

Environmental Improvement Through Behaviour Change – An Introduction

A guide for Scottish SMEs



Zero Waste Scotland works with businesses, communities, individuals and local authorities to help them reduce waste, recycle more and use resources sustainably.

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Summary

Scotland's Zero Waste Plan and other legislation require organisations to improve their environmental performance. Therefore, Zero Waste Scotland has produced this guide to help environment managers; health, safety and environment managers; or members of other management teams to understand the benefits of managing behaviour change initiatives when engaging in business improvements.

Behaviour change is the process by which change is communicated and adopted by organisations and their staff. It is not just about communications, but a full range of interventions that work together to bring about permanent changes in behaviours.

The key to successfully implementing and sustaining environmental behaviour change is to develop a programme that enables, engages and encourages staff at all levels to support environmental initiatives over the long term.

This guide will provide you with:

- an understanding of why behaviour change is crucial to long-term resource efficiency;
- the ability to develop an integrated package of interventions that will change workplace behaviour;
- the know how to develop communications designed to motivate people; and
- the ability to create a behaviour change communication plan.

The guide introduces and explains a number of models and practical tools that can be used to maximise the success of your behavioural change, these include:

- the 4Es behaviour change strategy model;
- Force Field Analysis;
- SWOT analysis;
- stakeholder mapping; and
- communication campaign planning.

Throughout the guide, worked examples based on a fictitious organisation, ScotsBiz, are used to help explain some of the concepts and tools described.

It is recommended that you use this guide in conjunction with the 'On Course For Zero Waste' online training course, in particular Module 6 'Behaviour Change'. This free training, accredited by the Chartered Institution of Wastes Management, is available from the Zero Waste Scotland website.

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1 Introduction

Behaviour change is not just about communications, it encompasses a whole package of interventions which, when combined, drive and sustain new attitudes, behaviours and practices throughout the workplace.

Environmental improvement is an increasingly important factor for small and medium-sized enterprises/organisations (SMEs) in staying competitive. Increasing resource scarcity; rising raw material, transport and utility costs; and pressure from customers, legislation and society to reduce environmental damage are combining to force SMEs to improve their environmental performance.

Organisations can do a great deal to reduce their environmental impacts through changes to their infrastructure, equipment and processes, but an element of behaviour change is required in almost all improvements.

This guide explains the business benefits of actively managing your behaviour change initiatives and describes techniques for achieving this effectively and efficiently. It also gives practical step-by-step methods and tips for 'quick-wins' that will drive improvement, reduce risk and build confidence.

1.1 Who should use this guide?

This guide is aimed at anyone in an SME that manages staff, or influences those who do. It is particularly relevant to operations managers, environmental managers, HSE managers, or members of management teams engaged in business improvement.

1.2 What is included?

This guide provides you with practical advice and guidance about behaviour change management and the role that you can play in influencing your organisation's management and staff in a positive way about environmental improvement. It also recommends a cooperative approach, so that you and your colleagues can work together to reduce costs, be more efficient and reduce your collective environmental impact.

The guide is structured into four main sections that present a sequential approach for managing behaviour change campaigns. Chapter 2 explains how best to identify and

understand your stakeholders, Chapter 3 provides advice on how to plan your behaviour change campaign, Chapter 4 provides guidance on methods for communicating change and Chapter 5 explains how to embed a sustainability culture over the longer term.

1.3 What is behaviour change?

Behaviour change is not just about communications, it encompasses a whole package of interventions which, when combined, drive and sustain new attitudes, behaviours and practices throughout the workplace.

Behaviour change is, therefore, the process by which the human aspects of change are planned, communicated AND adopted by organisations and the individuals that they incorporate.

The key principles in implementing a behaviour change programme are:

- to involve and agree support from people within the organisation at all stages;
- to understand where you are/the organisation is before you begin;
- to understand where you want to be, when, why, and how you will measure your achievements;
- to plan development towards your targets in appropriate, achievable and measurable stages;
- to enable, engage and encourage full involvement from people, as early, openly and fully as possible; and
- to lead by example (exemplify).

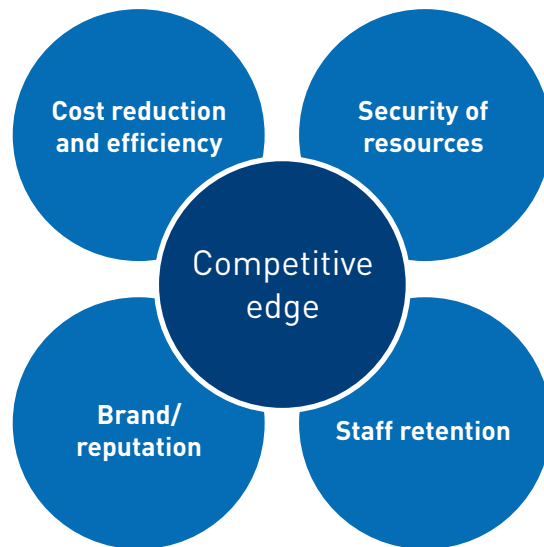
People's attitude towards change is, therefore, the key to successful change.

1.4 Why bother?

Improving efficiency, reducing your demand for materials and cutting wastes all reduce your costs and are good for business and the environment. Maximising these benefits requires you to manage a whole range of stakeholders, within the boundaries of your organisation and beyond.

The key to successfully implementing behaviour change and to sustaining those behaviours over time is to develop a programme which enables, engages, exemplifies and encourages staff at all levels to adopt and support workplace environmental initiatives over the long term.

Fig 1 The benefits of a well-managed environmental behaviour change programme



A well-managed behaviour change programme – resulting in a resource-efficient, more sustainable organisation – will result in a number of benefits, including:

- improved staff communication and involvement;
- better staff morale, motivation and retention rates ('I'm proud of where I work');
- improved workplace efficiencies;
- compliance with legislation;
- improved competitiveness;

- improved protection against increasing resource scarcity and rising costs;
- reduced operational costs (e.g. lower waste, energy and transport costs);
- improved profitability;
- enhanced business reputation; and
- attainment of corporate social responsibility (CSR) goals.

Together, the wide range of benefits will provide your organisation with a competitive edge – a crucial factor for any organisation.

Unfortunately, reluctance and resistance to change is normal. People's **attitude** towards change is, therefore, the key to successful change. There are many reasons why people don't like change, but most stem from fear. Typical reasons include:

- the fear of change itself, of not being good enough, failure, or simply the unknown;
- not being consulted;
- poor communication;
- changes to routines and workplace practices; moving people out of established behavioural 'comfort zones';
- a low level of trust ;
- a lack of understanding, or misunderstanding the need for change; and
- reluctance to change the status quo.

However, the risks of not implementing change successfully through addressing people's fears include:

- adherence to the letter but not the spirit (i.e. 'I'll do just what I'm told but not a thing more');
- supervisors and managers not leading by example, undermining the perceptions and performance of their staff;
- old habits persisting, affecting performance;
- old habits returning after a period of time;

- initial positive resource-efficient performance plateauing quickly and tailing off; and
- growing scepticism and cynicism – making it harder to reinvigorate or restart resource-efficiency programmes once initial momentum is lost.

1.5 Using this guide

It is recommended that you use this guide in conjunction with the 'On Course For Zero Waste' online training course, in particular Module 6 'Behaviour Change'. This free training, accredited by the Chartered Institution of Wastes Management is available from the Zero Waste Scotland website.

Later in this guide you will find a range of models and practical tools that can be used to maximise the success of your behaviour change campaign. Some models will be familiar, others will be new, and all will be carefully explained in this module. The models explained include:

- the 4Es behaviour change strategy model;
- Force Field Analysis;
- SWOT analysis;
- stakeholder mapping; and
- communication campaign planning.

To help explain some of the concepts and tools used within the guide, a fictitious organisation has been created as a basis for worked examples at key points. These worked examples will be highlighted by the organisation's 'logo'.



ScotsBiz manufactures 'useful things for the home' and employs 150 people at three sites in central Scotland.

It has one main manufacturing site which also houses the head office and acts as the organisation's administrative hub. This site also has a (small) staff canteen. Cleaning is subcontracted to a local organisation.

There are two retail outlets selling to the public and trade. Cleaning at one outlet is subcontracted to the same local organisation as the head office and there is a separate maintenance sub-contractor. The other outlet is on a retail park run by a commercial property organisation that undertakes all facilities management.

2 Understanding your stakeholders

You need to gain commitment for your programme early on in the process and the best way to do that is initially through obtaining support from your senior management and/or board.

A stakeholder is essentially a person with an interest or concern in something; in this context, some form of environmental improvement within your organisation. When considering your organisation, immediate stakeholders will be your staff members and various levels of management, sub-divided into different, but overlapping, stakeholder groups. Each should be considered when you are planning your behaviour change programme.

2.1 Getting started

Behaviour change is not 'rocket science' and all managers will have implemented some form of behaviour change initiative in the past, whether knowingly or otherwise. However, basing what you do on repeating previous experience is risky, as this may not be the most effective or efficient way of achieving your aims.

To maximise the efficiency and likelihood of successful behaviour change, it is worth keeping in mind a series of guiding principles that have, over time, proved their worth:

- gain senior management and/or board-level support;
- identify your key stakeholders and target audiences;
- develop your stakeholder engagement strategy;

- engage with staff at all levels, as early on in the process as possible, to involve them in building the programme and create a sense of joint ownership; and
- use all available communication routes to influence people in the workplace.

