### SESSION OUTLINE

**COURSE:** ABE Level 6: Strategic Stakeholder Relationships

**ELEMENT:** Element 1: Strategic Influence of Stakeholders. (25%)

## LEARNING OUTCOME 1

**Critically assess an organisation’s stakeholders in order to determine their strategic influence and impact in relation to a particular project.**

* 1. Critically discuss the importance of stakeholder analysis
  2. Analyse the range of stakeholder for their strategic influence and potential impact in relation to specific projects.

**NUMBER OF SESSIONS:** Three - approximately eleven to fourteen hours in total, plus self-study.

**SESSION TOPICS:** Session 1: The importance of stakeholder analysis

Session 2: The strategic influence and potential impact of different stakeholders

Session 3: Apex stakeholder strategy

**Note to tutors: these are the recommended session outlines for learning outcome 1 of the ABE Level 6 BM Strategic 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

### The importance of stakeholder analysis

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| 4-5 hours | Introduction to session and learning outcomes | Use file: **6USSR Presentation E1**  Assessment Criterion 1.1 | 1-4 | Listen |  | |
| The importance of stakeholder analysis | Background:   * Business stakeholders include anyone who has an interest in what the organisation is doing or the outcomes of its activities. * Stakeholders are an important part of the equation in delivering sustainable organisational performance * Who is counted as a stakeholder will depend on the context in which the organisation operates * Stakeholders are those who affect or affected by the achievement of the organisation’s objectives | 5 | Listen, make notes and respond to questions |  | |
| Facilitate **Class Discussion:**  Draw discussion together by highlighting the impact of our activities and the wider consequences of organisational life in regards to economic, social and environmental consequences. Highlight the advantages of a wider stakeholder perspective in terms of corporate social responsibility, brand reputation, response to environmental demands etc. against the disadvantages of time and resources commitment against return on investment. The complexity of stakeholder analysis and the competency/capability within the organisation to manage stakeholder relationship well. Also the issue of listening to the wrong stakeholders and stakeholder conflict. | 6 | Contribute to **class discussion**  What are the advantages and disadvantages of the shift in the concept of stakeholder, moving beyond simple financial responsibilities of the organisation to the wider concept of everyone impacted by the organisation’s activities? |  | |
| The importance of stakeholder analysis   * Stakeholder analysis involves identifying anyone who has an interest in what you, or your organisation is doing * Important to understand the level of interest that a stakeholder has, and their power or ability to impose their will over people or events * Includes understanding the level of support or resistance that stakeholders may exhibit | 7 | Listen, make notes and respond to questions |  | |
| Methods of identifying stakeholders in relation to a project | Methods of identifying stakeholders   * Brainwriting * Stakeholder lists/register * Scenarios and Storytelling * Task-by-task assessment * Horizon scanning   Refer to Study Guide to expand. Highlight the importance of getting as many people involved as possible in the identification of stakeholders. | 8 | Listen, make notes and ask questions as necessary |  | |
| Facilitate **Paired Activity 1**  “What value does stakeholder management bring to a project or organisational strategy”  When everyone has completed the interview, run a plenary to compile the results. Discuss the themes that have emerged from the interviews. |  | Prepare to interview each other (10 mins) Conduct interview (10 mins each) | **6USSR E1 LO1 ACTIVITY 1** – Appreciative Enquiry |
| Characteristics of stakeholders | Narrow definition – stakeholder characteristics   * Owners * Employees * Managers * Suppliers * Customers * Local community   Refer to Study Guide. Expand on Freeman (1984) Stakeholder theory and how the different categories of stakeholder in the narrow definition can affect or be affected by a project or organisational strategy | 9 | Listen, make notes and ask questions as necessary |  |
| Wide definition of stakeholder   * Inclusion of those who are affected or affect the organisation in any way * Focus is on interdependency between stakeholders and the organisation * Emphasis on relationship and cooperation between organisation and stakeholder groups * System of social cooperation and value creation   Refer to Study Guide. Explore the idea of a wider concept of impact of our activities and the independency of human interaction in a number of different scenarios. | 10 | Listen, make notes and ask questions as necessary |  |
| Facilitate **Small Group Activity 2**  Lewis (2011) identified connectors as one of four specific stakeholder roles.  Brainstorm some key issues that are dominating the news agenda in your country right now. Then, work together to understand who the connectors are on this subject  Refer to Study Guide. Debrief Activity, asking questions to reveal the influence of connectors who bridge the gap between groups of stakeholders |  | **Small Group Activity 2**  Review the key issues that are dominating the new agenda. Identify the stakeholders involved in the issue and identifying who the connectors are in bridging the gap between the different stakeholders. | **6USSR E1 LO1 ACTIVITY 2** - The role of connectors as a specific stakeholder role |
| The Big Six   * Interest * Needs * Attitude * Impact * Power * Influence   Refer to Study Guide focusing on how some of the characteristics have a greater influence than others depending on the priorities in the project or organisational strategy | 11 | Listen and ask questions as necessary |  |
| Stakeholder interests | Brief on **Paired Activity 3**  Read the definitions of interest and needs in the Study Guide.  Identify the needs and interests of each of the narrow stakeholder categories offered by Freeman (1984), |  | Listen and ask questions as necessary | **6USSR E1 LO1 ACTIVITY 3** – Needs versus Interest. Difference between interest and needs categories as offered by Freeman (1984) |
| Stakeholder interest acronym SPECTRES | Stakeholder interest SPECTRES   * Social * Political * Economic * Commercial * Technological * Regulatory * Environmental * Security   Refer to Study Guide providing examples of each of the interest areas, focusing on how these can affect whether a stakeholder will want to be more or less involved in the project | 12 | Listen and ask questions as necessary |  |
| Brief on **Homework Activity 4**  **UN Framework Convention on Climate Change – Paris Accord** Research the Paris agreement on climate change. What are the sources of stakeholder interest that have led to parties ratifying the convention?  Conduct an analysis using the SPECTRES framework. |  | Listen and ask questions as necessary  Individual activity as homework | **6USSR E1 LO1 ACTIVITY 4 –** Conduct a SPECTRES analysis of stakeholder interest and its importance in the outcome of the Paris Accord |
|  | Review of session and learning outcomes |  |  | Listen and ask questions as necessary |  |

