Report

End of pilot review of
Behaviour Change Management Programme

The Environmental Association for Universities and Colleges

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Summary

This independent review of the EAUC's Behaviour Change Management Programme addressed the BMCP itself and the performance of the delivery partners. It was based on a review of material and interviews with stakeholders and partners. It was undertaken between 9 and 25 Feb 2011.

BCMP was a pilot which aimed to provide signatories of the Universities and Colleges Climate Commitment for Scotland (UCCCfS) with a package of support to influence the behaviour of their staff and students in order to deliver meaningful change. The pilot was undertaken with two participants: the University of the West of Scotland and Reid Kerr College. The programme ran over six months and consisted of a number of different activities. Not all the activities were complete at the time of the evaluation.

The main conclusions of the review are:

- The pilot has delivered benefits
- Time constraints prevented the potential of the pilot from being fully realised
- Lack of staff time for implementation was a major barrier
- The pilot did not respond to the strategic priorities of the institutions
- The activities have provided some value, but building a case for expenditure is difficult
- The pilot has provided valuable experience to inform further development of support.

The main recommendations are that the EAUC should:

- Develop a programme of support informed by the pilot
- Evaluate the programme's value to institutions in any subsequent evaluation.

This new programme should:

- Include a review and action planning process
- Offer a menu of services, based on those of the pilot
- Ensure proper coordination between services throughout the programme
- Support institutions to participate in the review and action planning process
- Communicate the value of the programme

The new programme should also:

- Improve understanding of behaviour among partners and integrate approaches to behaviour change more effectively in each of the services
- Encourage collaboration between neighbouring institutions.

Brief

The EAUC commissioned this independent review of the Behaviour Change Management Programme pilot. The review addresses two distinct but related aspects:

- The BCMP itself and
- The performance of the delivery partners.

The review was undertaken towards the end of the six month pilot period. The review can therefore not evaluate the long term impact of BCMP. For this reason the review considers the following situations:

- The **BCMP** itself is:
  1. **On the right track** — BCMP is largely meeting the objectives of stakeholders.
  2. **Showing promise but needs attention** — BCMP is potentially capable of meeting stakeholders' objectives, subject to greater or lesser changes to its structure and process.
  3. **On the wrong track** — BCMP is not meeting stakeholders' objectives and is unlikely to do so without fundamental redesign.
- **Delivery partners** are each:
  4. **Contributing effectively** — the partner is performing its agreed role effectively.
  5. **Contributing below expectations** — the partner is not performing its agreed role effectively.

My recommendations draw on the lessons from the management and delivery of BCMP to inform the development of any follow up programme.

Methodology

The project was commissioned on 9 Feb 2011 with the report to be delivered by 25 Feb 2011. The time available within the budget was limited and there were a number of stakeholders and partners to engage with.

For these reasons the key elements of my approach were as follows:

- **Review material** supplied by EAUC **to understand stakeholders' needs** in relation to BCMP and/or any alternative approach to influencing the behaviour of staff and students.
- Undertake **in-depth interviews** with a representative selection of stakeholders to **gather their views** on BCMP and the performance of the partners.
- Undertake **in-depth interviews** with each of the partners to gather their views on BCMP and the performance of the other partners.

I reviewed a range of material supplied by EAUC and partners. This is listed in Annex 1.

I interviewed five stakeholders from the two pilot institutions. This was slightly less than anticipated, due to difficulty of making contact and fixing times in the short project period.

I interviewed eight people from the six programme partners.

Interviewees are listed in Annex 2.

Programme Overview

This overview of the pilot aims to give context to the review, and is based on EAUC's project proposal, the description of the programme in the Invitation to Tender, and discussion with Sarah Lee, EAUC.

Aims & Objectives

BCMP pilot aims to provide signatories of the Universities and Colleges Climate Commitment for Scotland (UCCCfS) with a package of support to influence the behaviour of their staff and students in order to succeed in delivering meaningful change through their campuses, but more importantly through the fundamental role of education.