You need to gain commitment for your programme early on in the process and the best way to do that is initially through obtaining support from your senior management and/or board. This will be critical to ensure that a clear message is communicated to all staff members about the importance of resource efficiency.

Once you've got senior management support for the programme, you can start to consider the wider workforce and how you can begin to influence them. To do this, you firstly need to identify them and find out more about what they do in the workplace and how they perform their duties. This isn't examining their performance at work, it's looking at how and where they physically perform their tasks (main office, canteen, shop floor, etc). Understanding what they do at work will help you later to understand how they can easily implement behaviour change into their everyday activities. Once you've collected this information you can begin to develop a stakeholder engagement strategy.

Fig 2 shows the sequence of activities to follow when developing your stakeholder engagement strategy.

Fig 2 The sequence of activities – developing your stakeholder engagement strategy



2.2 Stakeholder mapping

The first stage in the process is to identify your key stakeholders. These will be people in senior management or on the board of your organisation and they are likely to set policy, budgets and govern communications within your organisation. This process of identification is called **stakeholder mapping**.

Your organisation will have many different stakeholder groups. Each should be identified and considered when you are planning your behaviour change programme (see Fig 3 for examples).

Fig 3 Examples of stakeholder groups within your organisation



Some of the maintenance, cleaning and catering staff working on your site(s) may be outside contractors, but these groups should still be included in your plans.

Customers and suppliers are also important stakeholders. Guidance on how best to engage with them is covered in another Zero Waste Scotland guide, *Supply Chain Management and Sustainable Procurement*.



In planning its resource efficiency campaign, ScotsBiz used a systematic approach to consider every area of its organisation and the types of employee that worked in those areas. The stakeholder audiences identified in the organisation are shown in Fig 4.



Fig 4 ScotsBiz – stakeholder audiences identified

HQ – administration:

- finance;
- sales and marketing;
- product development/research;
- senior management; and
- cleaning contractors.

HQ – manufacturing:

- assembly line 1;
- assembly line 2;
- stores and warehousing;
- maintenance; and
- supervisors and managers.

Retail 1:

- shop staff;
- shop supervisors;
- cleaning contractors; and
- maintenance contractors.

Retail 2:

- shop staff;
- shop supervisors/management; and
- property/facilities manager.

The objective of your stakeholder engagement strategy and subsequent behaviour change programme is to move everyone into the champions segment by identifying, addressing and overcoming their barriers to change.

Think about your organisation and start with a simple map, such as that shown in Fig 4. Once you have an overview, you can add to the information within your map as you develop your strategy.

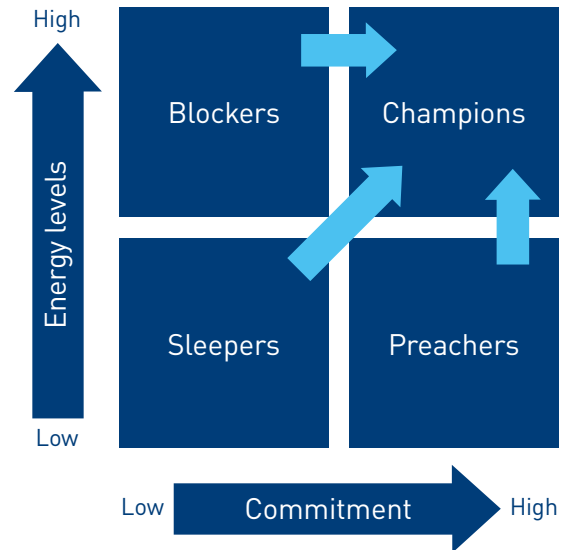
2.3 Categorising stakeholders

Once your stakeholders are mapped, key individuals across the organisation (those in various managerial or supervisory positions) should be researched to determine their attitude to the change you are seeking. A useful approach is to consider categorising your key stakeholders into the groupings described below:

- **Blockers** – need watching as their high energy makes them likely to communicate widely and act vigorously. Their low commitment affects what they say and do, making them a likely obstacle to progress;
- **Champions** – we never seem to have enough of these. The same high energy as ‘blockers’ but committed to the change. Look after these stakeholders;
- **Preachers** – are committed to the change and may also talk a lot, but their low energy means they are unlikely to take much action; and
- **Sleepers** – the hint is in the name. They are not really committed to the change and don’t have the energy to do anything about it. Unless they are critical to success, you don’t need to exert too much time or effort in looking after them.

The objective of your stakeholder engagement strategy and subsequent behaviour change programme is to move everyone into the champions segment by identifying, addressing and overcoming their barriers to change.

Fig 5 Categorising stakeholders



ScotsBiz assessed the staff in the finance, sales and marketing teams who are based at the head office.

Table 1 ScotsBiz – categorising stakeholders

Sleepers	Blockers	Preachers	Champions
Elsie (Cleaner).	Joe (Finance Manager) and Sean (Sales and Marketing Team).	Phil, Claire and Des (Finance Team), Geoff (Sales and Marketing Director) and Jean (Sales and Marketing Team).	Bob (Handyman), Lauren (Sales and Marketing Manager) and Lawrence (CEO).
Needs to be positively briefed on the changes and possible impact on her role.	Need regular information on the financial and sales/marketing benefits.	Need support and encouragement to take action in easy stages.	Can spearhead the campaign and set an example to the others. Maybe recruit into green team?

Using the stakeholder map you have developed, you can begin to categorise staff members into one of the four groups. This is not an exact science, so think about their 'best fit'. You can update your map at any time as you learn more about your stakeholders.

2.4 Developing your staff engagement strategy

Once your key stakeholders are 'on board' with the programme, you should develop your staff engagement strategy. Ideally, this should be conducted in two stages:

1. activities designed to engage staff with the **development** of the behaviour change programme; and
2. subsequent activities delivered as part of the behaviour change programme itself.

The initial engagement activities should consist of workshops designed to involve staff in developing the behaviour change programme. You should ensure that there is a mechanism in place to incorporate staff input and for showing staff how their contributions have influenced the subsequent programme.

This early engagement will help to gain buy-in, support and a sense of ownership from people across the organisation and improve the chances of your programme succeeding.

One of the most common ways of engaging staff at an early stage is via an engagement workshop.

Staff engagement workshops should aim to:

- provide a useful sounding board for initial programme ideas;
- generate further ideas about potential activities;
- identify potential issues, barriers, opportunities and solutions across the organisation;
- identify information/training needs;
- identify appropriate communication channels and key messages; and
- obtain staff input into programme targets, potential rewards/incentives and feedback mechanisms.

The 4Es model defines an approach that focuses on the need to enable, encourage and engage people to help them towards sustainability, and recognises the need for those delivering the change to lead by example – exemplify.



Potential tools to use during the workshop include:

- **the 4Es strategy model** – use this to facilitate discussion and brainstorm about different activities to enable, engage, encourage and exemplify;
- **Force Field Analysis** – can be used to identify key workplace drivers and barriers (this model is discussed later in the guide); and
- **SWOT analysis** – a useful technique for identifying the strengths, weaknesses, opportunities and threats (SWOT) of different activities (this model is discussed later in the guide).

2.5 The 4Es behaviour change strategic approach

The 4Es model defines an approach that focuses on the need to **enable, encourage and engage** people to help them towards sustainability, and recognises the need for those delivering the change to lead by example – **exemplify**.

It can be used to guide discussion or brainstorm ideas for activities by looking at each 'E' in turn:

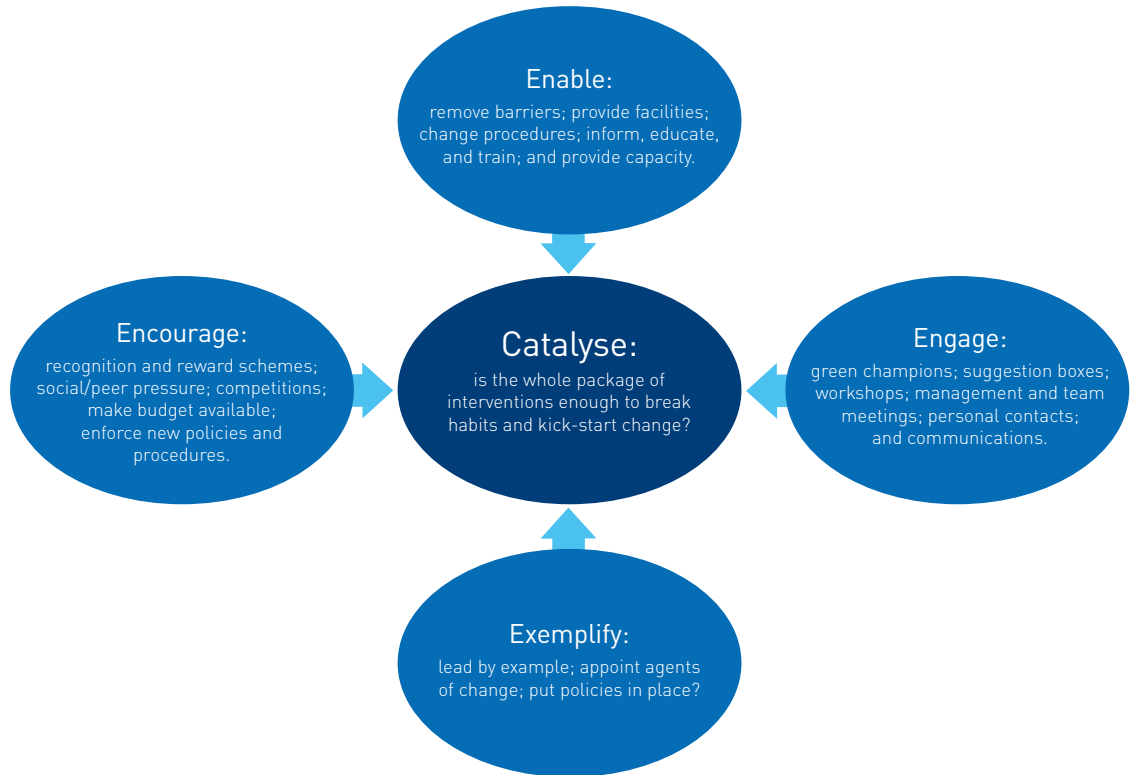
- how to **enable** staff, helping them to undertake specific actions;
- how to **engage** staff in the programme;
- how to **encourage** staff to act; and
- how the organisation and key figures within it can lead by example (**exemplify**).

