### SESSION PLANS

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

**ELEMENT:** Element 2: Stakeholder groups. (25%)

## LEARNING OUTCOME 2

**2 Evaluate the opportunities and threats that can be created by key stakeholder groups**

* 1. Explain the ways organisations and their stakeholders interact with each other
  2. Assess the different relationships stakeholders can have with organisations
  3. Evaluate the opportunities and threats that pressure groups can create for organisations in a range of industry sectors
  4. Evaluate the opportunities and threats customers can create for a range of organisations using consumer behaviour theory
  5. Evaluate brand position and reputation

**NUMBER OF SESSIONS:** Five - approximately twenty hours in total (plus self-study).

**SESSION TOPICS:** Session 1: Methods of communication

Session 2: Different relationships

Session 3: Pressure groups

Session 4: Customers

Session 5: Brand position and reputation

**Note to tutors: these are the recommended session outlines for learning outcome 2 of the ABE Level 5 Managing Stakeholder Relationship. 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.**

### LO2: Session plan - SESSION 1

### Methods of communication

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| 3-4 hour | Introduction to session and learning outcomes | Use file: **5UMSR Presentation E2**  Assessment Criterion 2.1 | 1-4 | Listen |  | |
| Corporate Social Responsibility and Ethics | Debrief on **Homework Activity 11**  Review whether the pursuit of loyalty is ethical.  Facilitate a discussion on the positioning and relationship choices |  | Contribute to discussion  Listen, ask questions and makes notes |  | |
| Communication | Background   * Important for all organisations to understand their stakeholders * Need to develop relevant relationship management strategies for key stakeholders * Overcome threats, take advantage of opportunities, achieve their objectives and protect reputation. * Relevant to all businesses: large or small, public or private sector, or those offering products or services.     Refer to Study Guide to expand | 5 | Listen, make notes and ask questions as necessary |  | |
| Facilitate **Class Debate** to bring out the following points:   * We need to communicate with our stakeholder * We need to understand how they communicate with each other. * Effective communication is important. When we send a message, it is important that it is received and understood in the way we intended. | 6 | **Class Debate**  Join one of two groups either for or against the proposal  10 minutes to prepare arguments  “This house proposes that poor communication is worse than no communication when it comes to managing stakeholder relationships.”  Contribute to discussion  Listen, ask questions and makes notes |  | |
| Outline some methods of Communication – Organisation to Stakeholder   * Social Media * Mobile Communication * Blogs * Virtual Meetings * Email * Face to Face Meetings * Conferences * E-newsletters * Presentations * Events * Public Relations   Refer to Study Guide to expand | 7 | Listen, make notes and ask questions as necessary |  |
| Brief **Paired Activity**  Facilitate discussion and answer questions as necessary. Debrief activity |  | **Paired Activity 1**  Working in pairs Review the different methods of communication. What are the disadvantages and advantages of each method in organisation to stakeholder communication?  Prepare notes and contribute to discussion | **5UMSR E2 LO2 Activity 1 – Methods of communication** |
| Outline some methods of Communication – Stakeholder to Organisation   * Virtual Meetings * Face to Face Meetings * Email * Protests * Publicity * Social media * Mobile communications * Blogs   Refer Study Guide to expand | 8 | Listen, make notes and ask questions as necessary |  |
| **Brief Paired Activity 2**  Facilitate discussion and answer questions as necessary. Debrief activity |  | **Paired Activity 2**  Review the different methods of communication. What are the disadvantages and advantages of each method in stakeholder to organisation communication?  Make note of key points. Contribute to discussion  Listen, ask questions and makes notes | **5UMSR E2 LO2 Activity 2 – Stakeholder to stakeholder communication** |
| Outline some methods of Communication – Stakeholder to Stakeholder   * Social media * Mobile communications * Virtual meetings * Face to Face meetings * Email * Conferences * Public Relations | 9 | Listen, make notes and ask questions as necessary |  |
| Brief on **Homework Activity 3**  Review the different methods of communication. What are the disadvantages and advantages of each method in stakeholder to organisation communication? |  | Listen and ask questions as necessary  Individual activity as homework | **5UMSR E2 LO2 Activity 3**  **Stakeholder to organisation communication** |
| Review of session and learning outcomes |  |  | Listen |  |

