

Eckington School

CHANGE INITIATIVE PLAN

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Foreword

Eckington Secondary School, is a comprehensive school in Eckington, Derbyshire which has around 1,400 pupils. Since 2018 the school is part of the LEAP Multi Academy Trust (LEAP,2021).

Eckington School has engaged with limited amounts of sustainability initiatives thus far. The school has however installed an electric vehicle charging point, encouraged by employee demand. It also recycles electrical waste such as broken computer keyboards, and obsolete computers. Classroom lights are also on a motion sensor system, which is argued to significantly reduce energy consumption. A study within dormitory hall lighting at Clarkson University, USA, found that the introduction of a motion sensor system reduced the energy consumption by 22% (Nu, 2012).



Eckington School aims to improve the sustainability levels of the school, beginning with the introduction of a recycling system within student spaces, such as classrooms and dining halls. ‘Within the framework of sustainable development plans, such values should be gained to children at an early age because they are competent individuals with their own identities’ (Samuelsson, 2011).

Preparing for change

Eckington school should produce a readiness assessment prior to attempting to implement change. Prior to change, Eckington School should collect both qualitative and quantitative data (Pandya, 2017). Qualitative data could be collected through key stakeholder interviews with Leaders of teaching and learning (LOTs). Interviews such as this may reveal ‘a baseline understanding of company’s appetite for change based on previous experiences’ (Pandya, 2017). Quantitative data could be collected through a change readiness survey. This could be distributed amongst staff, and students. ‘Because the survey goes out to a large audience, it reveals areas that need specific focus and any misalignment between leadership and end users’ (Pandya, 2017).

Questions that could be asked within the change readiness survey include sharing to what extent they agree with the following:

- I feel listened to with regards to my views on this project
 - I will actively support this project
 - My peers speak positively about this project
- (Sparkbay, 2022).

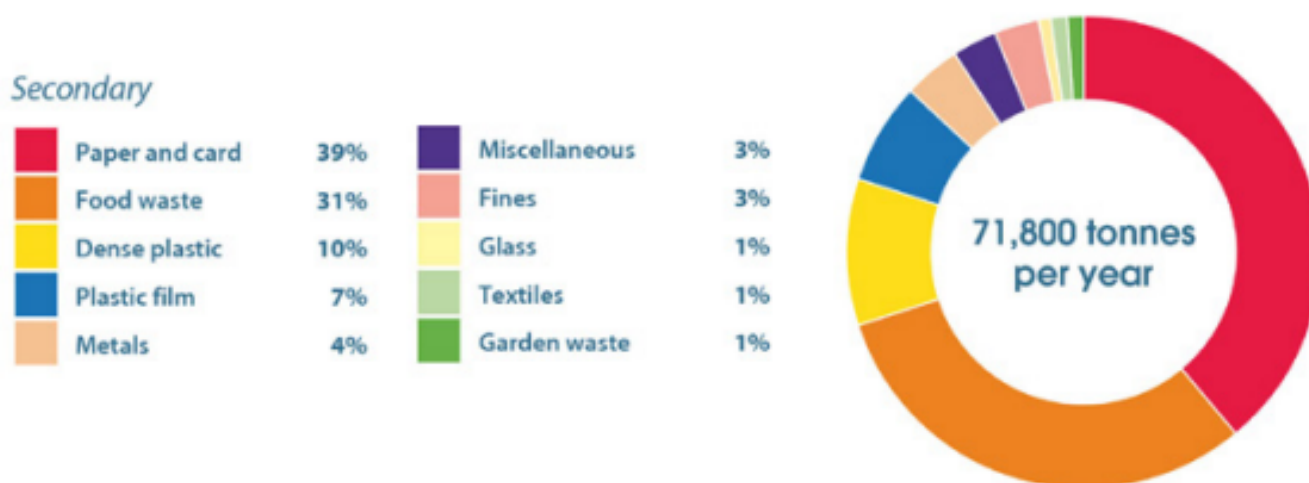
A 5-item Likert scale from ‘strongly disagree’ to ‘strongly agree’ could be used. This question type has been used successfully in readiness surveys in other industries. (Coates, Donnelly, Foureur and Henry, 2021).

The outcome of this survey, could then be used to further develop the initial change management plan seen in appendix A.