Individual groups could focus on different workplaces (e.g. shop floor, offices, canteens) and then consider the organisation as a whole.

All these elements (to **enable, encourage, engage and exemplify**) are necessary for change to take place, the aim being for the **combined package to catalyse people into action** and for the new behaviour to become the norm (a new habit) over time – at which point further possibilities for progress may be opened up.

To help people to make easy choices it's important to have a readily accessible and suitable infrastructure in place.

Fig 6 The 4Es strategy model



The framework is designed so that you can consider all the ingredients required for success. Your approach should build in as many elements as possible into each of the 4Es and should evolve as attitudes and behaviours change over time.

Catalyse: Breaking the habits – what will really make things change? Unsustainable behaviour may be deeply entrenched within an organisation and require powerful catalysts to change habits to more sustainable behaviours, such as recycling, waste prevention and energy saving. This means that you need to look at how your resource efficiency strategies come together as a package and how they are used to trigger change and break habits.

Enable: Making it easier – the starting point. For example, there is no point asking people to recycle if they don't know how to, or don't have the facilities – imagine trying to recycle at home if you didn't have a recycling box or bin. People also need help to make the right choices. This can be achieved by providing

them with education, skills and good-quality information. To help people to make easy choices it's important to have a readily accessible and suitable infrastructure in place.

Encourage: Give the right signals. This is about selecting the most effective techniques to encourage and, where necessary, enforce behaviour change – the right balance of 'carrot' and 'stick'.

Engage: Get people involved. People need to take personal responsibility for what they do. This can work best if your target audience is involved early on in developing actions jointly – an approach known as 'co-production'. Ask your colleagues to get involved! Face-to-face interaction works best when supported by a range of communications.

Exemplify: Do the right thing. The organisation itself and those in positions of authority and leadership must lead by example, so ensure that policies are in place and enacted. There's no room for a 'do as I say but not as I do' culture.

Your programme should incorporate initiatives across all the 4Es, for example:

- introducing initiatives, activities and workplace procedures so staff adopt the desired resource efficient behaviours **(enable)**;
- providing information and/or training about resource efficiency **(enable)**;
- communicating with staff in various ways to engage them with the issues and solutions **(engage)**;
- putting policies in place and ensuring that they are followed **(exemplify)**;
- getting key staff to lead by example **(exemplify)**;
- developing incentive and reward processes to recognise success and good performance **(encourage)**; and
- enforcing new workplace policies and practices **(encourage)**.



At ScotsBiz, a group from the two assembly lines attended a workshop to develop a 4Es strategy for their workplace. As shown in Table 2, the ideas they came up with were very focused on the area that they know best within the organisation – the assembly line. Involving them in the discussion has provided practical examples that could be delivered as part of the engagement programme.

Table 2 ScotsBiz – 4Es strategy

Enable	Engage	Exemplify	Encourage
<ul style="list-style-type: none"> • Recycling scheme with convenient recycling points at/ near workstations. • Change manufacturing procedure slightly to reduce wastage and breakages. • Fit timers/standby switches to machinery. • Fit motion sensors to lights in storeroom. • Training in resource efficiency. 	<ul style="list-style-type: none"> • Workplace recycling posters. • Resource efficiency briefing at weekly shift briefing. • Suggestions box and competition for good ideas. • Campaign notice board. • Reminder stickers on equipment and light switches, etc. • Green team to be set up. • Display in canteen. 	<ul style="list-style-type: none"> • Shift supervisors and factory manager to encourage resource efficiency. • New 'zero-waste' policy developed. • Green team to set an example and help other staff. 	<ul style="list-style-type: none"> • Targets given to the two assembly lines to reduce resource consumption linked to a competition. • Job descriptions of key staff changed to include resource efficiency. • New resource efficient workplace procedures to be enforced and monitored. • Implement plan for equipment upgrades and other improvements.



2.6 Force Field Analysis

Force Field Analysis, developed by Kurt Lewin, is a powerful tool used to understand what is required for change to succeed. This model proposes that an issue is held in balance by the interaction of two opposing sets of forces – those seeking to promote change (driving forces) and those attempting to maintain the status quo (restraining forces). This is summarised in Fig 7.

During a workshop, use this approach to list the driving and restraining forces for your organisation and identify ways of overcoming the barriers.



At ScotsBiz, a group of staff from the retail outlets took part in a workshop and conducted a Force Field Analysis looking at recycling (see Table 3).

Fig 7 Force Field Analysis model

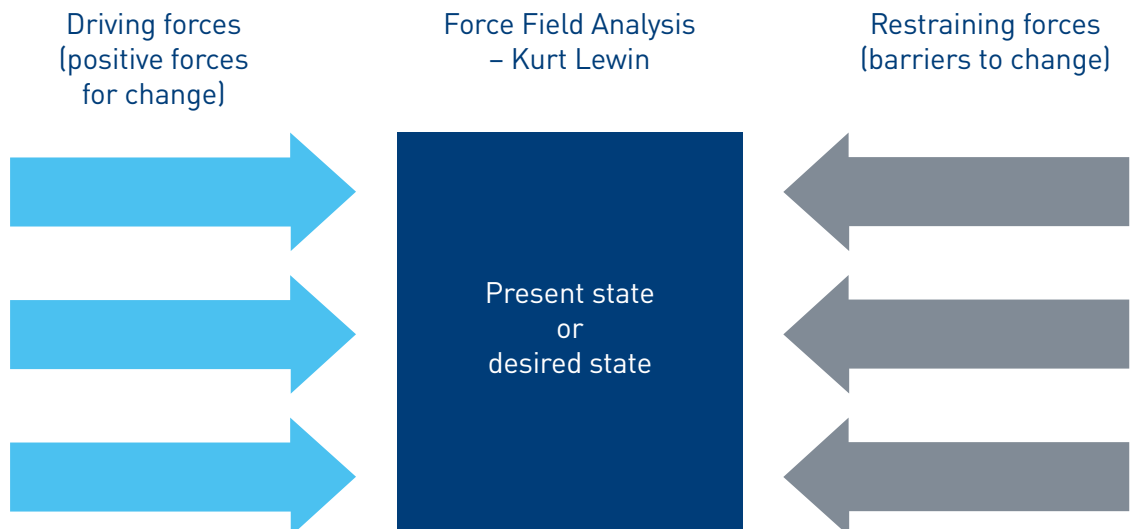


Table 3 ScotsBiz – Force Field Analysis – recycling

Driving force	Proposed change	Restraining force
<ul style="list-style-type: none"> • Waste costs money. • Need to reduce costs to maintain competitiveness. • Customers like environmentally friendly organisations. 	<ul style="list-style-type: none"> • Recycle more. • Reduce waste. • Identify local recycling contractors. • Find out what can be recycled and how. • Find out financial implications (costs/income). • Meet facilities management company and other tenants to discuss recycling. 	<ul style="list-style-type: none"> • Apathy. • Lack of knowledge about recycling. • Don't have a recycling contractor. • Facilities at one site not in our control (run by facilities management company). • Cost of bins.

2.7 SWOT analysis

SWOT Analysis is a useful tool which can be used strategically to review your whole programme or to assess specific ideas and initiatives. Participants are invited to develop lists for each quadrant of the diagram (see Fig 8).



The retail group from ScotsBiz performed a SWOT analysis for its recycling scheme as shown in Fig 9.

