

Becoming sustainable together with residents

—

Participation and communication manual for housing corporations



Step-by-Step plan

Tip: Read the manual from A to Z. Or jump directly to a chapter by clicking on the button.



Background to this manual



Step 1. Identify the residents and context



Step 2. Distinguish resident target groups



Step 3. Draw up the participation strategy



Step 4. Draw up the communication strategy



Step 5. Monitor and evaluate

Preparation

Draw up an approach

Implementation



Annexes: references, contact and colophon

Background



Goals and principles

A manual for housing corporations

- To make the energy transition a success, more and more must also be done to homes. Not only by homeowners, but also by housing corporations and tenants. Making homes more sustainable has a major impact on residents.
- In practice, we see that tenants often dread the changes. It is important for housing corporations to **involve tenants in projects to make homes more sustainable**. It is also important to look beyond the theme of energy and to connect to themes that have priority for residents (such as quality of life and safety). Only then will residents agree to the plans and the execution process can also proceed smoothly.
- This manual helps housing corporations and the companies and (social) organisations they work with to make residents' homes more sustainable. These may be homes in an apartment complex, a neighbourhood or an entire district.
- This manual provides guidance with a concrete step-by-step plan for involving tenants in the plans of housing corporations, practical examples and tips and tools for use. It is not an all-inclusive manual but will be supplemented in the future with new insights from practice.

Who is this manual for?

- The manual is intended for housing corporations and the companies and (social) organisations they work with to make homes more sustainable.
- The manual is aimed at both the project leaders of a housing corporation and the employees of the housing corporation who have direct contact with the residents (e.g. the housing consultant). For each step, the project leader(s) and other people involved jointly determine who is responsible for the activities taken in the step concerned. In addition, the step-by-step plan can also provide tools for other organisations involved in the district approach, participation and communication, such as municipalities.
- If you have any questions regarding this manual, then please [contact](#) us.

How did this manual come about?

- TNO developed this manual using the experiences of housing associations Woonwaard and Van Alckmaer within the H2020 project POCITYF. The POCITYF project is subsidised by the EU and helps to make historic cities greener, 'smarter' and more liveable, taking into account their cultural heritage.
- The manual is thus part of a 'unified citizen engagement approach' that is being further developed within the POCITYF project, among others. This approach focuses on the cooperation between stakeholders in the energy transition at the local level.
- The step-by-step plan in this manual was developed together with professionals in the field and originated from two practical case studies. The knowledge and experiences gained by housing associations Woonwaard and Van Alckmaer in various projects, including POCITYF, have been identified. In cooperation with 5plus1, additional insights and experiences from practice have been added. TNO and 5plus1 have translated the knowledge and experiences into a step-by-step plan.

Summary of the step-by-step plan

In order to ensure the success of resident participation in sustainability projects, it is important to find out what is important to residents and to respond to that. By not only looking at the wishes regarding sustainability or energy but also at wishes regarding other themes (such as safety and quality of life), you will gain insight into so-called 'linking opportunities'. In the project, you can then create a combination of sustainability measures and measures on other themes. This makes it more interesting for residents to participate actively.



Preparation: Steps 1 and 2



Using various methods, you identify the residents and their context and look for linking opportunities. You consider which different resident target groups you can distinguish, possibly developing personas on this basis.



Draw up an approach: Steps 3 and 4



You draw up a participation strategy and a communication strategy, in line with the needs of the different resident target groups (or personas).

Implementation: Step 5



You monitor progress during the project. At the end of the project, you identify whether (new) residents still have questions and are satisfied with all the changes.

Overview of steps and tools

Preparation



Step 1. Identify the residents and context

- 1.1 Set out what you already know about the residents or the target group
- 1.2 Gather additional information
- 1.3 Evaluate this step

Resident information
questionnaire

The Wishlist

The Chatting Tree

Wish tiles



Step 2. Distinguish resident target group

- 2.1 Determine the resident target groups.
- 2.2 *Optional:* Create personas based on the different target groups.
- 2.3 Evaluate this step.

Draw up an approach



Step 3. Draw up the participation strategy

- 3.1 Define the level of participation, the 'what', 'when' and 'who'
- 3.2 Work out the participation strategy
- 3.3 Evaluate this step



Step 4. Draw up the communication strategy

- 4.1 Draw up the basic communication strategy
- 4.2 Draw up the sub-strategy per resident target group
- 4.3 Evaluate this step

Resources matrix

Execution



Step 5. Monitor and evaluate

- 5.1 Monitor during the project.
- 5.2 Evaluate after the work is completed.

How do you work with this manual?

- Each Step starts with an **Introduction**  that briefly explains the theory. Here, you can read why taking the step (and its sub-steps) is important. Concrete tools are subsequently given in the following section entitled **In practice** , where we often provide **examples from practice** . You can use the **Worksheet**  to get started on your own project. Each step is concluded with an **Evaluation** . Use this to determine where you stand and whether any action is required or whether you can move on to the next step.
- The step-by-step plan is not a rigid, linear process. However, each step forms a basis for the next step and the steps build on each other by using what you have collected and prepared in the previous steps. You may do some steps several times with different methods or you may go through part of the process. If there are certain parts that are already covered (e.g. through previous experience or a knowledge base) or that do not apply to you, skip them.

1



Identify the residents and context

Who are the residents?



Introduction

- Step 1 is to identify the residents, the target group, and the context of this target group:
 - **What do residents find important about their homes?** This concerns not only wishes in the field of (renewable) energy, but also, for example, comfort.
 - **What wishes do residents have regarding their lives, living environment and sustainability?** These wishes may concern, for example, safe living and living at home longer, but also better contact with neighbours, less noise pollution or more greenery in the neighbourhood. You can find out what the residents' values are in order to gain more insight into this.
- By looking not only at the wishes regarding sustainability but also at the wishes of the people with regard to well-being and the living environment, you will gain insight into so-called 'linking opportunities'. In the project, you can then make a combination of sustainability measures and measures in other areas (such as safety and quality of life). This makes it more interesting for residents to participate actively.
- This first step is very important. Its value is often underrated!



Values: what are values? (1/3)

Values indicate what a person finds important in life. Values thus lead to goals that people pursue (unconsciously or consciously). This makes them guides for our behaviour; we will be most motivated to do what fits our own interpretation of values.

Values can therefore be a useful tool for reaching and involving people.

Examples of values include health, safety, enjoyment and connection with others. More examples of values can be found on the following pages.

Values and norms are often mentioned together. Norms, however, are behavioural guidelines that are imposed or felt, and do not necessarily have to be the same as someone's values. For example: a prevailing norm in your environment may be that parties should include an alcoholic drink, while for you this is not a stipulation because, for example, you want to look after your health.



Values: ten values (2/3)

For this manual, we have chosen the 10 psychological core needs or values of Sheldon and colleagues. Interviews with residents and other empirical research have shown them to be very applicable:

1. **Autonomy and independence:** Feeling that you are in control of what, when and how you do things, independently and not controlled by others or the possibilities around you.
2. **Competence:** Feeling that you are capable and effective in what you do and undertake.
3. **Connectedness:** Feeling of having regular (meaningful) contact with people you care about and who care about you, not feeling alone but connected to others.
4. **Influence:** Feeling that you are respected and liked and that you have influence on others or events, that your advice or opinion is considered important and taken seriously.
5. **Enjoyment and stimulation:** Feeling that you have enough enjoyment and fun in your life, enough stimulation, not being bored.



Values: ten values (3/3)

6. **Security and control:** Feeling secure (also in terms of the future) and in control in your life instead of feeling insecure or threatened by your own or external circumstances.
7. **Physical well-being:** Feeling that your body is healthy and being kept healthy, feeling good in your body.
8. **Self-realisation and significance:** Feeling that you are getting the best out of yourself, developing to the maximum of your potential. You don't have the feeling that you are standing still, but that life always has something interesting to offer you that will take you a step further.
9. **Self-respect:** Feeling that you are a valuable person, just as much as everyone else, you don't feel less than others, you are not inferior to others.
10. **Finances:** Feeling that you have sufficient financial resources to buy what you need and what you want.



In practice

Step 1. *Identify the residents and context*, consists of the following sub-steps:

- 1.1 Set out what you already know about the residents or the target group.
- 1.2 Gather additional information.
- 1.3 Evaluate this step.



1.1 Set out what you already know about the residents or target group

Check what information is already known about residents and the target group. You can use the following sources:

- Talk to the staff members who have regular contact with these residents: which projects have the residents been involved with before (history with the housing corporation), what positive and/or negative experiences have they had? How do the residents experience their living environment? What needs and wishes do residents have regarding issues such as liveability, durability and comfort?
- Identify whether a history exists. This history affects the current relationship between residents and the housing corporation. It is important to take this into account when the mutual contact intensifies again, for example because a new project is starting. If trust has been (severely) damaged before, you need to deal with that first. Also check whether there are (regular) questions or complaints from the residents of the location concerned and what has been or is being done about them.
- If necessary, talk to other organisations and people who work on site, for example supervisors of residents, administrators and people who work in the social field in the neighbourhood.



1.2 Gather additional information

Methods

To gather additional information, you can use a number of methods:

- [Questionnaire survey](#)
- [“Cultural probe” survey and co-creation methods](#)
- [Interview methods](#)

These methods are explained on the following slides.

