Guidelines

Introduction

The Sustainability Challenge Grant is the result of a journey by AkzoNobel to advance sustainable business and continuous improvement principles within the collision repair industry. Based on initiatives emerging from its Sustainability Leadership Symposium, AkzoNobel decided to pursue a strategy of “transformation through education” to advance the adoption of sustainable business principles. The Sustainability Challenge Grant is a manifestation of this approach.

This guidance document provides the essentials of the grant program, how it is administered, and how instructors can participate with their students in this exciting opportunity. Before going further, it’s important to understand what the term sustainability actually means.

Sustainability has many meanings; in this age, it quite often is over-used or misused. For the purposes of this program, and this document, AkzoNobel chose to use the Brundtland definition of sustainability:

> “Sustainable…development meets the needs of the present without compromising the ability of future generations to meet their own needs."
>
> Source: World Commission on Environment and Development (WCED). *Our common future.* Oxford: Oxford University Press, 1987 p. 43. (http://www.iisd.org/sd/)

Overview

The aim of the Sustainability Challenge Grant is to encourage secondary and post-secondary students to learn how to apply sustainable business and continuous improvement principles to the collision repair facility. The program is open to any school with a collision repair education program and the management responsibilities for a collision repair facility.

The Grant is funded by AkzoNobel, a worldwide leader in coatings manufacturing and a leading proponent of the movement toward sustainability. The Collision Repair Education Foundation (CREF) is responsible for the administration of grant applications and the disbursement of grant moneys. Beginning in 2016, the application for the Sustainability Challenge Grant will be included as an addition to the application for the Collision Repair Education Foundation's Ultimate Collision Education Makeover Grant. The decision to grant an award rests solely with the CREF board and will be made according to criteria established in collaboration with AkzoNobel.

Awards of between $2,000 and $10,000 and will be made in single amounts (i.e., multiple grants will not be made to a single school in one academic year) for qualifying grant proposals. The total of the grant awards will not exceed $50,000, less any administrative fees required of CREF. Grants will be made in the name of the school from which the proposal is received, and not to any one individual.

Qualifying grant proposals shall demonstrate the creative application of sustainable business and continuous improvement principles to the school's collision repair facility and its surroundings. Ultimately, the goal of the Challenge Grant is to realize the innovative application of principles that simultaneously create or enhance people, planet and profit value. While the concept of sustainability requires going beyond reducing, recycling or reusing (3Rs) materials, grant awards will be considered for proposals that demonstrate the creative application of the 3Rs principles.

While today's collision repair facilities are applying sustainable business and continuous improvement principles in many different ways, it is not the intent of this guidance document to provide a list of these examples. The Sustainability Challenge Grant is intended to advance the concept of "transformation through education," that is, educating and encouraging creative thinking and innovation as a means to furthering the collision repair industry toward a sustainable business model. What others have done in this area makes for good reference and researching this is something students and instructors are expected to do on their own.

Collision repair instructors who choose to participate in the program will act as mentors, forming teams of students who will actively participate in proposal ideation, submittal and – should the proposal qualify for a grant – the completion of the improvement project. While grant moneys are to be applied to projects that advance sustainability within the collision repair facility and its surroundings, other students who attend the school and who may not be in its collision repair program may also contribute to the team's efforts.

Program Phases and Details

1. **Education.**

Education is at the core of the Sustainability Challenge Grant program, and during this important phase, students and their instructor mentors (teams) learn foundational concepts in sustainable business and continuous improvement principles. A series of four videos, posted to Vimeo and accessible through the Collision Repair Education Foundation website, as well as instructor modules, are available to use as teaching resources. The videos and instructor modules help teams learn concepts in the following four topic areas:

The Mega Trends: In this first installment, teams learn about the sustainability imperative, which is framed by the four "Mega Trends" of population growth, demand for affluence, scarcity of resources, and global climatic change. Teams should take from this module the seriousness of the sustainability movement and the need to act upon it sooner, rather than later.

Concepts and Leaders: In this, the second installment of the series, teams learn about a few foundational concepts in the sustainability movement, such as Braungart and McDonugh's Cradle to Cradle design, Janine Benyus's concept of biomimicry and Dr. Henrik Robért's Natural Step. Teams also learn where they will find documents and other materials that provide practical examples of the ways in which sustainable business principles have been applied to collision repair facilities.