### LO2: Session plan - SESSION 2

### Different relationships

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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 E2**  Assessment Criterion 2.2 | 10 | Listen |  | |
| Communication | Debrief on **Homework Activity 3**  Discuss the different methods of communication and the disadvantages and advantages of each method in stakeholder to organisation communication  Facilitate discussion |  | Contribute to discussion  Listen, ask questions and makes notes |  | |
| Stakeholder relationships | Background   * Stakeholder management is generally not integrated within organisations, typically being managed by different parts of an organisation * More cost effective to retain customers than to keep winning new customers * Important for organisations to build long-term relationships with all key stakeholder groups.   Refer to Study Guide to expand | 11 | Listen, ask questions and makes notes |  | |
| Brief **Class Discussion** drawing out:   * It is important for organisations to build long-term relationships with all key stakeholder groups. * There is a need to manage the competing interests of stakeholders | 12 | **Class Discussion**  Organisations should have the same relationships with all their stakeholders otherwise some stakeholders will have more influence than others and that is not ethical.  Discuss Contribute to discussion  Listen, ask questions and makes notes |  | |
| Types of relationship | Explain the difference between transactions and relationship   * Transactions are one-off exchanges between an organisation and a stakeholder * Relationships are an ongoing effort of managing stakeholder expectations and the mutual agreement of objectives     Refer to Study Guide to expand | 13 | Listen, ask questions and makes notes |  |
| Brief **Paired Activity 4**  Facilitate discussion and answer questions as necessary. Debrief activity |  | **Paired Activity 4**  List approximately 25 products that you buy and the 25 services that you use. Circle those products and services that by their nature will only ever be a one-off transaction between you and the organisation.  Discuss your findings with a partner  Listen, ask questions and makes notes | **5UMSR E2 LO2 Activity 4 – Transactional products and services** |
| Explain Gummesson’s 30R Model (1995)   * Externally orientated classic market relationships * Nano relationships * Mega relationships * Organisational issues     Refer to Study Guide to expand | 14 | Listen, ask questions and makes notes |  |
| Outline the difference between partnerships, strategic alliances, joint ventures and networks   * Partnerships are a close, collaborative, mutually beneficial long term relationship * Strategic Alliances are a formal structured relationship * Joint Ventures are where two independent organisations forming a new company that is jointly owned and managed * Networks are formed to create or respond to business opportunities and share information   Refer to Study Guide to expand | 15 | Listen, ask questions and makes notes |  |
| Brief **Small Group Activity 5**  Facilitate group activity and answer questions as necessary. Debrief activity |  | **Small Group Activity 5**  Working as a group see if you can identify organisations that are partnerships, strategic alliances and networks. Discuss how easy it is to identify organisations in this way.  Discuss your findings with a partner  Listen, ask questions and makes notes | **5UMSR E2 LO2 Activity 5 – Partnerships, strategic alliances and networks** |
| Outline the Six Markets Model – Peck, Payne, Christopher and Clark (2004)   * Customer markets – B2B, B2C * Referral markets – referrals, recommendations and endorsements by existing customers * Internal markets – employees, divisions, strategic business units * Influence – those who influence customers such as members of the decision-making unit * Recruitment markets – the external labour pool and organisations such as colleagues, recruitment agencies, other employers, that give access to quality potential employees * Supplier and alliance markets – the supply chains or networks, opportunities for collaborative working, strategic alliances, joint ventures etc.   Refer to Study Guide to expand | 16 | Listen, ask questions and makes notes |  |
| Brief on **Homework Activity 6**  Revisit your reading from Study Guide Activity 6. Consider the advantages and disadvantages of this framework in helping an organisation to manage its relationships with stakeholders |  | Listen and ask questions as necessary  Individual activity as homework | **5UMSR E2 LO2 Activity 6 – Gummerson’s 30R Model** |
| Review of session and learning outcomes |  |  | Listen |  |