Data protection

The research you do in the steps 1.1 [Identify what you already know about the residents or the target group](#) and 1.2 [Gather additional information](#) provide information about residents. An important point to note is that communication about personal data and the information collected and how it is stored and used must be in line with the General Data Protection Regulation (GDPR). See also the [General Data Protection Regulation \(GDPR\) Guide](#).



1.2 Gather additional information

Questionnaire survey

Questionnaires can be used to collect additional information about residents in a quick and structured way. Moreover, by having a questionnaire filled in several times, you can monitor certain themes and make changes transparent.

The questionnaires may contain questions on:

- Quality of life: how tenants interact with each other, how they experience the living environment, whether there are specific forms of nuisance;
- Sustainability: what tenants consider important and what they are already doing in the context of sustainability;
- Nuisance: whether and what tenants experience as a nuisance;
- The way tenants want to be informed and/or have contact;
- Any mental or other health problems;
- The willingness to collaborate with the housing corporation;
- Satisfaction with and confidence in the housing corporation.

Consider how to ensure that a high percentage of residents complete the questionnaire. A digital or paper questionnaire sometimes gets little attention from residents and therefore a low response rate. Doing the questionnaire by phone or handing it over personally can increase the response rate.



1.2 Gather additional information

Example: questionnaire survey - residents information questionnaire

Two examples of questionnaires by housing corporation Woonwaard:

Experiences of residents

This questionnaire dealt with how residents experience life in and around one of the complexes, as well as their wishes with regard to the complex. This questionnaire was processed by telephone by the Centre for Residential Research; each resident was called individually for this purpose.

Residents' information questionnaire

This questionnaire was sent to the residents of another complex. Woonwaard plans to carry out work in the street in question and to connect the homes to a heating grid.

Woonwaard used the questionnaire to identify how residents prefer to be approached and what Woonwaard can take into account in its communication and cooperation with them.

Mijn naam:	
Mijn huisnummer:	
Mijn telefoonnummer:	
Mijn e-mail	

Voor 1 maart retour in de Woonwaard brievenbus in de hal op de begane grond van uw gebouw
Ik wil dat Woonwaard mij per brief informeert
Ik wil dat Woonwaard mij per mail informeert
Ik wil het liefst een persoonlijke uitleg bij mij thuis als Woonwaard werkzaamheden wil uitvoeren
Ik wil graag dat er familie bij is als Woonwaard uitleg geeft over geplande werkzaamheden; dan weet ik zeker dat ik niets vergeet.
Ik wil liever niemand bij mij thuis ontvangen
Ik heb woonbegeleiding en wil graag dat die er is als Woonwaard iets uitlegt.
Overdag is er nooit iemand thuis, als je een afspraak wil dan moet dat 's avonds
I do not understand Dutch
Ik heb ernstige gezondheidsproblemen waar Woonwaard rekening mee dient te houden als men hier iets gaat uitvoeren.
Ik raak van slag als er iets gebeurt dat mij niet van te voren verteld is. Daarom is het belangrijk dat Woonwaard mij steeds tijdig informeert als er iets wijzigt.
Ik heb een verslavingsprobleem waardoor ik minder goed dingen onthoudt
Ik ben bekend bij de overige bewoners als iemand die graag even een van de burens helpt
Woonwaard mag mij altijd vragen mee te denken als men iets in het gebouw waar ik woon wil gaan uitvoeren.
Als ik enthousiast ben over de ideeën van Woonwaard wil ik best helpen om andere bewoners te overtuigen
Er zijn bij mij geen bijzondere omstandigheden waar Woonwaard rekening mee hoeft te houden.
Over het algemeen vind ik Woonwaard een goede verhuurder
Ik ben ontevreden over Woonwaard: reden:
Ik woon hier met veel plezier
Ik wil hier zo snel mogelijk weg



1.2 Gather additional information

Example: questionnaire survey - Wishlist

The Wishlist is a paper or online questionnaire that can be used to identify the wishes and values of residents.

This helps to identify the most important needs, wishes and values in the neighbourhood (for example: more parking spaces, addressing loneliness, maintaining facilities).

In this way, the Wishlist uncovers what gets people moving.

The Wishlist was developed by Buurkracht and TNO.

Over jouw buurt

4. Wat vind jij van jouw buurt? Is deze erop vooruit- of achteruitgegaan de afgelopen jaren?

- Achteruit (ga door naar vraag 5)
- Gelijk gebleven (ga door naar vraag 7)
- Vooruit (ga door naar vraag 6)

5. In welk opzicht is de buurt erop achteruitgegaan?

6. In welk opzicht is de buurt erop vooruitgegaan?

17. Welk plaatje beschrijft het beste hoe jij je voelt als deel van de buurt? (De kleine cirkel ben jij, de grote is de buurt). Kies het plaatje dat het beste past bij jouw gevoel.

-
-
-
-
-



1.2 Gather additional information

'Cultural probe' survey and co-creation methods

'Cultural probe' survey

To gain more insight into the daily lives of residents, their behaviour and their wishes, you can use 'cultural probes'. Residents are given a diary or a number of postcards with specific assignments. For example: answer the following questions every afternoon at 16.00: "I feel ..." and "My home is ...". You can also ask residents to take five photos of places in their living environment they like and five photos of places they do not like or to tell in one sentence what they like about their living environment and want to take with them into the future.

Co-creation methods

With co-creation methods, you think up and design solutions together with residents. This can be done in a workshop, for example. You can use the results of the 'cultural probe' research as a basis: what is going well/what are residents satisfied about? And what is not going well/what are residents dissatisfied about? Together with the residents, you will think about how the home or the living environment can be improved.



1.2 Gather additional information

Example: cultural probes and co-creation methods – Wish tiles

The wish tiles are a way of retrieving information while seeking interaction with residents.

The tiles are printed with characteristic elements of the neighbourhood. By having residents write down their fond memories on tiles, you achieve several goals: residents would like to have a tile with a characteristic element of their neighbourhood and, in addition to collecting information, you involve residents in the changes.

When residents come to collect or hand in their tiles, there is an immediate opportunity for a conversation. By listening a lot and asking questions, this is an explorative way for the housing corporation to identify wishes and needs. And for the residents, identifying wishes and values is done in an enjoyable and surprising way.

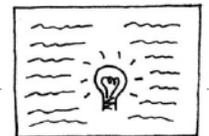
This method was developed by [Studio / Aangenaam](#) in cooperation with Van Alckmaer and TNO.

Residents indicate what they like about their neighbourhood and immortalise it on an original tile.



The tiles are used as a starting point for discussions with residents about the future.

The information collected is visible to the residents and the housing corporation on a board or a canvas in a meeting place.



After the project is completed, the tiles will be given a nice spot in the community centre, for example.



1.2 Gather additional information

Example: cultural probes and co-creation methods - elevator conversations

“To find out what concerned residents most, Van Alckmaer, in cooperation with the Kleinschalige Culturele Producties (KCP) agency, organized ‘liftgesprekken’ in the hall of each block of flats.

Passing residents were invited to sit at a large table with an atmospheric lamp and, while enjoying a cup of tea, brainstorm on how to improve the flats and the living environment. Many residents turned out to be irritated by litter and loitering. This gave rise to the idea of the ‘Plastic Recycle Workshop’” (see the picture on the right).





1.2 Gather additional information

Interview methods

Interviews allow you to engage with residents in a personal way and gather additional information about them.

Tip: it is useful to do some interviews before you do a questionnaire survey. This will give you more insight into experiences and needs. Then you can use a questionnaire among a larger group of residents to find out how many residents have these experiences and/or needs.

The interviews may include:

- Quality of life: how tenants interact with each other and how they experience the living environment.
- Sustainability: what tenants consider important and what they are already doing in the context of sustainability.
- Natural gas-free transition: what tenants expect from the transition to natural gas-free.



1.2 Gather additional information

Example: interview methods - The Chatting Tree

The Chatting Tree is a tree (a pole with leaves on it) that residents can talk to.

A sign is attached to the pole with text such as "I am curious about you. Does NATURAL GAS-FREE appeal to you?"

Next to the tree is a staff member who asks residents to have a chat with the Chatting Tree. At a distance, not visible to the participant, stands a second staff member who carries out the conversation. The Chatting Tree can be used to create a low threshold for residents to chat with anonymity about the motives and barriers they experience in the transition to natural gas-free.

The Chatting Tree was developed by students of Utrecht School of the Arts and is based on the Confession Tree, part of Achmea's 'Looking at things differently' project.





Worksheet - Identifying residents and context

- With the worksheet 'Identifying residents and context', you can identify the wishes for the home and sustainability and the wishes for the living environment in terms of the different values. You then gain insight into WHAT will motivate people (which value) and in which area and WHERE that motivation can be deployed (the desired improvement). The WHAT points the initial way to a solution or improvement and can be used to involve residents.



