### SESSION OUTLINE

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

**ELEMENT:** Element 2: Engaging with Stakeholders. (25%)

## LEARNING OUTCOME 2

**Critically review the process of engaging with stakeholders and developing an appropriate engagement plan**

* + 1. Critically analyse the strategic relationships that an organisation has with the stakeholders of a particular projects in order to decide how best to engage with them.

2.2 Prioritise the use of resources for an engagement plan in relation to a particular project from a strategic perspective.

2.3 Review the success of the engagement plan objectives including from the perspective of the organisation and its stakeholders

2.4 Recommend strategic changes that could be made in order to respond to stakeholders’ perceptions and/or adapt to changing conditions

**NUMBER OF SESSIONS:** Four - approximately twelve to sixteen hours in total plus self-study.

**SESSION TOPICS:** Session 1: Mapping the stake of different stakeholders

Session 2: Prioritising the use of resources

Session 3: Reviewing the success of the engagement plan

Session 4: Responding to stakeholder perceptions and/or adapting to changing conditions

**Note to tutors: these are the recommended session outlines for learning outcome 2 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.**

### LO2: Session plan - SESSION 1

### Mapping the stake of different 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: **6USSR Presentation E2**  Assessment Criterion 2.1 | 1-4 | Listen |  | |
| Apex stakeholder strategy | Facilitate Feedback on **Homework Activity 11**:  Share how you think a contractogram would help you to overcome the problems described in the journal findings. |  | Contribute to discussion  Listen, ask questions and makes notes |  | |
| Understanding the stake of different stakeholders | Background   * Prioritising stakeholders from a strategic perspective requires an exploration of the concepts of power and influence * You will need to deploy a range of stakeholder engagement strategies * Stakeholder engagement plans cannot remain static * Analysis tools provide information about the relational position of the stakeholders you have identified * Engage the right stakeholders, in the right way at the right time   Refer to Study Guide | 5 | Listen, make notes and ask questions as necessary |  | |
| Facilitate **Class Debate**  Split class into two groups for and against the proposal drawing out:   * The dangers of ignoring stakeholder groups because of the advent of social media * How fast messages go viral means that influential stakeholders are more important than ever before * Managing the message is as important as managing the stakeholders. | 6 | Contribute to class debate.  10 minutes to prepare arguments  “This house proposes that developing a stakeholder engagement plan is a redundant exercise in a world with social media  Join in debate, listen and make notes |  | |
| The stake of different stakeholders   * The nature of the stakeholder * The agenda of the stakeholder * Stakeholder priorities and salience * Stakeholder motivations   Refer to study guide | 7 | Listen, make notes and ask questions as necessary |  | |
| Brief **Paired Activity 1**  Watch YouTube Video: [Connect: The value at stake in stakeholder engagement](https://www.youtube.com/watch?v=su45HiUlg1Q) at  <https://www.youtube.com/watch?v=su45HiUlg1Q>  Facilitate discussion and answer questions as necessary. |  | **Paired Activity 1**  High tech is coming under increased scrutiny of regulatory bodies. Consider the example of UBER. What stake do different stakeholders have (Nature, Agenda, Priorities and Salience and Motivations)?  Make notes of key points. Contribute to class discussion. Listen and makes notes | **6USSR E2 LO2 ACTIVITY 1 –** Different Stakes | |
| Stakeholder Mapping | The Power and interest matrix  Johnson & Scholes (1999) adapted the Mendelow Matrix to assign a stakeholder relationship strategy that the organisation should adopt to manage particular stakeholder groups according to their level of influence/power and interest.  Refer to Study Guide | 8 | Listen, make notes and ask questions as necessary |  | |
| Brief **Group Activity 2**  Consider the life cycle of an employee from their first job to retirement. How does their position on the power/interest matrix change in regard to executive pay over their working life? Map key transition points explaining the reason why their position might change over time.  Facilitate discussion and answer questions as necessary. |  | **Group Activity 2**  Working in small groups consider the life cycle of an employee from their first job, to retirement. How does their position on the power/interest matrix change in regard to executive pay over their working life? Map key transition points explaining the reason why their position might change over time.  Make notes of key points. Contribute to class discussion. Listen and makes notes | **6USSR E2 LO2 ACTIVITY 2** – Executive Pay | |
| Stakeholder Triage | Stakeholder Triage (Clayton 2014)   * Woo and Win * Engage and harness * Support and encourage * Monitor and outvote   Refer to Study Guide | 9 | Listen, make notes and ask questions as necessary |  |
| Brief **Paired Activity 3**  Imagine you are tasked with encouraging students to get involved with planning the end of course celebration. What methods would you adopt to support and encourage the students to help promote the celebration? |  | Complete **Paired Activity 3**  Working in pairs imagine you are tasked with encouraging students to get involved with planning the end of course celebration. What methods would you adopt to support and encourage the students to help promote the celebration? | **6USSR E2 LO2 ACTIVITY 3** – Stakeholder Triage |
| Force field Analysis | **Force field Analysis**  Driving forces for change  Restraining forces for change  Refer to study guide | 10 | Listen, make notes and ask questions as necessary |  |
| **Brief Group Activity 4**  Collectively agree a potential change that will affect everyone in the group. As a group follow the instructions on Activity 15 in the Study Guide to conduct a force field analysis on the change. |  | **Group Activity 4**  Work with the group to collectively agree a potential change that will affect everyone in the group. As a group follow the instructions on Activity 15 in the Study Guide to conduct a force field analysis on the change. | **6USSR E2 LO2 ACTIVITY 4 –** Force field analysis |
| Transformers | Transformers   * Bystander * Tinkerer * Modifier * Transformers   Refer to Study Guide | 11 | Listen, make notes and ask questions as necessary |  |
| Brief on **Homework Activity 5**  Using the same change topic as that used in Activity 4 map the stakeholders who are supportive or critical of the efforts in making the change identified on a stakeholder impact chart. |  | Listen and ask questions as necessary  Individual activity as homework | **Homework 6USSR E2 LO2 ACTIVITY 5 –** Stakeholder impact  Critically analyse the strategic relationships of a particular change topic in order to decide how best to engage with them |
|  | Review of session and learning outcomes |  |  | Listen |  |

