



A ROAD MAP TO CHANGE: CHANGE MANAGEMENT MODLE TO GUIDE THE DORSETSHIRE HILL GOVERNMENT SCHOOL TO A SUSTAINABLE SCHOOL.

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Executive Summary

The Dorsetshire Hill Government School in St. Vincent and the Grenadines is currently facing a number of sustainability challenges. These challenges include:

- A lack of awareness about sustainability issues among students, staff, and parents.
- A lack of resources to implement sustainable practices.
- A lack of collaboration among various stakeholders in the school community.
- An absence of an action plan to facilitate sustainable change by the school's management and leadership team.

Greaves, 2022 identified and discussed the aforementioned sustainability challenges confronting the school's leadership team in Module 2 under Assessment 2. The report offered evidence of the following unsustainable practises:

- No garden available and no food grown at school
- No composting or recycling programme or system available at school
- No food or sustainable food systems-related activities used for teaching
- Foods provided or sold offer some healthy options but does not limit unhealthy food snacks
- Foods provided or sold offer almost no environmentally sustainable options

Given this information provided by Greaves, 2022 report regarding the school's unsustainable practises and challenges, there are undoubtedly prospects for sustainable development for the Dorsetshire Hill Government School to produce value for all stakeholders and increased functionality. As such, the report outlined specific recommendations for a strategic vision for

the school along with a SWOT analysis for such recommendations. These unsustainable practices are a serious threat to the school community and all stakeholders and supports the notion that transformational changes are required. Consequently, the purpose of this report and action plan is to use the knowledge and processes of change that are available to inform transformational change and influence action at the Dorsetshire Hill Government School.

Within the scope of the school's vision and strategy, the following recommendations were identified by Greaves 2022 report and would be included in this report and change initiative plan.

1. Form an Eco-Committee. The Eco-Committee will be responsible for developing and implementing a sustainability plan for the school. The committee should be made up of representatives from the school community, including students, staff, parents, and teachers.
2. Develop and Implement a Zero Waste Project. The Zero Waste Project will help the school to reduce the amount of waste it produces. The project could include initiatives such as composting, recycling, and reducing single-use plastics.
3. Implement a School Garden Initiative. The School Garden Initiative will help the school to grow its own food. The garden could provide fresh produce for students and staff, and it could also be used to teach students about sustainability.

The aforementioned propositions would aid in the creation of value based on sustainable practises that would be most beneficial to the Dorsetshire Hill Government School. This proposed strategic vision for the school reveals the opportunity for this organisation to expand beyond its current practises and progress towards more rational, viable, and safe practises and values. Additionally, these recommendations are based on the institutions' strengths while also taking their shortcomings into account.

Consequently, this purpose of this paper will be to take into consideration change management and more particularly Kotter's Change Management Theory and how it may be used to guide the Dorsetshire Hill Government School's change initiative plan. In doing so, details and justification for all components of the Dorsetshire Hill Government School change initiative, which will be presented at the end of this report, will be looked at.

Introduction

Chodron, 2001 offers a quotation that is stimulating and particularly relevant for the concepts of change management, leadership, and vision in today's volatile, uncertain, complex, and ambiguous (VUCA) environment, Kraaijenbrink 2018. Chodron highlights two distinct possibilities that are adopted by leaders and managers, which states;

The whole globe is shook up, so what are you going to do when things are falling apart? You're either going to become more fundamentalist and try to hold things together, or you're going to forsake the old ambitions and goals and live life as an experiment, making it up as you go along.

(Chodron, 2001)

According to Cameron and Green 2019, it is especially challenging for leaders to give up deep-rooted behaviours when implementing change. This is because an environment of unpredictability and transformation enhances the need for people to give up such old behaviours and collaborate effectively and strategically in order to discover novel approaches going forward. Hence, if organisational leaders are to develop successful methods of navigating through unforeseen circumstances, they need to comprehend the steps of fundamental transformation and have the ability to face their respective opposition to relinquishing old ways of doing things.