### LO1: Session plan - SESSION 2

### The strategic influence and potential impact of different stakeholders

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| 4-5 hours | Introduction to session and learning outcomes | Use file: **6USSR Presentation E1**  Assessment Criterion 1.2 | 13 | Listen |  | |
| Stakeholder interest acronym SPECTRES | Facilitate feedback on **Homework Activity 4**  Focus on the SPECTRES framework analysis, discussing sources of stakeholder interest that students have found in their research. |  | Contribute to discussion  Listen and makes notes | Feedback on **ACTIVITY 4 –** Conduct a SPECTRES analysis of stakeholder interest and its importance in the outcome of the Paris Accord | |
| Analyse the range of stakeholders and their strategic influence | Background   * The development of project and organisation strategy objectives will be shaped by how much is understood about the stakeholders * Identifies the possible threat or opportunities for support from stakeholders * Stakeholder mapping can help you to understand and prioritise the different demands of the various stakeholder groups * Structured analysis of stakeholder expectations and likelihood of the stakeholder choosing to exercise the power they have   Refer to Study Guide | 14 | 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. | 15 | **Class Discussion**  Not all stakeholder relationships are equal. In prioritising stakeholders, this will sometimes mean that you ignore the interests of some stakeholders.   What are the possible impacts of this approach? |  | |
| Identifying the strategic influence and potential impact that different stakeholders have on projects | Mendelow matrix   * High power, low interest * High power, high interest * Low interest, low power * Low power, high interest   Refer to Subject Guide discussing the difference between influence/power and interest of stakeholders | 16 | Listen, make notes and ask questions as necessary |  | |
| Facilitate **Paired Activity 5**  Mendelow Matrix and strategic operational levels  Facilitate 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 5**  Read: Thomas N. Garavan, (1995) "Stakeholders and strategic human resource development", Journal of European Industrial Training, Vol. 19 Issue: 10, pp.11-16. (This article will be available in your online student resources.)  Complete a Mendelow Matrix for the finance department at both a strategic level and the operational level. What differences are there? Why? | **6USSR E1 LO1 ACTIVITY 5 –** The difference between different stakeholders in regard to the influence/power and interest. | |
| Apex stakeholders   * Influence many other stakeholders * Very little influenced by stakeholders around them   Refer to Study Guide highlighting the importance of this group in regard to the impact they can have the project. | 17 | Listen, make notes and ask questions as necessary |  | |
| Monitor **Individual Activity 6**  How can each of the three types of apex stakeholder benefit or disrupt the successful completion of a project?  Ask individuals to share their thoughts with each other to debrief the activity and give examples of apex stakeholders |  | Listen, make notes and ask questions as necessary | **6USSR E1 LO1 ACTIVITY 6 –** Apex supporters, agonists and neutrals |
| Other forms of stakeholders (Clayton, 2014)   * Basal stakeholders * Neutral stakeholders * Primary stakeholders * Secondary stakeholders   Refer to study guide | 18 | Listen, make notes and ask questions as necessary |  |
| Diffusion of innovations | Diffusion of innovations (Rogers, 2003)   * Innovators * Early adopters * Early majority * Late majority * Laggards   Refer to study guide | 19 | Listen, make notes and ask questions as necessary |  |
| Facilitate **Group Activity 7**  Agree on a recent technological advancement  As a group separate yourselves into the Rogers classifications   Coordinate discussion what causes someone to be an early adopter, an early majority etc. |  | Complete activity, make notes of key points to feedback to class | **6USSR E1 LO1 ACTIVITY 7 –** Class classifications |
| Brief on **Homework Activity 8**  Read [Taesung Kim](http://www.emeraldinsight.com/author/Kim%2C+Taesung), (2015) "Diffusion of changes in organizations", Journal of Organizational Change Management, Vol. 28 Issue: 1, pp.134-152. (This article will be available in your online student resources.)  How do the findings in this paper help us understand how to manage strategic stakeholder relationships? |  | Listen and ask questions as necessary  Individual activity as homework | **6USSR E1 LO1 ACTIVITY 8** – Diffusion of change. Identifying how stakeholders impact specific projects |
|  | Review of session and learning outcomes |  |  | Listen |  |