The key aims and objectives of the project are:

• Complement the UCCCfS initiative with a view to roll out UK wide as an EAUC Member Service.
• Provide UCCCfS signatories with skills and knowledge to influence the behaviour of their staff and students in order to succeed in delivering meaningful change through their campuses and more importantly through their fundamental role of education.
• Encourage a holistic approach to behaviour change within two pilot institutions.
• Create comprehensive change management materials for the Further and Higher Education sector.

The pilot was led and coordinated by EAUC.

Activities

The programme offered participants a package of complementary activities. These were provided at no charge to the pilot participants.

Green Impact, run by **NUS Services Ltd**, is an environmental accreditation scheme for University departments with an awards element. It empowers individuals and departments to reduce their environmental impact by encouraging, rewarding and celebrating practical environmental improvements.

Leadership training, provided by **ESD Consulting Ltd**, to support staff throughout an institution articulate their role in supporting the development of a sustainable institution and creating action plans that will embed sustainability throughout all institution activities.

WorkWare SUSTAIN is a toolkit of quantitative and qualitative methodologies by **Alexi Marmot Associates (AMA)** to inform behaviour change programmes to reduce energy demand. It gathers evidence on attitudes and behaviours of students, staff, estates and energy managers which is then collated to develop a change management action plan.

Communicating Sustainability training by **Delaney & Hart Ltd** to equip delegates with the skills needed to communicate sustainability to a diverse audience and ensure they can talk persuasively to internal and external audiences about the benefits of engaging in sustainable development.

Promoting Sustainable Behaviours Topic Support Network run by **EAUC**. This is one of a number of Topic Support Networks which comprise groups of practitioners working together on a specific sustainability subject that is relevant to the Scottish college and university sectors.

UCCCfS Campaign Toolkit developed by **Action for Sustainability** including include carbon data management tools and UCCCfS-branded staff and student engagement campaign materials such as screensavers, room thermometers, a vox-pop, academic year desk calendar, stickers and posters.

Behaviour Change Guidance was to be developed by **Sustainability Insight** as an output of the pilot. This was to provide guidance to the sector on a range of 13 sustainability and climate change related issues. Due to illness this activity was not delivered.

Pilot Institutions

Reid Kerr College is a further education college in Paisley with over 20,000 students.

University of the West of Scotland is a modern university with campuses in Ayr, Dumfries, Hamilton and Paisley, and almost 20,000 students.

Results

The results below are based on the reviewed material and the views of interviewees. This includes the views of partners on activities delivered by other partners, and on their own activities. I have used my professional judgement to reach an overall assessment, and have noted any significant differences of view. A number of comments that are relevant to the entire pilot are presented separately rather than being repeated in each section.

In each case below, the results relate to the implementation of the activity within the context of the BCMP — hence, for example, weaknesses _may relate to institutions' ability to engage with the activity, rather than the activity itself_.

Green Impact

This activity is still in very early stages, so it is too early to reach any judgement on its success. The assessment below is based on progress to date.

Strengths
- An excellent programme with the potential to deliver results.
- Its potential to deliver practical action is particularly welcomed.
- NUS staff have been very supportive.

Weaknesses
- The implementation of the activity was delayed, in part due to bad weather.
- The need to tailor the workbook to each institution delayed the start of the activity.
- Lack of staff at the pilot institutions, able to commit time to support the activity, has hampered progress. In part this is due to existing work plans agreed before committing to the pilot.

Observations
- Practical support from institutions' staff is important to the successful launching of Green Impact within an institution.
- Practical support from student union officers and staff is important to the successful launching of Green Impact within an institution.

Leadership Training

Strengths
- Strongly endorsed by the pilot institutions as a way of engaging senior staff and enabling them to see the relationships between climate change, sustainability and their institutions' strategy.
- Some progress has been made with developing actions plans. It is too early to assess how effectively these are carried forward.
- This activity helped set the scene for Green Impact.

Weaknesses
- Views on the curriculum session were mixed — within the time available it was not possible to explore the reasons for this.

WorkWare SUSTAIN

Strengths
- The report provided some interesting and useful information.
- The survey tool itself appears to be comprehensive and the analysis and action plan have the potential to inform effective action by institutions.

