



# STUDENT POWER SCHEME

## GUIDE

Energy awareness projects delivered by students in four EU countries,  
and supported by:



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## **INTRODUCTION**

### **1.1 Energy awareness**

This programme is aimed at helping Universities to harness their own resources to save energy through people solutions. A key element for success is to use the joint resources of marketing expertise within business schools and the technical expertise of the Estates Departments or host companies in the local area.

This might seem odd at first. Saving energy is usually regarded as the job of the energy manager and engineers within the Estates Department and local companies.

This is true but hides the fact that one of the most straightforward ways to save energy is through people. We all control energy locally whether at home, at work or between the two.

This Scheme offers marketing students the chance to study marketing communication within a real life environment and then investigate how an energy saving message might best be marketed to change people's behaviour. It also helps local businesses or the university save energy and therefore save money and contribute to environmental protection.

### **1.2 Student power scheme**

Student Power is an innovative scheme designed to get students to provide support to organisations running energy awareness campaigns including energy saving campaigns within their own universities and colleges.

The aim is for students to work with their own university or local businesses and organisations to provide support on energy awareness campaigns. The undergraduates would be supervised by a member of the academic staff who has an interest in the subject, and this would contribute to their coursework.

### **1.3 Objectives**

This scheme has important academic and energy saving objectives:

- To provide practical experience for students in developing and implementing energy saving campaigns. In this way students gain practical experience in marketing campaign implementation or other principles related to studies in other disciplines. This work would form part of the student's academic coursework and also make students aware of how important it is to save energy.
- To reduce energy consumption and costs in universities/colleges and local businesses by raising energy awareness and motivation. The energy consumption potential reduction due to awareness has been estimated at about 5-10% of the total bill.
- To reduce CO<sub>2</sub> emissions (370 grams per kWh saved) and improve environmental performance.
- To provide a continuous framework for changing awareness, attitudes and behaviour of staff and students towards avoidable energy waste.

## 1.4 Benefits

The benefits of the scheme are:

- An opportunity for universities/colleges and local businesses to gain the benefit of support on energy awareness and marketing expertise.
- An opportunity for undergraduates to put theory into practice by providing support on energy awareness and saving and contribute to a globally important issue.
- The provision of a final year thesis/project for undergraduates. This could be for an individual or a team.
- A continual means of generating new annual campaigns with fresh ideas as new students get involved each year.
- Facilitates teamwork between students, academic staff, energy managers and local businesses and organisations.

## 2. PLANNING AND ORGANISING YOUR CAMPAIGN

### 2.1 Objectives (where do we want to go?)

The object of an energy saving campaign is to get people to use energy more responsibly through influencing the actions of staff, students and contractors. The energy saving campaign itself will need to have definite and clear communication and marketing objectives.

People need to know the results of their efforts and those sponsoring the campaign need to know if the investment of time and money was worthwhile.

Ideally objectives should be published and should comprise a statement of policy, the desired outcomes or results and an indication of how they will be measured. These are discussed below.

#### **Policy statement**

The policy statement is an indication of corporate commitment by the organisation to energy efficiency and should be supported by an action plan.

Ideally it should come from the top and be fully supported by all levels of management. If employees think that the management "are not committed" or "it doesn't apply to them", then they will not be committed and the policy will not succeed. If top management is committed then implementation will be much easier. However, it is possible for commitment to be stimulated from lower down the organisation, pushing the idea upwards and thereby securing management buy-in.

It is necessary also to identify the corporate objectives of your organisation and then try and relate these to energy management, i.e. how can energy management contribute to these objectives?

#### **Quantified outcomes**

Setting targets, in terms of quantified outcomes will help focus the campaign.

Quantified outcomes can be expressed in a variety of ways e.g. :

- reduction in energy consumption energy cost savings
- reductions in CO<sub>2</sub> emissions
- increased awareness measured by before/after surveys.

There is far greater impact on staff if the expected outcomes are related to the organisation in terms which are clearly understood e.g.:

- energy cost per unit of production, for factories;
- energy cost per student, for universities/colleges;
- energy cost per hotel bedroom, for hotels

The outcomes are a statement of the overall aims. They should be supported by specific objectives or targets to be met on the way to achieving the overall outcome.