Systems Thinking and Continuous Improvement Tools: This third installment of the series provides teams with a definition of systems thinking and how it forms the framework through which sustainable business principles are understood. Also covered in this installment are the ways in which continuous improvement tools, such as the Supplier, Input, Process, Output, Customer (SIPOC) map, can be used to identify a collision repair facility's environmental and social aspects, and the ways in which these aspects impact the facility's surroundings.

Leadership and Teamwork: In this final installment, teams learn from the 450 year-old Jesuits that leadership starts with one person and grows from his or her commitment to principles. Teams learn that completing projects takes teamwork, and being on a team takes personal leadership, humility and an understanding that seeking the common good for the team is the ultimate measure of one's contribution to the project. Also covered in this installment is an introduction to Dr. Deming's Plan, Do, Check, Act model and system of profound knowledge.

2. **Challenge.**

   In this phase of the program, teams are "challenged" to consider what they've learned in the education portion and then apply it to coming-up with improvement ideas – ideas that advance sustainable business and continuous improvement within the collision repair facility and its surroundings. Teams will ask, "What aspects and impacts of our particular collision repair facility can be improved in ways that advance the sustainability movement in our facility and its surroundings?" Teams are encouraged to be creative and think outside of the box; they should consider the community in which the facility is located and the impacts it has on the environment and on those who are stakeholders in the facility; this includes students, other educators, and the community where the facility is located.

   In this challenge phase, teams will apply tools, such as a SIPOC map and brainstorming techniques, to identify a wide range of possible ideas for improvement. Once a number of ideas have been generated, a narrowing down and selection process takes place. Finally, one idea – or combination of ideas – is selected for making a project proposal.

3. **Proposal.**

   In this phase, teams will develop a proposal for implementing the improvement. Whether a simple improvement or something more complex, qualifying proposals will answer these questions:

   - What is it about our particular repair facility that makes this proposal unique?
   - What aspects of our school and its demographics (e.g., the community in which it is located) make it uniquely qualified for a grant to implement the proposed project?
   - What is the scope of the project and what particular aspects and impacts is it intended to address, by either reducing negative impacts or enhancing positive impacts?
   - How much will the project cost and how would the grant money be spent to implement it?

   Generally speaking, the proposal will demonstrate how the project advances sustainable business principles within the context described (i.e., a particular facility, in a particular place and at a particular time).

   Proposals will be evaluated and selected based on how well the principles are applied and the uniqueness of the application. All proposals will be evaluated by members of the Collision Repair Education Foundation Board according to criteria developed in collaboration with AkzoNobel.

Achieving sustainability is measured in terms that relate to people, planet, and the preservation of profit, and these criteria will be considered carefully. Proposals may focus on ways to improve collision repair technician safety, reduce waste, enhance the social capital of the community (i.e., by adding jobs, providing additional educational opportunities or building social diversity), and increase awareness of the sustainability imperative. Other areas include using the principles of continuous improvement to increase efficiencies, while lowering environmental impact and enhancing social capital.

Each proposal shall include a completed entry form and the Collision Repair Education Foundation Schools Solutions Survey. The entry form is available to teams as a PDF and is accessible through the Education Foundation's website. The form includes instructions detailing what is required to qualify as a proposal, which includes:

- An overview of the proposal and the project's objective and scope
- The cost to implement the project and how the grant money will be spent
- The way in which project success will be measured
- How the improvement – whether it enhances positive impacts, or lowers negative impacts – will be measured over time.
- Other supporting materials teams consider useful for reinforcing their proposal, such as photographs, diagrams etc.

Remember: Sustainability is not philanthropy. For example, proposals based on just giving the grant money to local charities – while laudable – would not qualify. The intent is to view the facility as a part of the environment and community in which it operates and propose ways it can enhance people, plant and profit value. Unless giving the money to a charity somehow enhances the facility's people planet and profit value, it doesn't meet this intent – it's a onetime thing.

4. **Do.**

This phase of the program includes the completion of the project and reporting on what was done to accomplish this. Schools selected to receive a grant will be notified sometime during the month of November. Those schools granted moneys shall complete the implementation of the project – or be capable of showing adequate progress toward complete implementation – by the end of the spring semester (May 31) following the awarding of the grant.

