

# ENM130 MANAGING STAKEHOLDERS FOR SUSTAINABLE DEVELOPMENT

## COURSE INFORMATION 2018

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### Welcome!

Welcome to the course *Managing stakeholders for sustainable development* (ENM130) (7.5 ECTS credits), which is managed by the division of Environmental Systems Analysis (ESA) at the Department of Technology Management and Economics (TME).

The course focuses on developing students' cross-disciplinary knowledge and skills with regard to stakeholder identification, analysis and involvement in different contexts of sustainable development. It aims to provide students with an understanding of how to build constructive relationships with diverse stakeholders in practical contexts. Students gain theoretical knowledge and some practical skills on how to handle and manage the needs and interests of diverse stakeholders in relation to different types of sustainability development projects.

When you have passed the course, you should be able to:

- critically discuss the importance and potential benefits of involving stakeholders in sustainability projects as well as the challenges it implies;
- account for and apply relevant theories, models and methods for identifying and categorizing different types of stakeholders in relation to specific sustainable development contexts;
- identify the needs and conflicts interests of different types of stakeholders;
- draw upon multi-disciplinary literatures and information relevant for building constructive relationships with and between stakeholders; and
- communicate and interact with diverse stakeholder groups.

### Course administration

#### Course team and contact information

- Anna Bergek (ESA) ([anna.bergek@chalmers.se](mailto:anna.bergek@chalmers.se)) – examiner, course leader and main lecturer
- Kristina Hojcková (ESA) ([hojckova@chalmers.se](mailto:hojckova@chalmers.se)) – course assistant, seminar/workshop leader
- Seyedesmaeil Mousavi (ESA) ([seyedesmaeil.mousavi@chalmers.se](mailto:seyedesmaeil.mousavi@chalmers.se)) – seminar/workshop leader
- Andreas Hanning (Challenge Lab) ([andreas.hanning@chalmers.se](mailto:andreas.hanning@chalmers.se)) – workshop leader
- Linnea Johansson (Challenge Lab) ([linnea.johansson@chalmers.se](mailto:linnea.johansson@chalmers.se)) – workshop leader
- Stefan Åström (FRT) ([astrom@chalmers.se](mailto:astrom@chalmers.se)) – lecturer and workshop leader AirSim role play

The ESA course team is located in the Vasa building at Vera Sandbergs allé 8, house 2, staircase A, 3<sup>rd</sup> floor. Contact us directly in class or via email. The course leader normally replies to email communication daily, but this is not always possible due to meetings, travels etc.

Please correspond with teaching staff via email, not via Canvas (since we do not know if/how it will work)! All email communication should feature the course code ENM130 in the beginning of the subject line in order to be prioritized in the daily pile of emails.

## Course administration on Canvas

The course is administrated via the course room on the new Canvas learning platform. We are one of the pilot courses, so please have some patience if everything does not work as intended from scratch. All students who have been admitted to the course should be able to access the course room. Please contact us if you have problems with this!

All information you need is available in Canvas, including the latest version of this course information document, assignment instructions, lecture slides and other material. The course room is also where you sign up for groups and upload your assignments.

The course room will be updated during the course, so please check it regularly. You can receive automatic updates from the system. Announcements related to the course, e.g. schedule changes or specific instructions, will be made there as well. E-mails will *not* be used to send out information.

## Learning activities and student activity

The course is organized as a mix of lectures and student-active learning activities. There are four main types of class activities, with different focus and different requirements with regard to attendance and participation:

### (1) Lectures

The lectures provide an overview of the literature and present the theoretical platform of the course. Attendance is recommended, but not mandatory. You can either read the assigned literature before the lecture or use the lecture as a structuring device for your reading.

### (2) Literature seminars

Literature seminars aim at helping you explore and reflect on the course literature in more detail, with the help of your fellow students. They are also designed to help you better understand the requirements of the individual examination assignment. The seminars are facilitated by a seminar leader but led by students themselves. Attendance is not mandatory, but if you want to participate you need to hand in a preparation assignment.