### LO2: Session plan - SESSION 3

### Pressure groups

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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 E2**  Assessment Criterion 2.3 | 17 | Listen |  | |
| Types of relationship | Debrief on H**omework Activity 6**  Discuss the advantages and disadvantages of Gummerson’s 30R Model in helping an organisation to manage its relationships with stakeholders  Facilitate discussion |  | Contribute to discussion  Listen, ask questions and makes notes |  | |
| Pressure Groups | Background   * A pressure group is a group of people that believe in the same cause and who come together in order to influence some aspect of society to act in accordance with that cause. * Pressure groups can be concerned with anything, for example;   + Protecting the environment   + Defending human rights   + Promoting worker’ interests   + Promoting business interests   Refer to Study Guide to expand | 18 | Listen, ask questions and makes notes |  | |
| Brief **Class Debate**  Split class into two groups for and against the proposal drawing out:   * Pressure groups can have significant impacts on organisational and other stakeholder groups. | 19 | **Class Debate**  Join one of the groups either for and against the proposal  10 minutes to prepare arguments  “This house proposes that Pressure groups are a nuisance and interfere with the operation of organisations adding unnecessary business costs and causing disruption. They should be made illegal.” |  | |
| Explain Sectional and Causal Pressure Groups   * **Causal –** those that promote causes or values. Membership is open to the public. * **Sectional –** those formed to defend the interests of a specific group and membership is restricted to that group. For example, a trade union.   Refer to Study Guide to expand  Brief **Group Activity 7**  Facilitate group activity and answer questions as necessary. Debrief activity | 20 | Listen, ask questions and makes notes  **Group Activity 7**  Research pressure groups operating in your country and local region as you can. Identify whether the pressure groups you have discovered are sectional or causal.  Contribute to discussion  Listen, ask questions and makes notes | **5UMSR E2 LO2 Activity 7 – Sectional and causal pressure groups** |
| Explain how pressure groups use technologies   * Blogs * Social media * Drones * Mobile communications * The internet * Robotics   Refer to Study Guide to expand | 21 | Listen, ask questions and makes notes |  |
| Explain the impacts of pressure groups on the organisation   * Changes in strategy * Changes in processes * Changes in employment practices   Refer to Study Guide to expand | 22 | Listen, ask questions and makes notes |  |
| Brief **Paired Activity 8**  Facilitate paired activity and answer questions as necessary. Debrief activity |  | **Paired Activity 8**  Consider an organisation with which you are familiar can you identify an example where a pressure group has caused the organisation to change either it’s strategy, processes or employment practices? Discuss examples you have identified with a partner. Contribute to discussion  Listen, ask questions and makes notes | **5UMSR E2 LO2 Activity 8 – Impact on pressure groups** |
| Impacts of Pressure Groups | Explain the impacts of pressure groups on other stakeholder groups   * Publicity (media) * Lobbying (governments) * Share price movement (shareholders)   Refer to Study Guide to expand | 23 | Listen, ask questions and makes notes |  |
| Brief on **Homework Activity 9**  Research government lobbying groups in your country. Identify and explain an example where a pressure group has caused a change in government policy. |  | Listen and ask questions as necessary  Individual activity as homework | **5UMSR E2 LO2 Activity 9 – Impact of pressure groups on government** |
| Review of session and learning outcomes |  |  | Listen |  |