Weaknesses
- Much of the information in the report and the action plan was not new to the institutions.
- Response rates to the surveys were low.

Observations
- This could be a powerful tool if used as part of a carefully planned strategic process.
- Assessment of whether this tool has the potential to provide additional information, that the institution can act on, should be undertaken before recommending the tool to an institution.
- This implementation of the tool was constrained by the time available to deliver the activity.

Communicating Sustainability

Strengths
- The course was generally well received.
- Participants generally appear to have increased their understanding of communications.

Weaknesses
- Despite the promotional material being quite clear, many participants were expecting to learn more about sustainability itself, rather than communicating sustainability.
- Despite the promotional material being quite clear, some participants appear to have been surprised that the course expected active participation and practising of communication skills.

Observations
- These are complex issues to address in a one day, one-off course.
- Given the range of needs among participants it is unrealistic to expect a single course to address all of these.

Promoting Sustainable Behaviours Topic Support Network

Strengths
- Participants gained a greater understanding of the issues around the topic.
- Participants agreed goals and an outline plan for continuing with the activity.
- The goals and plan appear appropriate and achievable.

Weaknesses
- Unclear for some participants how they might be able to apply their learning from the activity.
- The emphasis in discussion on the *higher* education section, led those from colleges to feel excluded.

Observations

- Participation in the network was limited and increasing this will be important to both access knowledge and expertise, and to cascade the learning from the network.

UCCCfS Campaign Toolkit

Strengths

- A suite of materials for participants and others to use has been developed.
- A UCCCfS identity is in place across the material.

Weaknesses

- The material has not yet been used by the pilot institutions due to lack of time.
- In some of the posters the message is difficult to grasp.
- The EAUC presence in the material distracts from the UCCCfS brand without promoting EAUC effectively.
- The presentations, in part due to the need to be generic, fail to engage effectively with the likely strategic priorities or personal values of the audience.

Programme management and coordination

Strengths

- The initial meeting of partners in York was very helpful.
- EAUC managed the project effectively.
- Where partners sought advice or support from other partners it was invariably forthcoming and productive.

Weaknesses

- After the initial phase there was little coordination between partners. While this may have been inevitable given the constraints, this led to the pilot in effect becoming a collection of independent projects happening at the same time, rather than an integrated programme.
- Pilot institutions experienced this as lots of different people contacting them about different aspects of the programme, and they struggled to see how it all fitted together.
- The lack of coordination, time constraints and distances involved, led to difficulties with scheduling events and activities.

The pilot as a whole

Strengths

- The pilot institutions reported they had benefitted from the pilot, and anticipate further benefits.
- The pilot institutions reported that all the partner staff they had contact with were helpful and good to work with.
- Each of the individual activities has strengths and the potential to be of value to other HE and FE institutions in the future.

- The joint activities between the pilot institutions have been of benefit in strengthening the relationship between them.

Weaknesses
- The activities were not presented, sequenced and coordinated strategically, leading to elements of duplication and lost opportunities.
- The pilot institutions lacked the staff capacity to respond as effectively as they would have wished to all the activities.

Observations
- These weaknesses can be attributed mainly to the short project period.
- Additional staff support — such as interns or external consultancy — to assist with implementation would have been welcomed by institutions.

Value to the institutions

All activities were provided to the pilot institutions at no charge. In any programme that develops from the pilot this may not be the case.

Participants were asked whether they would recommend a 'paid for' programme to senior managers or colleagues at other institutions. They were ambivalent about this for a number of reasons:
- Lack of time and resource to implement any actions that might be recommended as a result of participation;
- Lack of financial resources generally;
- The need to demonstrate clear, short term, return on investment to senior management — and from their experience so far, they were unable to do so.

Differences between Higher and Further Education Sector

With only one university and one college taking part in the pilot it is difficult to attribute any differences to their status, rather than culture or other issues.

WIth the exception of Green Impact, which was tailored to take account of specific differences[1], both institutions appear to face very similar barriers and constraints to participating in the pilot and implementing change.

Branding

A number of different brands and identities were involved with the pilot. These include: the pilot itself (the Behaviour Change Management Programme), the EAUC, the UCCCfS, the Topic Support Network, Green Impact, and the brands of the delivery partners.