Fig 8 SWOT analysis diagram

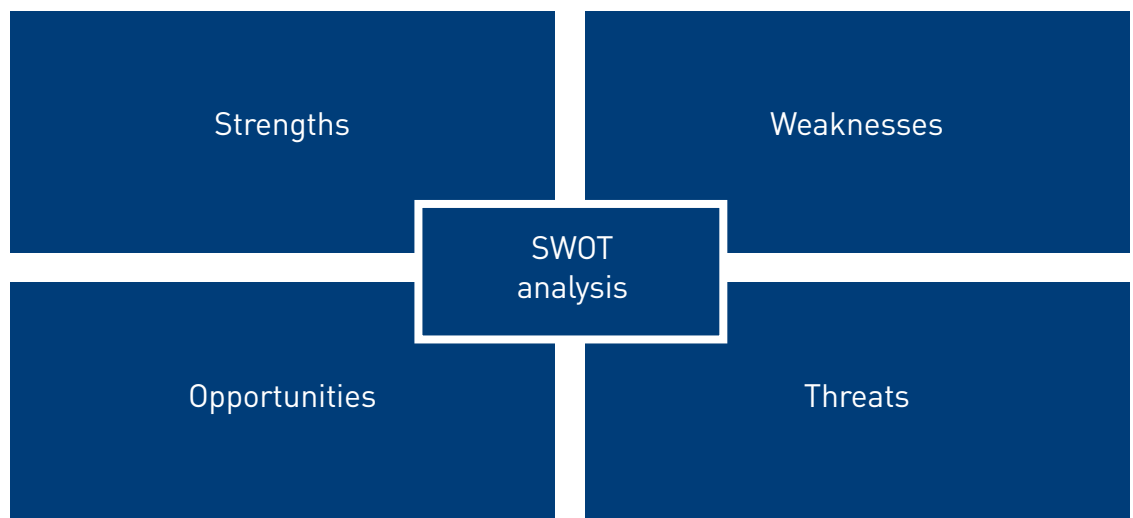
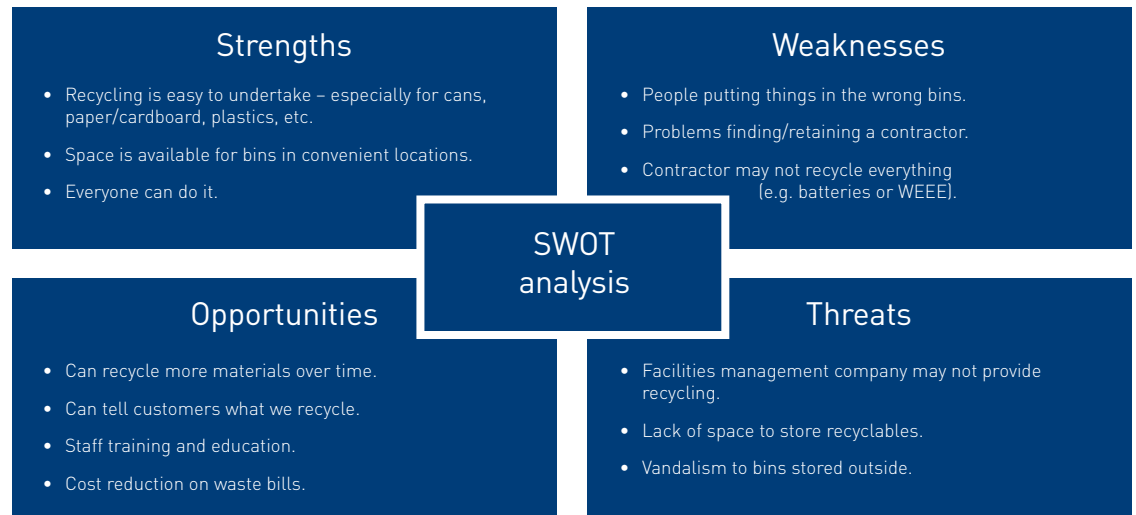


Fig 9 ScotsBiz – SWOT analysis – retail group



The next stage in the process is about developing the change programme. You'll be able to start applying the theory learnt in the first stage and pick up some top tips from the case study examples on how you can develop a change programme for your organisation.

- Stakeholder mapping
- Force Field Analysis
- SWOT analysis
- 4Es strategy

Afterwards, use this information to refine your initial ideas. Outline your revised ideas to senior staff to obtain a 'reality check' – is this what they were expecting? Can it be resourced and financed? Remember to put this information in the context of the drivers and benefits to your organisation.

3 Planning your campaign

Developing a behaviour change campaign can be daunting but, it does not have to be.

It is time to develop your communications campaign. This should be designed to support the wider programme of environmental improvement within your organisation, of which behaviour change is a component. Its purpose is to:

- raise awareness of the programme;
- provide information on why change is important;
- give instructions and a clear call to action; and
- communicate relevant messages to all staff in different parts of the organisation.

Developing a behaviour change campaign can be daunting but it does not have to be. The next section will take you through the eight steps to developing your campaign. These steps are shown in Fig 10:

Fig 10 Eight steps to developing a behaviour change campaign



3.1 Steps 1 and 2 – Background and situational analysis

Gather all the information that is relevant to your campaign, such as:

- background facts and figures;
- other supporting information (e.g. baseline performance data);
- any available research into staff awareness and attitudes; and
- information about, and lessons learnt from, any previous resource efficiency and behaviour change initiatives or campaigns.

Next, review and set out your current position and what you want to achieve. In doing this identify:

- where you are now;
- where you need to be;
- why you need to be there (drivers);
- when you need to get there;
- what the challenges are; and
- what you will do to overcome these.

You need to explain the key drivers for the organisation and the main challenges, and outline your plan of action. This should briefly describe the main reasons for the campaign to anyone who needs to be informed about it (e.g. senior managers).

3.2 Step 3 – Establishing your aims and objectives

The next step (and one of the most difficult) is to set your campaign aims and objectives.

An **aim** is a broad statement of what you want to achieve. Generally, you should just have one aim (e.g. 'Our aim is to improve our resource efficiency to meet and exceed legislative targets').

Aims are meant to be inspirational, but they should also be grounded in reality.

An **objective** is a specific statement of what you want to achieve. The terms must be defined and understood so there is no ambiguity. You can have several targets to help you measure progress towards meeting your objectives, for example:

- to reduce waste by 10% per year for 5 years;
- to reduce energy consumption by 20% by 2012; and
- to increase recycling by 50% by 2012.

Your objectives should be SMART:

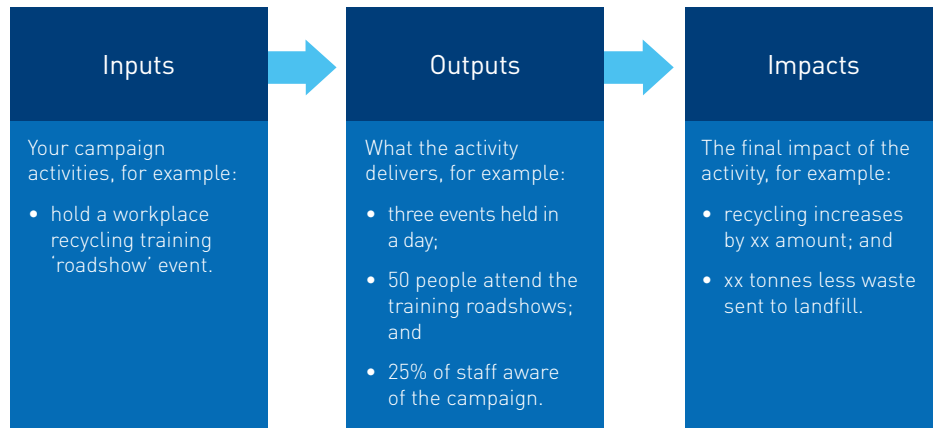
- **S**pecific – don't be vague, clarify the terms;
- **M**easurable – think how to measure success before you start;
- **A**chievable – don't set objectives you can't hope to meet;
- **R**elevant – make sure your objectives will help you to meet your aim; and
- **T**ime-bounded – set a time by which you will achieve your objectives.

As well as being SMART, there are different types of objective and you should use them wisely to direct, manage, monitor and evaluate your campaign activities. These include **INPUT, OUTCOME** and **IMPACT** objectives. Try and make them as specific to the activities as possible.

Some of your outcomes may be new behaviours (e.g. recycling paper or switching off lights) which can be measured by staff surveys. Your impact objectives should always link back to your overall campaign objectives (e.g. the amount of recycling carried out, the reduction in waste generated, and reductions in energy and water consumed).

There is no point in setting targets that you can't measure.

Fig 11 Examples of input, outcome and impact objectives



When you set your aims and objectives, you must be certain that you can monitor progress towards them – there is no point in setting targets that you can't measure. Sometimes it can be challenging to work out what you can measure, how, and whether the data can be collected easily.

Your objectives should always link back to the wider aims of your overall resource efficiency and behaviour change programme – the communications campaign is only a means to an end, not an end in itself.



After engaging with stakeholders, the management board of ScotsBiz has agreed its environmental improvement aims and objectives. A behaviour change campaign will be required to help to deliver these.

Aim: To become a zero-waste organisation.

Objectives:

- to eliminate waste to landfill;
- to increase resource efficiency for energy, fuel and water; and
- to reduce raw material waste to zero.

Targets:

- to reduce waste sent to landfill to zero by 2015;
- to reduce energy consumption by 10% per year;
- to reduce water consumption by 5% per year;
- to reduce fuel use (for transport) by 10% per year; and
- to reduce overall carbon emissions by 20% by 2015.

Campaign targets:

- all employees to be made aware of the campaign and the need for resource efficiency within 6 months;
- 90% of employees to adopt five or more resource efficient behaviours into their routines within 12 months; and
- new resource-efficient workplace procedures to be adopted fully across the organisation within 18 months.

Your messages should be clear and simple and direct people to a straightforward action which helps you to achieve your campaign aims and or objectives.

