a report stating that such major renovations were not necessary. The tenants complained to the Tenant Association (Hyresgästföreningen⁵) in 2010 and further appealed to the Rent Tribunal in 2011. The tenant representative, who lived in the building by the time, was a judge. The tenants also complained to the municipality that the renovation would damage the building’s cultural value in hopes that the municipality would stop the project.

The dispute over the renovations attracted media interest. Local newspapers and TV programs released a series of news reports, column, and interviews with headlines such as “Tenants angrily against luxurious renovation;” “93-year-old woman has to leave home after 67 years;” “It doesn’t feel like my home anymore;”

³ Rents in Sweden are set through negotiations between the landlord and the tenant union.

⁴ Jordabalken(1970:994) 12 kap 18d§.

⁵ A democratic member organization and an association for tenants in Sweden.

“HSB wants to raise rents by 67%,” and “Tenants will fight for their apartment till the end.”

Resolution

The dispute lasted for two years. In the spring of 2012, HSB finally was granted permission by the Rent Tribunal to renovate Peterstorp. However, because so much time had passed, the entire project had to be restarted from pre-study and programming to design, procurement and production. The chief real estate manager of HSB Malmö resigned and a new chief was hired.

3.5 Next steps

The new project manager Katharina Alfredsson reported to the new chief real estate manager of HSB Malmö. She understood the importance of the project and knew it was essential to avoid the difficulties HSB encountered during the previous process and to develop a plan that will involve the tenants productively and ensure a smooth implementation.

4 Teaching notes

Real estate projects are characterised by the involvement and expenditure of significant amount of physical and financial resources as well as significant influences on people’s wellbeing and livelihood. This case is based on a true story of a real estate company’s renovation project in Malmö, Sweden.

The case can be used as a *decision-making case*, in which students will be asked to develop a report assessing the previous process and a plan to move forward. It can also be used as an *analytical case*, in which students will be asked to analyse the problem and act as a project manager to develop a solution. Finally, it can be used as a *descriptive case*, in which students do not assume the point of view of the project manager, but rather evaluate the situation/process and suggest alternative approaches.

4.1 Case Synopsis

This case describes a project to renovate a historically and culturally significant building in Malmö, Sweden with many long-term tenants. The tenants objected to the renovation plan based on economic interests, cultural heritage, community belongingness, and attachment to the building. Some of the reaction aimed towards the organisational culture and leadership of HSB. The resulting dispute delayed the project for nearly two years. When the owner finally received permission to restart the project, it needed to examine its past approach to learn from what had gone wrong and formulate a new strategy to manage the project and its stakeholders to a successful conclusion.

4.2 Appropriate Uses

The case is designed for use in project management or real estate management courses. The focus is stakeholder management throughout the project process, including methods for stakeholder analysis and the formulation and implementation

of a stakeholder management strategy. It can be used by teachers and trainers, as well as university bachelor students and industrial practitioners in courses and training programs about real estate project management. This teaching note assumes that students already have some knowledge about stakeholder analysis.

4.3 Learning Objectives

After reading and analyzing the case, students will be able to:

- 1) Articulate the importance of stakeholder analysis in project management.
- 2) Identify the stakeholders of a project as well as their interests and needs in the project.
- 3) Analyse the influence of each stakeholder on the process of the project.
- 4) Develop strategies to engage all stakeholders in the successful completion of a project.

The case is designed to help the students to gain knowledge and skills related to managing stakeholders in real estate project management. There are four levels of learning objectives based on Bloom's taxonomy (1956).

Level 1

Understanding and applying (Explaining ideas and concepts. Using acquired knowledge, facts, and techniques to identify connections and relationships and solve problems in new situations.)

Learning objectives: 1) Identify the stakeholders of a project as well as their interests and needs; 2) Articulate the importance of stakeholder analysis in project management

Level 2

Analysing (Examining and breaking information into component parts, determining how the parts relate to one another, identifying motives or causes, making inferences.)