When talking with the institutional participants they referred to partners and their 'products' in various ways: including first name of the person involved, their organisation or their product (eg Green Impact).

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[1] A review of the different workbooks developed for the pilot institutions is beyond the scope of this project.

The pilot was clearly identified with EAUC, and the UCCCfS was mentioned occasionally as a commitment to justify engagement with the issues.

Links with UCCCfS

In both theory and practice the programme has clear links with UCCCfS with climate change and wider sustainability issues fitting well together.

However, perhaps due to the limited time so far, the programme has mainly addressed the operational aspects of climate change and environmental impacts, rather than teaching and research.

Reflections

In this section I set out some reflections on the programme, drawing on comments from interviewees and my own experience.

Some inherent conflicts

While focussing on influencing the individual behaviour of staff and students, EAUC's Behaviour Change Management Programme is also an institutional change process.

While all higher and further education institutions will have much in common, there will be considerable differences between them. Any successful programme of institutional change must take account of the history, culture, values, strategy etc of the organisation.

In addition, if senior management are to invest in a programme it must clearly demonstrate how it meets their institution's specific needs.

In relation to behaviour change specifically, Prof Steve Reicher, in his presentation to the Topic Support Network, made these points [2]:

• Promote sustainable behaviour through the *creation of a shared identity* between influencer and influenced;

• Proposals should reflect this *group identity*, make the *group distinctive* and be a source of *group pride;*

• "Who we *are*" is as important as "what we do".

The approach of BCMP, as originally envisaged, was to offer a comprehensive package of support and each of these support activities follows a set approach, although they can each be tailored to some extent.

This approach does not fit well with either meeting the specific needs of the institution and recognising its particular situation, nor with the approach needed to promote sustainable behaviour recommended by Reicher.

A shared approach to promoting change

While there has been some degree of communication and coordination between the partners, it is clear that the approaches to promoting change[3] implicit in each of the partners' contributions are different.

Given that this is a rapidly developing field and no clear consensus is emerging in either the academic or policy areas, this is not surprising. Indeed, experimenting with different approaches may well be sensible, and different approaches may be appropriate in different contexts.

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[2] Adapted from the Promoting Positive Behaviour Topic Support Network GOALS and OUTLINE agreed at the first meeting on 1 Nov 2010. My emphasis.

[3] Or as Reicher would suggest, promoting *sustainable behaviour*

However, if a coordinated programme of some sort is to be offered, it is important that there is a shared understanding among the partners of the approach or approaches being used.

Lessons from Transition Edinburgh University

Transition Edinburgh University[4] is a community project helping students and staff reduce their impact on the environment. They have had considerable success in engaging both staff and students in projects. Their experience, based on careful monitoring, is that by far the most effective way of doing this is by meeting face to face — the impact of posters and flyers is limited[5]. Further details will be available from TEU.

This experience could inform any future development of the BCMP.

A role for Universities that Count

Universities that Count is being developed by EAUC as a performance improvement tool. For some institutions it could usefully complement elements of the BCMP.

UTC also has the potential to be used as a diagnostic tool by institutions to identify priorities for action.

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[4] http://www.transitionedinburghuni.org.uk/

[5] Personal communication 2010

Conclusions

The pilot has delivered benefits

The design and content of the pilot had a number of strengths, that were recognised and valued by the participants. Participating institutions, and their staff, have gained from the programme.

Time constraints prevented the potential of the pilot from being fully realised

The Behaviour Change Management Programme was envisioned as an integrated programme with a number of complementary and mutually supportive activities. Due largely to time constraints, this was not the experience of the pilot institutions.

Firstly, the short timescale meant that the pilot institutions were engaging with a number of different individuals and activities, and the timing and sequencing hindered them from achieving maximum benefit.

Secondly, the partners had insufficient time to develop their offerings to maximise integration and complementarity. It is worth noting however, that this difficulty was anticipated to some extent and that the project partner Sustainability Insight was to have drawn on the experience of the partners and participants to produce relevant guidance.