3.3 Step 4 – Defining your target audience

You need to identify the different target audiences for your communications because they may require different communication channels and messages. List all your target audiences, for example:

<ul style="list-style-type: none"> • Senior management team and the board • Managers and team leaders/supervisors • Factory staff • Office staff • Catering staff 	<ul style="list-style-type: none"> • Maintenance and cleaning staff • Contractors and suppliers • Customers and the public • Shareholders
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You also need to consider staff working at different sites or in different buildings on the same site. Different departments (on the same site and sometimes in the same building) need to be taken into account, as well as the head office and dispersed locations.

3.4 Step 5 – Branding and key messages

Next, you need to concentrate on the branding for your campaign (the 'look and feel'). Good brands build recognition and credibility. Factors to consider include:

- will it adhere to corporate branding guidelines or be distinct?
- do you want it to be green/environmental or business-like? and
- has it got a logo?

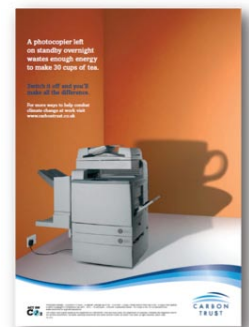
Your visual identity (the brand) should be positive and used consistently. Once these decisions are made, you can begin to work on the key messages and the campaign materials. Your key campaign messages should link back to your campaign aims and objectives and must:

- focus on the positive and the benefits to the organisation and its employees;

- use simple language;
- be action based;
- be locally relevant and tailored to the audience (e.g. different sites, workspaces, types of employee); and
- consider the location or the communication channel used to display or convey them.

A good example of the excellent use of branding can be found in the Carbon Trust's range of energy efficiency posters and materials. Its branding (see below) is clear and simple, and the design is replicated for a number of different messages about energy use, such as:

- office lights left on overnight use enough energy in a year to heat a home for almost 5 months;
- a photocopier left on standby overnight wastes enough energy to make 30 cups of tea; and
- switch it off and you'll make all the difference.



Your messages should be clear and simple and direct people to a straightforward action which helps you to achieve your campaign aims and or objectives. Messages can be made very specific to particular actions in different workplaces. For example, the posters shown above, which focus on switching off lighting and turning off the photocopier at night, would be appropriate for staff working in an office environment.

The aim is to ensure that your message reaches all of your target audiences via a number of different channels.

3.5 Step 6 – Communication channels and activities

When you have identified your key target audiences you can think about appropriate communication channels and activities to reach them. Devise a matrix with your target audiences and communications channels/activities and map which activities reach which staff. Make sure you consider departmental structures and site/building layouts, as well as the staff themselves. The aim is to ensure that your message reaches all of your target audiences via a number of different channels (see Table 4).

Some other points to consider when planning your campaign activities include:

- think about the structure of different teams and departments – can formal systems be used to communicate campaign information? (e.g. regular team briefings);
- consider the layout of sites and buildings – are there places in which people congregate or pass through? (e.g. staff rest areas or entrance halls). Messages placed here would be seen by many people; and
- are there times of the day when people are less busy? Could events/displays/training be held at those times?

It is good practice to develop SMART objectives for each activity to evaluate its effectiveness. Remember to ensure that you know how you will measure your objectives before setting them. Also, make sure that you have well-defined tasks for each stage – for planning, development and delivery.

3.6 Step 7 – Budget and timetable

Once you know which activities you want to use in your campaign, you need to take a detailed look at the resourcing, budget and timetable. Ask yourself:

- how much will it cost? and
- how much do you have?

First, confirm your budget, then cost all of your activities. If you can pay for them all – great! If not, you will have to prioritise the most important. To prioritise your campaign activities you need to assess which activities have the:

- biggest impact (reach most staff and likely to have the best response)
- vs**
- lower impact activities (reach fewer people and have lower response).

Consider how easy activities are to organise and their costs – big impact activities are likely to cost more/take more time to organise.

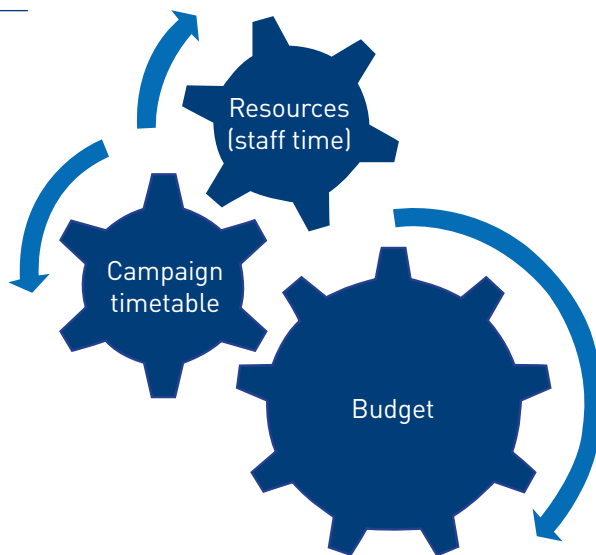
Table 4 Target audiences and communications channels matrix

Communication channel	Target audience				
	Office staff	Catering staff	Management	Shift workers	Maintenance and cleaners
Posters	×	×	×	×	×
Training sessions	×		×		
Intranet/e-mail	×	×	×		
Team briefings	×	×	×	×	×
Green team	×	×	×	×	×

Having good campaign targets and effective means of monitoring and evaluating them is the only way you know whether your campaign is succeeding.

You should aim for a balance between the competing elements, striving to deliver the biggest impact within your available resources at the same time as being confident that the activities you select will achieve your objectives. In some instances you may need to revise your objectives or make a strong case for additional resources/budget.

Fig 12 Budget and timetable diagram



You also need to consider your available resources: do you have enough staff time available to deliver all your planned campaign activities? Resourcing is one area where a green team or environmental champions can make a difference, as they can help to deliver campaign activities in their workplaces.

Plan your campaign to be delivered over a period of time. There are three main reasons for this:

- you probably don't have the available resources to do everything in one go. Also, you need to schedule activities to allow for staff holidays and so that individuals are not overburdened;
- new behaviours need a period of time to embed themselves into people's subconscious routines ('the way we do things around here') and, during that time, they need constant (or periodic) reinforcement; and

- after the campaign launch, activities should be spread out to maintain the awareness and motivation of staff over time otherwise they will forget about it.

Prepare a timetable covering your planning and preparation period, the launch and campaign delivery period and also your pre- and post-campaign monitoring, evaluation and reporting. Next, schedule your campaign activities to ensure that they are timely, do not clash and that they reach people at different times by different methods.

Break down each activity into a series of tasks, then assign each task to someone (you won't be able to do everything yourself). Finally, insert key milestones and deadlines for different activities and the campaign itself.

3.7 Step 8 – Monitoring and evaluation

Having good campaign targets and effective means of monitoring and evaluating them is the only way you know whether your campaign is succeeding. When you are setting your objectives, consider:

- how they will be monitored;
- how they will be evaluated;?
- how often will monitoring will take place;
- who will do it; and
- how long it will take.

One of the key benefits of good monitoring is to provide feedback as the campaign progresses. This can provide motivation to continue. As lessons are learnt during the campaign, it is important to record them and feed them into the development of future activities. Your behaviour change programme needs a thorough monitoring regime to measure progress and, crucially, to record success. You should:

- measure and set a baseline (pre campaign);
- monitor activities and impacts (during campaign); and
- assess the results of the campaign (post campaign).

Fig 13 Behaviour change programme – monitoring regime



Establish, what you can measure, how accurately, and how often. Ensure that when you set targets, progress towards these targets can be measured. This may seem quite straightforward, but working out how to get accurate waste, recycling and other resource consumption (energy, water, fuel, etc) data can be surprisingly complicated (and frustrating!).

Your data can then be fed into campaign target setting. As well as resource consumption, you may want to monitor levels of staff awareness, their attitudes to the issues, their response to the campaign and their stated behaviours. This can be done using pre- and post-campaign staff surveys. Remember, actual behaviours may be different to stated behaviours! Actual behaviour will be measured through the organisation's resource consumption, recycling, waste arisings, etc.

The purpose of a staff survey is to assess the level of awareness of the issues, staff attitudes towards the issues and stated behaviours. Surveys should be carried out before and after your campaign to assess the response of staff to the campaign. Questionnaires can be as short or as long as you like, but something that doesn't take more than five minutes to complete is the most effective.

The following are some examples of typical questions:

- personal details (e.g. where do you work within the organisation?);
- do you think saving energy, etc is important?
- do you think that the organisation takes the issues seriously?
- what do you think the organisation should do?
- which of the following actions do you regularly undertake in your working life? (add list);
- which of the following measures would you support if they were introduced? (add list);
- are you aware of any initiatives to encourage resource efficiency? and
- were there any activities/messages that were particular effective in changing your attitudes/behaviour?

3.8 Campaign performance management

Your overall campaign monitoring programme needs to start by establishing a baseline **before you start your campaign**. This process is outlined in Table 5.

Table 5 Campaign monitoring programme – process of establishing a baseline

Pre-campaign	Campaign period	Post-campaign
<p>1–3 months prior to launch:</p> <ul style="list-style-type: none"> • measure baseline resource consumption information; and • carry out staff attitudinal and behaviours survey. 	<p>Throughout campaign (12–18 months):</p> <ul style="list-style-type: none"> • continue to measure resource consumption as regularly and frequently as possible (weekly/monthly); and • monitor each activity against its aims/objectives. 	<p>1–2 months after campaign finishes:</p> <ul style="list-style-type: none"> • measure final resource consumption information. • carry out staff attitudinal and behaviours survey; and • complete analysis of each activity against its aims/objectives.