John Kotter is widely regarded as the world's most outstanding authority on leadership and transformation. His philosophy is the leading reference on how top organisations successfully transition. Kotter is a Harvard Business School Emeritus Professor of Leadership and a graduate of MIT and Harvard. His defining work on how to successfully enhance organisational transformation has been validated among industry sectors and cultures. He is also well-known for his contributions to Kotter International, a leadership organisation that

assists around 5000 worldwide corporate executives in advancing the execution of their most crucial initiatives and leading change in a complex, fast-paced business atmosphere, according to Kotter 2012. While there is a wealth of literature on organisational change management, this paper employs Kotter's Eight Stages Change Management Theory to guide, design, and implement the Dorsetshire Hill Government School's change initiative plan.

The Appendix, which contains a visual representation of Kotter's Eight Stages to Change Management, along with the school's change initiative action plan and lastly, the school's action plan evaluation/measurement would be referred to for the remainder of this section. This transformative strategy, as detailed in the Executive Summary, was developed to assist the school organisation in meeting some of its sustainability issues and creating a brighter future in terms of food security, Beery et al., 2014, and a circular economy, MacArthur, 2013.

Dorsetshire Hill Government School's Change Initiative Plan Utilizing

Kotter's Eight Stages Change Management Theory

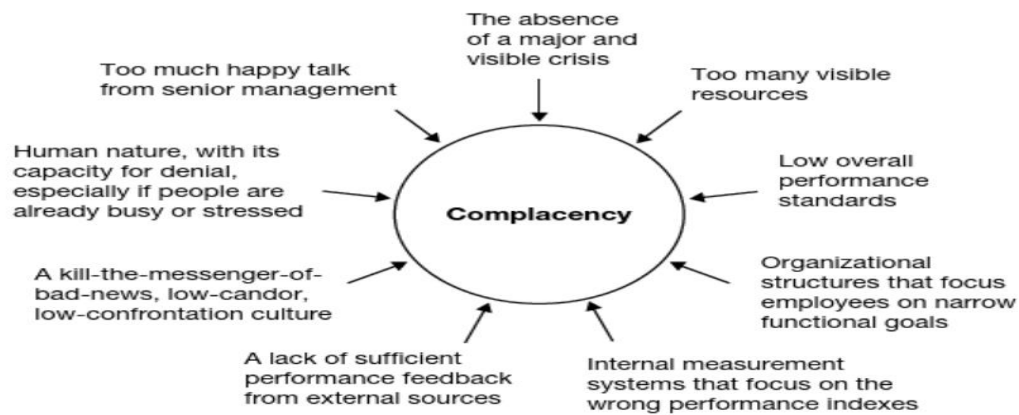
1. Establishing a Sense of Urgency-

This initial step plays an important role in assisting leaders and managers in gaining the necessary group effort since change is often difficult because employees are not engaged in working on the change problem. As a result, urgency must be developed in order to persuade major stakeholders that time ought to be spent on developing and presenting an improved vision. This sense of urgency is necessary to keep the enthusiasm for change going.

As such, the Dorsetshire Hill Government School can highlight the school's current environmental challenges, impact, and consequences of not taking action. For example, the school's principal can calculate the school's carbon footprint, which would illustrate how its contributing to climate change. In addition, the sustainable challenges examined by Greaves 2022 report would be suitable to justify the need for changes in the school's waste management approach along with changes to the school feeding program to face challenges of food security. To communicate this urgency for change, the principal along with staff should hold town hall meetings, send out newsletters, and/or post information on the school's social media platforms. Such methods of communication would seek to establish a sense of urgency and help to eliminate any complacency on the subject matter. This stage could take place within the first month of the change process.

According to Kotter 2012, due to 'complacency,' the demand for change might quickly disappear before it really begins. That is, members of the organisation would be opposed to change because they genuinely believe nothing is wrong and/or that change is unneeded. Figure 1 depicts the origins of complacency identified by Kotter 2012.