Worksheet – Identifying residents and context

Values that play a role	Wishes for the home and sustainability	Wishes for the living environment
Fill <input checked="" type="checkbox"/> in if applicable <input type="checkbox"/> Autonomy <input type="checkbox"/> Competence <input type="checkbox"/> Connectedness <input type="checkbox"/> Influence <input type="checkbox"/> Enjoyment and stimulation <input type="checkbox"/> Safety and control <input type="checkbox"/> Physical wellbeing <input type="checkbox"/> Self-realisation and significance <input type="checkbox"/> Self-esteem <input type="checkbox"/> Finance	<div data-bbox="1294 511 1513 725" style="background-color: yellow; padding: 5px; border: 1px solid black;"> I would like something to be done about noise pollution </div> <div data-bbox="881 772 1098 986" style="background-color: yellow; padding: 5px; border: 1px solid black;"> No mould on walls and ceilings </div> <div data-bbox="1141 748 1358 962" style="background-color: yellow; padding: 5px; border: 1px solid black;"> I would like the ticking of the heating pipes to be fixed </div>	<div data-bbox="1814 358 2030 572" style="background-color: yellow; padding: 5px; border: 1px solid black;"> We should have more contact with each other, I would like that </div> <div data-bbox="2086 819 2303 1005" style="background-color: yellow; padding: 5px; border: 1px solid black;"> The problem of loitering youths must be solved </div>
Key findings	<p>Residents have little or no influence on tackling or reducing noise pollution, which is detrimental to the enjoyment of living and the feeling of safety and control over the situation and its improvement. -> A possible solution should at least give residents the feeling that they can influence the situation (know what they can do to reduce or solve the noise) and that they have control over it in a safe way. This will increase the enjoyment of living.</p>	



Worksheet – Identifying residents and context

Values that play a role	Wishes for the home and sustainability	Wishes for the living environment
<p>Fill <input checked="" type="checkbox"/> in if applicable</p> <ul style="list-style-type: none"><input type="checkbox"/> Autonomy<input type="checkbox"/> Competence<input type="checkbox"/> Connectedness<input type="checkbox"/> Influence<input type="checkbox"/> Enjoyment and stimulation<input type="checkbox"/> Safety and control<input type="checkbox"/> Physical wellbeing<input type="checkbox"/> Self-realisation and significance<input type="checkbox"/> Self-esteem<input type="checkbox"/> Finance		
Key findings		



1.3 Evaluate this step

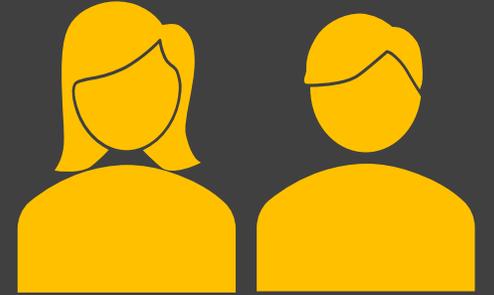
At the end of each step, it is time for an evaluation moment. Here, you look at where you stand and whether you can move on to the next step.

Make an evaluation using the following questions:

- We know which residents live in the district, neighbourhood, street or building. Yes / No
- We are well-informed of the wishes that residents have for their homes. Yes / No
- We know what residents consider important in their lives and for their living environment and which values play a role in this. Yes / No

If you answered all questions with “Yes”, proceed to [Step 2 Distinguishing groups of residents.](#)

2



Distinguishing resident target groups

Can you distinguish between different target groups of residents?



Introduction (1/2)

- You have now identified the residents, their needs, wishes and values regarding their homes, sustainability, the living environment, and the context of the residents.
- You will now see if you can distinguish **different resident target groups**. With these different target groups in mind, you can draw up the participation strategy (Step 3) and communication strategy (Step 4) in a more targeted manner. In doing so, you ensure that these are in line with the needs of the target groups.
- These different resident target groups can be ‘brought to life’ by creating a **persona** for each resident target group. Personas are archetypal residents who represent the needs of a larger group of residents. They have a name, a photo, a personal background, goals and needs. The use of personas offers a number of advantages.
- The first time you do this, defining target groups and developing personas may take a little more time. As you complete more projects, you can use earlier formats.
- To arrive at the classification into target groups and personas, you go through a number of steps. These are explained below. At the end of Step 2, you make an evaluation before moving to the next step



Introduction: benefits of personas (2/2)

- Personas play a central role during the entire project.
- Benefits of personas:
 - Powerful communication tool: a clear language understood by all disciplines - from technology to marketing and management.
 - Powerful design tool: puts the focus on the needs of the (future) users. Prevents risks such as an 'elastic user' (with constantly changing needs and wishes) and a 'self-centred design' (as a 'designer', thinking you know what the user wants).
 - Attention to 'soft factors' (such as culture): these often play an important role in the choice of a solution.
- Please note that personas are fictitious persons, but they are based on research with real people (e.g. residents). Making up personas yourself will not work!



In practice: steps in distinguishing groups of residents

Step 2, *Distinguishing groups of residents*, consists of the following sub-steps:

- 2.1 Determine the resident target groups
- 2.2 *Optional:* Create personas based on the different target groups
- 2.3 Evaluate this step



2.1 Determine the resident target groups (1/2)

People are different and so are residents. Ideally, you use a tailor-made approach for each resident. Since this is impossible - considering the costs and time - we work with resident target groups that at least partly resemble each other. Target groups can be created on the basis of various resident characteristics. By using the information collected during Step 1 Identify residents and context, you can classify residents.

Determine whether you see differences between residents with regard to their values and characteristics ('traits'). These are fairly fixed:

- Values: values indicate what a person finds important in life.
- Personal characteristics: such as cognitive skills, the way of dealing with the world (e.g. withdrawn or assertive), the stress level and physical well-being, the way of living together with others in the neighbourhood, the degree of involvement (e.g. resisting or collaborating) and the relationship with the housing corporation.

Fill in the different resident target groups and their characteristics on the worksheet.



2.1 Determine the resident target groups (2/2)

In addition, residents can be in a certain (temporary) state. We describe this using the metaphor that residents' batteries can be empty or full(er).

Battery empty

- Worse version of yourself.
- Residents have little energy.
- Residents are primarily concerned with survival; basic necessities (e.g. having a home, food, financial situation) take priority

Battery full(ler)

- Better version of yourself.
- Residents have (more) energy.
- Residents are self-reliant and have (more) room to think and act.

All groups of residents can have either an empty or a full(er) battery. Some groups will have an empty battery more often than others. Be aware of this. Participation by residents with an empty battery will probably be less intensive and more attention will have to be paid to communication with these residents and to improving their living conditions.



Example – Woonwaard's resident target groups

Woonwaard has made an inventory of the residents of one of the complexes. The complex has a diverse group of residents. Based on a **number of characteristics, such as age, length of time residents have lived in the complex, and different residents' needs and challenges in communication**, groups have been identified.

This has led to a classification of different resident groups, such as 'long-term residents' and 'working young adults'. See the example: [Worksheet – Resident target groups \(example\)](#).

Based on this classification, Woonwaard has made a short description of a 'typical' resident for each resident group, including the needs of the residents and challenges in communication from the housing corporation.

Worksheet – Resident target groups (example)



	Values	Personal characteristics
Resident target group: Long-term residents	Fill <input checked="" type="checkbox"/> in if applicable/desired improvement <input checked="" type="checkbox"/> Autonomy <input checked="" type="checkbox"/> Physical wellbeing <input checked="" type="checkbox"/> Competence <input type="checkbox"/> Money and luxury <input checked="" type="checkbox"/> Stimulation/enjoyment <input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Connectedness <input type="checkbox"/> Self-esteem <input checked="" type="checkbox"/> Significance <input checked="" type="checkbox"/> Influence/popularity	Long-term residents generally experience stress. This is partly due to the changing pattern of values and norms in the living environment. The housing goals that people had once moved in with (for example: nice environment among like-minded people with a healthy amount of social contact) have not been met for a long time. Physical well-being also declines as people get older. They suffer from the fading of norms. People miss politeness and social contact. Contact with the housing corporation has cooled down over the years. "They don't do anything about it anyway." People have given up a little.
Resident target group: Working young adults	Fill <input checked="" type="checkbox"/> in if applicable <input type="checkbox"/> Autonomy <input type="checkbox"/> Physical wellbeing <input type="checkbox"/> Competence <input type="checkbox"/> Money and luxury <input type="checkbox"/> Stimulation/enjoyment <input type="checkbox"/> Safety <input type="checkbox"/> Connectedness <input type="checkbox"/> Self-esteem <input type="checkbox"/> Significance <input type="checkbox"/> Influence/popularity	In general, working young adults have little connection with others in the living environment. For them, this is an intermediate house, a step towards something better or their own home. How they experience the world in relation to their living environment and home is neutral, they are 'passing through' and in that sense are not actively engaged in changing the living environment or situation. They look elsewhere for a fulfilment of their values. The living situation and home have little influence on this because the situation is temporary. Note: could you address some of the values of this group with the home/residential situation?
Resident target group: _____	Fill <input checked="" type="checkbox"/> in if applicable <input type="checkbox"/> Autonomy <input type="checkbox"/> Physical wellbeing <input type="checkbox"/> Competence <input type="checkbox"/> Money and luxury <input type="checkbox"/> Stimulation/enjoyment <input type="checkbox"/> Safety <input type="checkbox"/> Connectedness <input type="checkbox"/> Self-esteem <input type="checkbox"/> Significance <input type="checkbox"/> Influence/popularity	
Resident target group: _____	Fill <input checked="" type="checkbox"/> in if applicable <input type="checkbox"/> Autonomy <input type="checkbox"/> Physical wellbeing <input type="checkbox"/> Competence <input type="checkbox"/> Money and luxury <input type="checkbox"/> Stimulation/enjoyment <input type="checkbox"/> Safety <input type="checkbox"/> Connectedness <input type="checkbox"/> Self-esteem <input type="checkbox"/> Significance <input type="checkbox"/> Influence/popularity	