### LO2: Session plan - SESSION 4

### Customers

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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 E2**  Assessment Criterion 2.4 | 24 | Listen |  | |
| Impacts of Pressure Groups | Debrief **Homework Activity 9**  Share and discuss examples where a pressure group has caused a change in government policy.  Provide feedback. |  | Contribute to discussion  Listen, ask questions and makes notes |  | |
| Customers | Background   * Customers are clearly an important stakeholder group * Important to understand not only who they are but their thought processes, who influences them and the pressure they can feel to consume   Refer to Study Guide to expand | 25 | Listen, ask questions and make notes |  | |
| Brief **Class Discussion** drawing out:   * The importance of understanding customer needs in order for organisations to succeed * Understanding the stake of different stakeholders and the impact that has on the way they should be managed * Clarity about the resource and understanding needed to manage stakeholders | 26 | **Class Discussion**  “Our job would be easy if it wasn’t for customers.”   Discuss ways in which customers make life difficult for the managers and employees of an organisation.  Contribute to discussion  Listen, ask questions and make notes |  | |
| Customer involvement in purchasing decisions   * Low involvement purchase – there is little risk associated with buying the wrong product or service * High involvement purchase - significant risks not only to our finances but also, for example, our personal safety and self-image     Refer to Study Guide to expand | 27 | Listen, ask questions and make notes |  | |
| Brief **Small Group Activity 10**  Facilitate discussion and answer questions as necessary. Debrief activity |  | **Small Group Activity 10**  List products and services that you have purchased in the past. Identify whether these purchases were high or low involvement purchases. Make note of key points. Contribute to discussion  Listen, ask questions and makes notes | **5UMSR E2 LO2 Activity 10 - High and low involvement purchases** | |
| Decision-making | Explain the Decision-Making Process   * Need recognition * Information search * Evaluation of alternatives * Purchase * Post purchase evaluation   Refer to Study Guide to expand | 28 | Listen, ask questions and makes notes |  | |
| Outline the Decision-Making Unit   * Initiators – manager identifies new piece of equipment * Users – someone who reports into the manager * Deciders – colleague in procurement department * Influencers – other colleagues who have purchases similar equipment previously * Buyers – The person who places the order and pays for the equipment * Gatekeepers – the budget holder   Refer to Study Guide to expand | 29 | Listen, ask questions and makes notes |  | |
| Brief **Paired Activity 11**  Facilitate discussion and answer questions as necessary. Debrief activity |  | **Paired Activity 11**  Using an organisation with which you are familiar. Identify who is involved in the decision-making unit?   Discuss instances where the decision-making unit has failed to reach a decision. What were the consequences of this failure?  Listen, ask questions and makes notes | **5UMSR E2 LO2 Activity 11 – Decision-making unit** | |
| Reference Groups | Outline Reference Groups   * Reference groups influence our attitudes and / or behaviour * We belong to a number of reference groups e.g. family, friends, work colleagues, clubs, societies * Opinion leaders are people like us in many ways but they are more receptive to new ideas and we trust them * Opinion formers are different to us. They are ‘able to exert personal influence because of their authority, education or status’   Refer to Study Guide to expand | 30 | Listen, ask questions and makes notes |  | |
| The Consumer | Explain what is meant by the consumer movement and consumerism   * Consumerism describes the preoccupation of many societies with acquiring consumer goods. * The consumer movement is concerned with ensuring that as consumers we have rights protected by law.   Refer to Study Guide to expand | 31 | Listen, ask questions and makes notes |  | |
| Brief on **Homework Activity 12 –**  Review [Consumerism, Mass Extinction and the throw away society](https://www.theartof.com/articles/consumerism-mass-extinction-and-our-throw-away-society)  In your view, is consumerism a good or bad thing? Give reasons for your answer. |  | Listen and ask questions as necessary  Individual activity as homework | **5UMSR E2 LO2 Activity 12 - consumerism** |
| Review of session and learning outcomes |  |  | Listen |  |

