### SESSION OUTLINE

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

**ELEMENT:** Element 3: Communication with Stakeholders. (25%)

## LEARNING OUTCOME 3

**Develop relevant communication approaches and messages that would be used at each stage of the stakeholder engagement plan**

* 1. Justify the key components of the message that need to be communicated, customising it for different stakeholders’ groups as necessary in relation to a specific project
  2. Recommend, with justification, communications that will engage the key strategic stakeholders for a particular project in line with its objectives.

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

**SESSION TOPICS:**  Session 1: Key components of the message that needs to be communicated

Session 2: Customising the message for different stakeholder groups

Session 3: Communications that will engage the key strategic stakeholders

**Note to tutors: these are the recommended session outlines for learning outcome 3 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.**

### LO3: Session plan - SESSION 1

### Key components of the message that needs to be communicated

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| 4 hours | Introduction to session and learning outcomes | Use file: **6USSR Presentation E3**  Assessment Criterion 3.1 | 1-4 | Listen |  | |
| Stakeholder engagement maturing levels | Debrief **Homework Activity 6USSR E2 LO2 Activity 15**  Share your thoughts on what activities will be used to engage stakeholders at each stage of the stakeholder management maturity model. List examples of activities  Provide feedback. |  | Contribute to discussion  Feedback from homework activity listing activities for stakeholder engagement. |  | |
| Key components of the message that need to be communicated | Background   * A stakeholder engagement communication plan builds upon the analysis of the strategic stakeholder relationships * Describes the nature of the message, the scope of the communication and the meaning behind the communication plan choices * The communication strategy will overlay the stakeholder engagement plan * Decisions are based upon stakeholder priorities * The communication plan defines how you choose to engage with different stakeholder groups * Dictates format, frequency and content of the communication   Refer to Study Guide | 5 | Listen and ask questions as necessary  Individual activity as homework |  | |
| Brief **Class Discussion** drawing out:   * The importance of understanding the context in which you are drawing up a communication plan * Understanding the stake of different stakeholders and the impact that has on the type of messaging they need * Clarity about the level of stakeholder you are aiming at. | 6 | **Class Discussion**  Read Journal: Kenneth J. Calhoun, Albert L. Lederer, (1990) "From Strategic Plan to Strategic Practice: The Communications Connection", American Journal of Business, Vol. 5 Issue: 2, pp.60-63. (This article will be available in your online student resources.)  What actions enable you to communicate plans to your stakeholders? Contribute to discussion.  Listen, ask questions and makes notes |  | |
| Crafting the message | Crafting the message   * Clear * Consistent * Targeted * Compelling * Persuasive * Powerful   Refer to Study Guide | 7 | Listen, ask questions and makes notes |  | |
| Brief **Paired Activity 1**  Decide on a stakeholder engagement outcome you would like to achieve (the end). Craft a communication message to meet that outcome. Check it against the criteria outlined in the Study Guide and revise as necessary  Facilitate discussion. |  | **Paired Activity 1**  Working in pairs, decide on a stakeholder engagement outcome you would like to achieve (the end). Craft a communication message to meet that outcome. Check it against the criteria outlined in the Study Guide and revise as necessary  Make note of key points. Contribute to discussion  Listen, ask questions and makes notes | **6USSR E3 LO3 ACTIVITY 1** – Crafting a message | |
| Adapting the message | Adapting the message   * The message will need to be adapted to ensure it is relatable to the targeted stakeholder group   + Partner   + Collaborate   + Involve   + Engage   + Inform   Refer to Study Guide | 8 | Listen, ask questions and makes notes |  | |
| Brief **Paired Activity 2**  Take the message that you crafted in Activity 1 and rewrite for the targeted stakeholder groups.  Critically review what changes you made to the message and why.    Facilitate discussion. |  | **Paired Activity 2**  Take the message that you crafted in Activity 1 and rewrite for the targeted stakeholder groups.  Critically review what changes you made to the message and why. Contribute to discussion  Listen, ask questions and makes notes | **6USSR E3 LO3 ACTIVITY 2** – Adapting the message | |
| Q&A and FAQ’s | Q&A and FAQ’s   * Another way to make your message compelling is to challenge the stakeholder with a question * Repeat through the message to engage the stakeholder * Provocative questions cause stakeholders to want to seek out an answer * Frequently asked questions are a list of common questions and answers   Refer to Study Guide | 9 | Listen, ask questions and makes notes |  | |
| Storytelling | Storytelling (Heath and Heath 2007)   * Stories can be used as a form of gentle persuasion * Simplicity * Unexpectedness * Concreteness * Credibility * Emotions   Refer to Study Guide | 10 | Listen, ask questions and makes notes |  | |
| Brief on **Homework Activity 3–**  Watch YouTube video [Engaging Stakeholders Through Story - Sage Advice: Episode 1](https://www.youtube.com/watch?v=JzLodMRKWL8) at:  https://www.youtube.com/watch?v=JzLodMRKWL8  Write a story to engage stakeholders you identified in earlier activities.  Critically review the five principles in the Study Guide. How does you story measure up against the principles. |  | Listen and ask questions as necessary  Individual activity as homework | **6USSR E3 LO3 ACTIVITY 3** – Storytelling |
| Review of session and learning outcomes |  |  | Listen |  |

