### SESSION PLANS

**COURSE:** ABE Level 5: Managing Stakeholder Relationships

**ELEMENT:** Element 1: Introduction to key stakeholders. (25%)

## LEARNING OUTCOME 1

1. **Assess the potential influence and impact of stakeholders for a range of organisations.**
	1. Assess the stakeholders for a range of organisations including SMEs, social enterprises, charities, national and international organisations, and the public sector.
	2. Assess the relative importance of stakeholders for a range of organisations using relevant theoretical frameworks.
	3. Analyse the impact of influence and power on the interactions between organisations and their stakeholders.
	4. Assess environmental factors that may affect the power of key stakeholders to influence organisations.

**NUMBER OF SESSIONS:** Four - approximately fifteen in total (plus self-study).

**SESSION TOPICS:** Session 1: Stakeholder analysis

 Session 2: The relative importance of stakeholders

Session 3: Impact of influence and power

Session 4: Influence and impact of stakeholders

**Note to tutors: these are the recommended session outlines for learning outcome 1 of the ABE Level 5 Managing Stakeholder Relationships. You should follow the plan, using the resources (referenced as ‘slides’) and activities provided. It is important to enhance all sessions with local examples and case studies, involving the learners ACTIVELY wherever possible.**

### LO1: Session plan - SESSION 1

### Stakeholder analysis

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| **Approx.****Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| 3 hours | Introduction to session and learning outcomes | Use filename: **5UMSR Presentation E1**Assessment Criterion 1.1 | 1-4 | Listen |  |
| The importance of stakeholder analysis | Background:* An informal definition of stakeholders is: those affected by or who can affect an organisation
* ‘People and groups that depend on the organisation and upon which the organisation itself depends.’ **Johnson and Whittington**
* A stakeholder can be an individual or a group
* They also refer to some sort of connection between an organisation and its stakeholders
 | 5 | Listen, make notes and respond to questions |  |
| Facilitate **Class Discussion:** Draw discussion together by highlighting the importance for all organisations to understand their stakeholders and develop relevant relationship management strategies for key ones that will enable them to overcome threats, take advantage of opportunities, achieve their objectives and protect their reputation. | 6 | Contribute to **class discussion**It is important that we assess stakeholders using criteria such as the impact they can have on an organisation and how interested they are in the organisation so we can develop the right relationships with the right stakeholder groupsDiscuss giving reasons for your point of view  |  |
| Outline the categories of stakeholder* Internal stakeholders
* Connected stakeholders
* External stakeholders

Refer to Study Guide to expand | 7 | Listen, make notes and respond to questions |  |
| Methods of identifying stakeholders  | Facilitate **Paired Activity 1** Review the stakeholder map you drew for Study Guide Activity 1 with a partner. Discuss the similarities and differences between your stakeholder maps and what that means in regard to people and groups that depend on your organisation and upon which the organisation itself depends |  | Review stakeholder maps with your partner and prepare to share your findings with the classListen, make notes and ask questions as necessary | **5UMSR E1 LO1 Activity 1 – Stakeholder mapping** |
| Stakeholder MappingExplain how a simple stakeholder map works in assessing the extent to which various stakeholders can affect or be affected by an organisation  | 8 | Listen, make notes and ask questions as necessary |  |
| Categories of stakeholder | Outline the difference between Primary and Secondary Stakeholders* Primary Stakeholders – have a direct interest in the organisation
* Secondary Stakeholders – have only an indirect interest in the organisation

Refer to Study Guide to expand on categorising stakeholders, explaining that the categories are not mutually exclusive | 9 | Listen, make notes and ask questions as necessary |  |
| Brief on **Homework Activity 2**Categorise the stakeholders that you identified in Activity 1 as primary of secondary stakeholders. |  | Listen and ask questions as necessaryIndividual activity as homework | **5UMSR E1 LO1 Activity 2 – Primary and Secondary Stakeholders** |
|  | Review of session and learning outcomes |   |  | Listen and ask questions as necessary |  |