### LO2: Session plan - SESSION 5

### Brand position and reputation

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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 E2**  Assessment Criterion 2.5 | 32 | Listen |  | |
| The Consumer | Debrief **Homework Activity 12 –**  Discuss whether consumerism is a good or bad thing. Provide reasons for your perspective. |  | **Homework Activity 12 –**  Contribute to discussion. Listen and make notes on other people’s contributions. |  | |
| Brands | Background   * Brands can help us make purchasing decisions more quickly and easily * Brands enable organisations to differentiate their products from those of their competitors. * It might be one word, or a logo * We know what brands stand for, we know the brands we trust. * They reduce risk even when the product is new. * We transfer our feelings for, belief in a brand to new products with the same brand name     Refer to Study Guide to expand | 33 | Listen, ask questions and makes notes |  | |
| Facilitate **Class Discussion** to bring out the following points:   * Different brands offering the same product can have different positions in a marketplace * Brands engender trust and they need to be consistent | 34 | **Class Debate**  In the digital economy brands and brand marketing are losing their importance.  Contribute to discussion  Listen, ask questions and makes notes |  | |
| Outline Jobber and Ellis-Chadwick’s 4Cs Framework (2013)   * Clarity * Credibility * Consistency * Competitiveness   Refer to Study Guide to expand | 35 | Listen, ask questions and makes notes |  | |
| Brief **Paired Activity 13**  Facilitate discussion and answer questions as necessary. Debrief activity |  | **Paired Activity 13**  Choose a brand with which you are familiar. Review the brand against Jobber and Ellis-Chadwick 4 Cs Framework  Contribute to discussion  Listen, ask questions and makes notes | **5UMSR E2** **LO2 Activity 13 - 4C’s framework** | |
| Brand positioning | Explain a Perceptual positioning map   * High Price/High quality * High price/Low quality * Low Price/High quality * Low Price/Low quality   Discuss positioning of brands on the map on the slide  Refer to Study Guide to expand | 36 | Listen, ask questions and makes notes |  | |
| Explain Spidergram analysis  Spidergrams allow the positioning of more variables and are more precise allowing a range of criteria  Refer to Study Guide to expand | 37 | Listen, ask questions and makes notes |  | |
| Brief on **Small Group Activity 14**  Facilitate discussion and answer questions as necessary. Debrief activity |  | Complete **Small Group Activity 14**  Develop a perceptual map of food brands with which you are familiar. | **5UMSR E2 LO2 Activity 14 – Perceptual map** |
| Corporate social responsibility | Outline Carroll and Buchholtz’s pyramid of social responsibility  Philanthropic responsibilities  Ethical responsibilities  Legal responsibilities  Economic responsibilities  Refer to Study Guide to expand | 38 | Listen, ask questions and makes notes |  |
| Brief on **Group Activity 15**  Facilitate discussion and answer questions as necessary. Debrief activity |  | Complete **Group Activity 15**  Work together as a class to identify organisations and categorise them according to the way in which they conduct their business activities using Carroll and Buchholtz’s pyramid of social responsibility. | **5UMSR E2 LO2 Activity 15 – Pyramid of social responsibilities** |
| Outline corporate social responsibility stances   * Laissez-faire – organisations only concerned with making a profit for their shareholder. * Enlightened self-interest – an organisation begins to see that managing stakeholder relationships well is in the long term financial interest of shareholders. * Forum for stakeholder interaction – organisations become aware of concepts such as the triple bottom line – profit, people and planet. * Shaper of society – visionary organisations that aim to change society, change our social norm   Refer to Study Guide to expand | 39 | Listen, ask questions and makes notes |  |
| Explain the effects of stakeholders on corporate brand reputation   * Reputation damage * Reputational enhancement * Increased/decreased brand value | 40 | Listen, ask questions and makes notes |  |
| Brief on **Homework Activity 16**  Identify a company which suffered reputational damage in the past, but is now known for being either ethically or philanthropically responsible.   What actions did the organisation take in order to repair its damaged brand reputation? |  | Listen and ask questions as necessary  Individual activity as homework | **5UMSR E2 LO2 Activity 16 – Repairing a damaged brand** |
| Review of session and learning outcomes |  |  | Listen |  |