Current situation

WRAP (2011) argues that within the UK, school waste is up to 80% recyclable. According to WRAP (2011) each secondary school produces approximately 71,800 tonnes of waste per year, of which the break-down of this can be seen in Figure A. Only 20% of schools surveyed by Waste Watch (2005) expressed that they had an environmental target of increasing recycling rates. Eckington School do not currently recycle any materials other than electrical waste. Eckington School has, within the academic year to date recycled near to £1000 of e-waste materials. According to a survey by BESA, the average spent on stationery items per school annually is £17,410 (Waste Watch, 2005). Considering this a conservative estimate, Eckington School send this value of used goods per year to landfill. Eckington does not currently purchase recycled products, nor has a policy to do so. A survey by Waste Watch (2005) found that only 2% of participating schools had a formal policy in place to buy recycled products, but 56% sometimes purchase them, with no formal policy. Waste Watch (2005) furthermore estimate that per secondary school pupil 13.8kg of virgin paper is purchased. For Eckington this would mean 19,320kg of virgin paper sent to landfill every year.

Figure A



(WRAP, 2011)

It is estimated that schools in the UK have over 258,300 tonnes of food waste per year (Edexec, 2020).

WRAP (2011) argues that food waste is particularly important in the context of schools for the following three reasons:

- 1) 'the embedded energy from growing, transporting, storing and preparing food is also wasted'
- 2) 'the money spent on buying and preparing the food is wasted and costs are incurred in treating and disposing of it'
- 3) 'children are not gaining the nutritional benefit of the wasted food'

WRAP research was based on 39 schools from four local authority areas in England, with a mix of urban/rural and social-economic status (WRAP, 2011).

For both primary and secondary schools, the kitchen and canteen areas were found to produce the majority of the total food waste and this is assumed to represent the waste generated by food that is prepared, but not served (kitchen) and served, but not eaten (canteen). 'In secondary schools the kitchen area generated 38% and the canteen area 21%, a total of 59%. Classrooms generated 18%, and the playground 9%, with the remainder from other areas or unknown' (WRAP, 2011).

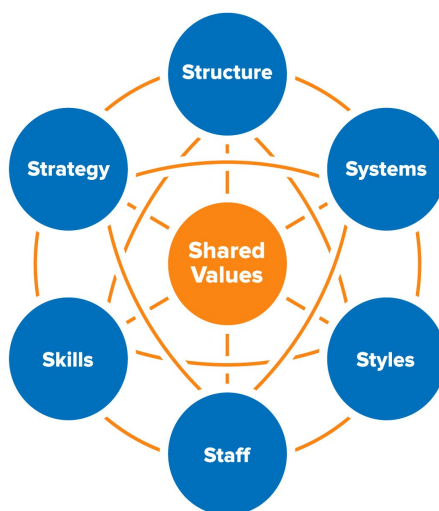
The secondary school reasonings why food waste occurred can be categorised into operational, situational, and behavioural reasons. Operational issues were found such as absence of ordering systems, leading kitchens catering for unknown number of pupils, limited opportunities for re-using unserved foods. Situational issues, which lead to food being served, but not eaten, including unpleasant canteen environments, rushed meal times, and difficulties in cutting up food due to poor cutlery provided. Behavioural reasons included students not being hungry by lunchtime, pupils purchasing a cheaper snack rather than a full meal and students not wanting to eat healthy foods. (WRAP, 2011).

Waste Watch's research highlighted that the common barriers to improved environmental performance were 'staff time and funding issues' (Waste Watch, 2005) therefore it is essential that the change management project considers these potential barriers.

Managing change - What model the report will utilise and why

This report will use the McKinsey 7-S Framework change management model to guide this change initiative plan for Eckington Secondary School. The focused change is to introduce a recycling system into the school's classrooms and other key areas. This framework comprises of 'hard elements' (strategy, structure and systems) and 'soft elements' (shared values, style, staff and skills) (Bryan, 2008). 'The framework maps a constellation of interrelated factors that influence an organization's ability to change' (Bryan, 2008) which can be seen in Figure B. It must be stressed that all seven elements of the model are to be considered equally, as this model is a holistic approach.

Figure B



(MindTools, 2022)

Thompson (2022) argues that this model appears to be the 'most comprehensive framework' and highlights that 'another interesting application of 7-S is its use in modelling the likely effects of change prior to actual implementation'. There are some limitations of this model, however. Juneja (2022) argues that this model 'ignores the importance of the external environment'. This report therefore also includes suggestions to make use of collaborative networks within sustainability and education. Thompson (2022) also argues that the model could be seen as 'static' and highlights 'it appears 7S may be useful when planning and analysing a potential change, however, there is a need for additional processes to cater for ongoing evaluation of change once implemented'. This report therefore will also use the final stage of Lewin's change management model 'refreezing' to suggest plans to cement the new systems into Eckington School.