Learning objective: Analyse the influence of each stakeholder on the process of the project

To accomplish this objective, students will need to classify stakeholders into different groups as the basis for developing a strategy to involve them productively.

Level 3

Evaluating and creating (Presenting and defending opinions by making judgments about information, the validity of ideas, or quality of work based on a set of criteria. Developing original solutions to solve the problem.)

Learning objective: Develop strategies to engage all stakeholders in the successful completion of a project

This objective helps students enhance their skills to critically evaluate the relationship between stakeholders and project success.

For students with entrance level knowledge and experience of project management, Levels 1 and 2 are recommended. For more experienced and knowledgeable students, Level 3 can be added.

4.4 Assignment questions

The question can be assigned to the students to help them identify the key issues in the initiating process of the project:

What was missing in the initiating process of the Peterstorp project? Who are the stakeholders? What are their interests in the project? How much influence do they have on the project?

Assuming that you are the project manager, develop a strategy to involve the various stakeholders and achieve success of the renovation project.

The following questions also can be assigned to students to help them clarify their understanding of the concept of stakeholder and stakeholder management:

What is the definition of stakeholder? Can a person or an organisation with no direct interest in the project be a stakeholder? What is the purpose of stakeholder management? When is it important to perform stakeholder analysis? When should stakeholders be managed? Who should be responsible for stakeholder management in a project?

4.5 Supplementary Materials

This section includes supplementary materials for both instructors and students.

For instructors

The following materials have been provided with this teaching note to aid instructors in teaching the case:

Video about the history of Peterstorp

- <https://www.oppetarkiv.se/video/4441059/k-markts-modarna-avschnitt-1-av-9>

Media reports about the dispute over Peterstorp renovation

- <https://www.dn.se/insidan/plotsligt-kanns-det-inte-som-ens-hem-langre/>
- <https://www.expressen.se/kvallsposten/ulla-93-tvingas-flytta-fran-sitt-hem-efter-67-ar/>
- <https://www.hemhyra.se/nyheter/hsb-vill-hoja-deras-hyror-med-nastan-70-procent/>
- <https://www.sydsvenskan.se/2010-09-23/hyresgaster-rasar-mot-lyxrenovering>

For students

The following may be used as supplemental material to accompany the case in order to introduce students to get familiar with the starting phase and stakeholder management in housing renovation projects.

Literature

- Freeman, R. E. (2001). A stakeholder theory of the modern corporation. *Perspectives in Business Ethics* 3(144), 38–48.
- Larson, Erick W., and Clifford F. Gray. “A Guide to the Project Management Body of Knowledge: PMBOK (®) Guide.” Project Management Institute, 2015. Chapter 3-3.3,3.4; Chapter 5-5.3; Chapter 10-10.1.

- Ottosson, H. (2016). Practical project management for building and construction. Auerbach Publications. Chapter 2-2.1, 2.2, 2.3; Chapter 4-4.1, 4.2.

Tools and frameworks for stakeholder analysis

The following tools and frameworks for stakeholder analysis can be shared with students, if needed.

- 1) Stakeholders and their interests in a housing renovation project (see Figure 3).

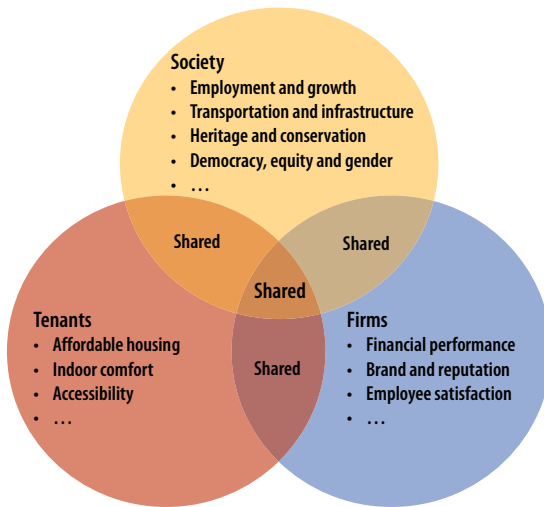


Figure 3. The relationship of stakeholder interests in a real estate project.