Table 6 details a range of typical performance measures for campaigns and when to monitor them.

Table 6 Example of typical performance measures and monitoring periods

Pre-campaign baseline monitoring – establish current performance levels to measure progress	Campaign monitoring – measure inputs and outcomes of activities	Post-campaign monitoring – measure impact of campaign activities
<p>Measure resource consumption:</p> <ul style="list-style-type: none"> • energy use (heat and light); • water use; • waste generated; • recycling; and • fuel consumption (vehicle use) and mode of transport used (e.g. staff using public transport for business). 	<p>Continue to measure resource consumption (energy, water, waste, recycling, fuel, etc).</p>	<p>Measure post-campaign resource consumption (energy, water, waste, recycling, fuel, etc).</p>
<p>Survey staff to measure:</p> <ul style="list-style-type: none"> • levels of awareness; • attitudes to resource efficiency; and • current resource-efficient behaviours. 	<p>For each activity, assess the input (what you did), for example:</p> <ul style="list-style-type: none"> • 20 events held; and • 500 posters produced. <p>The outcome, for example:</p> <ul style="list-style-type: none"> • how many posters displayed; • number of hits to intranet pages; • number of people trained; and • people attending events, etc. 	<p>Repeat staff survey to measure:</p> <ul style="list-style-type: none"> • awareness levels; • attitudes to resource efficiency; • current (i.e. new) resource-efficient behaviours; and • responses to activities (which ones they thought worked and why).



4 Communicating your change

The message must be clear, the materials must be engaging, the style must look professional and the means of delivery must be cost-effective.

Effective communication is critical to your behaviour change campaign. Communication and engagement must be a two-way process, but getting your message out to stakeholders in the first place is a big challenge.

Good communication requires the use of a range of techniques to target different stakeholders in various ways over time. Your message will probably have to be repeated many times for people to take it fully on board and for the new behaviour to become a fixed habit.

There are two main ways to engage staff:

- personal communications; and
- mass communications.

This Chapter explains how to make the greatest impact through mass communications. This is best achieved through a combination of communication routes including: internet and intranet websites; posters, leaflets and stickers; and e-mails and newsletters.

Guidance on interpersonal communication through meetings and group activities, particularly green teams, will be provided in Chapter 5.

4.1 Designing effective communications

Mass communications must be designed to meet a range of objectives. The message must be clear, the materials must be engaging, the style must look professional and the means of delivery must be cost-effective. To ensure that you achieve these criteria, you should follow the principles described in Table 7.

Fig 14 Mass communications routes

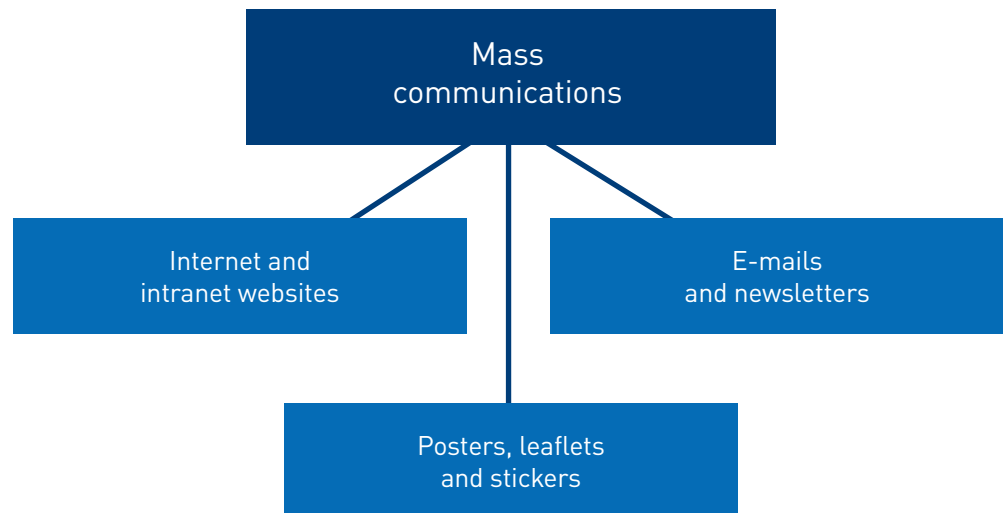


Table 7 Mass communications – design principles

Principle	Description
1. Headline	The headline is the most important element. It needs to grab the attention of your target audience and tell them what it is about. Keep it simple and do not try to be too clever – a catchy and appropriate phrase or sentence is best.
2. Hierarchy	Develop a hierarchy so that the most important information or message is at the top and the least important at the bottom. Use larger font sizes at the top and a smaller font when you get into the detail.
3. Make it personal	Your message needs to be a personal communication to the individual reading it. It should address their needs, desires and fears, and communicate the benefits of what you are offering.
4. Make it positive	Generally, the message you are trying to get across is a positive one, so make your language positive.
5. Design	Develop a consistent brand (or 'look and feel') for all your communications (more information on this is provided in this Chapter).
6. Action	Your communication must make clear what action you want people to take.
7. Contact information	Include contact details so that if people want to know more, don't understand something or have an issue, they know who to ask.
8. Make information understandable	Make sure the information is easy to understand and uses simple and concise language. If you are using facts and figures, make sure that the information is as up to date as possible.
9. Test your designs	Test designs and copy on non-campaign staff. This feedback can then be used to modify and improve it. Also, remember to ask someone reliable to check the spelling, grammar and punctuation before you press the print/send button.

Applying these nine principles can seem daunting, but following some simple tips will help to you get the most from your design:

- develop a consistent brand. This is not just a logo, it embodies the values of your campaign and your organisation to your audience. This is achieved by developing a visual identity through the consistent use of colour, font, illustrations, photographs, layout, etc;
- be consistent from one communication to the next so that people will recognise it and know what the subject is and that it is important;
- your design should be appropriate to the subject matter;
- do not distract the reader by making the design too fussy. Space around paragraphs makes the text much easier to read. Put information in easily understood sections with sub-headings or use bullets; and
- fonts should be plain – choose one and stick to it.

4.2 Styles of communication

No matter which medium you use, the messages you communicate should be consistent and the principles you apply should be the same.

Mass communications fall into two broad categories:

- awareness raising; and
- instructional.

More than one medium can be used and linked together, such as:

- public displays;
- launch events;
- themed time-bound campaigns; and
- linkage to national campaigns.

The remainder of this Chapter explains how to get the best out of these, illustrated by best practice examples.

Awareness-raising communications are critical in establishing a basic level of understanding amongst your audience. These should introduce the importance of the issues being addressed and demonstrate that your organisation is active in addressing them.

Workplace posters, leaflets and e-mail footers are a good way of kick-starting this process. Motivated individuals will actively seek out more information in response to these communications and may provide the source of champions or the first members of your green team.

Once a general level of awareness has been established, the next step is to give stakeholders specific information about what it is that you want them to do. **Instructional communications** provide staff with simple, clear direction on what changes in behaviour are required.

For example, posters providing staff with guidance on how to use equipment efficiently or how to recycle. Instructional materials need to tell your audience:

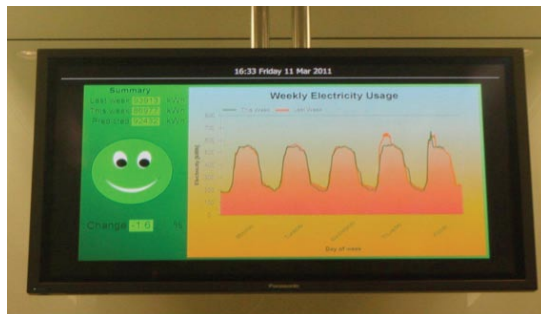
- what you want them to do;
- how to do it;
- when to do it; and
- why they should do it.



Instructional communications should be carefully targeted in e-mail communications or through posters placed in prominent locations.



Public displays can be used for awareness-raising and instructional communications. Displays in areas such as canteens, building entrances and hallways can communicate your commitment not only to staff, but also to external stakeholders such as suppliers and customers.



Small **stickers** may provide a suitable medium for communicating simple messages. Stickers can be located on walls adjacent to equipment (e.g. by light switches, next to windows, above radiators). Alternatively, they can be stuck to the equipment itself, if this is a safe option (e.g. on bins or shredders).

'Easy peel' stickers are simple to remove, do not damage the surfaces beneath and do not leave unsightly adhesives behind. Your facilities manager is more likely to give you permission to put up stickers if you use these!

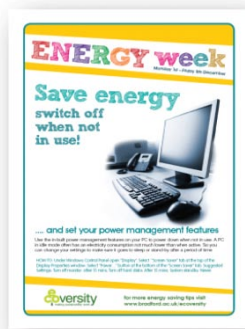
As with other methods, stickers will lose their effect after a while as staff stop noticing them. Update your designs and messaging to keep them fresh and maintain their impact. Remember, it is important that your stickers are consistent with the brand and style you have adopted.



Launch events provide an opportunity to kick-start your campaign. They also provide a tangible opportunity for senior management to demonstrate their commitment and support for your behaviour change programme. Imaginative ideas and eye-catching promotional materials are key to capturing stakeholder interest.