Structure

Eckington School has a top-down hierarchy with multiple layers of management. For a recycling system to become successful further stakeholder involvement is necessary. Stauffer (2008) recommends to 'reverse the flow'. A mistake by organisations is 'the attempt to drive change by relying solely on top-down techniques' (Stauffer, 2008). It is recommended therefore that Eckington School establishes a student-led sustainability group to implement the majority of the new recycling systems.

Systems

This section of the framework refers to 'the processes of the company' (Bryan, 2008). Eckington school should introduce a recycling system for commonly disposed materials, such as paper, plastic bottles and cans. Eckington school should use collaborative networks, pupil voice, a student lead sustainability group and best practice to inform the design and practicalities of the system. In terms of practical changes Wastebusters (2016) recommends actions such as 'put scrap paper trays in each classroom, and in the office, the copier room and other places where lots of paper is generated' as paper and card contributes 'around a third of all waste in schools'.

Eckington school could introduce a school meal ordering system which allows the school meal providers with information on exactly how many portions of each meal option to prepare that day. WRAP (2011) recommends that this will eliminate the 'need for over-catering practices adopted' and prevents 'children who are last to come into the dining hall from missing out on the meal option of their choice and being served with a meal option they did not choose and may not like' (WRAP, 2011).

By improving the dining experience, with the introduction of staggered lunchtimes for students could reduce the time pressures on students. This is with the aim of reducing food waste. Other schools implemented actions such as 'measures to shorten queues, make better use of space, reduce noise and crowding or extend eating time available' (WRAP, 2011).

Veolia (2014) recommends that there is an 'effective collection system in place'. Eckington should utilise the recommended student-led group to manage the system. 'A rota for collection by pupils/students is an ideal way to check of containments, if this is not possible, check with a site manager and/or cleaning staff to see if they can do this' (Veolia, 2014).

Shared values

This section of the framework focused on what is the organisation trying to achieve through the change. As a Multi Academy trust school it is not for profit, however, reputation is important to attract student numbers, and therefore state-funding to the schools. Social missions, therefore, such as our intention to introduce recycling systems, can be added to improve the reputation of the school (Bryan, 2008).

One of the aims furthermore of the Multi Academy Trust is that Eckington becomes the first OFSTED rated 'Outstanding' judged school in the trust. The 2021 updated Ofsted Educational framework includes that students must be taught to be 'active citizens who contribute positively to society' (Ofsted, 2021). Through educating the students in correct recycling procedures, and to help them create positive habits, this can contribute positively to society. Wastebusters (2016) argues that schools can 'develop its local, and perhaps even national, reputation' through sustainability actions.

Styles

This section of the framework focuses on the ‘informal rules of conduct’ (Bryan, 2008) and decision-making styles. Eckington School needs to ensure that stakeholders have been involved in the decision-making of the implementation of the recycling system (Mori, 2009). Stakeholders of Eckington include but is not limited to the students, parents, the local community. ‘Doing a stakeholder analysis at the start of a change project can help you understand where everyone stands’ (AGS, 2022).

Staff and strategy

Eckington school have over one hundred staff including sixty teachers. Cleaning staff employed by an external agency, along with four staff member team within a ‘maintenance’ department currently deal with waste. It will be pivotal that all employees are engaged with the project.

‘The single most influential factor in a change initiative is the extent to which leaders commit from the outset to open, honest, and complete disclosure, declares John T. Malone, president and CEO of Hamot Health Foundation’ (Stauffer, 2008). Kotter and Cohen (2002) highlight that organisations should ‘compellingly show people what the problems are and how to resolve the problems’. Maurer (2002) argues that resistance to change can be overcome through good listening, and therefore it is suggested that Eckington undergo surveys and interviews with LOTLs, employees and students.

Stauffer (2008) also recommends to ‘break the project down into discrete phases or steps, complete with interim goals’. Considering the table below, for example, we could break down the implementation of a recycling scheme into smaller actions.

Action	Completion date
Develop and undergo a change readiness survey	End of May 2022
Launch a student-led sustainability group	End of May 2022
Student-led group to complete a waste audit to ascertain what is the most disposed of materials and items.	End of May 2022
Propose a recycling system based upon findings of the waste audit	Mid-June 2022
Raise or ear-mark funding for new recycling bins	Mid-June 2022
Purchase recycling bins	End of June 2022
Provide training to all staff on new recycling system	Start of July 2022
Deliver assemblies about new recycling system	Mid July 2022
Deliver lessons led by form tutors on new recycling system	Mid July 2022
Implement reward scheme for students (devised by student led team) on recycling to encourage participation	Mid July 2022

Students should also be considered in this situation; their support of the project is vital for the success of the change. CleanRiver (2022) recommends engaging students through activities such as:

- School litter picks
- Student designs of the recycling bin graphics
- A student led sustainability programme

Further activities, highlighted in a study by Bulut (2020), while focused on a younger age group than Eckington School students, could be applied such as ‘preparing and displaying brochures that will raise awareness’, ‘organizing nature and environmental trips’ and ‘participating in artistic events about the subject’.