### LO1: Session plan - SESSION 2

### The relative importance of stakeholders

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| **Approx.****Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| 3-4 hours | Introduction to session and learning outcomes | Use file: **5UMSR Presentation E1**Assessment Criterion 1.2 | 10 | Listen |  |
| Categories of stakeholder  | Facilitate feedback on **Homework Activity 2**Focus on the categorisation of stakeholders, discussing how some stakeholders fall into both categories. |  | Contribute to discussionListen and makes notes  |  |
| Assess the potential importance of stakeholders  | Background* Need to get to know each of the various stakeholders so we can start to assess them.
* We need to consider just how interested the various stakeholders are in the organisation

Refer to Study Guide to expand | 11 | Listen, make notes and ask questions as necessary |  |
| Facilitate **Class Discussion** to bring out the following points:* Some stakeholders are more important than others
* We only have a limited time, people and economic resource so we need to plan how we allocate that time most effectively
* Some stakeholders can influence the projects more – either positively and negatively
* We need stakeholder support and manage the risk of stakeholder dissatisfaction so the project or organisational strategy is not derailed.
 | 12 | **Class Discussion**An organisation should only invest time in stakeholders who have power that they can exert over the organisation. The interest that a stakeholder has in the organisation is irrelevant.Discuss |  |
| Identifying the strategic influence and potential impact that different stakeholders have on projects | Explain Mendelow’s matrix* High Power/Low interest
* High power, High interest
* Low interest, low power
* Low Power, High interest

Refer to Subject Guide to expand discussing the difference between influence/power and interest of stakeholders | 13 | Listen, make notes and ask questions as necessary |  |
| Facilitate **Individual Activity 3** Mendelow’s Matrix and strategic operational levelsFacilitate pairs, answering any queries as required. Coordinate feedback, identifying that even within the same department there are different concerns and different people at different levels within a department will be affected or affect the project in different ways. |  | **Activity 3**Assess and analyse the stakeholders in your organisation (or one that you are familiar) using Mendelow’s power/interest matrix | **5UMSR E1 LO1 Activity 3 – Mendelow’s Power-Interest Matrix** |
| Outline Block’s Matrix* Allies
* Fence-sitters
* Opponents
* Bedfellows
* Adversaries

 Refer to Study Guide highlighting that when applying Block’s Matrix it is helpful to think in terms of trust being the extent to which we believe someone will keep the commitments they have made to us and agreement as the extent to which we believe at we share a common commitment to important outcomes. | 14 | Listen, make notes and ask questions as necessary |  |
| Outline Egan’s Stakeholder Groups* Partners
* Allies
* Fellow Travellers
* Bedfellows
* Fence sitters
* Loose cannons
* Opponents
* Adversaries
* The Voiceless

Refer to study guide to expand explaining that Egan’s framework can be seen as a development of Block’s approach to stakeholder mapping | 15 | Listen, make notes and ask questions as necessary |  |
| Facilitate **Small Group Activity 4**Egan’s stakeholder model, facilitate small group activity, answering any queries as required. Coordinate feedback, identifying the different responses of the different stakeholder groups within the college who are affected by or affect the proposed new department in different ways. |  | **Activity 4**Using Egan’s stakeholder model identify what each stakeholder group would say and do in response to your college introducing a new department specialising in developing qualifications for ‘A mission to Mars’Complete activity, make notes of key points to feedback to class | **5UMSR E1 LO1 Activity 4 – Egan’s stakeholder groups** |
| Power and Interest | Explain Eden and Ackerman’s Power v Interest Grid* Subjects – Significant interest but little power
* Players – Significant interest, substantial power
* Crowd – Little interest and little power
* Context setters – Substantial power, little interest