Sources of complacency



2. Creating the Guiding Coalition-

To continue the process of change, an influential force is necessary, and the concept that such transformation should be done alone by the leader is a 'dangerous belief,' as Kotter points out. A strong steering coalition, including committees built on trust and a common goal, is required to bring about effective transformation. This team is especially critical in the initial stages of any endeavour to reorganise, reengineer, or revamp a set of future plans for the organisation.

Thus, the Dorsetshire Hill Government School can build a guiding coalition within the second month of the change plan process by following these steps:

- ✓ Identify potential members. The school should identify people who are committed to sustainability and who have the power to make it happen. This could include teachers, staff, students, parents, and community members with particular need for farmers, entrepreneurs, past students etc.
- ✓ Invite them to join the coalition. The school should invite potential members to join the coalition and explain the goals of the change.
- ✓ Get their commitment. The school should get the commitment of the members of the guiding coalition to work together to make the change happen.

3. Developing a Vision and Strategy-

At this stage of the transformative process, a clear vision of what the future holds for the company and the reasons why the organisation should seek to accomplish this change for the future is described. Creating a vision for the organisation's future facilitates decision-making going forward. Furthermore, it inspires individuals to act in the correct path, even though the first steps can be emotionally unpleasant. Finally, having a clear picture of the future for the organisation aids in the coordination across multiple individual behaviours in an astonishingly quick and efficient manner. That is why an effective vision and strategies assist in resolving any challenges from individuals over the path of change and/or doubts about whether any change at all is truly required. As result, asking 'Is this in keeping with the organisation's vision?' eliminates time-consuming conversations over unsuitable initiatives. A good vision, then, is a plan that explicitly states that any cost will result in specific rewards for the organisation as well as individual well-being for stakeholders which are significantly greater than what is readily available presently or later on without trying to transform.

Therefore, the team should create a vision for a sustainable school and its curriculum that could possibly entail the following:

✚ Vision- “To Create a Sustainable School for the Current and Future Generations of the Community of Dorsetshire Hill.”

✚ Strategy- The three recommendations are as follows.

- 1) Form an Eco-Committee.
- 2) Create and implement a Zero-Waste Project into the school’s Science curriculum to deal with recycling, composting and the circular economy.
- 3) Develop and Implement a School Garden Initiative to help provide a variety of healthy vegetables and crops for the school’s lunch feeding program. This also aids in with the sustainable challenge of food security.

4. Communicating the Change Vision-

The true power of a vision emerges only when a majority of those participating in the organisation or activity have a shared awareness of the organisation's or activity's goals and the direction of such transformation activities. With a shared knowledge and desire of the organisation's intentions, it is often easier to inspire and organise the sorts of behaviours that result in transformations. Leaders should never underestimate the value of consistent communication as failure to do at all levels of the organisation would result in transformation delays or complete failure.

As such, the school can adapt the following tips for communicating the change vision.

- ✓ Use stories and examples. People are more likely to remember and understand information when it is presented in a story or example. The school can use

stories and examples from other schools that have successfully implemented similar sustainability initiatives.

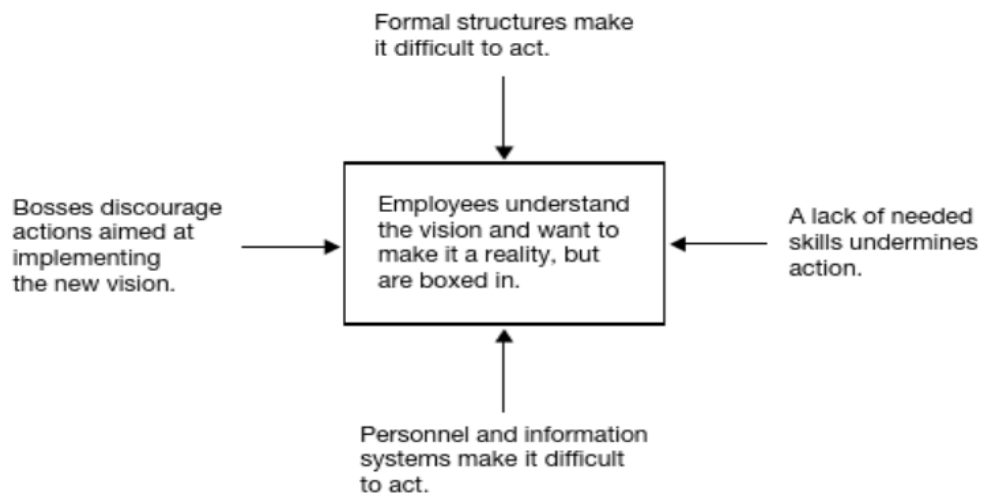
- ✓ Focus on the benefits of the change. People are more likely to support change if they see the benefits of the change. The school should focus on the benefits of sustainability, such as reducing costs, improving health, protecting the environment, and improving the standard of education through teaching sustainability measures to students.
- ✓ Make it personal. People are more likely to be supportive of change if they feel like they have a personal stake in the outcome. The school can make the change personal by asking stakeholders to share their ideas and suggestions for how to make the school more sustainable.