Worksheet - Resident target groups



Values		Personal characteristics
Resident target group: _____	Fill <input checked="" type="checkbox"/> in if applicable <input type="checkbox"/> Autonomy <input type="checkbox"/> Physical wellbeing <input type="checkbox"/> Competence <input type="checkbox"/> Money and luxury <input type="checkbox"/> Stimulation/enjoyment <input type="checkbox"/> Safety <input type="checkbox"/> Connectedness <input type="checkbox"/> Self-esteem <input type="checkbox"/> Significance <input type="checkbox"/> Influence/popularity	
Resident target group: _____	Fill <input checked="" type="checkbox"/> in if applicable <input type="checkbox"/> Autonomy <input type="checkbox"/> Physical wellbeing <input type="checkbox"/> Competence <input type="checkbox"/> Money and luxury <input type="checkbox"/> Stimulation/enjoyment <input type="checkbox"/> Safety <input type="checkbox"/> Connectedness <input type="checkbox"/> Self-esteem <input type="checkbox"/> Significance <input type="checkbox"/> Influence/popularity	
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2.2 Create personas

- Create personas for the resident groups.
- Give a short description of each persona, including:
 - A name, a face (photograph or picture), age, gender and any other characteristics describing the personal background.
 - Needs, communication style, challenges and concerns.
 - A day in the life of the persona.
- Please note: do not use pictures of real residents and use serious names, not stereotypical names like 'Koos Werkloos' ('Keith Jobless').



Example - Personas

- Five personas were developed in the project Resident Communication in Replacement New Builds.
- ‘Enthusiasts’ can grow wings when they are asked for help. The ‘silent obstructor’ wants to feel heard above all. They can therefore be approached proactively. This also applies to the ‘screamer’, such as prior to an information evening.
- ‘Transcenders’ easily take on different perspectives (including those of the housing corporation) and can therefore be suitable for the residents’ committee or as ambassadors of a project.
- In order to know everyone’s wishes, it is useful to keep an overview of which residents (and their wishes) are already in the picture through contact moments such as attendance at an (online) information evening. The ‘invisible’ tenant can then be approached at another time, by ringing the doorbell of this resident or through someone who knows this resident.



The enthusiast

The silent obstructor



The screamer



The invisible



The transcender



Example - Persona

Personal background

- Erik, man, 25, single
- Housing corporation tenant
- Lives in Rivierenbuurt
- Job seeker
- Little contact in the neighbourhood

Needs

- Needs trust
- Wants clarity through a personal approach
- Must survive financially, so does not want extra costs
- Needs help to make the right decision



Communication style

- Difficult to reach
- Personal approach because he doesn't attend meetings
- Must 'stumble' upon the information
- Communication should look fun, visually appealing and simple

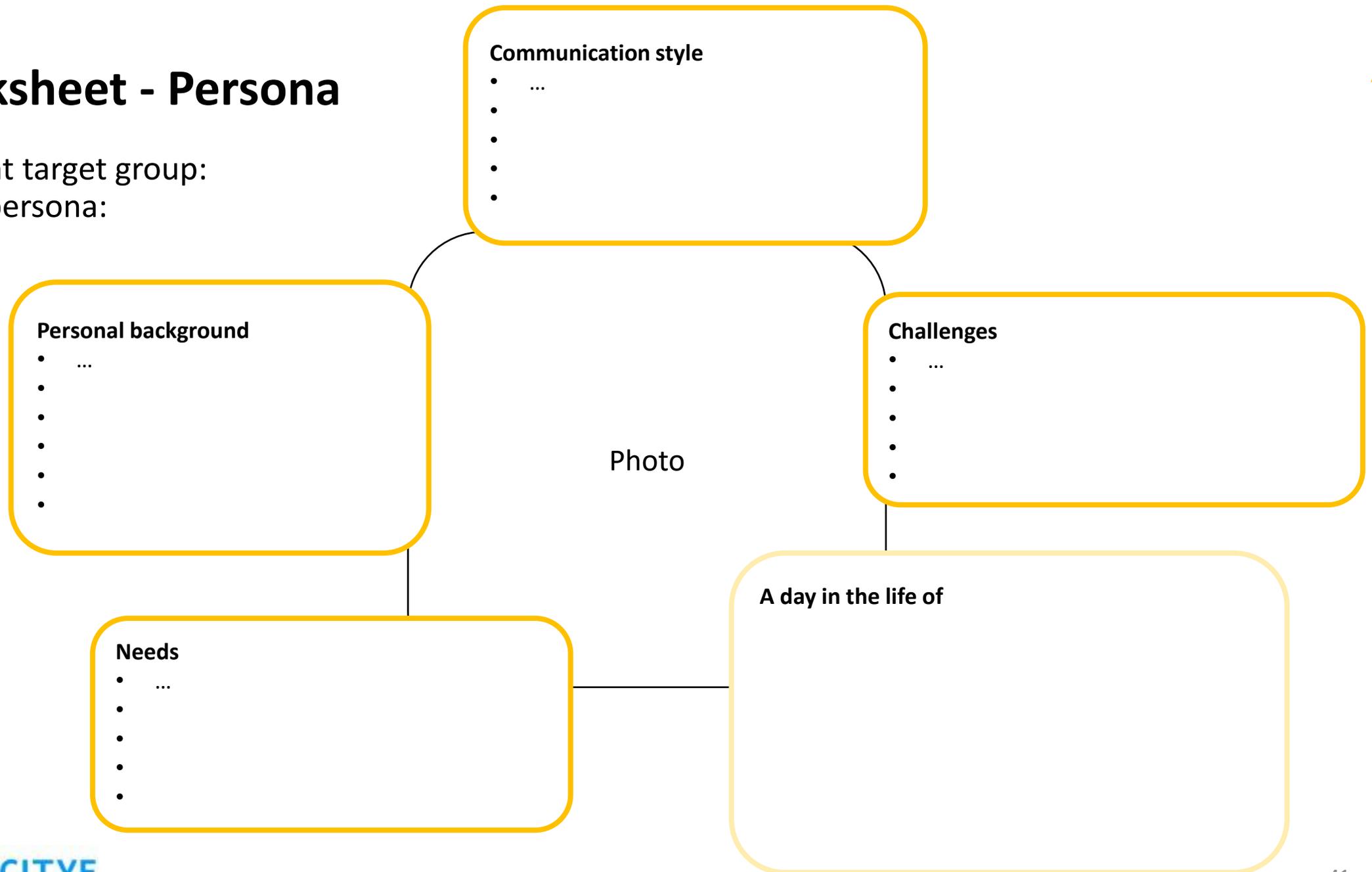
Challenges

- Feels excluded and is disappointed in society
- Takes time to make himself understood
- Matching interests and needs
- Preventing choice stress by offering simple choices

Worksheet - Persona

Resident target group:

Name persona:





2.3 Evaluate this step

At the end of each step, it is time for an evaluation moment. Here, you look at where you stand and whether you can move on to the next step.

Make an evaluation using the following questions:

- We know the different target groups of residents. Yes/No
- We know which values are important to different resident target groups. Yes/No
- We know the characteristics of the different resident target groups. Yes/No
- Optional: We have created personas. Yes/No

If you have answered all questions with “Yes”, proceed to [Step 3 Draw up the participation strategy.](#)

3

Draw up the participation strategy

To what extent and in what way can residents participate?





Introduction

- The residents' target group has been identified. With this first step, you have essentially started the participation. You have studied the target group(s) and made contact with the residents. In this way, a first consultation has taken place without perhaps being very explicit about the upcoming project.
- Now you are really going to define the participation strategy. The participation strategy is an important part of the project plan. The first drafting of the participation strategy might take some more time, but as more similar projects are completed, you can use those experiences and previous versions and adapt them to the current sustainability project.
- To arrive at a participation strategy, you go through a number of steps. These are explained below. At the end of step 3, you make an evaluation before moving on to the next step.



Participation level

- The participation strategy consists of a number of components. One of these is the **participation level**: based on the insights from Step 1 Identify the residents and context and Step 2 Distinguish groups of residents, you can estimate how residents want to and can participate in the project.
- In practice, some of the residents want to actively contribute to the decision-making process (Table 1, step 4: Co-produce/cooperate). Other residents are happy to be kept informed and to respond at important moments (Table 1, step 2: Give input and 3: Consult).
- Make this possible for residents. Match the levels of participation to the different residents. In this way, you will meet all their needs as much as possible and reduce the possibility of resistance.