### LO3: Session plan - SESSION 2

### Customising the message for different stakeholder groups

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| 3-4 hours | Introduction to session and learning outcomes | Use file: **6USSR Presentation E3**  Assessment Criterion 3.1 continued |  | Listen |  | |
| Storytelling | Debrief **Homework Activity 3 –**  Share what you learnt from writing a story using Heath and Heath (2007) principles. |  | **Homework Activity 3 –**  Share what you learnt from writing a story using Heath and Heath (2007) principles.  Contribute to discussion. Listen and make notes on other people’s contributions. |  | |
| Going beyond logic | Background   * Whole point of stakeholder communication is to create messages, which appeal to the stakeholder audience * Three modes of persuasion are identified within the framework of stakeholder communication   + Ethos   + Pathos   + Logos   Refer to Study Guide | 11 | Listen, ask questions and makes notes |  | |
| Facilitate **Class Debate** to bring out the following points:   * Humans often make irrational decisions even when presented with rational arguments * Emotion and belief are equally as important in our decision making process * Therefore communication must appeal to what stakeholders think, feel and believe | 12 | **Class Debate**  Split class into two groups for and against the proposal  10 minutes to prepare arguments “This house proposes that rational argument will always be more important than appealing to the subjective notions of human emotion and belief.”  Contribute to discussion  Listen, ask questions and makes notes |  | |
| Using people’s skills to best advantage   * Requires members of project team to work together to play their role in the stakeholder communication plan * Informal conversations with contacts * Hosting stakeholder consultation meetings * Acting as a facilitator at stakeholder events * Writing content for newsletters or social media   Refer to Study Guide | 13 | Listen, ask questions and makes notes |  | |
| **Brief Paired Activity 3b – Skills you bring**  Working in pairs, give feedback to each other on your thoughts to what skills each other would bring to the role of stakeholder |  | **Paired Activity 3b**  Working in pairs, give feedback to each other on your thoughts to what skills each other would bring to the role of stakeholder  Contribute to discussion  Listen, ask questions and makes notes | **6USSR E3 LO3 ACTIVITY 3b** – Skills you bring | |
| Gentle Persuasion | Gentle Persuasion (Nye 1990)   * Soft power refers to the ability to attract, co-opt and persuade * Concept focuses on the power that the influencer has in regard to attributes and achievements * Soft power is just as important than hard power * Avoids conflict and competition * Seduces stakeholders into cooperation   Refer to Study Guide | 14 | Listen, ask questions and makes notes |  | |
| Brief on **Group Activity 4**  Read Journal: Tony Manning, (2012) "The art of successful persuasion: seven skills you need to get your point across effectively", Industrial and Commercial Training, Vol. 44 Issue: 3, pp.150-158. (This article will be available in your online student resources.)  Write up a frequently asked questions guide to persuasion for a project team who is writing a stakeholder engagement plan.  Roam the room, giving encouragement and/or constructive feedback where necessary |  | Complete **Group Activity 4**  Read Journal: Tony Manning, (2012) "The art of successful persuasion: seven skills you need to get your point across effectively", Industrial and Commercial Training, Vol. 44 Issue: 3, pp.150-158. (This article will be available in your online student resources.)  Write up a frequently asked questions guide to persuasion for a project team who is writing a stakeholder engagement plan | **6USSR E3 LO3 ACTIVITY 4** - Persuasion |
| Behavioural economics and hidden influence (Packard 2007)   * Human behaviour is irrational * But if we can gather sufficient data, it is largely predictable * Behaviour of stakeholders affects an organisations ability to achieve its goals * Possible to manipulate stakeholders into impulsive and self-destructive behaviours * Fine line between persuasion and manipulation   Refer to Study Guide | 15 | Listen, ask questions and makes notes |  |
| Stakeholder Engagement as part of corporate culture | Stakeholder Engagement as part of corporate culture   * In an ideal world, the way things are done in the organisation * Enables business to build trust with its various stakeholder groups. * If it becomes cultural norm possible to manage risk and shield organisation * A positive stakeholder engagement culture prioritises stakeholder in the decision making process   Refer to Study Guide | 16 | Listen, ask questions and makes notes |  |
| Brief on **Homework Activity 5**  Critically evaluate your organisation or one with which you are familiar against the stakeholder engagement priorities in the Study Guide. Would you class the organisation as having a positive stakeholder engagement culture? Justify your answer. |  | Listen and ask questions as necessary  Individual activity as homework | **6USSR E3 LO3 ACTIVITY 5** – Cultural Review. |
| Review of session and learning outcomes |  |  | Listen |  |