By following these suggestions, the Dorsetshire Hill Government School will be able to convey the transformation vision in a clear, succinct, positive, and passionate manner. This will assist to create support for the transition process and increase the likelihood that the school's sustainability initiatives will be effective. This stage can be completed within the fourth month of the change process.

5. Empowering Employees for Broad-Based Action-

Environmental change necessitates organisational change, and internal transformation is extremely uncommon unless the majority of people participate. However, before employees can contribute to any sort of internal transformation, they must first feel empowered. Many different hurdles to the realisation of the change vision may exist, which is why stage five (5) is critical. Below are four (4) biggest obstacles that should be removed for successful implementation of the change vision, according to Kotter 2012.

Barriers to empowerment



As a result, the fifth stage of the school's transformation can commence within the fifth month after the school change action plan's inception. This step may take longer, but if completed successfully, it will readily lead to the subsequent phases.

- ✓ Give employees and stakeholders a sense of ownership. The school should give employees and stakeholders a sense of ownership of the change process. This can be done by involving them in the planning and implementation of the change.
- ✓ Provide training and resources. The school should provide employees and stakeholders with the training and resources they need to be successful in the change process. This could include training on sustainability practices, recycling, composting, and the circular economy.
- ✓ Harness the wealth of knowledge and resources (seedlings) by the community's farmers and get them involved during the process.
- ✓ Create a culture of trust and respect. Employees and stakeholders are more likely to be supportive of change if they feel like they are trusted and respected. The school can

create a culture of trust and respect by listening to employees and stakeholders, valuing their ideas, and giving them a voice in the decision-making process.

- ✓ Be transparent. Employees and stakeholders are more likely to be supportive of change if they know what is happening and why. The school should be transparent about the change process, including the goals of the change, the timeline for the change, and the resources that will be available to support the change.
- ✓ Be flexible. Change is often unpredictable. The school should be flexible in its approach to change and be willing to adapt as needed. As such, the principal should not use an authoritarian leadership style, nor should he/she micromanage the change process.
- ✓ Create a system for tracking progress.

By implementing these suggestions, the Dorsetshire Hill Government School may empower its staff and stakeholders, increasing the likelihood that the school's sustainability activities will be successful.

6. Generating Short-Term Wins-

Conducting a big transformation endeavour requires a substantial amount of time at this stage, thus attention should be concentrated on short-term successes. At this point, the organisation incurs expenditures and expends a large number of resources, which may cause many people to believe that such initiatives for change are failing. However, it is critical to manage the organisation's existing reality and to appreciate short-term wins. Short-term victories may be created and highlighted through performance improvement feedback, allowing for substantial change, and demonstrating the validity of the organisation's goal. Consequently, short-term gains have three (3) characteristics: they

are apparent to everybody, they are ambiguous, and they are closely tied to the change effort.

Here are some short-term goals that the Dorsetshire Hill Government School can implement successfully for its change vision strategy:

Goal 1: Source funding via sponsorship for new equipment and clean land for crop preparation.