Lack of staff time for implementation was major barrier

The various activities all offered useful information, insight and/or resource. However, the pilot institutions found it difficult to act on many of the recommendations and opportunities provided by pilot due to limited staff time. Greater lead time would allow the activities and the associated work load to be integrated into institutions' normal work planning cycles. This would alleviate the problem to some extent.

The pilot did not respond to the strategic priorities of the institutions

All the activities in the programme had strengths. However, the value of each of them to the pilot institutions was constrained, not only by the time and resource limitations noted above, but also by lack of engagement with the strategic priorities of the institutions.

The main exception to this was the leadership training of ESD Consulting, which explicitly aimed to demonstrate how addressing climate change and sustainability could contribute to the institutions' strategic priorities.

The activities have provided some value, but building a case for expenditure is difficult

The pilot institutions have found most of the activities valuable to a greater or lesser extent. However, the extent to which that value can be demonstrated to senior management is limited. Building a case for institutions to pay for such activities in future will be difficult on the current evidence.

This is not surprising given: (a) the short term nature of the pilot and the fact that not all activities have fully started, let alone had time to deliver results; (b) the lack of linkage between activities and institutional priorities; and (c) the economic constraints facing the sector.

The pilot has provided valuable experience

With the benefit of hindsight the pilot was perhaps too ambitious in both scope and timing. Within these constraints however the pilot has provided valuable experience from which to learn in developing further work in this area.

Recommendations

Recognise the 'pilot' was in reality 'programme development'

The pilot was more of a programme development phase than a pilot of a properly worked through programme. Further work will be required to create services that fully meet stakeholders needs — and which complement each other effectively.

Develop an 'entry point' to the programme

Any future programme of support must respond more fully to the specific situation of each institution.

The entry point to the programme for any institution should be an initial, light touch, assessment of its current situation, opportunities for engagement and capacity to participate. This should be informed by ESD Consulting's work on this project. My recommendation is that this consists of:

- One to one interviews with selected key people within the institution, including:
  - senior management with responsibility for academic affairs and for operations
  - practitioners with responsibility for environment, human resources and community engagement
  - the student association officer and staff member with environmental remits.
- Desk review of the institution's strategic plan, environment strategy and related documents.
- A half day workshop with all interviewees to present the findings and develop an initial action plan.

My recommendations for the structure of this 'entry point' are tentative and will need discussion with others to test the concept. It may be that the detailed approach would be best developed in discussion with the lead practitioner and/or their senior manager.

Offer a menu of services

The 'entry point' action plan must be clearly focussed on delivering real value to the institution — not just acting as a mechanism for recruiting participants for the programme. In particular it must be recognised that:

- Institutions may have the capacity to make progress on this agenda without further external support;
- Institutions may need time to take action internally to be in a position to fully benefit from further external support — including taking time to incorporate activities into work plans.

The action plan should take account of the institution's capacity to fully engage with each activity — see, for example, Workware Sustain and Green Impact in the Results section above.

Participants should be able to choose services that meet their needs from the following:

- **Leadership development**, based on ESD Consulting's work on the pilot, tailored to the institution;
- **Universities that Count**, that is being redeveloped by EAUC;
- **WorkWare SUSTAIN** from AMA;
- **Green Impact** from NUSSL, including both the staff and the student focussed options;
- **Communicating Sustainability** from Delany & Hart.

Participants should also be able to participate in the **Promoting Positive Behaviours Topic Support Network**. Ideally, learning from participation in the TSN will inform the implementation and further development of the action plan.

To the extent that the tools meet their particular needs they could draw on the **UCCCfS Campaign Toolkit** developed by Action for Sustainability.

These services should also be available to institutions without participating in the 'entry point'.

This approach will also allow the programme of support to be tailored to meet the needs of both universities and colleges.

Ensure proper coordination

The issues of timing and coordination will largely be addressed by institutions either:

- Developing an action plan through the 'entry point', or
- Choosing services from the menu at times that suit them.

However, for institutions participating in the ongoing programme, rather than just using a service, the action plan should include not just the institution's plans, but also the process by which the roles of EAUC, the service provider and the institution will be coordinated.