Refer to study guide to expand highlighting the similarities and differences between Eden and Ackerman’s and Mendelow’s Matrix | 16 | Listen, make notes and ask questions as necessary |  |
| Brief on **Homework Activity 5**Using the outputs from Activity 4, plot the stakeholder groups on Eden and Ackerman’s Power v Interest Grid |  | Listen and ask questions as necessaryIndividual activity as homework | **5UMSR E1 LO1 Activity 5 – Eden and Ackerman’s Power v Interest Grid** |
|  | Review of session and learning outcomes |   |  | Listen  |  |

### LO1: Session plan - SESSION 3

### Impact of influence and power

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| **Approx.****Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| 3-4 hours | Introduction to session and learning outcomes | Use file: **5UMSR Presentation E1**Assessment Criterion 1.3 | 17 | Listen |  |
| Power and Interest | Facilitate feedback on **Homework Activity 5**Discuss your placement of the stakeholder groups on Eden and Ackerman’s Power v Interest Grid. Review any differences of opinion. |  | Contribute to discussionListen and makes notes  |  |
| Influence and impact of stakeholders | Background* Power is defined by Johnson and Whittington (2017) as ‘the ability of individuals or groups to persuade, induce or coerce others into following certain courses of action’.
* Power is a two-way thing – just as stakeholders can have more or less power over an organisation, an organisation can have more or less power over stakeholders.

Refer to Study Guide to expand | 18 | Listen and makes notes |  |
| Facilitate a **Class Debate** to bring out the following points:* Powerful stakeholders can be very influential for good or bad
* They need to be recognised because of this influence
* But other stakeholders are equally important.
 | 19 | Split class into two groups for and against the proposal10 minutes to prepare arguments“Any individual or group in a position of power will always abuse that position and use it negatively to control other individuals or groups.”Contribute to debate, listen and makes notes |  |
| Outline French and Raven’s (1959) classification of sources of power* Legitimate power
* Expert power
* Resource power
* Referent power
* Coercive power.

Refer to Study Guide to expand | 20 | Listen, make notes and ask questions as necessary |  |
| Facilitate **Paired Activity 6**Facilitate paired activity, answering any queries as required. Coordinate feedback identifying how the shareholders, board of directors and Travis Kalanick himself used different sources of power which led to Kalanick himself to resign. |  | Carry out **Activity 6** Use French and Raven (1959) five categories of power to review the newspaper report [Inside Travis Kalanick’s Resignation as Uber’s CEO](https://www.nytimes.com/2017/06/21/technology/uber-travis-kalanick-final-hours.html) Identify and explain how each category of power was used by the shareholders.Listen, make notes and ask questions as necessary | **5UMSR E1 LO1 Activity 6 – Five categories of power** |
| Explain Johnson, Whittington and Scholes’ (2011) sources of indicators of power.Within the organisation* Status
* Claim on resources
* Representation
* Symbols

With stakeholders external to the organisation* Status,
* Resource dependence,
* Negotiating arrangements
* Symbols

Refer to the Study Guide to expand | 21 | Listen, make notes and ask questions as necessary |  |
| Other sources of power* Positional power
* System power
* Personal power

Refer to the Study Guide to expand | 22 | Listen, make notes and ask questions as necessary |  |
| Facilitate **Individual Activity 7**Facilitate individual activity, answering any queries as required. Coordinate feedback Highlight how our level of power, and source of power will be determined by our relationship to the organisation as a stakeholder. |  | Complete **Activity 7** Consider yourself as a stakeholder in the many roles you have in your life e.g. student, customer, employee etc. Give an example of how you have used different sources of power (positional, system and personal) to influence a situation or decision. | **5UMSR E1 LO1 Activity 7 – Sources of power** |
| Explain the power of organisations to influence their stakeholders such as:* Employees
* Customers
* Shareholders
* Suppliers
* Government
* Local community

Refer to study guide to expand | 23 | Listen, make notes and ask questions as necessary |  |
| Brief on **Homework Activity 8**Using an organisation that you are familiar with, provide an example of how they have used their power to influence each of the stakeholder groups listed. |  | Listen and ask questions as necessaryIndividual activity as homework | **5UMSR E1 LO1 Activity 8 – Power of organisations** |
|  | Review of session and learning outcomes |   |  | Listen  |  |