### LO2: Session plan - SESSION 2

### Prioritising the use of resources

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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 E2**  Assessment Criterion 2.2 | 12 | Listen |  | |
| Transformers | Debrief on **Homework Activity 5**  Share your stakeholder impact chart showing a map of the stakeholders who are supportive or critical of the efforts in making the change the group identified in Session 4.  Facilitate a discussion on the positioning and relationship choices |  | Contribute to discussion  Listen, ask questions and makes notes |  | |
| Stakeholder engagement | Background   * Stakeholder engagement is an iterative process of activity between the organisation and the stakeholder * It aims to develop a broad and inclusive consensus of project planning and performance * It is important that you prioritise the use of resources to develop an efficient and effective engagement plan. * Develop collaborative partnerships with key players and apex stakeholders * Manage risk with stakeholders who are identified as low interest, low influence/power   Refer to Study Guide | 13 | Listen, make notes and ask questions as necessary |  | |
| Facilitate **Class Debate** to bring out the following points:   * The whole point of stakeholder management is to manage competing priorities of stakeholders * Arriving at consensus is important for stakeholders who have high interest, or high power and can affect or are affected by the project. | 14 | **Class Debate**  Join one of two groups either for or against the proposal  10 minutes to prepare arguments  “This house proposes that a broad and inclusive consensus of project planning and performance is not possible because of the competing priorities of stakeholders”.  Contribute to discussion  Listen, ask questions and makes notes |  | |
| Stakeholder Engagement   * Tier 1 * Tier 2 * Tier 3   Refer to Study Guide | 15 | Listen, make notes and ask questions as necessary |  |
| Brief **Paired Activity 6**  Can you give examples of organisations whose company ethos regarding ethics and fairness means the stakeholder prioritisation pyramid is inverted? What impact does this have on stakeholder prioritisation and the Tier 1 stakeholder group identified by Clayton (2014)?  Debrief activity |  | **Paired Activity 6**  Working in pairs give examples of organisations whose company ethos regarding ethics and fairness means the stakeholder prioritisation pyramid is inverted? What impact does this have on stakeholder prioritisation and the Tier 1 stakeholder group identified by Clayton (2014)?  Prepare notes and contribute to discussion | **6USSR E2 LO2 ACTIVITY 6** – ‘Broadcast’ priorities |
| Strategic postures   * Accommodating * Collaborating * Consulting * Informing * Promotional * Defensive * Assertive   Study Guide | 16 | Listen, make notes and ask questions as necessary |  |
| Brief **Group Activity 7**  Review the strategic postures on Study Guide. Give further examples to those given to explain the different engagement strategies that an organisation might adopt.  Facilitate discussion. |  | **Group Activity 7**  Review the strategic postures in the Study Guide. Give further examples to those given to explain the different engagement strategies that an organisation might adopt.  Make note of key points. Contribute to discussion  Listen, ask questions and makes notes | **6USSR E2 LO2 ACTIVITY 7** – Examples of strategic postures |
| Stakeholder benefits matrix | Stakeholder benefits matrix  Clayton (2014) suggested that the key question, which needs to be answered is ‘what’s in it for the stakeholder?’ This is where the benefits matrix tool provides a valuable addition to stakeholder management.  Refer to Study Guide | 17 | Listen, make notes and ask questions as necessary |  |
| **Brief Paired Activity 8**  Choose a project that you are familiar with. Working in pairs list all the positive outcomes that might be associated with that project.  Facilitate a discussion |  | **Paired Activity 8**  Working in pairs choose a project that you are familiar with. Working in pairs list all the positive outcomes that might be associated with that project.  Make note of key points. Contribute to discussion  Listen, ask questions and makes notes | **6USSR E2 LO2 ACTIVITY 8–** What’s in it for the stakeholder |
| Identification of the main stakeholder, how they fit and who they are connected with | Inter-relationship between stakeholders   * Hub (H) * Connector (C) * Feeder (F) * Outlier (O)   Refer to Study Guide | 18 | Listen, make notes and ask questions as necessary |  |
| **Brief Paired Activity 9**  Using the project you chose for Activity 8, identify the stakeholders and develop an inter-relationship map showing the roles played by the different stakeholders in the social network  Facilitate a discussion |  | **Paired Activity 9**  Working in pairs and using the project you chose for Activity 8, identify the stakeholders and develop an inter-relationship map showing the roles played by the different stakeholders in the social network  Make note of key points. Contribute to discussion  Listen, ask questions and makes notes | **6USSR E2 LO2 ACTIVITY 9–** Inter-relationship between stakeholders |
| Resource Planning | Resource Planning   * People * Time * Budget   Refer to study guide | 19 | Listen, make notes and ask questions as necessary |  |
| Brief on **Homework Activity 10**  Using the project you chose for Activity 8, develop a stakeholder engagement resource plan for the project taking into account the three factors: People, Time and Budget |  | Listen and ask questions as necessary  Individual activity as homework | **6USSR E2 LO2 ACTIVITY 10**– Resource Planning  Prioritise the use of resources for an engagement plan |
| Review of session and learning outcomes |  |  | Listen |  |