- 2) Stakeholder analysis matrix (see Table 1).

Table 1. Stakeholder analysis and management strategy.

Stakeholders	Stakeholders' interest	Stakeholder's power	Potential strategies for gaining support or reducing obstacles

- 3) Stakeholder influence analysis matrix (see Figure 4).

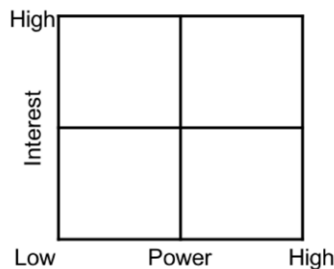


Figure 4. Stakeholder analysis matrix.

4) Generic strategies of stakeholder management (see Figure 5).



Figure 5. Stakeholder management strategies.

4.6 Case Analysis

The following are the answers to the assignment questions.

1) *What was missing in the initiating process of the Peterstorp renovation project?*

The real estate company did not perform stakeholder analysis when initiating the renovation project. Stakeholder analysis is a series of techniques that include systematically gathering and analysing quantitative and qualitative information to determine whose interests should be taken into account throughout the project.

Renovation projects are considered to be more complicated than new construction not only because of the complication of technology and engineering, but also because of the great influence of incumbent tenants. Tenants will experience the impact of the renovation before, during, and after the project. For example, if they stay in the building during renovation, how will they deal with the noise, dust, and chaos? If they move out, how and when will they move out, and where will they live during the renovation? Will a move mean a longer commute to work for parents, or to school for kids? These are typical challenges for tenants, but elderly tenants and others with special needs have additional challenges adapting to a new living environment.

The absence of stakeholder analysis reflects a techno centric approach that is common in many real estate companies which can create big problems in renovation projects, as it did with Peterstorp.

2) *Who are the stakeholders? What are their interests in the project? How much influence do they have on the project?*

A stakeholder is an individual, group or organization who may affect, be affected by, or perceive itself to be affected by a decision, activity or outcome of the project (Project Management Institute (2013)).

Four groups of stakeholders in a renovation project can be identified based on their position relative to the real estate company (internal/external) and

their relation to the project (inside/outside). Each group has different interests and influences on the project.

Group 1: Internal stakeholders inside the project

This group of stakeholders includes the project team members, such as the project manager, the project assistant, and other employees directly involved in the project.

Because this group of stakeholders is highly involved in the project, their income, personal wellbeing, professional reputation, and future career path may be influenced by the project processes and results.

Overall, this group of stakeholders has a great deal of influence on the project, but it may not be evenly distributed among the members. For example, project managers have a relatively high degree of power over the project because they can assign jobs to project team members, monitor and control the progress of the project, etc.

Group 2: Internal stakeholders outside of the project

This group of stakeholders includes other employees in the company who are not directly involved in the project, such as employees in other departments, administrators, and even the company's CEO.

This group of stakeholders are not directly involved in the project, but they can be indirectly influenced by it. For example, although the CEO may not be directly involved in the project, its success or failure may have a major influence on the CEO's reputation and future career.

The influence of this group of stakeholders varies a great deal. Some, such as the CEO, can have a lot of influence over the project, but others have minimal influence or none at all.

Group 3: External stakeholders inside the project

This group of stakeholders includes tenants and their families, contractors and sub-contractors, the planning department of the municipality, etc. For the tenants, the project can have a major influence on such things as their personal and family wellbeing, their daily routines, the convenience of using the facilities in the building, and safety. Future tenants' needs are also important and should be taken into consideration. The planning department of the municipality is involved, but since the department is responsible for the whole city, the magnitude of involvement can be limited.