Be part of something bigger – Government bodies and trade associations run a range of national campaigns aimed at promoting resource efficiency within organisations.

Time-bound campaigns such as a 'recycling week' or a 'bike-to-work day' may be useful in generating peaks of interest in particular aspects of your environmental programme. Monitoring and reporting for such activities can be given a competitive aspect to encourage managers to engage with their staff and help to drive improvement.



Alternatively, be part of something bigger – Government bodies and trade associations run a range of **national campaigns** aimed at promoting resource efficiency within organisations.

Campaigns of this type are normally free to join and often come with a pre-prepared selection of materials to promote their campaign message. Taking part in an initiative of this type can therefore provide a low-cost way of encouraging staff to make the changes you want and for promoting your organisation's commitment.



Organisations running campaigns of this sort are often keen to find case study examples. If you have achieved a successful outcome, becoming a case study example will provide a reliable mechanism for promoting your credentials to customers or potential employees.

The timing of such initiatives must be carefully factored into your planning to ensure that follow-up activities are in place to build momentum from this peak of interest. More guidance on this sequencing is provided in Chapter 5.

Two final ideas worth highlighting are **campaign notice boards** and **staff feedback**. You should establish a campaign notice board in every workplace where posters, news, important messages and campaign feedback can be displayed. There should also be a 'suggestion box' or similar means for staff to contribute their ideas. These should be placed in areas with high staff footfall (e.g. rest areas, kitchens and corridors).

All employees should be encouraged and provided with the means to put forward their own ideas for improving resource efficiency in their workplace. Very often, they have detailed knowledge of the local opportunities and can make valuable suggestions.

Make sure these suggestions are reviewed quickly and feedback given, especially if ideas cannot be adopted. If suggestions are accepted, ensure actions are carried out promptly and that credit is given where it is due, as this will provide strong motivation staff to continue their involvement.



5 Embedding your change

Be under no illusions, behaviour change is difficult and takes time, so you need to think strategically.

The final stage in your behaviour change planning should focus on how best to embed your change. In this Chapter, you will be guided on how best to deliver your behaviour change programme over the longer term, with the aim of permanently embedding a resource efficiency culture into your organisation. Topics that will be covered in this Chapter include:

- sequencing campaign activities;
- environmental champions and green teams;
- staff training; and,
- communicating success.

5.1 Sequencing campaign activities

Be under no illusions, behaviour change is difficult and takes time, so you need to think strategically. Plan to run your campaign for at least 12–24 months, with follow-through activities thereafter designed to reinforce the new behaviours you have established. Your overall campaign should follow these principles:

- initially, focus on ‘quick wins’ to establish success and credibility; and
- communications should address issues one at a time (e.g. recycling, energy, transport or water).

Build your campaign around a series of planned peaks and lulls:

- peaks of activity to establish new behaviours with follow-on reinforcement messages; and
- relative lulls to consolidate these behaviours before introducing new ones.

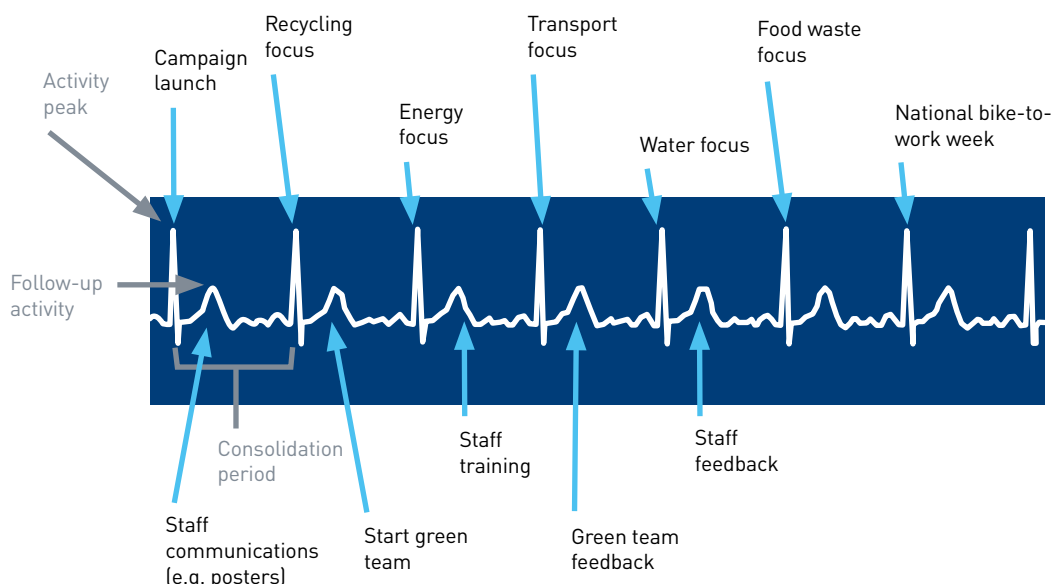
It’s a bit like a heartbeat – a strong pulse followed by a weaker one, a rest and a strong pulse again. This useful way of thinking about campaign planning is illustrated in Fig 15.

At the same time, build momentum into your campaign by:

- adding new behaviours over time;
- using a range of communication channels to strengthen your message; and
- communicating success and progress towards overall targets to create a sense of ongoing progress and achievement.

All this will develop a sense of unstoppable momentum and demonstrate that there is no going back as the changes are here to stay.

Fig 15 Behaviour change campaign – peaks and consolidation periods



Environmental champions need to be enthusiastic, personable, good communicators and have a positive attitude to environmental issues.

5.2 Environmental champions and green teams

Two of the key barriers to behaviour change are: a lack of knowledge (what to do, how to do it, why it is being done and who to ask for advice) and peer pressure (if no-one else is adopting the change, why should I?).

You can address these issues by recruiting, training and managing a group of **environmental champions** who can be highly effective at spreading resource-efficiency messages on a one-to-one basis throughout organisations. These individuals can provide guidance and mentoring to staff and help to set a positive example of the benefits of adopting the changes you are promoting.

Environmental champions need to be enthusiastic, personable, good communicators and have a positive attitude to environmental issues. They can help to deliver your campaign by:

- leading by example – exemplifying excellence;
- communicating programme aims, objectives, targets and business benefits to their colleagues;
- cascading information down through your organisation and rapidly capturing and reporting feedback;
- monitoring staff attitudes and changes in behaviour; and
- providing a local focal point for sharing good ideas and seeking out new opportunities.

To be fully effective, they need:

- a clear remit and terms of reference;
- support, both moral and practical, from managers;
- the time and material resources to do the job;

- a well-understood programme of activity;
- central co-ordination and knowledge sharing; and
- training to deliver actions and provide advice.

The best way of managing the work of your environmental champions is to set up a green team. Being part of a green team should be positioned as a means for career enhancement – a way of demonstrating initiative, commitment, skills and raising their personal profile. Recruiting can be formal or informal, via a variety of means, including:

- a letter or e-mail to senior managers asking for recommendations of suitable staff who are then approached individually;
- an e-mail appealing for volunteers;
- an advert on the intranet, staff newsletter or issued to all locations and displayed on notice boards;
- a notice briefed during routine line management meetings; or
- a combination of these routes.

This request could form part of the launch of your campaign and raise staff awareness about what will happen.



ScotsBiz decided to recruit some environmental champions to help to spearhead the campaign. They drafted a note (see Table 8) to department managers, encouraging them to identify and encourage suitable candidates.

The environmental champions in your green teams can help to deliver your campaign activities and engage directly with colleagues.

Table 8 ScotsBiz – recruitment of environmental champions

To office/store/department manager:
<p>Please recruit two 'Green Team' champions for your office/store/department.</p> <p>Lead champion should be a team leader or a full-timer and will be required to attend the four-hour training workshop, then cascade this information to the other champions.</p> <p>They will be required to:</p> <ul style="list-style-type: none"> • spend about 1 hour/week on Green Team activities; • communicate actions coming out of the workshop with you; • communicate Green Team programme to associates (with support materials from workshop); • get 20 associates to complete attitudes survey (with your support); • one champion to participate in a fortnightly, 30-minute, Green Team teleconference to share ideas and feed back on progress; • carry out weekly checks to monitor changes in behaviour; • promote 'Green Ideas' competition, collate ideas from associates and forward to Green Project Team; and • support you in identifying opportunities for resource efficiency (e.g. energy and waste reduction), providing solutions and bringing ideas to the Bright Green Project Team. <p>Desirable characteristics:</p> <ul style="list-style-type: none"> • Enthusiastic, good with people, good communicators, have common sense, open to helping the environment (but don't need to be eco-warriors!).



- brainstorm their ideas on issues, solutions, initiatives and activities – good ideas should be encouraged and incorporated into the programme;
- set up informal 'buddy' systems to swap ideas and provide peer support; and
- give them a set of personal development and campaign activities to deliver.

Once you have recruited your green team, hold an initial meeting of the entire group to:

- introduce the campaign manager;
- provide an opportunity to meet the other champions;
- brief the green team on their role;
- inform them about the overall programme and forthcoming campaign activities;
- obtain feedback about their expectations and levels of commitment so you can build this into your plans;

The environmental champions in your green teams can help to deliver your campaign activities and engage directly with colleagues, for example:

- putting up posters;
- establishing and updating a campaign notice board in their work area;
- running displays in the entrance or staff canteen;
- delivering presentations at routine staff meetings; and
- sending round local campaign e-mail updates.