### LO2: Session plan - SESSION 3

### Reviewing the success of the engagement plan

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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 E2**  Assessment Criterion 2.3 | 20 | Listen |  | |
| Resource planning | Debrief on **Homework Activity 10**  Using the project you chose for Activity 8, develop a stakeholder engagement resource plan for the project taking into account the three factors: People, Time and Budget  Facilitate discussion |  | Contribute to discussion  Listen, ask questions and makes notes |  | |
| Review the success of the engagement plan objectives | Background   * The purpose of reviewing the success of the engagement plan is to ensure you are aware of how well the plan is working * Includes the perspective of the organisation and its stakeholder * Enables you to be in control of the stakeholder engagement process * Make sure stakeholders are being engaged appropriately.     Refer to Study Guide | 21 | Listen, ask questions and makes notes |  | |
| Brief **Class Discussion** drawing out:   * The different ways that organisations engage with people e.g. media, directly, etc. * The various ways in which messages are communicated to stakeholders * The way successful engagement methods make you feel committed to the project or loyal to the organisation * The way engagement efforts go wrong e.g. # activities on twitter that misfire. | 22 | **Class Discussion**  Share examples of the ways in which organisations have engaged with you as a customer, employee, manager etc.  What did the ‘engagement’ consist of? What engagement touch points were successful? What was unsuccessful?  Contribute to discussion  Listen, ask questions and makes notes |  | |
| Checking the receipt and understanding of the message by key stakeholder groups | Check the receipt and understanding of the message   * Survey * Focus group * Observation * Response rate * Click through rates   Refer to Study Guide | 23 | Listen, ask questions and makes notes |  |
| Brief **Paired Activity 11**  Read journal: Rebecca Dolan, Jodie Conduit, John Fahy, Steve Goodman, (2017) "Social media: communication strategies, engagement and future research directions", International Journal of Wine Business Research, Vol. 29 Issue: 1, pp.2-19. (This article will be available in your online student resources.)  Critically evaluate whether response rates represent true engagement on social media.  Facilitate discussion |  | **Paired Activity 11**  Read journal: Rebecca Dolan, Jodie Conduit, John Fahy, Steve Goodman, (2017) "Social media: communication strategies, engagement and future research directions", International Journal of Wine Business Research, Vol. 29 Issue: 1, pp.2-19. (This article will be available in your online student resources.)  Critically evaluate whether response rates represent true engagement on social media.  Contribute to discussion  Listen, ask questions and makes notes | **6USSR E2 LO2 ACTIVITY 11** – Response rates |
| Review success of engagement plan over time against objectives | Review success of the engagement plan   * Not a linear process * Requires monitoring * Implementation v desired performance * Can be monitored formally or informally * Data can illustrate progress made * Stakeholder balance sheet separates stakeholders into two categories: Assets and liabilities.   Refer to Study Guide | 24 | Listen, ask questions and makes notes |  |
| Brief on **Homework Activity 12**  Develop a stakeholder balance sheet (see Study Guide) for the stakeholder list that you developed for the study guide exercises |  | Listen and ask questions as necessary  Individual activity as homework | **6USSR E2 LO2 ACTIVITY 12 –** Stakeholder balance sheet  Review the success of the engagement plan objectives |
| Review of session and learning outcomes |  |  | Listen |  |