### LO1: Session plan - SESSION 3

### Apex stakeholder strategy

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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: **6USSR Presentation E1**  Assessment Criterion 1.2 |  | Listen |  | |
| Diffusion of innovations | Facilitate feedback on **Homework Activity 8**  Share your ideas as to how the paper ‘Diffusion of changes’ helps us to understand how to manage strategic stakeholder relationships?  Coordinate feedback |  | Contribute to discussion  Listen and makes notes |  | |
| Apex stakeholder strategy | Background   * Apex stakeholders are independent * Not a case of being persuasive * Need to develop trust and take time to understand their ideas and concerns * Incorporate apex stakeholder contributions and support them when they show enthusiasm * Delicate balancing act to avoid offence   Refer to Study Guide | 20 | Listen and makes notes |  | |
| Facilitate a **Class Debate** to bring out the following points:   * Apex stakeholders can be very influential * They need to be recognised because of this influence * But other stakeholders are equally important. | 21 | Split class into two groups for and against the proposal  10 minutes to prepare arguments  “This house proposes that since apex stakeholders are so influential these are the only stakeholders you need to manage”  Contribute to debate, listen and makes notes |  | |
| Sociogram   * Social network diagram * Simple way to map relationships between stakeholders * Depicts different stakeholders and connections between stakeholders   Refer to Study Guide | 22 | Listen, make notes and ask questions as necessary |  | |
| **Group Activity 9**  Draw a sociogram of your class mapping its position and relationship with stakeholders in your college.  Study Guide  Coordinate feedback |  | Carry out **Activity 9** Draw a sociogram of your class mapping its position and relationship with stakeholders in your college.  Listen, make notes and ask questions as necessary | **6USSR E1 LO1 ACTIVITY 9** - Sociogram | |
| Inter-relationship mapping of stakeholders   * Examines independent themes * Clusters stakeholders who have issues in common     Refer to Study Guide | 23 | Listen, make notes and ask questions as necessary |  | |
| Facilitate **Activity 10**  Draw an inter-relationship map of your class in the context of your position of stakeholders in your college  Agree the themes and issues that you will use to cluster the class members  Coordinate feedback |  | Contribute to **Group Activity 10**  Draw an inter-relationship map of your class in the context of your position of stakeholders in your college  Agree the themes and issues that you will use to cluster the class members  Discuss, listen and makes notes | **6USSR E1 LO1 ACTIVITY 10** – Inter-relationship map |
| Contractograms   * Captures relationships of those who are contracted to one another   Refer to study Guide | 24 | Listen, make notes and ask questions as necessary |  |
| Brief on **Homework Activity 11**  Read Adnan Enshassi, Faisal Arain, Bassam Tayeh, (2012) "Major causes of problems between contractors and subcontractors in the Gaza Strip", Journal of Financial Management of Property and Construction, Vol. 17 Issue: 1, pp.92-112. (This article will be available in your online student resources.)  How would a contractogram help you to overcome the problems described in the journal findings? |  | Listen and ask questions as necessary  Individual activity as homework | **6USSR E1 LO1 ACTIVITY** **11** – Managing stakeholder relationships - Contractors |
|  | Review of session and learning outcomes |  |  | Listen |  |