	Step	Explanation
7	Ownership	Residents own the assets and have full control
6	Self-governance	Residents decide on all activities and make their own plans within predefined frameworks
5	Delegate	Housing corporations transfer parts of decision-making to residents
4	Coproduce / cooperate	Joint planning between the housing corporation and residents (as in a project group)
3	Consult	A formal dialogue between the housing corporation and residents (such as workshops, sounding board group)
2	Give input	Residents can formally give input within set frameworks (such as a questionnaire, public consultation)
1	Inform	The residents are informed about the activities and the project, but there is no formal possibility to react
0	No participation	There is no contact between the housing corporation and those concerned

Table 1. Based on the new style of participation ladder (Physical Environment Consultative Body)



In practice: draw up the steps of the participation strategy

Step 3, *Draw up the participation strategy*, consists of the following sub-steps:

- 3.1 Define the level of participation, the 'what', 'when' and 'who'
- 3.2 Develop the participation strategy
- 3.3 Evaluate this step

3.1 Define the level of participation, the 'what', 'when' and 'who' (1/3)



The participation ladder is a useful tool to determine the level of participation.

The participatieladder does not give a judgement on the position on the participation ladder. It does not mean the higher on the ladder, the better.

Which step fits best depends on the resident group or persona and the situation, project phase or phase in a process. This means that for each situation or (project) stage, you take the needs of residents and other involved parties seriously and thus consciously choose the form of participation for each situation or (project) stage.

Also consider whether there is the possibility of establishing a residents' committee and - if any residents are interested in joining - under what conditions.

3.1 Define the level of participation, the 'what', 'when' and 'who' (2/3)



Every project consists of different project phases. An often-used classification of phases is:

- **Initiation:** in this phase, you organise the project. The goal and the results are determined, the steps in the process are established, and a plan and budget are made. In addition, the project organisation and decision-making process are established. The result is a project plan.
- **Definition:** in this phase, you formulate the requirements and wishes to which the solution or result must conform. The result is a programme of requirements.
- **Design:** in this phase, the solution or result that meets the programme of requirements is designed. A concept design can be delivered in this phase. The result of this phase is a definitive design.
- **Preparation:** in this phase, you carry out all the activities required for the actual realisation of the solution or result. This could be, for example, applying for a permit or going through a tendering procedure. The result of this phase is that everything is arranged to move on to the next phase, the realisation of the solution or the result.
- **Execution:** in this phase, you will realise the result of the project according to the plan outlined in previous phases.
- **Aftercare:** in this phase, post-execution problems are solved, the management or operation of the solution is prepared and set up, and the result is transferred to those who will use the solution or result.

3.1 Define the level of participation, the ‘what’, ‘when’ and ‘who’ (3/3)



For the different project phases, determine (or possibly discuss with residents) the following:

- **Participation level (the step of the participation ladder).** The following questions can help (Participation Framework, [OFL: Empowerment](#)):
 - Capacity: does someone have access to resources such as money, time, knowledge and (social) networks that would enable them to participate?
 - Willingness: is anyone willing to use these resources?
- The '**what**': what will residents be informed of or be able to participate in the decision-making process on?
- The '**who**': which residents can participate?

Starting with ‘the one who signs up’ may not lead to a diverse and representative group of residents. Look closely at the composition of the target group in terms of gender, age or stage of life, education, income, cultural background and residential history (born and bred or recently moved in). In line with this, draw up a profile in order to recruit diversely and representatively. Also consider the use of methods that are specifically designed to recruit the ‘unusual suspects’: [G1000](#) or the ‘1+1’ method (ask a ‘usual suspect’ to nominate someone who would not normally be quick to sign up).



Tips from Van Alckmaer's experience

Inspiration sessions and working groups: proactive involvement of residents

- Involve residents who are willing and able to collaborate proactively in the first phases of the project via inspiration sessions and working groups on specific themes. In this way, you offer residents the opportunity to collaborate with you.
- Involve residents proactively in writing a (draft) plan for sustainability and changes to the building, the street or the neighbourhood and include the wishes of those residents.

Housing committee or sounding board: power and influence of residents

- Involve residents in a residents' committee or sounding board group that is democratically elected (during the project). Take this formal group of residents and what they have to contribute seriously. Support the residents, such as with financial resources when this is necessary. An example would be when commissioning a study. Also, make sure that the residents' committee or sounding board group is given some executive influence in the decision-making process by allowing them to co-determine certain choices.
- Give residents the opportunity to have a second opinion study for their home, building or street when they wish and (partly) pay for it on behalf of the residents if possible.
- Consult the residents' committee or sounding board group for advice on intermediate steps, such as a draft plan.

Example - Level of participation and input for target groups and project phases



	Initiation		Definition	
<i>Target group/Personas</i>	<i>Participation level</i>	<i>Input (what)</i>	<i>Participation level</i>	<i>Input (what)</i>
Resident group 1	Consultation	Contribution of knowledge and experience on different themes (through working groups)	Consultation	Requirements and wishes according to theme (working group)
Resident group 2	Co-production, cooperation	Residents' committee secures input of knowledge/ experience of working groups (in cooperation with working groups)	Consultation/co-production, cooperation	Requirements and wishes from the residents' committee (on the basis of working groups)
Resident group 3	Co-production, cooperation	Residents' committee secures input of knowledge/ experience of working groups (in cooperation with working groups)	Consultation/co-production, cooperation	Requirements and wishes from the residents' committee (on the basis of working groups)
Resident group 4	Consultation	Contribution of knowledge and experience on different themes (through working groups)	Consultation	Requirements and wishes according to theme (working group)

Example - Level of participation and input for target groups and project phases



	Design		Preparation	
<i>Target group/persona</i>	<i>Participation level</i>	<i>Input (what)</i>	<i>Participation level</i>	<i>Input (what)</i>
Resident group 1	Consultation	Feedback on proposed designs and approach	Co-production / cooperation	Move greenery before demolition work (in cooperation with working group on greenery). Bulk waste day (in cooperation with working group).
Resident group 2	Consultation	Feedback on proposed designs and approach	Co-production / cooperation	Residents' committee organises and coordinates green 'storage' (in cooperation with working group on greenery). Residents' committee organises and coordinates bulk waste day (in cooperation with working group).
Resident group 3	Consultation	Feedback on proposed designs and approach	Co-production / cooperation	Residents' committee organises and coordinates green 'storage' (in cooperation with working group on greenery). Residents' committee organises and coordinates bulk waste day (in cooperation with working group).
Resident group 4	Consultation	Feedback on proposed designs and approach	Co-production / cooperation	Move greenery before demolition work (in cooperation with working group on greenery). Bulk waste day (in cooperation with working group).

Example – Level of participation and input for target groups and project phases



	Execution		Aftercare	
<i>Target group/Personas</i>	<i>Participation level</i>	<i>Input (what)</i>	<i>Participation level</i>	<i>Input (what)</i>
Resident group 1	Consultation	Staying informed about progress and giving feedback on planning or execution or asking questions when required	Consultation	Putting the result into use and passing on experiences with the result, discussing any problems and solving problems together
Resident group 2	Consultation	Staying informed about progress and giving feedback on planning or execution or asking questions when required	Consultation	Putting the result into use and passing on experiences with the result, discussing any problems and solving problems together
Resident group 3	Consultation	Staying informed about progress and giving feedback on planning or execution or asking questions when required	Consultation	Putting the result into use and passing on experiences with the result, discussing any problems and solving problems together
Resident group 4	Consultation	Staying informed about progress and giving feedback on planning or execution or asking questions when required	Consultation	Putting the result into use and passing on experiences with the result, discussing any problems and solving problems together

Worksheet - Level of participation and input for target groups and project phases



	Initiation		Definition	
<i>Target group/persona</i>	<i>Participation level</i>	<i>Input (what)</i>	<i>Participation level</i>	<i>Input (what)</i>



Worksheet - Level of participation and input for target groups and project phases

	Design		Preparation	
<i>Target group/Persona</i>	<i>Participation level</i>	<i>Input (what)</i>	<i>Participation level</i>	<i>Input (what)</i>

Worksheet - Level of participation and input for target groups and project phases



	Execution		Aftercare	
<i>Target group/Persona</i>	<i>Participation level</i>	<i>Input (what)</i>	<i>Participation level</i>	<i>Input (what)</i>



3.2 Work out the participation strategy (1/5)

The participation strategy focuses on all phases of the project.

The following slides show some of the buttons of the participation strategy that you can turn.



Decide which buttons you can turn and work them out on the worksheet.

Initiation and definition phase of the project

Getting residents enthusiastic about the sustainability plans: for a project to succeed, it is important that (most) residents are also happy with the plans that the housing corporation has. Or perhaps the project was born out of ideas from the residents. Regardless of where the plans come from, enthusiasm among residents is something you can work on together.

Design and preparation phase of the project

Removing concerns about nuisance and hassle: once residents are enthusiastic about the sustainability plans, cooperation may stop there. Residents may be able to see the added value of the plans, but they may be (somewhat) resistant because they are afraid of the nuisance and hassle that the work or changes will entail. Take these concerns seriously. From a rational point of view, these may seem trivial matters that are easy to solve. However, residents' emotions are often strong. If you do not do anything with them, this can develop into greater resistance or even active resistance.

Execution and aftercare phase of the project

Consider which actions and measures can be taken during and after the execution of renovation or conservation work in order to spare residents as much inconvenience as possible, for example during the execution or when moving into the new premises after completion.