### (3) Workshops

Workshops introduce general tools and frameworks that can be useful for managing stakeholders in different contexts and allow you to practice using those tools. Attendance is sometimes mandatory (see the schedule below). Preparation is sometimes needed (see the schedule).

Please note that 7.5 ECTS credits correspond to a work load of about 200 hours, including lectures, seminars and workshops, literature studies, class preparations and examination. We expect you to have to spend at least 50 hours on literature studies!

## Changes from last year

The main changes from last year is (1) an increased focus on tools and workshops, (2) a new format for the literature seminars to provide more guidance on how to read and understand the literature, (3) a revision and shortening of the literature list and (4) the removal of the bonus point system for attendance, all in line with suggestions made in the course evaluation.

## Course literature

The course literature consists of a collection of scientific articles and book chapters, which for the most part are available via Chalmers library service (otherwise in Canvas). We have selected a mix of recently published pieces and highly cited “classics”, which much of the more recent literature builds on. Together, the selection provide a good base for understanding the core issues dealt with in the field of stakeholder management.

We have chosen not to print a compendium of the literature, both for environmental reasons and because it would violate current copying agreements. You will, thus, have to download (and print) the articles yourself. Links are provided below.

You need to use your CID or be connected to Chalmers VPN to access some of the library’s electronic resources from home. For more information, see [the library’s information on access to electronic resources](#).

## Mandatory literature

All links have been checked recently. However, sometimes journals and article repositories make unannounced changes in their internal structures, which can make some links obsolete. It is therefore important that you tell us if any of the links do not work so that we can replace them.

### Book

Hemmati, M. (Ed.) (2002): *Multi-stakeholder Processes for Governance and Sustainability: Beyond Deadlock and Conflict*. Earthscan Publications Ltd., London (selected chapters). **Available as an ebook via Chalmers library and on Canvas.**

### Articles and book chapters

- Bäckstrand, K. (2006): [Multi-Stakeholder Partnerships for Sustainable Development: Rethinking Legitimacy, Accountability and Effectiveness](#), *European Environment*, 16, pp. 290-306.
- Crane, A. & Livesey, S. (2003): [Are you talking to me? Stakeholder communication and the risks and rewards of dialogue](#). In: Andriof, J., Waddock, S., Rahman, S. & Husted, R. (Eds): *Unfolding stakeholder thinking 2: relationships, communication, reporting and performance*. Greenleaf, Sheffield, pp. 39-52. **Also available on Canvas.**
- Donaldson, T. & Preston, L.E. (1995): [The Stakeholder Theory of the Corporation: Concepts, Evidence, and Implications](#), *Academy of Management Review*, 20 (1): 65-91.
- Edelenbos, J. & Klijn, E.-H. (2005): [Managing Stakeholder Involvement in Decision Making: A Comparative Analysis of Six Interactive Processes in the Netherlands](#), *Journal of Public Administration Research and Theory*, 16 (3): 417-446.
- Garriga, E. & Melé, D. (2004): [Corporate social responsibility theories: mapping the territory](#), *Journal of Business Ethics*, 53: 51-71.
- Greenwood, M. (2007): [Stakeholder engagement: beyond the myth of corporate responsibility](#), *Journal of Business Ethics*, 74: 315-327.
- Luyet, V., Schalepfer, R., Parlange, M.B. & Buttler, A. (2012): [A framework to implement stakeholder participation in environmental projects](#), *Journal of Environmental Management*, 111, pp. 213-219.
- Mitchell, R.K., Agle, B.R. & Wood, D.J. (1997): [Toward a Theory of Stakeholder Identification and Salience: Defining the Principle of Who and What Really Counts](#), *Academy of Management Review*, 22 (4): 853-886.
- Reed, M.S. (2008): [Stakeholder participation for environmental management: A literature review](#), *Biological Conservation*, 141: 2417-2431.
- Roloff, J. (2008): [Learning from Multi-Stakeholder Networks: Issue-Focussed Stakeholder Management](#), *Journal of Business Ethics*, 82: 233-250.
- Warner, J.F. (2006): [More Sustainable Participation? Multi-Stakeholder Platforms for Integrated Catchment Management](#), *Water Resources Development*, 22:1, pp. 15-35.

