### SESSION OUTLINE

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

**ELEMENT:** Element 4: Managing Stakeholder Resistance. (25%)

## LEARNING OUTCOME 4

**Recommend how to deal with the stakeholder resistance that might be encountered with a project’s objectives and the way a project is planned to be implemented**

1. Assess the response to your engagement campaign in order to identify early indications of resistance so that prompt action can be taken
2. Recommend practical ways of managing and resolving conflict so that stakeholder engagement can be achieved in line with the project’s objectives

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

**SESSION TOPICS:**  Session 1: Assess stakeholder response to your engagement campaign

Session 2: Practical ways of managing and resolving conflict

**Note to tutors: these are the recommended session outlines for learning outcome 4 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.**

### LO4: Session plan - SESSION 1

### Assess stakeholder response to your engagement campaign

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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 E4**  Assessment Criterion 4.1 | 1-4 | Listen |  | |
| Lobbying and the use of public affairs | Debrief **Homework** **6USSR E3 LO3 ACTIVITY 8**  Facilitate a discussion on the different groups involved in the climate change lobby. Based on your research, who are the groups who are trying to influence, persuade and obtain support for the cause? |  | **Homework 6USSR E3 LO3 ACTIVITY 8**  Discuss the different groups involved in the climate change lobby. Based on your research, who are the groups who are trying to influence, persuade and obtain support for the cause?  Contribute to discussion. Listen and make notes on other people’s contributions. |  | |
| Identifying and managing resistance | Background   * Stakeholders can affect and are affected by your project * Interaction of stakeholder reactions are not independent of context or each other * Resistance occurs when stakeholders are uncomfortable or feel their security is under threat * Stakeholder resistance is probably one of the biggest fears of those involved in stakeholder engagement * Can lead to catastrophic conflict   Refer to Study Guide | 5 | Listen, ask questions and makes notes |  | |
| **Facilitate Class Debate**  Split the class into small groups,  Facilitate debate and debrief findings drawing out:   * Ignoring resistance isn’t an option (no choice is a choice) and could lead to small issues leading to huge conflict * Conflict has the potential to derail projects, so the success of the project requires you to manage resistance to keep moving forward | 6 | Contribute to **Class Debate**  Join one of two 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 to manage it is a waste of time and resource.”  Listen, ask questions and makes notes |  | |
| The Response Cycle (Clayton 2014)   * Step 1 – identify * Step 2 – Analyse * Step 3 – Plan * Step 4 – Act * Step 5 – Review   Refer to Study Guide | 7 | Listen, ask questions and makes notes |  | |
| Brief **Individual Activity 1**  Review a project that you have worked on using the response cycle in the Study Guide  Circulate the room and provide support where necessary. Facilitate a debrief session |  | Complete **Individual Activity 1**  Review a project that you have worked on using the response cycle in the Study Guide  Capture your ideas and share in group discussion | **6USSR E4 LO4 ACTIVITY 1** – Review the response cycle | |
| Identifying and managing resistance  Clayton, 2014)   * I don’t understand why we need to change * I don’t understand why this change * I don’t like this change * I don’t like change * I don’t like you * I like to resist   Refer to Study Guide | 8 | Listen, ask questions and makes notes |  | |
| Brief **Paired Activity 2**  Review a project or a situation where you have encountered resistance to change. Use the onion model in the Study Guide to map where the stakeholder’s resistance was coming from. |  | **Paired Activity 2**  Review a project or a situation where you have encountered resistance to change. Use the onion model in the Study Guide to map where the stakeholder’s resistance was coming from?  Contribute to group discussion  Listen, ask questions and makes notes | **6USSR E4 LO4 ACTIVITY 2** – Identifying and managing resistance | |
| Delivering Tough Messages | Delivering Tough Messages (Clayton 2014)   * Step 1 – Preparation * Step 2 – Create safety * Step 3 – Deliver your message * Step 4 – Pause * Step 5 – Invite a dialogue * Step 6 – Next steps   Refer to Study Guide | 9 | Listen, ask questions and makes notes |  |
| Brief on **Homework Activity 3**  Imagine you are the line manager of the learning and development manager in the Case Study in the Study Guide. Explain how you would use the tough message framework to discuss the learning and development manager’s behaviour toward Lorenzo |  | Listen and ask questions as necessary  Individual activity as homework | **6USSR E4 LO4 ACTIVITY 3** - Creating a tough message  Assess stakeholder response to engagement campaign, identifying and managing resistance |
| Review of session and learning outcomes |  |  | Listen |  |