3.2 Work out the participation strategy (2/5)



Preparation: buttons to turn

- **Project announcement:** Think carefully about how you announce the project. This may raise questions among residents: “Do I still have a choice?” Be transparent about how much input residents have and about what. See also [3.1 Determine the level of participation, the ‘what’ and ‘when’](#).
- **Linking opportunities:** See which linking opportunities have been identified in [Step 1 “Breng de bewoners en context in kaart”](#) Are there any other themes - which are more of a priority for the residents - where the sustainability plans and measures can offer benefits? Examples include safe living, living at home longer, improved living comfort, better contact with neighbours, less noise pollution or 'getting rid' of a stress dossier (such as shutting off gas).
- **Create confidence in the contractor(s):** Indicate that the co-makers have been carefully selected. That they have a great deal of experience with the specific measures to be taken or with similar renovations (e.g. in an occupied state).
- **Create confidence towards the measures:** Indicate that great care was taken to ensure high quality and good guarantee schemes in the choice of the techniques to be used or equipment to be installed. Indicate how long the guarantee is for kitchen appliances or an installed heat pump, for example.



3.2 Detail the participation strategy (3/5)



Preparation: buttons to turn

- **Motivation boost:** See if there are things that make residents extra happy – in other words, what boosts support? An example is offering just a bit more choice between different types of kitchens.
- **Social proof:** One way to get residents enthusiastic is by getting them to see how many others are already interested (in psychology, this is called social proof). Get residents to talk to each other and explain the benefits of the plans, such as improved living comfort or a greener and cleaner environment.
- **Hassle test:** Try to find out as much as possible about what concerns people. Talk with residents and ask about this explicitly. You can then do a 'hassle' test beforehand. Give residents a taste of what they can expect. What sounds will they hear and when, such as if drilling is required? How much dust can residents expect? This can be done 'live' but also via a video or the experiences of other residents who have already been through it.

3.2 Work out the participation strategy (4/5)

Preparation: buttons to turn



- **Model home:** A model home is a way to make residents enthusiastic about certain changes in and around the homes. It also offers a good opportunity to provide answers to questions. By showing planned changes (including work that will precede these), residents get a better idea of what they can expect. It therefore becomes a lot more tangible.
- **Customisation in relation to facilities installed by residents:** These facilities sometimes have to be (temporarily) removed because of the project. Residents who are elderly or in poor health may be frightened by this. They cannot remove and repair these facilities themselves or this will lead to additional costs. Look for solutions to this. Avoid repeatedly saying 'no' to residents at the start of the project, only to find out later that something is (financially) possible.

3.2 Work out the participation strategy (5/5)

Execution: buttons to turn



- **‘Peak-end rule’**: How people look back on a process is strongly determined by the last experience. Therefore, make sure that the last experience is also a good one.
- **Temporary accommodation**: By temporarily housing residents in transit accommodation, they can experience, for example, less nuisance from the work.
- **Experiencing new behaviour**: Having to change firmly ingrained habitual behaviour (such as from cooking with gas to electric cooking) can create resistance. Let people experience how the new solution works out for them (e.g. through a workshop on cooking by induction).
- **Offer scope for customisation**: This may mean that negotiations are sometimes necessary. For example, when residents no longer want an extension because of too much maintenance. It is then removed free of charge. Residents can sometimes receive compensation from a reimbursement policy. It is important to determine what is reasonable and fair in the specific situation.



Worksheet - Resident groups and participation strategy

	Initiation and definition phase			Design and preparation phase					Execution and aftercare phase				
Target groups	Project announcement	Linking opportunities	Motivation boost	Social proof	Hassle test	Model home	Customisation	Experiencing new behaviour	Peak-end rule	Transit residence	Experiencing new behaviour	Customisation
Resident group 1	x		x		x	x	x	x			x		
Resident group 2	x	x		x	x	x							
Resident group 3	x	x			x	x	x	x	x				
Resident group 4	x		x		x	x			x	x	x		



Worksheet - Resident groups and participation strategy

	Initiation and definition phase			Design and preparation phase					Execution and aftercare phase				
<i>Target groups</i>	<i>Project announcement</i>	<i>Linking opportunities</i>	<i>Motivation boost</i>	<i>Social proof</i>	<i>Hassle test</i>	<i>Model home</i>	<i>Customisation</i>	<i>Experiencing new behaviour</i>	<i>Peak-end rule</i>	<i>Transit residence</i>	<i>Experiencing new behaviour</i>	<i>Customisation</i>	<i>....</i>



3.3 Evaluate this step

At the end of each step, it is time for an evaluation moment. Here, you look at where you stand and whether you can move on to the next step.

Make an evaluation using the following questions:

- We know the desired level of participation for the phases in the project. Yes/No
- We know which residents (groups) we are going to involve in each phase. Yes/No

If you have answered all questions with 'Yes', then proceed to Step 4 Draw up the communication strategy.

4

Draw up the communication strategy

How will housing corporations and residents communicate with each other?





Introduction

- The resident target groups and the participation strategy have been identified.
- You are now going to draw up the communication strategy. The communication strategy goes hand in hand with the participation strategy and is a detailed elaboration of the participation strategy.
- When drawing up the communication strategy, take into account what communication has already occurred with residents, what insights it has yielded and what points of attention are known as a result. Learning from these experiences will contribute to the success of the communication in the current sustainability project.
- In order to develop a communication strategy, a number of steps have to be taken. These are explained one by one below. As in the previous steps, you also evaluate step 4 before moving on to the next step.



In practice: drawing up the steps of the communication strategy

Step 4, *Draw up the communication strategy*, consists of the following sub-steps:

- 4.1 Draw up the basic communication strategy
- 4.2 Draw up the sub-strategy for each resident target group
- 4.3 Evaluate this step



4.1 Draw up the basic communication strategy

A number of elements are the same for each resident. This is the basic approach. This basic approach will largely be the same for different (sustainability) projects. So, you may well be able to use it 'off the shelf' from a previous project.

Determine, among other things, how you will shape the following components of the communication strategy:

- Roles and responsibilities: who can be approached for what during the project?
- Answering questions: how do you answer residents' questions?
- Involvement of residents: how do you ensure that you prudently handle the input of residents?

The following means of communication are usually part of the basic approach:

- Information letters and packages
- Project website (or separate page on the housing corporation's website)
- Information meeting(s)
- Regular updates, e.g. in the form of newsletters



4.1 Basic communication strategy - Roles and responsibilities

Determine who assumes what role and responsibility on behalf of the housing association and contractor/installation firm and include this in the communication strategy.

- It is important that there is clear direction: in order to communicate clearly and unambiguously, it is important that there is a good process leader for resident communication. Roles and responsibilities must be agreed in advance. During the entire project it must be clear who can be contacted for what. This provides clarity for residents; they will then know who is communicating the plans and to whom they can turn with questions or ideas, for example.
- Sometimes, a supervisor or representative of a resident acts as a point of contact for a resident. Make sure that this is presented and recorded so that the communication reaches the right person.



4.1 Basic communication strategy - Answering questions

Determine how to answer residents' questions and include this in the communication strategy.

- Sometimes, residents ask questions that cannot be answered immediately. When residents have such questions, it is important to come back to them later. Make it clear that in that case, you don't have certain answers yet. Let them know what you will do with their questions, when you expect to be able to give them an answer and how you will come back to them (indicate that you will contact them again and how you will do that). Providing a perspective - when can you expect an answer - often puts residents at ease.
- Work with visual communication as much as possible (see also [step 4.2](#)). You can then tell what you want to with much less text. Use the 'now & later' contrast: in the case of renovations, how the situation is now and how it will be later is a very powerful and appealing way of communicating.
- Ask residents to answer each other's questions. This also prevents thoughts of 'us' (the residents) and 'them' (the housing corporation). Based on one's own practical experiences, for example, someone can say how a measure or renovation that he or she is going through or has gone through has been experienced.



4.1 Basic communication strategy – Input from residents

Determine how you will let which residents know what you have done with their input and include this in the communication strategy.

- At various points in a project, you will ask residents for ideas, suggestions, reactions and even active contributions, as formulated in the participation strategy.
- Residents usually like to hear that something has been done with the input they have previously given or the effort they have made. Show what has been done with their input and contributions. If you have chosen not to process the ideas, suggestions and reactions, explain clearly why they could not be included.



4.2 Draw up the sub-strategy per resident target group

Determine how you will shape the components of the communication strategy for each resident target group:

- Time of communication: when is the best time to reach residents?
- Means: how will you communicate with residents?
- Customised communication: which residents need a specific approach?
- Emotions: what emotions can play a role for residents during the process and how can you best deal with them?

These components are explained on the following slides.



4.2 Draw up the sub-strategy for each resident target group - Time

Determine when you will communicate with which residents about the plans and include this in the communication strategy.

- Different residents will be best reached at different times. If residents are not at home at certain times, such as because they are working, they may be easier to reach in the evening or during the day if they are working in the evening. When residents no longer work or, for example, receive assistance from homecare services, it may be best to reach them in the morning or afternoon. Agree with the residents on the best times to reach them and make arrangements on contact moments.



4.2 Draw up the sub-strategy per resident target group - Resources (1/3)

Determine which resources you will use to communicate with which residents about the plans and include this in the communication strategy

- A tool that is well suited to the target groups contributes to a better understanding of the information and plans. Make sure that the means of communication are well-matched to the target groups.
- To determine which tool is suitable, you can use the Matrix of communication tools: determine the desired level of participation and how important the message is. Then look at what means are suitable.
- Give residents a **project folder** to keep all of the information in an orderly fashion.
- Also provide **visual communication** in understandable language (B1 level), such as in the form of short videos or posters. This will contribute to the understanding of residents who, for example, have difficulties with the to your country native language.
- Restrictions such as the corona measures make it more difficult to meet physically and it will be necessary to resort to online meetings.