## Workshop material

Ackermann, F. & Eden, C. (2011): [Strategic Management of Stakeholders: Theory and Practice](#), *Long Range Planning*, 44: 179-196.

Amann, M. and MaaS, R. (no date). Air Negotiations Simulation Game on Air Pollution in Europe: Background Material. Airsim Europe. **Available in Canvas**

Anonymous (no date): “Brief notes on dialogue – CLab”. **Available in Canvas**.

Bryson, J.M. (2004): [What to do when Stakeholders matter](#), *Public Management Review*, 6 (1): 21-53.

Reed, M.S., Graves, A., Dandy, N., Posthumus, H., Hubacek, K., Morris, J., Prell, C., Quinn, C.H. & Stringer, L.C. (2009): [Who’s in and why? A typology of stakeholder analysis methods for natural resource management](#), *Journal of Environmental Management*, 90, 1933-1949.

## Voluntary supplementary readings

### Articles on Q methodology

Cuppen, E., Breukers, S., Hisschemöller, M. & Bergsma, E. (2013): [Q methodology to select participants for stakeholder dialogue on energy options from biomass in the Netherlands](#), *Ecological Economics*, 69: 579-591.

Sylvestre, P., Wright, T. & Sherren, K. (2014): [A Tale of Two \(or More\) Sustainabilities: A Q Methodology Study of University Professors’ Perspectives on Sustainable Universities](#), *Sustainability*, 6, 1521-1543.

### Articles on conflict management

Kilmann, R.H. and K.W. Thomas. 1977. [Developing a forced-choice measure of conflict-handling behavior: The ‘Mode’ Instrument](#). *Educational and Psychological Measurement* 37: 309-325.

Moura, H.M. & Teixeira, J.C. (2010): [Managing Stakeholders Conflicts](#). In: Chinyio, E. & Olomolaiye, P. (Eds.): *Civil Engineering*. Wiley.

### Articles with empirical examples

Elvy, J. (2014): [Public participation in transport planning amongst the socially excluded: an analysis of 3<sup>rd</sup> generation local transport plans](#), *Case Studies on Transport Policy*, 2: 41-49.

Mikalsen, K.H. & Jentoft, S. (2001): [From user-groups to stakeholders? The public interest in fisheries management](#), *Marine Policy*, 25:281-292.

Wahl, C. (2013): [Swedish municipalities and public participation in the traffic planning process – where do we stand?](#), *Transportation Research Part A*, 50: 105-112.

## Schedule and reading instructions

A detailed schedule is found below. In this schedule you will find information about activities and deadlines as well as reading instructions for each session. Seminars will often take place in several parallel groups. We will divide you into groups at the course introduction session and you are expected to stay in the same seminar group throughout the course.

Information about rooms is available in the online TimeEdit schedule. Always check it before each session to be sure you are in the right place at the right time!