These stakeholders usually have great influence on the project, but it can vary significantly among stakeholders and from project to project. For example, the tenants can help the real estate company design the future facilities and spaces, but they also can delay or even block the renovation if they are not satisfied. They can choose to share their input, but they also can choose to leave the building and live somewhere else.

Group 4: External stakeholders outside of the project

This group of stakeholders includes people living in the neighbourhood, companies located close by, professional associations, the legal system, competitors, media,

etc. How a project affects these stakeholders varies from case to case. For example, people living in the neighbourhood may be disturbed by the noise and dust of the construction, but if the renovation improves the quality of the neighbourhood, they may benefit from increasing property values.

The influence of these stakeholders also varies from case to case. For example, the legal system can have great influence over the project if disputes emerge, but it will have no influence when there are no legal issues. Likewise, the media typically are not involved in a project, but they can have great influence if and when there is a reason for them to be involved.

3) *Assuming that you are the project manager, develop a strategy to involve the different stakeholders for achieving the success of the renovation project.*

Strategy formulation is as much an art as a science, which means the right strategy cannot be precisely calculated. However, generic strategies can generate insights and inspiration. As shown in Figure TN4, there are four generic stakeholder management strategies based on the interests and influence of stakeholder groups.

Strategy 1: Manage closely

This strategy suits the high-interest/high-influence stakeholders, such as tenants living in the building. This is especially true if a project needs the tenants' approval to continue, as Peterstorp did. When executing this strategy, a project manager should have a continuous dialogue with tenants (or other high-interest/high-influence stakeholders) before, during, and after the renovation project to gain and maintain their support. The purpose of the dialogue is to understand the stakeholders' needs and wants and then to use that knowledge to improve the project performance and the stakeholders support.

Strategy 2: Keep informed

This strategy is appropriate for high-interest/low-influence stakeholders. In Sweden, small scope renovation projects, such as changing the windows, did not need to receive tenants' approval, which means that tenants' interest is high but influence is low. In this case, a project manager does not need to have continuous dialogue with the tenants, but should keep tenants informed about such items as when the project will start, why it is necessary, and what will be done in order to reduce their anxiety and gain their cooperation.

Strategy 3: Keep satisfied

This generic strategy is appropriate for low-interest/high-influence stakeholders, such as the media. The media can have an outsize influence by influencing public perception of the project and the company. Maintaining contact and a good relationship with media is important to create a positive environment in which the company can operate.

Strategy 4: Monitor

This strategy suits low-interest/low-influence stakeholders such as the general public. Action is necessary only when unusual things occur.

Table 2. Suggested detailed teaching plan.

Session	Sub-session	Steps	Before-and-after work	Facilities and equipment
Session 1 (90 min)	Opening (20 min)	Introduction <ul style="list-style-type: none"> • Background of the case study • Learning objectives • Case study procedure Expected outcomes <ul style="list-style-type: none"> • Organising groups with 4–5 students in each group • Spread out evaluation sheet 	Before session 1 the students need to review the related chapters of project stakeholder management	<ul style="list-style-type: none"> • A classroom with moveable tables and chairs • Projector, whiteboard • Papers and pens
	Group-work (60 min)	<ul style="list-style-type: none"> • Students work in groups • Teacher walks around and clarifies issues related to the case study to facilitate discussion. 	After session 1 the students need to <ul style="list-style-type: none"> • Prepare a 10-minute group presentation 	
	Concluding (10 min)	<ul style="list-style-type: none"> • Summarise the outcome of session 1 • Announce assignments and the expected outcomes 	<ul style="list-style-type: none"> • Write individual learning notes about what they have learned during the group discussion 	
Session 2 (90 min)	Opening (2 min)	Introduction <ul style="list-style-type: none"> • Presentation procedure • Distribute evaluation sheet 	Before session 2 the students should have	A classroom with moveable tables and chairs Projector, whiteboard Papers and pens
	Group presentation and discussion (75 min)	Each group <ul style="list-style-type: none"> • Presentation (8min) • Comments and discussion (7min) 	<ul style="list-style-type: none"> • Prepared a group presentation • Handed in the learning notes 	
	Summarising (5 min)	<ul style="list-style-type: none"> • Compare different groups' solutions • Summarise take-away messages • Update what actually happened 		
	Evaluating and closing (8 min)	<ul style="list-style-type: none"> • Review the learning objectives and evaluating the learning outcome • Offer a system perspective for understanding the stakeholder management issue in a sustainable renovation project 	After session 2 the students need to <ul style="list-style-type: none"> • Write individual reflection notes about what they learned from other groups' presentations and the discussion 	