### LO4: Session plan - SESSION 2

### Practical ways of managing and resolving conflict

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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 E4**  Assessment Criterion 4.2 | 10 | Listen |  | |
| Delivering Tough Messages | **Debrief Homework 6USSR E4 LO4 ACTIVITY 3**  Review your tough message to the learning and development manager. What would you say and how would you say it?  Facilitate discussion on the suitability of different tough messages |  | Contribute to class discussion. Make notes from other people’s contributions. |  | |
| Dealing with conflict and escalation of conflict | Background   * Sometimes stakeholder resistance can lead to real conflict * There are practical ways of managing and resolving conflict * Stakeholder engagement can be achieved in line with the project’s objectives * When conflict happens, strategic stakeholder relationships have broken down * It is important that the wider stakeholder communication plan mitigates any fall-out from the conflict * Conflict can escalate beyond simple mis-communication resulting in all out hostility and litigation   Refer to Study Guide | 11 | Listen, ask questions and makes notes |  | |
| **Facilitate Class Debate**  Split class into two groups for and against the proposal  Facilitate debate drawing out:   * Miscommunication can lead to conflict * But some conflict can be caused by genuine disagreement about what the right course of action is * Or individual stakeholders protecting their interest or being unwilling to bear the cost of a change in direction | 12 | **Class Debate**  Choose one of two groups either for or against the proposal  10 minutes to prepare arguments  “This house proposes that all conflict results from miscommunication. Get the communication right and there will never be any conflict.”  Contribute to class discussion  Listen, ask questions and makes notes |  | |
| Escalation of conflict (Clayton 2014)   * Minimal intervention * All-out hostility   Refer to Study Guide | 13 | Listen, ask questions and makes notes |  | |
| Brief **Group Activity 4**  Consider the Escalation of conflict model in the Study Guide. What makes conflict escalate from one level to the next and who might be involved at each level?  Facilitate a discussion among the group as to what actions lead to the next step in the model. Ask for specific examples |  | **Group Activity 4**  Consider the Escalation of conflict model in the Study Guide. What makes conflict escalate from one level to the next and who might be involved at each level  Contribute to class discussion  Listen, ask questions and makes notes | **6USSR E4 LO4 ACTIVITY 4** – Escalation of conflict |
| Use of negotiation | Achieve mutual agreement (Clayton 2014)   * Stakeholder engagement can be characterised as a form of negotiation * Negotiation is a process of exchange and bargaining aimed at reaching mutual agreement   + Preparation   + Opening   + Bargaining   + Close   Refer to Study Guide | 14 | Listen, ask questions and makes notes |  |
| Brief **Group Activity 5**  Split the class into small groups. Then pair the groups off. Tell them to imagine that each group has $1000. Each group’s objective is to negotiate with the other group for more than $1000.  Follow the four stages of the negotiation process.  Facilitate a discussion among the group as to what happened. |  | **Group Activity 5**  Each of the groups has $1000. Your group’s objective is to negotiate with the other group with which it is paired for more than $1000.  Follow the four stages of the negotiation process.  Contribute to class negotiation  Listen, ask questions and makes notes | **6USSR E4 LO4 ACTIVITY 5** - Negotiate |
| Ethical approaches to messaging | Ensuring sustainability of outcome   * Ethical approach to messaging and behaviour ensures sustainability of outcome * Mutual dependency between all stakeholders * Move away from transactional stakeholder management to that of stakeholder symbiosis   Refer to Study Guide | 15 | Listen, ask questions and makes notes |  |
| Brief **Group Activity 6**  Watch YouTube video - [Astroturf and manipulation of media message](https://www.youtube.com/watch?v=-bYAQ-ZZtEU) at:  <https://www.youtube.com/watch?v=-bYAQ-ZZtEU>  Fake news is big news in the West. Facilitate discussion of how ethical messaging can survive in the face of special interests. |  | **Group Activity 6**  Watch YouTube video - [Astroturf and manipulation of media message](https://www.youtube.com/watch?v=-bYAQ-ZZtEU) at:  <https://www.youtube.com/watch?v=-bYAQ-ZZtEU>Fake news is big news in the West. Discuss how ethical messaging can survive in the face of special interests.  Contribute to class discussion  Listen, ask questions and makes notes | **6USSR E4 LO4 ACTIVITY 6** – Ethical messaging |
| The Clarkson Principles   * **Principle 1 –** Acknowledge and monitor concerns of legitimate stakeholders * **Principle 2 –** Listen and communicate with stakeholders * **Principle 3 –** Adopt processes and behaviour that is aligned to stakeholder concerns * **Principle 4 –** Recognise interdependence between stakeholders and the organisation * **Principle 5** – Work cooperatively to reduce risk * **Principle 6 –** Avoid activities that risk human rights * **Principle 7** – Acknowledge the potential conflicts   Refer to Study Guide | 16 | Listen, ask questions and makes notes |  |
| Brief **Group Activity 7**  Develop a presentation to managers explaining what the Clarkson principles are and why the organisation should adopt them as part of their stakeholder management strategy  Support students as they develop a presentation. Listen to presentation and give feedback |  | **Group Activity 7**  Contribute to presentation development and delivery. Listen, ask questions and makes notes | **6USSR E4 LO4 ACTIVITY 7** – The Clarkson principles |
| Crisis Management | Crisis Management   * Developing a crisis plan requires deep thought to be given to what you would do in a crisis * Information gathering * Brief the spokesperson * Identify the questions that stakeholders and the media may ask. Prepare answers. * Identify important ‘what if’ situations   Refer to Study Guide | 17 | Listen, ask questions and makes notes |  |
|  | Check understanding of assignment for this unitand answer any queries |  | Listen and ask questions as necessary | Continue to work on assignment for submission by the deadline. |
|  | Review of unit as a whole | Check understanding of session  Obtain feedback on unit as a whole |  | Listen and complete feedback forms on unit. |  |