Schemes of work in subjects such as Geography and Citizenship could be adapted to include the topic of recycling. ‘Teachers stated that the children’s level of awareness about zero-waste and recycling can be enhanced by enriching the lessons with visual materials and content, and explaining what can be recycled and how to recycle’ (Bulut, 2020). Lee (2021) recommends integrating waste reduction and recycling learning into lessons such as within English students could ‘write blog posts about the environment and why recycling is important’ or ‘in Art, create posters about recycling and update the graphics on your recycling bins’.

Resistance to change

There may be some resistance to change within Eckington’s employees and students. Kotter & Schlesinger (2014) highlight that few managers ‘take time before an organizational change to assess systematically who might resist the change initiative and for what reasons’. They continue to argue that ‘this limited approach can create serious problems. Because of the many different ways in which individuals and groups can react to change, correct assessments are often not intuitively obvious and require careful thought’. ‘For a number of different reasons, individuals or groups can react very differently to change—from passively resisting it, to aggressively trying to undermine it, to sincerely embracing it’. Figure C below offers further methods for dealing with resistance to change (Kotter & Schlesinger, 2014).

Figure C

Exhibit I

Methods for dealing with resistance to change

Approach	Commonly used in situations	Advantages	Drawbacks
Education + communication	Where there is a lack of information or inaccurate information and analysis.	Once persuaded, people will often help with the implementation of the change.	Can be very time consuming if lots of people are involved.
Participation + involvement	Where the initiators do not have all the information they need to design the change, and where others have considerable power to resist.	People who participate will be committed to implementing change, and any relevant information they have will be integrated into the change plan.	Can be very time consuming if participants design an inappropriate change.
Facilitation + support	Where people are resisting because of adjustment problems.	No other approach works as well with adjustment problems.	Can be time consuming, expensive, and still fail.
Negotiation + agreement	Where someone or some group will clearly lose out in a change, and where that group has considerable power to resist.	Sometimes it is a relatively easy way to avoid major resistance.	Can be too expensive in many cases if it alerts others to negotiate for compliance.
Manipulation + co-optation	Where other tactics will not work or are too expensive.	It can be a relatively quick and inexpensive solution to resistance problems.	Can lead to future problems if people feel manipulated.
Explicit + implicit coercion	Where speed is essential, and the change initiators possess considerable power.	It is speedy and can overcome any kind of resistance.	Can be risky if it leaves people mad at the initiators.

Skills

Within the framework, skills focused on both ‘the institutional skills and the individual skills’ (Bryan, 2008). While it is key that Eckington staff are trained in the new recycling system, it is also imperative that students are also informed, trained, and rewarded for their recycling efforts. ‘Implementing change management through training and establishing high performance practices is critical to building robust organizations’ (Bekmukhambetova, 2021).

Use of collaborative networks and best practice.

Eckington school must consider the use of best practice and collaborative networks in their implementation of a recycling system. ‘Collaborative Networks (CNs) can facilitate the engagement and interplay of the multiple stakeholders which are participants needed in any effort towards sustainability’ (Camarinha-Matos, Afsarmanesh, and Boucher, 2010).

By collaborating with other schools, Eckington School can ‘support interaction, information sharing and exchange’ which is an ideal ‘basis for informed decision-making’(Camarinha-Matos, Afsarmanesh, and Boucher, 2010). This network could be virtual in order to allow further exchange with best practice within schools. Social media can also be used to develop collaborative networks, for example, the commonly used Twitter hashtag ‘#edutwitter’ could be used to find further best practice and advice. The table below provides an outline of five existing collaborative network, however Eckington school could establish their own. Camarinha-Matos, Afsarmanesh, and Boucher (2010) highlight that ‘these collaborative networks can be described under different names such as education networks’.

Wastebusters (2016) also recommend to contact local community, business and environmental groups and draw on their knowledge and support in school initiatives’, arguing that they ‘may be able to help with composting, recycling collections, school gardens, or have interesting ideas for how to use waste materials’.