4.7 Teaching plan

The case study can be taught in two 90-minute sessions (see Table 2). Session 1 is the opening of the case study and the in-group work on the case. Session 2 is the presentation and discussion of the answers to the case questions across groups and the closing of the case study.

4.8 Evaluation

The evaluation of the student performance is based on groups. It consists of three parts, namely content of presentation, skills of presentation and effectiveness of group work (See Table 3). The evaluation can be done by teacher together with the students. The evaluation sheet should be given to students before the group work so that the students will know what is expected to be evaluated.

4.9 Epilogue

In 2012 HSB hired a new Chief Real Estate Manager and a new project manager. Under their leadership, the renovation project resumed in 2012. They learned their lesson and tried to involve the Peterstorp tenants during the renovation.

Table 3. Evaluation sheet.

Criteria	Sub criteria	Breakdown of points	Score
Content of presentation	If the presentation has proper reasoning, logical argument and sound conclusion	All the questions are answered with sound conclusion (1 point)	
		The analysing process is logical and reasonable (1 point)	
	If relevant theories, frameworks, concepts learned in previous session(s) are critically used	The theories, framework, concepts used are relevant to the topic of the presentation (1 point)	
		Theories, framework, concepts used are understood correctly and used properly and critically (1 point)	
	If arguments are supported by evidences (data, facts, observations, etc.)	Evidences are sufficient and relevant (1 point)	
		Evidences are reliable and valid (1 point)	
Skills of presentation and communication	Presentation skills	Use of proper oral and body language to clearly communicate (1 point)	
		Using well-structured slides to organise presentation and graphics, charts, videos, and illustrations to support the arguments (1 point)	
	Communication skills	Interact properly with audiences (1 point)	
Effectiveness of group work	If the group act effectively as a team rather than a series of individuals	Everybody is introduced and everybody is actively and jointly engaged in preparation and presentation (1 point)	
Total score			

They incorporated tenant suggestions, such as building a collective laundry room and also including a reserve electrical outlet and water pipe connector in each apartment that enabled tenants to install their own washers and dryers if they wished. They also regularly met the tenants' representative to inform them of the progress of the renovation. HSB temporarily hired an employee to communicate with the tenants, and to assist the tenants with relocating for the renovation. This person played a big role in smoothing the process of the renovation and was later permanently hired.

During the renovation, one large topic of discussion was to what extent renovations should incorporate the building's cultural heritage. Proponents of incorporating cultural heritage criticised the previous replacement of windows for aesthetic reasons as well as the shorter life-cycles of modern windows. Another topic discussed was whether to keep the original kitchens, which had been tailored by carpenters to each apartment when constructing the building. Other cultural heritage related discussions included handles, water taps, and elevators. Ultimately, the Chief Real Estate Manager was inspired by a TV program about cultural heritage and decided to incorporate the building's cultural heritage and use it to brand the building. By then two parallel quality control programs were installed; one focusing on construction technique and the other on cultural heritage.

The renovation project was completed in the spring of 2016 at a cost 75% higher than the original budget of SEK 80 million. However, after the renovation, 75% of the previous tenants moved out.

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