### LO2: Session plan - SESSION 4

### Responding to stakeholders’ perceptions and/or adapting to changing conditions

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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 E2**  Assessment Criterion 2.4 | 25 | Listen |  | |
| Review success of engagement plan over time against objectives | Debrief on H**omework Activity 12**  Develop a stakeholder balance sheet (see Study Guide) for the stakeholder list that you developed for the study guide exercises  Facilitate discussion |  | Contribute to discussion  Listen, ask questions and makes notes |  | |
| Revise messaging to improve receipt and retention of message | Background   * Each stakeholder engagement project has distinct phases * Leads to needing to make different strategic changes to respond   Refer to Study Guide | 26 | Listen, ask questions and makes notes |  | |
| Brief **Class Debate**  Split class into two groups for and against the proposal drawing out:   * Although resistance is part of the change process, we can facilitate stakeholders through their resistance * Anticipating resistance and being proactive in working out how to overcome it is essential | 27 | **Class Debate**  Join one of the groups either for or against the proposal  10 minutes to prepare arguments  “This house proposes that resistance is simply part of the change process to try and manage it is a waste of time and resource.” |  | |
| Revise messaging and/or media   * Use the media to ensure that stakeholders receive and/or retain the message * Requires specialist advice and knowledge from people who have a background in public relations * Broadcast media * Print media * Web media   Refer to Study Guide | 28 | Listen, ask questions and makes notes |  |
| Brief **Group Activity 13**  Watch YouTube video – [PR objectives, strategies and tactics](https://www.youtube.com/watch?v=IEw9MToY50s) at:  https://www.youtube.com/watch?v=IEw9MToY50s  What are the possible positive outcomes of using media to engage with stakeholders? What are the potential negative outcomes?  Facilitate discussion |  | **Group Activity 13**  Watch YouTube video – [PR objectives, strategies and tactics](https://www.youtube.com/watch?v=IEw9MToY50s) – at  https://www.youtube.com/watch?v=IEw9MToY50s  What are the possible positive outcomes of using media to engage with stakeholders? What are the potential negative outcomes?  Contribute to discussion  Listen, ask questions and makes notes | **6USSR E2 LO2 ACTIVITY 13** – PR dream or disaster? |
| Balanced Stakeholder Engagement Scorecard | Balanced Stakeholder Engagement Scorecard   * Alignment * Impacts * Ethics * Efficacy   Refer to Study Guide | 29 | Listen, ask questions and makes notes |  |
| **Brief Group Activity 14**  Develop a balanced stakeholder scorecard for the college where you are studying this module |  | **Group Activity 14**  Working in small groups develop a balanced stakeholder scorecard for the college where you are studying this module | **6USSR E2 LO2 ACTIVITY 14 –** Balanced stakeholder engagement scorecard |
| Stakeholder engagement maturing levels | Maturing approaches   * Strategic approach * Multi-fiduciary * Stakeholder synthesis   Refer to Study Guide | 30 | Listen, ask questions and makes notes |  |
| Brief on **Homework Activity 15**  What activities will be used to engage stakeholders at each stage of the stakeholder management maturity model? List examples of the activities. |  | Listen and ask questions as necessary  Individual activity as homework | **6USSR E2 LO2 ACTIVITY 15 –** Stakeholder engagement maturity model  Recommend strategic changes that could be made to respond to stakeholder’ perceptions and/or adapt to changing conditions |
| Review of session and learning outcomes |  |  | Listen |  |