Support institutions to participate in the 'entry point'

The services offered all have the potential to add value to an institution and to contribute to the achievement of its wider objectives. However that value is not necessarily obvious until senior staff have the opportunity to learn more about the areas addressed by the programme and to explore how they relate to their institution's strategic priorities.

For that reason, the focus of promotion and of any external funding, should be on encouraging institutions to participate in the 'entry point'.

Demonstrate the value of the programme

The re-developed programme must clearly communicate the value that it offers institutions. This will primarily come from how it supports them meet their strategic priorities. Meeting their 'climate commitment' is unlikely to be a strategic priority. However, the wider sustainability issues incorporated in the UCCCfS can be clearly linked to likely strategic priorities.

At the same time the fact that most Scottish institutions are signatories to UCCCfS, provides a useful angle through which to promote the programme to signatories.

Developing the name and the branding of the programme is beyond the scope of this report. However ,the general thrust should be along the lines of: *institutional success through environmental sustainability and social responsibility*.

Evaluate the programme's value to institutions

All subsequent evaluation of the programme and its impact should include the extent to which the programme has demonstrated value to participating institutions.

Improve understanding and integration of behaviour change

Behaviour change cannot be considered in isolation from other issues such as infrastructure changes, organisational structures, curriculum development etc. Indeed the BCMP recognised this implicitly, if not explicitly. At the same time, behaviour change is a complex and poorly understood subject which can addressed at many different levels, and relates not just to behaviour, but also values, attitudes, knowledge and capacity to act.

Given these difficulties, and the fact that each of the services have their own history, it is perhaps unrealistic for a programme such as this to embody a coherent theory of behaviour change that is fully integrated into each aspect of every service. However, the original plan to develop guidance on behaviour change should be fulfilled — and this should inform the ongoing development of the programme and its constituent services.

In this context I make the following recommendations for each of the services:

Green Impact
Consider how Green Impact can learn from Transition Edinburgh University's experience of engaging staff and students.

Leadership Training
Ensure behaviour change is seen in the wider context of values and motivation — and infrastructure and systems that allow people to act effectively.

WorkWare Sustain
Consider how the attitudes and behaviour question set relate to the understanding of behaviour change developing in the Topic Support Network.

Communicating Sustainability
Consider how the approaches adopted relate to the understanding of behaviour change developing in the Topic Support Network.

Promoting Sustainable Behaviours Topic Support Network
Consider meeting more regularly to review the different approaches to behaviour change across the programme, to explore whether a common approach could be implemented across all the activities.

UCCCfS Campaign Toolkit
While the existing toolkit provides a starting point for institutions with no material, further work is required if it is to properly support the proposed programme.

Collaboration between neighbouring institutions should be encouraged
Collaboration and communication between the two pilot institutions has been beneficial. Such collaboration also has the potential to help the programme achieve economies of scale. Collaboration between neighbouring institutions should be encouraged.

Annex 1: Material Reviewed

Material reviewed included:

Funding application

Partners briefing

Project plan

UCCCfS Toolkit

Communicating Sustainability: flyer, workbook, annex

Topic Support Network: Goals; Minutes and Stephen Reicher's presentation

AMA Questionnaires and Reports

Annex 2: Interviewees

Institutions

Stacey Devine, Vice President, Reid Kerr College Students Union

Sharon Doncaster, Facilities Manager, Reid Kerr College

Judith Paxton, Human Resources Director, Reid Kerr College

Claire Roxburghe, Energy & Environment Manager, University of West of Scotland

Andrew Taylor, Activities & Campaigns Coordinator, University of West of Scotland Students Union

Partners

Charlotte Bonner, Green Impact Project Manager, NUS Services Ltd,

Jimmy Brannigan, ESD Consulting Ltd

Celia Delaney, Director, Delaney & Hart Ltd

Sarah Hayward, Project Officer, EAUC

Sarah Lee, UCCCfS Programme Manager, EAUC

Kirsti Norris, Action for Sustainability

Stephen Smith, Associate, Delaney & Hart Ltd

Felicity Swaffer, AMA Alexei Marmot Associates