MODULE	DATE	TIME	TEACHER	SESSION	LITERATURE
INTRODUCTION	Tue 6/11	13-15	AB	Lecture	Course introduction
		15-17	AB, SM	Seminar	Exploring sustainability using Q methodology <i>(Voluntary after-seminar reading: <a href="#">Sylvestre et al. (2014)</a>, <a href="#">Cuppen et al. (2010)</a>)</i>
	Thu 8/11	13-17	AB, KH, SM	Seminar	Debate: pros and cons of stakeholder involvement <i>Preparation required: Read the assigned literature and prepare (at least) two arguments for and two arguments against involving stakeholders in sustainable development projects. Upload as a text entry on Canvas before 10 a.m.</i>
	Fri 9/11	13-15	AB	Lecture	Stakeholder management as a process <a href="#">Bäckstrand (2006)</a> , <a href="#">Edelenbos &amp; Klijn (2005)</a> , <a href="#">Greenwood (2007)</a> , <a href="#">Luyet et al. (2012)</a> , <a href="#">Wahl (2013) (voluntary)</a>
STAKEHOLDER IDENTIFICATION & ANALYSIS	Tue 13/11	13-15	AB	Lecture	Stakeholders and interests <a href="#">Donaldson &amp; Preston (1995)</a> , <a href="#">Mitchell et al. (1997)</a> + <a href="#">Mikalsen &amp; Jentoft (2001) (voluntary)</a>
		15-17	KH, SM	Seminar	Literature seminar I (2 groups) <i>Preparation required: Read the assigned literature and prepare according to the instruction on Canvas.</i>
	Thu 15/11	13-17	KH, SM (+AB)	Workshop	Tools to identify and analyse stakeholders <a href="#">Ackermann &amp; Eden (2011)</a> , <a href="#">Bryson (2004)</a> , <a href="#">Reed et al. (2009)</a>
AIR SIM	Fri 16/11	13-15	SÅ	Lecture	Principles of international agreements Amann & MaaS (no date) (Canvas)
MULTI-STAKEHOLDER	Tue 20/11	13-15	AB	Lecture	Multi-stakeholder processes <a href="#">Hemmati (2002)</a> , chpt. 4-5 (& 6) (Canvas), <a href="#">Roloff (2008)</a> , <a href="#">Warner (2006)</a> + <a href="#">Elvy (2014) (voluntary)</a> , <a href="#">Wahl (2013) (voluntary)</a>
		15-17	KH, SM	Seminar	Literature seminar II <i>Preparation required: Read the assigned literature and prepare according to the instruction on Canvas.</i>

AIR SIM	Thu 22/11	13-15	AB	Workshop	Conflict management (everybody)	Student material will be handed out during the seminar.
		<del>15-17</del>	<del>AB</del>	<del>Workshop</del>	<del>Conflict management (group 2)</del>	Voluntary after-seminar reading: <a href="#">Kilmann &amp; Thomas (1977)</a> and <a href="#">Moura &amp; Teixeira (2010)</a> .
	Fri 23/11	13-15	Reserve time / self-study time			
	Tue 27/11	13-17	SÅ, AB, KH, SM	Workshop	AirSim role play <i>Preparation required: Read the background material and explore the Excel sheet.</i>	Amann & MaaS (no date) (Canvas), AirSim Excel sheet (Canvas) <i>Mandatory attendance in both sessions unless you have already done this role play in another course (notify Anna before 16/11).</i>
	Thu 29/11	13-15	SÅ, AB	Seminar	AirSim reflection	
		15-17	AB, AH	Lecture	Group assignment introduction	
	Fri 30/11	13-15	AH, KH	Workshop	Stakeholder workshops & dialogues	<a href="#">Crane &amp; Livesey (2003)</a> , “Brief notes on dialogue – CLab” (Canvas), Hemmati (2002), chapter 7 (Canvas) <i>Mandatory attendance!</i>
	Tue 4/12	13-17	AH, LJ, (KH)	Workshop	Dialogue session planning	See assignment instructions for more details on each session.
	Thu 6/12	13-17	AH, LJ, (KH)	Workshop	Dialogue session planning	<i>Mandatory attendance for each 4-student group. Individual group members can miss one workshop if the rest of the group agrees, but we strongly recommend everyone to participate.</i>
	Fri 7/12	13-15	AH, LJ, (KH)	Workshop	Dialogue session planning	
STAKEHOLDER DIALOGUES & WORKSHOPS	Tue 11/12	13-17	AB, AH, KH, LJ, SM	Workshop	Dialogue session A	<i>Mandatory attendance according to separate schedule.</i>
	Wed 12/12	13-17		Workshop	Dialogue session B	<i>Mandatory attendance according to separate schedule.</i>
	Thu 13/12	13-17		Workshop	Dialogue session C	<i>Mandatory attendance according to separate schedule.</i>
	Fri 14/12	<del>13-15</del>	<del>AB, AH</del>	<del>Seminar</del>	<del>Dialogue session reflection</del>	<del><i>Mandatory attendance.</i></del>
					<del><i>Preparation required: Reflect on what happened at the dialogue sessions (see the Group assignment instruction for more details). Write down your reflections in bullet point format and bring them with you on paper to the seminar.</i></del>	
	Tue 18/12	13-17	Self-study time / time to write report			
	Thu 20/12	13-17	Self-study time / time to write report			
	Tue 18/12	13-15	AB	Seminar	Course sum-up <i>Preparation required: Revisit all course literature and your own notes. Write down three things that you learnt about stakeholder management, two things that you are still wondering about and one thing you found surprising. Come prepared to sum up the course together!</i>	
	Fri 11/1	17.00	“Hard” deadline group assignment report (“soft” deadline 21/12 at 17.00)			
	Fri 18/1	17.00	Deadline individual assignment			
COURSE SUM-UP AND EXAMINATION						