The champions will need regular feedback about progress on individual campaign activities and overall environmental targets.

Their activities need to be phased to enable incremental change over time. Trying to get people to do too much all at once can be a barrier. Remember, as the champions also have 'day jobs' to perform, activities need careful scheduling so they are not overloaded.

The champions will need an on-going programme of activity to keep them motivated and involved, and with which to engage their colleagues. This programme could include:

- formal training – lunchtime seminars, information packs and online resources;
- regular briefings or meetings with outside interest groups/specialists (e.g. local recycling groups);
- regular meetings with structured discussion of locally relevant information;
- a series of mini-campaigns throughout the year with regularly updated workplace posters and other publicity material; and
- visits to directly observe other initiatives.

The champions will need regular feedback about progress on individual campaign activities and overall environmental targets. This can be achieved by:

- reporting back through the green team meetings;
- regular e-mail updates on progress or a dedicated green team e-newsletter;
- a dedicated page on the intranet; and
- awards for outstanding progress, effective ideas or initiatives.

This can then be used by the champions to communicate information to their colleagues.

Some organisations run incentive schemes or competitions for their staff with rewards for those who have achieved the best results. Make sure you recommend the top performers in your green team for recognition.



ScotsBiz has successfully recruited a Green Team based at its headquarters. The initial core team grew out of those people involved in the first stakeholder workshops held with staff to look at the issues and develop ideas.

Table 9 ScotsBiz Green Team

ScotsBiz Green Team	
Business area	Green champion
Manufacturing	Assembly Line 1 Assembly Line 2 Stores/warehousing Maintenance
Admin	Finance Sales and marketing
Management Team	Lauren (Sales and Marketing Manager)

Their remit is to:

- implement campaign ideas in their work area (e.g. put up posters, keep a campaign notice board);
- set an example to colleagues;
- provide friendly advice and guidance to colleagues;
- 'police' behaviours in their work area;
- answer questions from colleagues; and
- relay ideas and staff feedback to campaign team/senior management.

The group meets monthly to discuss the campaign, resource efficiency measures and issues, and provide two-way feedback. It is led by Lauren (Sales and Marketing Manager) and Lawrence (the CEO) attends whenever he can.

You should aim to prioritise training (if it is not possible to meet all these needs immediately) to ensure that you make the biggest impact.

5.3 Staff training

Depending on the scale of change you are planning for your organisation, a communications campaign may not, on its own, be enough to ensure acceptance and implementation of the behaviour change you desire. Structured **staff training** may therefore be required.

Different people within your organisation will have varying training needs, so you may find it useful to produce a matrix showing the training needs of your whole organisation. This will allow you to maximise the effectiveness of your training budget (including internal staff time) by identifying the specific training needs of each individual and adapting the training to suit these. Your 'training needs analysis' matrix could be similar to that shown in Table 10.

Awareness of the wider resource efficiency improvement programme is useful but try to remember that time spent with your team is both costly and valuable. With this in mind, any training activity should be as focused as possible to allow you to make the maximum impact in the amount of time available.

Your training needs matrix will identify the range of training that is required. You should aim to prioritise training (if it is not possible to meet all these needs immediately) to ensure that you make the biggest impact.

Table 11 provides an outline of a useful process to follow when developing plans for in-house training. Following this process will help you to develop a training programme that is clearly structured and focused on the key learning points.

Table 10 Example 'training needs analysis' matrix

Training need	John (Production Operator)	Lynn (Production Supervisor)	Lawrence (CEO)
How to follow new procedures for waste segregation	✓	✓	
What to look for when analysing utility bills (KPIs)		✓	
Personal responsibilities under the Duty of Care Regulations	✓	✓	✓
Process optimisation from an operator's perspective	✓		
Process optimisation from a supervisor's perspective		✓	
Opportunities for ecodesign		✓	✓

Table 11 Example process for developing in-house training plans

Step 1: Training needs analysis
Before you start developing any training materials, consider what skills your team needs to learn. This is called undertaking a Training Needs Analysis (TNA).
Step 2: Key point analysis
Once you have determined what training your team needs, consider all the key learning points that will need to be covered. Avoid including any 'nice to know' points as this will take up valuable time and detract from the essential 'need to know' points.
Step 3: Identification of methods and media
You may be planning to bring your team together for a presentation-style briefing and discussion session, but this might not be the best way to meet your organisations training NEEDS. So consider alternative methods and media such as on-the-job training and/or computer-based training.
Step 4: Session planning and content development
Only once you have followed the three steps above you should start to develop training materials. Firstly, consider the most logical order in which to teach the key points remembering that some will need to be covered before others can be introduced. Develop a rough outline of your training session and allocate time to each key point before starting to develop the detail of the training.

When you have determined what training is required, consider the best format for this training. Presentation-style briefings are useful, but alternative methods and media, such as on-the-job training or computer-based training may have a more sustained impact.

When developing training materials, it is important to consider the most logical order in which to cover the key points. Produce a rough outline of your training session and allocate time to each key point before starting to put together the detail.

Once you have developed the training materials, you can begin to offer training to your organisation. Keep a training record that includes details of the training delivered, who took part and which session they attended.

To ensure that staff are able to put their learning into practice, it is recommended that you plan to deliver periodic refresher training and also provide further support to individuals. Develop a process for this that works for your organisation. This may be scheduling a discussion session following each training session to allow individuals time to reflect on the training and lessons learnt.

5.4 Communicating success

The final element to consider when designing your strategy for embedding behaviour change within your organisation is the communication of success. Regularly communicating success must be considered in your campaign planning, as it is vital for demonstrating that the investment of time and resources has been worthwhile. It creates a sense of achievement and builds long-term momentum.

When planning your campaign you should:

- identify early successes – 'quick wins';
- set interim campaign targets, which can start at a relatively low level; and
- set challenging, but achievable, targets for the later stages of your campaign.

You should also ensure that you have the systems in place to record and report progress and success to all your key stakeholders.

You should aim to communicate progress and notable successes as regularly as is practically possible.

The effective communication of success can help to achieve a range of positive benefits for your campaign, including:

- improving commitment through recognising and rewarding individuals or teams that have had particular successes;
- aiding the sharing of information about good ideas and good practice so that others can copy;
- developing a feeling of positive peer pressure to help drive further success; and
- persuading those ‘sleepers’, ‘blockers’ and ‘preachers’ identified during the planning stage that the campaign is working and that they should get behind it.

You should aim to communicate progress and notable successes as regularly as is possible.

Communicating success is best achieved through a combination of the three mechanisms:

- direct communications;
- existing business communications; and
- campaign communications.



Towards the end of the first phase of its campaign, ScotsBiz used the methods shown in Table 12 to communicate success to its staff.

It found the variety of methods and mediums that were used beneficial in reaching the greatest number of employees (see Table 13).

Table 12 Three mechanisms to communicate success

Direct communications	<ul style="list-style-type: none"> • Green Team briefings; • regular management, staff or team meetings; and • informal chats with colleagues around the workplace.
Existing communications within the organisation	<ul style="list-style-type: none"> • management board reports; • annual company reports; • corporate social responsibility (CSR) reports; • company literature and website content; • sales materials and press releases; and • induction training packs and staff manuals.
Campaign communications	<ul style="list-style-type: none"> • notice boards; • intranet pages; • campaign literature; and • campaign events.

Table 13 ScotsBiz – methods of communicating success

Location	Communications		
	Direct	Existing	Campaign
HQ (manuf)	Green Team regular slot at staff/shift meetings	Weekly shift meetings Report to management team Formal staff training and staff manual	Campaign noticeboard Campaign literature
HQ (admin)	Green Team regular slot at staff/shift meetings	Weekly shift meetings Report to management team Formal staff training and staff manual	Campaign noticeboard Campaign literature Company website
Retail 1	Green Team regular slot at staff/shift meetings	Weekly shift meetings Report to management team Formal staff training and staff manual	Campaign noticeboard Campaign literature Company website
Retail 2	Green Team regular slot at staff/shift meetings	Weekly shift meetings Report to management team Formal staff training and staff manual	Campaign noticeboard Campaign literature Company website

5.5 Next steps

You are now ready to put the final elements of your campaign in place:

- if you wish, set up a green team (this is not compulsory, but they can be very effective);
- consider the longer term training needs and discuss these with those responsible for training within the organisation. Prepare a training plan;
- develop a long-term management and reporting structure for your campaign;
- prepare a long-term campaign plan;
- make sure your monitoring and evaluation system is in place (liaise with appropriate staff);
- consider how you will provide regular feedback to staff;
- get your plan approved by senior management; and
- run your campaign.

Good Luck!

6 Further information

You may encounter challenges along the way while trying to implement behaviour change to achieve a more sustainable approach in your organisation. If you have a specific query or require more information on an area covered in this guide, please visit www.zerowastescotland.org.uk or contact the free Helpline on **Helpline 0808 100 2040**.



Zero Waste Scotland

Suite 1b, Hillside House, Laurelhill Business Park,
Stirling, FK7 9JQ.

E-mail: helpline@zerowastescotland.org.uk

Helpline freephone 0808 100 2040

www.zerowastescotland.org.uk

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