4.2 Draw up the sub-strategy per resident target group - Resources (2/3)

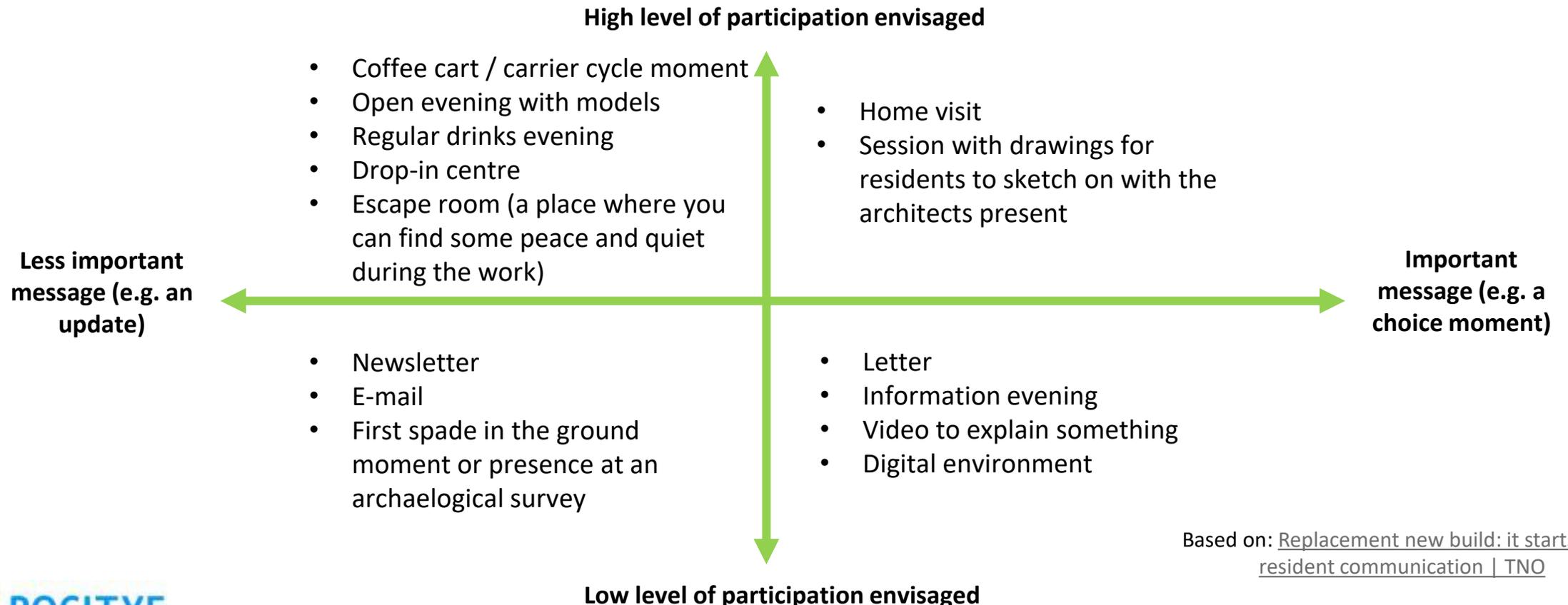
Examples of resources are:

- A **digital (personalised) environment**, such as a portal or an app, is a way to communicate quickly with residents. This could include an up-to-date personal schedule so that residents are always aware of plans and work. In such an environment, residents can also click on images of measures to be taken and equipment to be installed and obtain further information (e.g. PDFs or instruction videos).
- **Personal home visits** are a good way of gaining (further) insight into what is going on with them.
- A **drop-in centre, for example in an office in the district**, is a way for residents to obtain information in an accessible manner.
- An **'escape room'** in the neighbourhood, for example a hut converted into a 'living room', allows residents to escape the nuisance for a while.
- The **use of ambassadors** is a good way to get some already enthusiastic residents to approach other residents to make them enthusiastic too.



4.2 Draw up the sub-strategy for each resident target group - Resources: matrix of resources (3/3)

The matrix below helps determine suitable resources by relating them to the importance of the message and the degree of participation envisaged. Of course, this list of resources is not exhaustive.



Based on: [Replacement new build: it starts with resident communication | TNO](#)

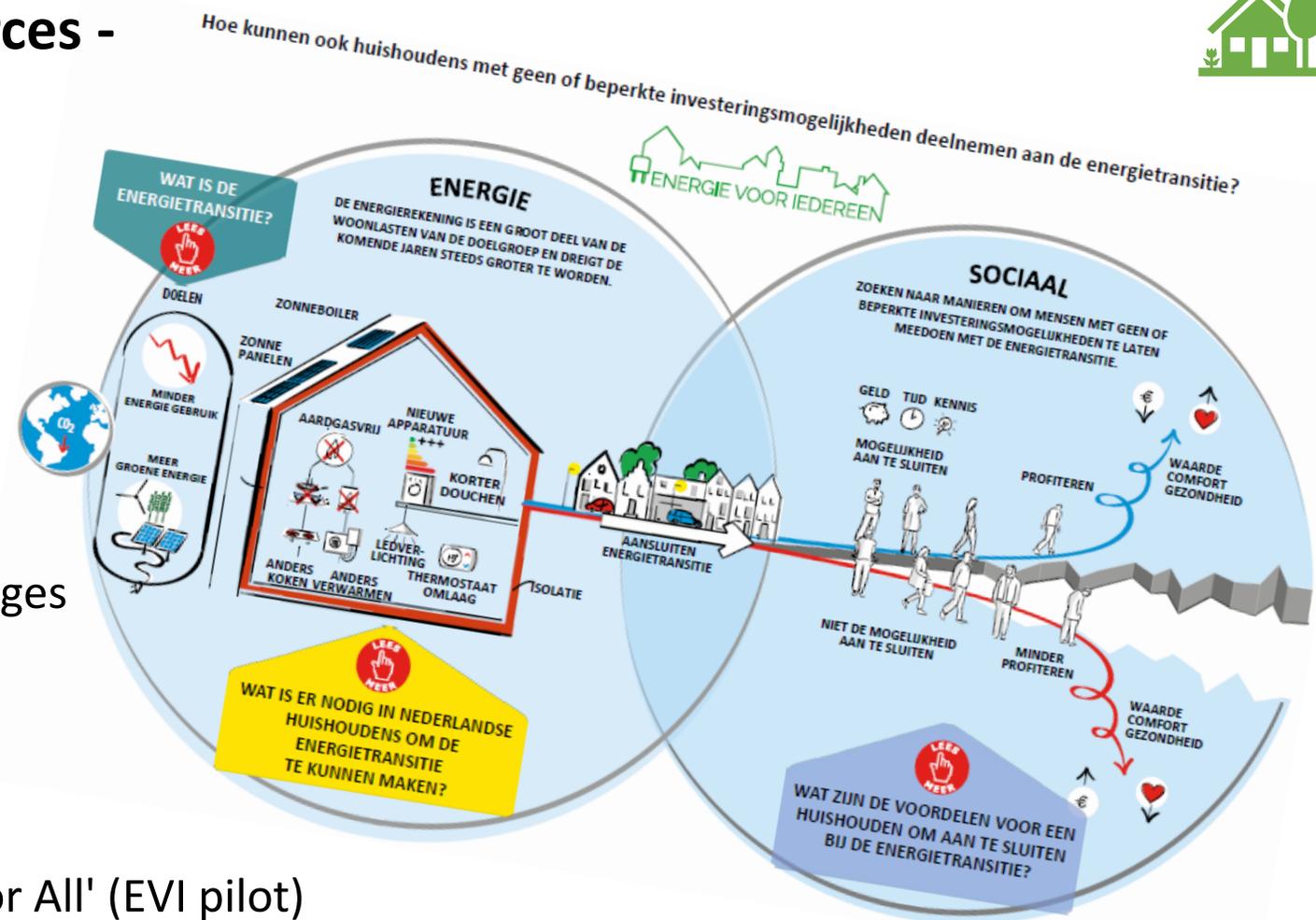


Example: communication resources - EVI Social & Energy Talksheet

The Talksheet is intended to remove communicative and social barriers and to connect with the living environment of residents.

By visualising the challenges and issues, you make complex matters more understandable to the residents. The images on the Talksheet visually support the conversations at home visits.

The Talksheet was developed in the Brabant provincial pilot project 'Energy for All' (EVI pilot) together with the four municipalities Bernheze, Breda, Den Bosch and Tilburg.



Source: [EVI - Energie voor iedereen](#) - [Energiewerkplaats Brabant](#)



4.2 Draw up the sub-strategy for each resident target group – Customised communication (1/2)

Determine how you will communicate with which residents and include this in the communication strategy.

With some residents, it is very important to take the right approach. They can react strongly to inappropriate communication. The more personal and appropriate the communication is for residents, the more they will feel addressed and involved. Therefore, customise communications where possible.

Here are some examples.