## Examination and grading

The purpose of the examination is to assess to what extent you have achieved the learning objectives of the course. It is, therefore, very important that you understand what is required of you in relation to different examination tasks. If you do not – ask!

To pass the course (grade 3), you have to achieve all learning objectives. In order to get a higher grade (4 or 5), you need to demonstrate knowledge and abilities beyond the level outlined in the learning objectives.

All teaching activities will conclude before the Christmas break. Submissions can be done from abroad, so students who travel home for Christmas do not have to return in January for the purpose of this course.

### Examination components

The course is examined through two main examination components: an individual written assignment and a group assignment (including several tasks). The two components cover slightly different parts of the learning objectives and you therefore need a pass grade on each of them to pass the course. Since the group assignment is graded on a pass/fail scale, the final course grade is in principle determined by the individual written assignment (see table below).

Some sessions are mandatory (see the schedule above). If you for some reason are unable to attend one of those sessions, you need to report that beforehand to the examiner. Students who fail to attend a mandatory session will be assigned a compensatory task.

The examination components and the grading criteria associated with them are presented more in detail in below. All students who are close to a higher grade will get an automatic individual re-assessment before the course grade is determined.

	Grade 3	Grade 4	Grade 5
Mandatory attendance (see schedule)	pass	Pass	pass
Group assignment	pass	Pass	pass
Home exam	<b>40-59.5 p</b>	<b>60-79.5 p</b>	<b>80-100 p</b>

### Written individual assignment

The purpose of the individual assignment is to assess your individual learning outcomes in relation to the learning objectives of the course. It consists of a written assignment, which you will do at home and submit digitally in Canvas.

You are expected to make good use of the course literature and other material provided in lectures and seminars. More detailed instructions will be made available in Canvas. Please read them carefully in good time before the assignment opens so that we can clear out any questions you might have before you start working.

The assignment should be written in English and submitted in pdf format in Canvas. The detailed instructions will be released in the beginning of January. The deadline is **Friday 18 January at 17.00**.

*Please note that collaboration (in any form) is not allowed on this assignment!*

We estimate that it will take you two days of rather effective writing to complete the individual assignment. This does not include time for any extensive reading, but rather presumes that you have already read all the literature carefully and know it quite well. **Make sure that you plan for this assignment in your calendar!**



The assignment will be graded on the U, 3, 4, 5 scale, depending on how well it meets a number of criteria/rubrics as described in the assignment instructions. Each assignment will also be given a point score to indicate the strength of the grade. A minimum pass grade corresponds to a point score of 40 points (of 100 in total) (40%).

### Group assignment (Dialogue session planning, management and reflection)

The group assignment involves preparing and realizing a dialogue session with real stakeholders of a real sustainable development process. The assignment includes (1) planning and managing a dialogue session, (2) observing and reflecting on your own group's session management, (3) observing and reviewing another group's session management and (4) summarizing the outcomes of the session (stakeholder views). The assignment will be reported in a group report. More detailed instructions are available in Canvas. The assignment is assessed and graded based on attendance, participation and the final group report (see table below) (grade scale: pass/fail).