It is important to quantify objectives - one mnemonic often used is SMART.

- S = Simple and Specific
- M = Measurable
- A = Achievable
- R = Realistic
- T = Timed and Trackable

The objectives should be measurable in both time and quantity and should be easy for people to understand. Tracking them will help you assess whether or not they are likely to be achieved. It is important to choose objectives relevant to your situation.

### **Example**

The objective of a college energy campaign is to reduce energy and water costs by 1.500€ in 12 months from the launch of the campaign on 20th January 2006.

Our aim is to:

- reduce electricity consumption from 30 to 22 kWh/M<sup>2</sup>/annum
- reduce gas consumption from 225 to 186 kWh/m<sup>2</sup>/annum
- reduce water consumption from 4.9 to 3.5 M<sup>3</sup>/student/annum.

Without affecting the level of service to end users.

This will be achieved through good housekeeping measures by teaching, catering staff, cleaning staff and pupils.

### **Objectives related to the process**

The above example relates to a campaign achieving specific energy and water reduction targets expressed in terms of consumption and cost.

It can also be useful to set objectives related to the process, i.e. the campaign itself e.g.:

- To raise staff and student awareness and motivation on energy issues.
- To get staff and students to understand the benefits of good energy management practices.
- To inform the target segments how they can contribute to the University's energy management programme.

- Reach 85% of staff through personal presentations over a 4 month period.
- To achieve energy savings by changing behaviour patterns and acting responsibly.

It is how this programme is carried out that will form the basis of the project.

## **2.2 The Energy Saving Campaign**

The energy saving campaign will be, in effect, a marketing campaign. It will require the following actions:

### **1. Identify target market (Customer Analysis)**

- What groups are there?
- Who are the key stakeholders?
- How much energy use do they control?
- Who can save energy and what is their potential for saving?
- How much energy is being used at the university?
- What does it cost?
- Where is it being used?
- Can it be measured? (Is there sub-metering?)
- Are departments charged for it individually (a devolved budget)?

### **2. Identify the current level of awareness and motivation (Situation Analysis)**

- Are they currently saving energy or wasting it?
- Do they think that they have any influence over energy use?
- Do they know the energy usage of the University?
- Do they know of the environmental problems associated with energy use?

### **3. Estimate the budget and resources for the campaign**

What funding is required for the campaign?

- Is it available from inside the company or university?
- Is sponsorship feasible?
- Can you enlist the help of other students – do they need to be paid?

### **4. Formulate communication, methods, media, mix**

- What communication methods are available to each group?
- Which are effective?
- Which is most appropriate to particular groups?

### **5. The most appropriate means to communicate an energy saving message to these groups**

- Will different groups require different messages?
- What should these messages be?
- Environmental?
- Financial?
- Others?

### **6. Implement the campaign**

For further information, see below.

### **7. Monitor and assess the success of the campaign**

- Have the messages got through to target groups?
- Has behaviour been changed?
- Has energy been saved?

## 2.3 Notes on aspects of a campaign

### Introduction

The following comments, based on experience of running actual energy saving campaigns can be used to aid individual designs. Broad reference is made to the headings above.

There is usually a real lack of awareness of the issue across the entire university population and those that do know about the environmental and social impacts of energy use often have an apathetic attitude towards it. Historically many businesses and universities have never drawn attention to the size of their energy spend (despite the efforts of Energy Managers) and there is often a lack of commitment from large users of energy (coupled with low awareness levels and apathy).

In terms of a "marketing" or "communications" approach within universities and other organisations, there have often been rejections of any need for this approach since it was believed by energy managers and senior management that the case for energy conservation was self evident. Additionally there were no resources to do anything anyway.

There is also a lack of potential key players who could devote the time, commitment and vigour to become energy champions and often no formal plan for energy conservation exists.

In many organisations previous attempts to communicate an energy saving message have been haphazard and sporadic thus lacking focus.