- The school can identify potential sponsors by reaching out to local businesses, organizations, and individuals.
- The school can develop a sponsorship proposal that outlines the benefits of sponsoring the school's sustainability initiatives.
- The school can submit the sponsorship proposal to potential sponsors and follow up with them to answer any questions they may have.

Goal 2: Prepare areas for planting of food crops including carrots, eggplants, tomatoes, cucumbers, green peppers, lettuce, corn, peas, sweet potatoes etc.

- The school can clear the land of any debris or vegetation.
- The school can till the soil to prepare it for planting.
- The school can add compost or manure to the soil to improve its fertility.
- The school can plant the seeds or seedlings according to the instructions on the package.

Goal 3: Reap food crops when matured for school lunches and resale.

- The school can water the crops regularly, especially during hot and dry weather.

- The school can fertilise the crops as needed to promote growth and prevent nutrient deficiencies.
- The school can protect the crops from pests and diseases by using natural methods, such as planting companion plants or using insecticidal soap.
- The school can harvest the crops when they are mature and use them for school lunches or resale.

Goal 4: Integrate sustainable agricultural practices into school curriculum

- The curriculum can include topics such as composting, crop rotation, and water conservation.
- Students can learn about sustainable agricultural practices by working in the school's garden or by visiting a local farm.
- Students can be involved in decision-making by participating in the school's Eco-Committee or by voting on sustainability initiatives.

Goal 5: Integrate sustainable food preparation into school curriculum

- The curriculum can include topics such as using local and seasonal ingredients, reducing food waste, and cooking with energy-efficient appliances.
- Students can learn about sustainable food preparation by participating in cooking classes or by volunteering at a local soup kitchen.
- Students can be involved in decision-making by participating in the school's Eco-Committee or by voting on sustainability initiatives.

Goal 6: Integrate reusing, recycling, and composting into school's curriculum.

- The curriculum can include topics such as the benefits of reusing, recycling, and composting, and how to do it properly.
- Students can learn about reusing, recycling, and composting by participating in recycling and composting programs at the school or by volunteering at a local recycling centre.

Following these short-term victories, it is critical to give performance improvement comments while keeping the school's objective in mind. This stage may take the most amount of time because of the varying amount of time for vegetables to grow.

7. Consolidating Gains and Producing More Change-

While short-term triumphs are extremely important for maintaining organisational change momentum, they may be unfavourable if the overarching urgency of the change is forgotten. Yes, short-term victories should be celebrated, but not to the point that they compromise the company's long-term prospects for change via its vision. For an organisation to have progressed thus far through the stages, it is critical to remember that even during short-term victories, resistance is always ready to reestablish itself if given the opportunity. As a result, while the organisation celebrates these short-term achievements, the task is not over until changed procedures achieve a new equilibrium and are embedded in the organisational culture. Thus, this stage can be quite unstable due to corporate culture and interdependency, and these have the potential to break or make the organisational transformation change strategy. Kotter 2012 provides the following details on what stage 7 looks like in a successful, major change effort.

- *More change, not less:* The guiding coalition uses the credibility afforded by short-term wins to tackle additional and bigger change projects.
- *More help:* Additional people are brought in, promoted, and developed to help with all the changes.
- *Leadership from senior management:* Senior people focus on maintaining clarity of shared purpose for the overall effort and keeping urgency levels up.
- *Project management and leadership from below:* Lower ranks in the hierarchy both provide leadership for specific projects and manage those projects.
- *Reduction of unnecessary interdependencies:* To make change easier in both the short and long term, managers identify unnecessary interdependencies and eliminate them.

As a result, the Dorsetshire Hill Government School can fulfil this level by adopting the following recommendations:

- The school should identify and resolve any issues that may arise in the implementation of its sustainability activities. This will contribute to the long-term prosperity of the institution.
- The school's sustainability measures should be improved on a regular basis. This may be accomplished by learning from its achievements and failings, as well as by looking for new methods to be more sustainable.

8. Anchoring New Approaches in the Culture-

Kotter's last stage defines culture as a group's behavioural standards and shared ideals. Culture is deeply ingrained and may have a powerful impact on human conduct. It is difficult to modify since it is partially invisible, making it even more difficult to directly confront. To prevent regression inside the organisation, the organisational transformation strategy and goal must be strongly anchored in group norms and values.