A report shall be written by the instructor or a team member, according to guidelines established by the Collision Repair Education Foundation in collaboration with AkzoNobel, and will detail what was done to implement the project and how the grant moneys were spent. Grant moneys must be spent according to the qualifying application (e.g., moneys cannot be spent on materials or other resources not directly related to the

implementation of the project). A suggested format for the summary report can be found on page 8 of this guidelines document.

There are a number of reasons for projects not being completed within the originally planned time. If a project is not completed – for whatever reason – by the end of the spring semester following the grant award, a report must still be submitted, providing a status of the work, plans for completing it and stating, as necessary, adjusted project deadlines. It does not matter whether a plan was made to complete the project after the end of the spring semester (May), or the project has been delayed due to unforeseen circumstances, a report must be written and submitted by May 31.

This report must be submitted to the Collision Repair Education Foundation Board according to the guidelines. Schools that do not comply with this report requirement – thereby failing to show adequate progress in implementing the project – and by default, potentially inappropriate use of the grant funds, may be subject to action on the part of the Collision Repair Education Foundation, AkzoNobel, or both.

Without exception, all projects must be completed by the fall semester following the grant award. A final report on the project implementation, written according to the guidelines established as stated above, must be written and submitted to the CREF Board by October 1 in the year following the award of the grant. Failing to meet this report requirement indicates potentially inappropriate use of grant moneys, and therefore, may subject the respective school to action on the part of the Collision Repair Education Foundation, AkzoNobel, or both.

Recognition Awards

To encourage participation in the program, AkzoNobel, in cooperation with the Collision Repair Education Foundation, will recognize all students who participate in the program with certificates of participation; this may include certain other non-monetary incentives.

Students who show outstanding leadership and initiative will also be recognized. Instructors will be given the opportunity to nominate students who exemplify themselves as leaders by going above and beyond what would be expected. Nomination forms and instructions for completing them are available for download from the Collision Repair Education Foundation website. Select students will be invited to participate in a hands-on, work/study symposium at a collision repair shop that is pioneering the application of sustainable business and continuous improvement principles.

In addition to the recognition awards noted above, press releases announcing winners will be made to industry publications and may be picked-up by other local and national media outlets. This will provide schools with publicity and draw attention to the work being done to advance

sustainable business and continuous improvement practices. Other forms of student recognition may be made through social networking, such as Facebook and LinkedIn.

Schedule

A schedule of events for schools choosing to participate in the program follows:

- **January - first week of June 3:** During this time, instructors will work with students to form teams, watch the educational videos, and study the materials provided with the instructor's modules. The teams will then brainstorm ideas that will lead to advancing sustainable business and continuous improvement principles within their particular collision repair facility.

  Within this time period, teams will narrow down their ideas and apply for the Challenge Grant by completing the entry form provided on the Collision Repair Education Foundation website. Completed entry forms are to be submitted via e-mail as described on the form itself; all entry forms are due no later than midnight, June 3.
- **November – Announcement Date:** The Collision Repair Education Foundation Board reviews proposals and decides on those qualifying for grant moneys. Certificates of participation and other non-monetary forms of recognition are distributed to students who participated in the program. Students who qualify for exemplary leadership will also be notified and recognized. Schools selected to receive grant moneys will be notified.
- **Announcement Date - End of Spring Semester (May 31):** Those schools awarded grant moneys complete the implementation of the scope of work as described in the entry form; work should be completed by May first.
- **By End of Spring Semester (May 31):** Instructors or team leaders complete a report of the project work completed to date. Reports are required for all projects, regardless of the state of completion. For projects that remain in progress at the end of spring semester, a final report should be submitted by October 1.

To learn more, visit the Sustainability Challenge Grant's web page at collisioneducationfoundation.org/2016-sustainability-education-challenge-grant or contact the Collision Education Foundation at Melissa.marscin@ed-foundation.org.

RECYCLE • REDUCE • REINVENT
SUSTAINABILITY CHALLENGE GRANT

Project Progress Report

Project Title:
Project Instructor/Mentor:
Student Lead:
School:
City/State/Zip
Instructor Email/Phone:
Reporting Period:
Amount of Award:
Amount Spent:
Progress to date:

Project summary:
(include project description, objectives, work completed to date, results)

Has the project been completed as planned? ____Yes _____No
If no, please explain why and provide an estimated time for completion:

Please include representative photos, video or other documentation of your project with this report and email to melissa.marscin@ed-foundation.org.