Eco School	Eco School’s charity provides a ‘seven-step framework that guides, empowers and motivates pupils to drive change and improve environmental awareness in their school, local community and beyond’ (Eco Schools, 2022).
UK Schools sustainability network	‘The networks provide students and staff with a way to connect with peers, share ideas and resources, collaborate on local, national and international initiatives, and develop personal, social and workplace skills’ (UKSSN, 2022).
Sustainable School Alliance	‘Sustainable Schools, is a project of SEEd and helps schools embed sustainability and learning for sustainability. It’s a network of Schools across the UK who are working towards a Whole School Approach’ (SEEd, 2022).
Green School International	‘Green School International is a global education network, committed to making our world sustainable’ (Green School, 2021).
Green Schools Project	Encourages and supports schools on a journey towards being ‘zero carbon’a and improve school community’s understanding of climate change (Green Schools Project, 2022).

Best practice



(Eco-Schools, 2022b)

St Andrew's College, Makhanda, South Africa

The school has used clear, student designed labelling of recycling bins for easy sortation.

Dean Trust Ardwick, Manchester, England

Have tried to 'tackle the problem at the source' and banned single use plastic bottles within their school, and introduced water fountains throughout the school.

(Eco-Schools, 2022b)

St Leonard's School, London, England

- They have started recycling paper which has resulted in a 25% reduction in the schools waste to landfill.
- They have committed to purchasing recycled paper
- They have obtained two compost bins, and have begun composting and using a wormery
- In the first 10 weeks of their project, they composted 50.5kg of fresh food waste.

(Waste Watch, 2005).

Cardinal Allen High School, Fleetwood, England

Cardinal Allen School has introduced recycling for various items including shoes, pens and batteries. They also participate in collaborative networks, and shares teaching techniques and student networks around the world in countries such as India, Tanzania and Nepal.

(Eco-Schools, 2019)

Sandfields Primary School, Guildford, England

- Paper, mobile phones, toner cartridges are recycled
 - Composting of organic waste from the staff room has been introduced
 - The school is developing a nature garden where the compost will be used, simultaneously they are establishing a gardening club so pupils can learn about growing plants using this compost.
- (Waste Watch, 2005).

Monitoring progress and reinforcing change

Alongside the McKinsey 7-S Framework, if we consider Lewin's change model, the final stage is 'Refreeze' (Hussain et al., 2018) which 'occurs as soon as new values, structures and processes have been installed, and is required in order to lock in the change (Burnes, 2004). It is necessary to ensure that recycling habits are continued after the initial introduction phase. Portland State University has a recycling reward system where students that return their reusable Tupperware in the dining halls, will receive a token that can be used towards their next food purchase (CleanRiver, 2022). Pickering college holds a weekly competition where the caretaker awards the class which has recycled well with the "Golden Garbage Can" (CleanRiver, 2022). The student led group at Eckington will also conduct monthly recycling audits to ensure that there is compliance across the school.

Lewin's change model has 'enabled generations of change consultants and organisations to imaginatively explain why some changes have been needed and, subsequently to plan staged transitions' (McAleese, et al., 2013). Graetz (2011) however argues that the third step of the model can be viewed as out-of-date. Graetz (2011) argues that managers 'should not aim to refreeze' but instead 'create a permanent state of thaw' where innovation can continue to happen. Eckington should remain open to further development of their system going into the future, taking into account all stakeholder's views.

Word count: 3512

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Appendices

Appendix A – Change Management Plan

McKinsey 7S Factor	Current state	Desired future state	Do this to get there or maintain
Shared Values	Self-serving Time conscious	Sustainability	Training and CPD on the importance of recycling
Skills	No formal training on recycling, or knowledge on importance of recycling.	Ability to organise and recycle correctly	Training for staff and students on how to use the recycling system
Staff	No one has recycled within school previously	Have staff members and students who are confident and eager recyclers.	- School litter picks - Student designs of the recycling bin graphics - A student led sustainability programme - Whole school assemblies on recycling
Strategy	No recycling other than E-waste, all goes to landfill.	Separate recycling system for commonly discarded materials such as paper.	- Purchase and distribute recycling bins in key areas (identified by waste audit).
Structure	Top-down chain of command. Currently unclear roles when it comes to recycling and waste disposal.	Clear roles and responsibilities for the new recycling systems.	- Develop a workflow for clear roles within the recycling system within school.
Style	Top-down decision making, autocratic leadership style.	Involve all stakeholders into decision making process.	Complete a stakeholder analysis
Systems	Actions within school does not currently involve recycling.	Recycling bins within classrooms, and dining halls to be used.	Complete a waste audit to highlight most disposed materials within schools. Ensure these are completed monthly after the implementation to maintain the compliance with the new system.

(Bryan, 2008).