To embed new ideas and practises into corporate culture, it must be clear that performance gains are directly related to these new methods and changes. Sometimes altering an organization's culture necessitates changing the people who work there. However, only via phases one through seven can a different form of experience be provided to the business, and it is typically this different sort of experience that is necessary to achieve cultural change. As a result, as Kotter pointed out, cultural change is the ultimate step of transformation rather than the first.

This final stage can be accomplished by the following:

- The school should incorporate sustainability as a fundamental value into its mission statement, vision statement, and core values.
- The school's leadership should prioritise sustainability by investing resources and supporting sustainability activities.
- The school should give sustainability training to all members of the school community. This training should address themes such as the importance of sustainability, the advantages of sustainability, and how to be more sustainable.
- The school ought to reward students, staff, and parents who are making a difference in terms of sustainability.

Conclusion

To conclude, an eco-committee is suggested to lead and manage the school's environmentally friendly efforts. This committee is seen as the school's driving force behind all endeavours. Furthermore, the eco-committee is responsible for good communication with stakeholders. That is, ensuring that school management, teachers, students, parents, the community, and

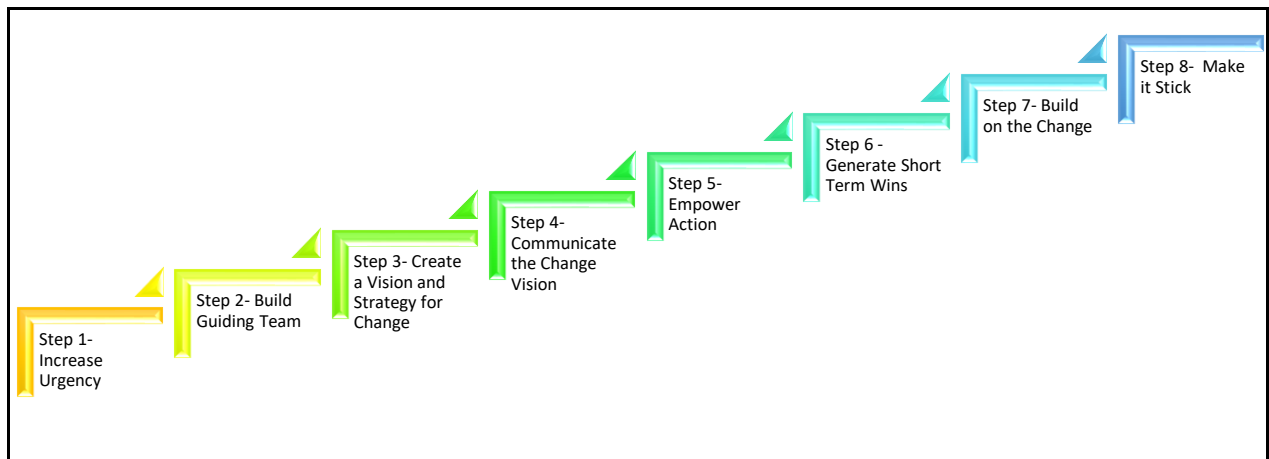
investors, among others, are kept up to date on the development of the school's projects. Similarly, the eco-committee is responsible for, but not limited to, the following tasks: creating a sustainable development audit, designing action plans, monitoring, and evaluating projects, linking projects to the curriculum, and informing and involving stakeholders, as stated by J'aime ma Planète, 2006.

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Appendix

A. Graphic representation of Kotter's Eight Stages Change Management Theory



B. Action Plan for Creating a Sustainable Change Future for the Dorsetshire Hill Government School Using Kotter's 8 Stages Change Management Theory and Timeline.