### LO1: Session plan - SESSION 4

### Influence and impact of stakeholders

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| **Approx.****Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| 3-4 hours | Introduction to session and learning outcomes | Use file: **5UMSR Presentation E1**Assessment Criterion 1.4 | 24 | Listen |  |
| Influence and impact of stakeholders | Facilitate Feedback on **Homework Activity 8**: Discuss examples of how different organisations have used their power to influence each of the stakeholder groups listed. |  | Contribute to discussionListen, ask questions and makes notes |  |
| Influence and power of stakeholders | Background* The level of power and interest of a particular stakeholder group can change over time.
* There are overlaps between influence and power

Refer to Study Guide to expand | 25 | Listen, make notes and ask questions as necessary |  |
| Facilitate **Class Discussion** drawing out:* The different factors which influence decision making such as economy, politics, social pressures etc
* How people trying to reach the same end point can have different opinions about how that can be achieved
 | 26 | Contribute to **class discussion**Discuss the environmental factors that have led to [a rift between World leaders of the G20](https://www.theguardian.com/world/2017/jul/08/g20-climate-change-leaders-statement-paris-agreement) on climate change.Why has the power and influence of the G19 been ineffectual in persuading the US to remain committed to the Paris Climate Agreement. Give reasons for your position Join in discussion, listen and make notes |  |
| Outline with examples PESTLE* Political e.g. government policy or regulation
* Economic e.g. interest and inflation rates
* Social e.g. Increase in female participation in the workforce
* Technological e.g. increase in remote and mobile working enabled by technology
* Legal e.g. Employment law
* Environmental e.g. Climate change laws bought in by Paris accord

Refer to study guide to expand | 27 | Listen, make notes and ask questions as necessary |  |
| Brief **Paired Activity 9**Facilitate pairs and answer questions as necessary. |  | **Paired Activity 9** Conduct a PESTLE analysis for your college.  | **5UMSR E1 LO1 Activity 9 - PESTLE** |
| Technology | List some Social Media/New Media platforms used in stakeholder relationships* Social networks such as Facebook, youTube, Twitter, Instagram, Bebo and Flickr
* Weblogs/Blogs
* Viral marketing
* Podcasts
* Online communities

Refer to Study Guide to expand | 28 | Listen, make notes and ask questions as necessary |  |
| Brief **Small Group Activity 10** Facilitate discussion and answer questions as necessary. |  | **Small Group Activity 10** Compare two organisations of your choice. What Social Media/New Media do they use to interact with their stakeholders? How effective are they in these interactions? Which organisation is more effective? Provide reasons for your choice. | **5UMSR E1 LO1 Activity 10 – Social Media – New Media** |
| Corporate Social Responsibility and Ethics | Define the terms Corporate Social Responsibility and Ethics * **Corporate social responsibility** - ‘the commitment by an organisation to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as the local community and society at large’. Johnson and Whittington (2017)
* **Ethics** - ‘the moral principles and values that govern actions and decisions of an individual or group. Berkowitz et al. (2004)

Refer to Study Guide to expand | 29 | Listen, make notes and ask questions as necessary |  |
| Poor stakeholder relationships/management* Mutuality – two-way nature of the relationship and expectations
* Influence Categories – The influence of and on the stakeholder
* Priority – Power, involvement and urgency
* Visualise – map stakeholder relationships
* Monitor changes – improving and worsening
* Engage – Plan and implement activity
 | 30 | Listen, make notes and ask questions as necessary |  |
| Brief on **Homework Activity 11**Listen to the [Morality of Loyalty](http://www.bbc.co.uk/programmes/b08g7mjy) Is it ethical to pursue stakeholder loyalty? Is it ethical for stakeholders to expect loyalty from organisations? |  | Listen and ask questions as necessaryIndividual activity as homework | **5UMSR E1 LO1 Activity 11 – The ethics of loyalty** |
|  | Review of session and learning outcomes |   |  | Listen  |  |