Assignment part	Grading criteria	Individual/group
Preparation of dialogue session	<ul style="list-style-type: none"> <li>Workshop attendance (see schedule)</li> </ul>	<ul style="list-style-type: none"> <li>Individual</li> </ul>
Management of dialogue session	<ul style="list-style-type: none"> <li>Primary (own) dialogue session attendance</li> <li>Conducted dialogue (no quality criteria)</li> </ul>	<ul style="list-style-type: none"> <li>Individual</li> <li>Group of ca 20 students</li> </ul>
Observation and reflection	<ul style="list-style-type: none"> <li>Secondary dialogue session attendance</li> <li>Reflection session attendance</li> </ul>	<ul style="list-style-type: none"> <li>Individual</li> <li>Individual</li> </ul>
Final report (max 10 pages)	<ul style="list-style-type: none"> <li>Quality of final report</li> </ul>	<ul style="list-style-type: none"> <li>Group of 4 students</li> </ul>
a. Documentation and assessment of own planning process and dialogue design b. Reflection about the process/management quality of both sessions in relation to your planning/intentions and the course literature, based on observations from your own dialogue session and the other session. c. Summary of the information that comes out of the session (for Challenge Lab)		

The report should be written in English and submitted in Canvas. The “soft” (= recommended) deadline is **Friday 21 December at 17.00**. The hard (= final) deadline is **Friday 11 January at 17.00**.

### Re-examination and “plussning”

If you get a fail grade on the home exam or the group report, you will be allowed to submit a revision in connection to the original deadline. The maximum grade on a revision is pass/3. If you fail the revision as well, you have to redo the assignment from scratch together with next year's course. It is not possible to submit a new version of a passed exam or to do other types of complementary assignments just to get a higher grade (“plussning”).

You will only get one chance to revise an assignment to get a pass grade within the frame of the course. An assignment that is handed in after the deadline will be treated as a revision, i.e. no higher grade than 3 will be awarded and you will not be able to revise the assignment within this year's course if you receive a fail grade.

### Good examination practises

Since examination is about judging *your* learning outcomes, it is highly important that everything you hand in for examination purposes can be attributed to your own work. In order to ensure this, you need to follow some basic rules.



### Putting your name on an assignment or hand-in

Do not put your name on any submission unless you have actually done the work yourself (individual submission) or participated actively in the work (group submission). Not only are you only entitled to get points or credits for an assignment you have actually completed yourself, you can also be held accountable for any mistakes or ethical problems associated with the entire content of any submission made under your name.

### Collaboration

Collaboration includes any type of interaction between students related to an assignment, i.e. also sharing your submissions etc. with other students even if you do not get any of their material in return.

In this course, the following rules apply:

- *Group assignment:* Collaboration is allowed in the planning and execution phase. When writing the final report, collaboration is of course allowed within each group of 4 students, but not between groups. You are, thus, not allowed to exchange your (draft) reports with members of other groups.
- *Individual assignment:* Collaboration is not allowed in any form. As soon as the questions have been released, refrain from discussing the assignment with each other.
- *Seminar preparations and hand-ins:* Feel free to discuss the preparation tasks with other students. All hand-ins should, however, be individually written (i.e. no collaboration when formulating questions and arguments etc.) and sufficiently different from other students' hand-ins to allow for good discussions and debates.

### Plagiarism

Plagiarism is about not making clear that your work build on other people's work. This implies, among other things, that you should use your own words and not "copy-and-paste" from the literature and that you should always provide proper references to the sources of information you use in your assignments.

You are *not* allowed to use assignments completed by other students in this course or other courses. Re-using your own previous work can also sometimes be considered plagiarism.

Different universities and countries have different rules and traditions when it comes to plagiarism. It is your responsibility to make sure you know what rules apply at Chalmers (see e.g. Chalmers's [Rules of Discipline for students](#) and the [Academic integrity and honesty at Chalmers](#) praxis). If you are unsure about what is allowed and not in this course, please ask!

Your individual assignment will be checked for unauthorized collaboration and plagiarism in the Urkund system ([www.urkund.se](http://www.urkund.se)). If the Urkund analysis shows sign of plagiarism, we might be required to report the matter to the President of Chalmers who might refer it to the disciplinary board.