### 1. Identification of target groups and stakeholders

Different groups then need to be identified and motivated to save energy. For different types of organisations these Market Segments might include:

#### Industrial and commercial organisations

- production line staff (factories etc.)
- general operators (factories etc.)
- office staff (office based companies)
- maintenance personnel
- supervisors
- management
- contractors
- cleaning staff

#### Universities and colleges

##### Students

- postgraduate
- undergraduate
- part-time
- resident/non-resident
- freshers

##### Staff

- academic
- non-academic
- administration
- Contractors
- Technical staff at different geographical locations
- Technical staff in different energy using departments

## 2. Determination of existing levels of awareness and motivation to save energy

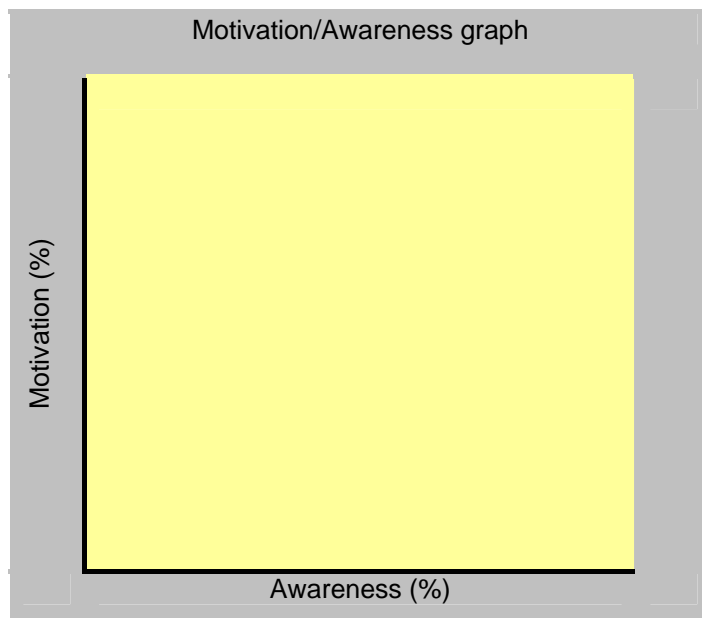
It is held that human nature being what it is people will only do something if there is something in it for them as individuals.

In the case of energy saving such benefits can generally be grouped into five basic headings:

- Save me time
- Save me money
- Solve a problem for me
- Make me look good
- Make me feel good

These benefits must be brought to bear for the energy saving campaign.

The task of ascertaining the current awareness and motivation levels of staff and students is one that can be accomplished by means of a questionnaire. It is possible through use of such questionnaires to evaluate motivation and awareness levels and plot them on a diagram as shown below.



It is obviously desirable to move people into the top right hand area of high awareness and high motivation levels. Increasing awareness levels can be done easily through a promotional campaign but while increasing awareness may also increase motivation levels, attention needs to be paid specifically to this point.

Identifying the starting point of different people groups is vital to developing the correct strategy elements for a campaign. Different people may have average scores in different quadrants, e.g. staff, lecturers, students, cleaners and caterers etc.

### Behavioural change

The task of motivating individuals to behave in an environmentally responsible manner is less than straight forward, and there are a number of different theoretical approaches to this problem. Robertson *et al* (1994) categorises these approaches into two broad categories:

- a) Those which emphasise the role that internal, psychological factors play.

- b) Those which emphasise the role of external factors such as rewards and the influence of other people. In reality, however, both approaches may come into play.

Both these approaches are based on the attitude-behaviour relationship, and pose the questions whether attitudes must be changed before behaviour can change, or whether behavioural change should be sought directly through incentives, rewards or other external factors, and thus bring about subsequent behavioural change. The latter approach is often referred to as instrumental conditioning or behavioural modification (Robertson *et al*, 1994).

Becoming more environmentally responsible invariably requires the individual to adopt a new way of doing things. According to Kotler and Roberto (1989)<sup>2</sup> adopting such new practices means adopting or modifying a belief, attitude or a value. They summarise the manner in which people can be moved to adopt a new behaviour using four different models:

1. "Learn-Feel-Do"
2. "Do-Feel-Learn"
3. "Learn-Do-Feel"
4. Multipath approach

The Learn-Feel-Do model contends that individuals first learn about the issue, then generate interest in it, and finally adopt it. This is equivalent to Robertson's *et al* (1994)<sup>3</sup> "internal psychological factors". However, Kotler and Andreasen (1996) point to empirical studies indicating the difficulty of changing behaviour by first changing beliefs (or attitudes), and claim this is more true, the more involved the individual is in the behaviour to be changed. Energy saving is an example of such involved activity.