### LO3: Session plan - SESSION 3

### Communications that will engage the key strategic stakeholders

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| 3-4 hours | Introduction to session and learning outcomes | Use file: **6USSR Presentation E3**  Assessment Criterion 3.2 | 17 | Listen |  | |
| Stakeholder Engagement as part of corporate culture | Debrief **Homework Activity 5**  Encourage learners to share their evaluation and facilitate a discussion on the reasons they have given to justify their decisions. |  | **Homework Activity 5 –**  Share your findings from your critically evaluation and whether you would class the organisation you evaluated as having a positive stakeholder engagement culture. Share the reasons for your answer  Contribute to discussion. Listen and make notes on other people’s contributions. |  | |
| Critique of different communications methods for distinctive stakeholder segments | Background   * Based upon the stakeholder pyramid * Should communicate with stakeholders in a way in which they would like to communicate * Face-to-face * Distance * Written * Online * Broadcast   Refer to Study Guide | 18 | Listen, ask questions and makes notes |  | |
| Facilitate **Class Discussion** to bring out the following points:   * When it comes to communication everyone has a personal preference as to how they like to be communicated with * And they have different reasons for having that communication preference. | 19 | **Class Discussion**  Discuss how you like to be communicated with. Explain the reason for your preference.  Contribute to discussion  Listen, ask questions and makes notes |  | |
| Communication methods   * Partner * Collaborate * Involve * Engage * Inform   Refer to Study Guide | 20 | Listen, ask questions and makes notes |  | |
| Brief **Group Activity 6**  Work together as a group to collate the types of methods e.g. Tweet, Seminar etc. that you could use under each of the five engagement approaches listed in the Study Guide |  | **Group Activity 6**  Work together as a group to collate the types of methods e.g. Tweet, Seminar etc. that you could use under each of the five engagement approaches listed in the Study Guide  Contribute to discussion. Listen, ask questions and makes notes | **6USSR E3 LO3 ACTIVITY 6** – Communication Methods. | |
| Critique of different communication methods   * Over reliance in one-way communication methods * Communication methods are chosen because they are simplest to execute in terms of time and financial resource * Engaging with broad stakeholder base increases the potential to positively impact stakeholder goodwill * Inadequate stakeholder analysis leads to inadequate communication methods   Refer to Study Guide | 21 | Listen, ask questions and makes notes |  | |
| Plan campaign to achieve an integrated approach | Achieving an integrated approach   * Offers a number of campaign planning tools * Helps plot each element of your communication plan against each stakeholder * Allows you to focus on the communication you want to make * Communication approach grid integrates the messages you need to get across, inter-related stakeholders and media available   Refer to Study Guide | 22 | Listen, ask questions and makes notes |  | |
| Brief **Paired Activity 7**  Working in pairs, use one of your stakeholder lists you developed previously to complete the basic stakeholder communication plan in the Study Guide  Facilitate feedback |  | **Paired Activity 7**  Working in pairs, use one of your stakeholder lists you developed previously to complete the basic stakeholder communication plan in the Study Guide  Make notes and Feedback key points | **6USSR E3 LO3 ACTIVITY 7**– A basic stakeholder communication plan | |
| Lobbying and the use of public affairs | Lobbying and the use of public affairs   * Wide variety of techniques and practices used to influence, persuade and obtain support * Vertical and horizontal relationships * Public affairs practitioner includes people from a diverse range of organisations * Increase in citizen participation lobbying * Purpose is to ensure that issues relating to specific policy areas are present   Refer to Study Guide | 23 | Listen, ask questions and makes notes |  |
| Brief on **Homework Activity 8.**  Read the case study in the Climate Change Lobby Study Guide. Research the different groups involved in the climate change lobby. Who are the groups who are trying to influence, persuade and obtain support for the cause? |  | Listen and ask questions as necessary  Individual activity as homework | **6USSR E3 LO3 ACTIVITY 8** – The climate change lobby |
| Review of session and learning outcomes |  |  | Listen |  |