- Some residents have difficulty understanding jokes. Jokes can lead to confusion or irritation.
 - ↳ Avoid jokes in personal communication with these residents.
- Some residents need 'control'.
 - ↳ Provide these residents with detailed information.
- Older residents often find politeness important.
 - ↳ Use formal language to ensure that the message lands better on these residents and take your time for these residents.



4.2 Draw up the sub-strategy for each resident target group – Customised communication (2/2)

Further examples

- Some residents have difficulty understanding (a lot of) text.
 - ↳ Provide simple language (B1-level in Dutch) and (additional) visual material. More information can be found, for example, at: [Immediately Clear: clear government communication | Direct Duidelijk](#) (Dutch website).
- Residents with dementia often struggle with uncertainty and unpredictability or may have forgotten a previous conversation.
 - ↳ Keep in contact with the caregiver or family/neighbours. Announce matters and keep those involved up to date with information. Repeat what has been discussed in previous conversations.
- In some cultures, it is impolite to say 'no'. As a result, residents sometimes politely agree to do certain activities in a face-to-face conversation when they have no intention of doing them. Later, they may show 'evasive behaviour'. Keep this in mind in conversations and make sure that you ask open questions so that people cannot just give 'yes' or 'no' answers but also provide an explanation themselves.



4.2 Draw up the sub-strategy per resident target group - Emotions

Ensure there are protocols for dealing with emotions. Sometimes, residents' emotions can take over during a conversation. It is then important to know how to react. These protocols may include the following:

- **Anger:** When residents are angry, let them vent their anger first. Come back to them later when the emotion has subsided a little.
- **Aggression:** Aggression is a different emotion to anger. When you are confronted with aggression, say that you are uncomfortable with it. Sometimes, residents try to manipulate you by involving others. They might say they are speaking on behalf of several residents ("It is our opinion...") or they might suggest involving another resident. Explicitly tell residents to stop this undesirable behaviour. If the aggression does not stop or you are threatened, end the conversation immediately and leave.
- **Psychological problems:** Identify in advance whether the residents concerned are undergoing any form of care. However, it is not always possible to determine in advance what state the residents are in. During contact with residents, for example, it may become apparent that they are confused or experiencing psychosis. The behaviour of residents with addictions is also difficult to predict. In such cases, do not attempt to engage in conversation, but raise the matter with the care institution of the resident concerned



The experiences of Van Alckmaer in Bloemwijk

Housing corporation Van Alckmaer wants to turn the historically unique Alkmaar neighbourhood of Bloemwijk into a future-proof, liveable, green and pleasant neighbourhood for everyone. During an intensive process, Van Alckmaer, the neighbourhood residents, the municipality and various social organisations worked together. Participation and active involvement from the neighbourhood were important factors. The result of this process is a plan for the renewal of the neighbourhood in which the ambitions for the restructuring of Bloemwijk have been brought together in seven important themes (e.g. for everyone, sustainable and retention of cultural-historical elements).

The process approach in Bloemwijk involves clear, transparent and honest communication via short lines. Van Alckmaer has been present since the start of the process, making this form of communication possible. The residents were given power and influence in various ways, for example by participating in a sounding board group. Van Alckmaer took them seriously, gave them the funding when needed and some executive influence in the decision-making process. Residents were given the opportunity for a second opinion study on the demolition, paid for by Van Alckmaer, and were proactively involved in the design process for the new neighbourhood through inspiration sessions and working groups.



Tips from Van Alckmaer in practice (1/2)

Keep residents (personally) informed

- Communicate clearly, transparently and honestly via short lines. Apply the six-week rule: communicate consistently and at least every six weeks. Report even if there is nothing to report, for example if residents have ordered a new floor and have to wait a long(er) time to get news about it.
- Maintain regular personal contact with residents, for example through home visits. Residents feel heard and taken seriously and the housing corporation gains valuable insights to work out the details of the entire process.
- Always communicate about a change in planning. A small change in the planning can have a big impact on residents, such as when a lift is said to be repaired on Tuesday and a disabled resident has arranged support for that day. If the lift is then only repaired later in the week, the support is not there at the right time. Make sure you let them know in time and with consideration for residents for whom it has a big impact.

See if there is a history

- Take into account any missteps by the housing corporation or cooperation partners in previous projects. This history may influence the present communication.



Tips from Van Alckmaer in practice (2/2)

Be present and visible

- Be present and visible in the building, the street or the neighbourhood from the start of the process.
- Set up a single information point where residents can ask questions during all phases of the process. Residents' questions change as the project progresses: plans become more concrete and so do the questions of residents.

Use different communication channels

- Inform residents about the plans and progress through various communication channels (project website, newsletter, accessible information point) throughout the process.

Get to know residents (even better)

- Offer a listening ear and gain more empathy and understanding for the situation of residents. Take concerns, resistance and opposing views of residents seriously.
- Get to know residents better by publishing personal stories and photos on a project website.



Basic communication strategy

Describe the following issues in a communication strategy per project phase:

Roles and responsibility: who is the point of contact during the process?

Answering questions: how do you answer questions from residents?

Involvement of residents: how do you ensure that you carefully handle the input of residents?



Woonwaard example – Sub-strategy per resident group

Describe per project phase which sub-strategies and resources can/will be used in the communication strategy for each resident group.

Target groups	Time	Medium	Customisation	Emotions
Resident group 1	Afternoon	Written (project folder), visual, at the resident's home	Clear planning, extra explanation	
Resident group 2	Evening	Digital environment, written (project folder)	Clear planning	
Resident group 3	Afternoon	Written (project folder), digital environment, drop-in centre	Formal communication	
Resident group 4	Afternoon	Written (project folder), visual, at the resident's home		



Worksheet - Sub-strategy per resident group

Describe per project phase which sub-strategies and resources can/will be used in the communication strategy for each resident group.

Target groups	Time	Medium	Customisation	Emotions



4.3 Evaluate this step

At the end of each step, it is time for an evaluation moment. Here, you look at where you stand and whether you can move on to the next step.

Make an evaluation using the following questions:

- We have drawn up the basic approach.
 - We know who the point of contact is. Yes/No
 - We know how to answer questions from residents. Yes/No
 - We have decided how to deal with residents' input. Yes/No
- We have drawn up the sub-strategy:
 - We know when (time) to communicate with which residents. Yes/No
 - We know how (medium) to communicate with which residents. Yes/No
 - We know which residents require customised communication. Yes/No
 - We know how to deal with which residents' emotions. Yes/No

If you have answered all questions with 'Yes', then proceed to the execution and Step 5 Monitor and evaluate.

5

Monitor and evaluate



How do you examine and evaluate progress?



Introduction

- It is important to monitor progress during the project. And after the project, it is important to evaluate whether (new) tenants still have questions and are satisfied with all of the changes.
- You will go through two steps. These are explained below.



In practice: steps in monitoring and evaluation

Step 5, *Monitor and Evaluate*, consists of the following sub-steps:

- 5.1 Monitor during the project.
- 5.2 Evaluate after completion of the work.



5.1 Monitor during the project

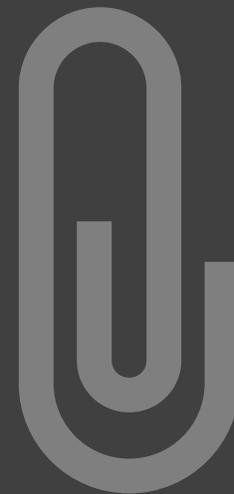
1. **Make a note of who participates in participation activities:** this will also give you an insight into residents who rarely participate or do not participate at all. You can then approach these residents in a targeted manner.
2. **Keep an eye on whether the various residents' groups are involved as planned:** regularly evaluate with resident groups how the participation (participation level - what, when and who) is working out in practice and is experienced and adjust it in consultation with residents.
3. **Organise an information evening just before the start of the work:** during this evening, you will explain and answer questions from tenants. Walk through the entire process one last time together with tenants and explain what is going to happen in practice. Also tell tenants in advance how they can best use new appliances, such as the induction cooker or heat pump, and maintain them.
4. **Provide a permanent contact person for residents during the work:** this can be a contact person of the housing corporation or of the construction, installation or maintenance company. The housing corporation and the construction, installation or maintenance company must be able to link up quickly.
5. **Monitor the progress of the work and how tenants experience it:** in this way, you can quickly pick up on signals such as questions, concerns and complaints and take action when necessary. Do this, for example, through personal conversations or a mailbox.



5.2 Evaluate after completion of the work

1. **Make sure that the contact person at the construction, installation or maintenance company remains available for questions regarding the use and maintenance of new equipment:** questions from tenants can be answered quickly and any complaints resolved.
2. **Organise another information evening six months after the completion of the work and its handover:** this evening is aimed at questions and experiences of tenants. The tenants live in the sustainable homes. They know how best to use and maintain new appliances, such as the induction cooker or heat pump. At this point, tenants have experience with the modifications to the home and new appliances, which makes the information easier to understand.
3. **Monitor periodic maintenance:** periodic maintenance is carried out by a professional party. This is often the party giving the performance guarantee (the construction company or a third party). Maintenance is often a condition for ensuring and maintaining performance.
4. **When renting out housing, ensure that information is transferred to the new tenant(s) and arrange permission** to, for example, be able to read the data of the appliance in their home for the purposes of the performance guarantee.

Annexes



References

Contact

Colophon

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