The Do-Feel-Learn approach is the opposite, with people performing the activity first (through external factors) and then changing their attitudes as a result of performing the action. Cognitive dissonance theory also suggests that people will seek information to justify their current behaviour and screen out information, which contradicts that behaviour, thus reinforcing their action. This underpins the Do-Feel-Learn model.

In the Learn-Do-Feel approach, individuals are informed about an issue or practice and become familiar with it, normally through vigorous promotion of the issue. They may not "have formed any attitude towards it, but if confronted with making a decision, they adopt the practice as a result of their familiarity with it, and consequently develop a positive attitude towards it.

The Multipath approach involves combinations of the other three approaches within the same initiative. As Hart (1996) comments "it is a two-way street, and the sequence in which the ideas have been presented.... should not be construed as suggesting any simple linear relationship".

### **3. The most appropriate means to communicate an energy saving message to these groups**

An inventory needs to be built up of all the available "channels of communication" available to the various "Market Segments". From that the channels needed to best reach each target will be determined.

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<sup>2</sup> Kotler, P. and Roberto, E.L. 1989. *Social Marketing: strategies for changing public behaviour*. US: The Free Press.

<sup>3</sup> Robertson, I.T., Smith, M. and Cooper, D. 1994. *Motivation*. UK: Institute of Personnel and Development.

For example:

#### Industrial and Commercial

- Production line staff & General operators – notice boards, posters
- Office staff (office based companies) – email, leaflets, posters

#### Universities/Colleges

- Freshers - Wall Planners
- Academics - Videos
- Students/technical staff - Intranet

The communications mix is then chosen to reach as large an audience as possible.

In one University an audit revealed the following methods of communication:

- |                         |                                  |
|-------------------------|----------------------------------|
| - Internal mail system  | - Intranet/email                 |
| - University prospectus | - Class reps                     |
| - SRC handbooks         | - Department heads               |
| - Union handbooks       | - Resources monitors             |
| - Student newspaper     | - Residential hall mail services |
| - Internal magazines    | - Student notice boards          |
| - Screensavers          | - Salary slips                   |
| - Websites              | - Wall planners                  |
| - Videos                | - Diaries                        |
| - Student radio         | - Book marks                     |
| - Student TV            | - Posters                        |
| - Campus fax            | - Brochures                      |
| - Staff notice boards   | - Competitions                   |

Many of these methods can be harnessed to communicate the energy saving message. The communications mix is then chosen to achieve maximum reach thus targeting as large an audience as possible.

#### **4. What message to communicate and at what level**

Experience has shown that communication messages often focus on financial or environmental issues - depending on the target audience. Saving energy in the home is also a theme that interests people.

#### **5. Assessment of the success of the campaign**

A successful outcome would be that the energy use has declined. Use of an evaluation questionnaire to test the effectiveness of the promotional campaign will help evaluate its success

## 2.4 Useful experience from previous campaigns

### 1. Plan the campaign

- "Shout Short" episodes supported by "Squeak Long" reminders.

This mixed approach will help to overcome the problem of the "human memory being frail!"

### 2. Identify all Stakeholders and Market Segments

- Identify those who use and control energy, and those whose vested interests may be affected by energy saving initiatives.

### 3. Begin small and incrementally develop to a whole organisation approach

- Start with a Pilot Scheme in order to climb up the Learning and Experience Curves.

### 4. Realise that any organisational population is not a homogeneous lump

- It harbours many tastes, each requiring a separate Marketing Mix treatment. e.g. Training (staff), Video (academic), Wall Planner (Freshers).

### 5. Seek Commercial Sponsors.

- e.g. Utilities or Suppliers may sponsor wall planners, /bookmarks etc.