Eight (8) Stages for Leading Change	Action Plan- Create a Sustainable Future for the Dorsetshire Hill Government School	Timeline
1. Establish a Sense of Urgency	✓ Hold a meeting with the school community to discuss the school's sustainability challenges such as the school feeding programme and the Science curriculum. ✓ Share information on the school's waste production, energy consumption, and water usage. ✓ Highlight the importance of sustainability for the school's current staff, students, and community and for future generations.	✓ 1 month
2. Create a Guiding Coalition	✓ Form a committee of stakeholders who are committed to sustainability for the school and community. ✓ The committee should include the school's principal, teachers, students, parents, and community members (particularly farmers).	✓ 2 months

3. Develop a Vision and Strategy	✓ Create a vision for a sustainable school and its curriculum. ✚ The vision should be ambitious but realistic, and it should be based on the school's specific needs and goals. ✚ Develop a strategy for achieving the vision. ✚ Vision- "To create a sustainable school for the current and future generations of the community of Dorsetshire Hill." ✚ Strategy- The three recommendations are as follows. 4) Form an Eco-Committee 5) Create and implement a Zero-Waste Project into the school's Science curriculum 6) Develop and Implement a School Garden Initiative	✓ 3 months
4. Communicate the Change Vision	✓ Share the vision and strategy with the school community. ✓ Use a variety of channels to communicate, such as staff meetings, parent-teacher conferences, and newsletters. ✓ Answer any questions that any stakeholder may have.	✓ 4 months

5. Empower Employees for Broad-Based Action	✓ Provide training on sustainable practices to teachers and committee members. ✓ Source funding via sponsorship for new equipment. ✓ Harness the wealth of knowledge and resources (seedlings) by the community's farmers and get them involved during the process. ✓ Create a system for tracking progress.	✓ 5 months
6. Generate Short-Term Wins	✓ Set small, achievable goals at a time. For example • Goal 1- Source funding via sponsorship for new equipment and clean land for crop preparation. • Goal 2- Prepare areas for planting of food crops including carrots, eggplants, tomatoes, cucumbers, green peppers, lettuce, corn, peas, sweet potatoes etc. • Goal 3- Reap food crops when matured for school lunches and resale. • Goal 4- Integrate sustainable agricultural	✓ 6 months

	practices into school curriculum • Goal 5- Integrate sustainable food preparation into school curriculum. • Goal 6- Integrate reusing, recycling, and composting into school's curriculum. ✓ Celebrate successes along the way and communicate progress to all stakeholders.	
7. Consolidate Gains and Produce More Change	✓ Build on the momentum that has been created by the above recommendations. ✓ Continue to implement the change. ✓ The school's sustainability measures should be improved on a regular basis. This may be accomplished by learning from its achievements and failings, as well as by looking for new methods to be more sustainable.	✓ 11 months
8. Anchor New Approaches in the Culture	✓ Ensure the change is permanent and new systems in place are sustainable. ✓ Make use of the school's new approaches to the school feeding program and recycling projects within the curriculum.	✓ 12 months

	✓ Keep all stakeholders especially students and teachers involved.	
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C. Action Plan's Vision and Strategy Description and Measurement.

Vision and Strategy	Description	Measurement/Evaluation
1) Form an Eco-Committee	- The Eco-Committee will be responsible for developing and implementing a sustainable plan for the school. - The committee should be made up of representatives from the school community including students, staff, parents, and teachers.	- The number of students, staff and community members who are involved in this sustainability initiative. - The school's curriculum, which should include sustainability education.
2) Create and Implement a Zero-Waste Project	- The Zero Waste Project will help the school to reduce the amount of waste it produces. - The project could include initiatives such as composting, recycling and reducing single-use plastics.	- The amount of waste produced by the school. - The school's energy consumption. - The school's water usage.

3) Develop and Implement a School Garden Initiative	✚ The School Garden Initiative will help the school to grow its own food. ✚ The garden could provide fresh produce for students and staff, and it could also be used to teach students about sustainability within the school's Science curriculum at all grades.	✚ The number of students, teachers and parents involved in this sustainable initiative. ✚ The number of different crops produced. ✚ The number of lunches provided to students from the school garden. ✚ The amount of money spent on equipment, seedlings etc. ✚ The amount of money saved by using produce from the garden for school lunches.
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