### 6. Involve the "Targets" proactively

- e.g. Run a "Design the Poster" competition with attractive prizes such as Book Vouchers (sponsorship opportunity?).

### 7. Ensure reliable help

- "One man and his dog" operations require and rely on the help of others. It is an imperative that promised help is realised! This is **the** danger area!

### 8. In universities/colleges recognise October and February as the prime times for effective energy conservation campaigns

- Freshers, students and staff are at their most receptive to positive changes in attitudes and behaviour in October. They are most susceptible to reminders when it is cold in February.
- Opinion Leaders are at their most buoyant in October.
- Positive "Word of Mouth" outcomes are more likely to materialise at this point in the academic year and come to be sustainable because of a solid foundation.

### 9. Offer incentives to potential "Influencers" and "Opinion Leaders"

- Allow at least a proportion of any monies saved to be retained by the collaborating department(s).
- This has been a Key Success Factor in such campaigns.

**10. Subject your plans to a "Strategy Checklist" so as to ensure their viability. For example, are they:**

- Suitable
- Feasible
- Acceptable
- Affordable
- Achievable
- Actionable
- Measurable.

**2.5 Factors for success**

**Guidance on developing and designing a campaign strategy**

- Ensure that you have a visible and true commitment from the very top of the organisation.
- Ensure that your "Marketing Communications Mix" is managed so as to be truly, fully and supportively integrated.
- Ensure that everyone and everything in the team are pulling on the same organisational rope, all in the same direction, all at the appropriate time and all for the same reasons!
- Use real "Benefits" and "Incentives" to motivate key stakeholders.
- Be cost effective by "Leveraging" to the maximum the "Resources" and "Capabilities" that you have at your disposal.
- Compile a Strategy Checklist and check everything against this checklist before attempting to implement your plan.
- Empower all active stakeholders to perform simple good housekeeping tasks, such as turning off unwanted lights and appliances, closing windows/doors, so long as there is no threat to life or limb in doing so.
- Recognise that the "War on Waste" will be, by necessity, a relentless activity.
- Borrow ideas from others but make them your own.

### 3. LECTURERS' ASSESSMENT CRITERIA

This project would be incorporated into the standard marking system of your particular course. For example an assignment or a final year dissertation. It may also be run as a group exercise.

For example, one campaign that has run operated as a group project for 3-4 students which was popular and led to team building and team output thus adding another management dimension to the work.

Another option is to look at individual assignments as desk research. A review of certain aspects of the energy management function could be carried out under a title "Critically evaluate energy management or conservation at organisation X".

Alternatively, an essay title could be "Critically evaluate the effectiveness of integrated marketing communication campaigns in the context of an energy saving campaign in a local business or at the university".

What students will need to ask is "where is the marketing space, how do we reach people to change their behaviour and where can we do this? This could be set in the context of "IMC" or Integrated Marketing Communications". Integrating a whole nest of things to change people's behaviour.

#### 4. SOURCES OF INFORMATION

Some sources of information about running an saving energy campaign are given at:

*Guidebooks on Creating an Energy Awareness Campaign:*

[http://www1.eere.energy.gov/femp/services/yhttp/create\\_campaign.html](http://www1.eere.energy.gov/femp/services/yhttp/create_campaign.html)

[http://oee.nrcan.gc.ca/publications/infosource/pub/ici/eii/m144-22-](http://oee.nrcan.gc.ca/publications/infosource/pub/ici/eii/m144-22-2003e.cfm)

[2003e.cfmhttp://www.carbontrust.co.uk/Publications/publicationdetail.htm?productid=CTG001&metaNoCache=1](http://www.carbontrust.co.uk/Publications/publicationdetail.htm?productid=CTG001&metaNoCache=1)

[www.idae.es](http://www.idae.es)

Offers a range of resources for saving energy.

[http://www.unep.fr/pc/sustain/advertising/education\\_kit/index.htm](http://www.unep.fr/pc/sustain/advertising/education_kit/index.htm)

A student and teaching tool that provides a wide range of resources on the theory and practice of sustainable communications.

<http://www.energyoffice.org/english/index.html>

Resources in various languages.