

ENM130 MANAGING STAKEHOLDERS FOR SUSTAINABLE DEVELOPMENT

COURSE INFORMATION 2019

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 issues.

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 (anna.bergekek@chalmers.se) – examiner, course leader and main lecturer
- Anna Nyström Claesson (anna.nystrom.claesson@chalmers.se) – seminar/workshop leader and assisting course leader
- Kristina Hojcková (hojckova@chalmers.se) – course assistant, seminar/workshop leader
- Maria Blarr (maria.blarr@chalmers.se) – seminar/workshop leader

The course team is located in the Vasa building at Vera Sandbergs allé 8, house 2, staircase A, 3rd 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 and not via Canvas if you want a swift reply. 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 Canvas learning platform. 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. Announcements related to the course, e.g. schedule changes or specific instructions, will also be made on Canvas. E-mails will *not* be used to send out information. To make sure you are getting the latest updates, you can subscribe to email notifications (see Canvas menu Account ➔ Notifications).

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) Seminars

Seminars aim at helping you explore and reflect on specific issues discussed in the course literature in more detail, with the help of your fellow students. The seminars are also used to introduce you to different types of participatory activity, which can also be used for stakeholder involvement. The seminars are facilitated by a seminar leader but led by students themselves. Attendance is mandatory and preparation is for the most part necessary (see schedule below).

(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 mandatory and preparation is sometimes needed (see schedule below).

(4) Examination sessions

There are three special examination sessions in the schedule: the in-class quiz and the two presentation sessions. Attendance is mandatory at all these sessions.

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. The scheduled time in class amounts to about 10 hours/week and you need to plan for *at least* the same amount of individual and group work before Christmas and additional time to complete the individual assignment in January. 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) new format for group assignment, (2) new format for seminars to be able to introduce more types of participatory activity, (3) mandatory attendance in seminars and workshops, and (4) gradual development of group report to balance work load throughout the course.

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, mainly for environmental reasons but also to introduce you to important publication databases which could be important for you in your master’s thesis work. You will, thus, have to download 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.

Articles and book chapters

- Bobbio, L. (2018): [Designing effective public participation](#), *Policy and Society*, DOI: 10.1080/14494035.2018.1511193.
- 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, treporting and performance*. Greenleaf, Sheffield, pp. 39-52. **Also available on Canvas.**
- Cuppen, E. (2012): [Diversity and constructive conflict in stakeholder dialogue: considerations for design and methods](#), *Policy Sciences*, 45, 23-46.
- 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.

- Preble, J.F. (2005): [Toward a Comprehensive Model of Stakeholder Management](#), *Business and Society Review*, 110 (4): 407-431.
- 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.
- Bryson, J.M. (2004): [What to do when Stakeholders matter](#), *Public Management Review*, 6 (1): 21-53.
- Challenge Lab (no date): "Brief notes on dialogue for Challenge Lab students" **Available on Canvas**.
- 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

Book on multi-stakeholder processes

- Hemmati, M. (Ed.) (2002): *Multi-stakeholder Processes for Governance and Sustainability: Beyond Deadlock and Conflict*. Earthscan Publications Ltd., London. **Available on Canvas**.

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

- Moura, H.M. & Teixeira, J.C. (2010): [Managing Stakeholders Conflicts](#). In: Chinyio, E. & Olomolaiye, P. (Eds.): *Civil Engineering*. Wiley. [Is focused on construction, but much of the suggestions are valid also for sustainable development issues and projects.]

Articles with empirical examples

- Elvy, J. (2014): [Public participation in transport planning amongst the socially excluded: an analysis of 3rd 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 and workshops will sometimes take place in two parallel groups. We will divide you into seminar groups on Canvas and you are expected to stay in these groups for all seminars. Workshop groups will be based on your choice of group for the group assignment.

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!

WEEK/ MODULE	DATE	TIME	TEACHER	SESSION	LITERATURE
WEEK 45: INTRODUCTION TO STAKEHOLDER MANAGEMENT AND SUSTAINABLE	Tue 5/11	13-15	AB	Lecture	Course introduction
		15-17	AB & MB / ANC & KH	Seminar	Exploring sustainability using Q methodology <i>Voluntary after-seminar reading: Sylvestre et al. (2014), Cuppen et al. (2010)</i>
	Thu 7/11	13-17	KH/MB (AB/ANC)	Seminar	Pros and cons of stakeholder involvement (world café style) <i>Preparation required: Read the assigned literature and identify (at least) two benefits, two drawbacks or potential pitfalls and two success factors related to stakeholder involvement in sustainable development.</i>
	Fri 8/11	13-15	AB	Lecture	The stakeholder management process + group assignment introduction Bäckstrand (2006) , Edelenbos & Klijn (2005) , Greenwood (2007) , Luyet et al. (2012) , Wahl (2013) (voluntary)
WEEK 46: STAKEHOLDER IDENTIFICATION & ANALYSIS	Tue 12/11	13-15	AB	Lecture	Stakeholders and interests Donaldson & Preston (1995) , Mitchell et al. (1997) + Mikalsen & Jentoft (2001) (voluntary)
		15-17	KH/MB	Seminar	Literature seminar I: company vs. issue-focused SH management <i>Preparation required: Prepare according to the instructions on Canvas.</i>
	Thu 14/11	13-17	KH & MB	Workshop	Tools to identify and analyse stakeholders Ackermann & Eden (2011) , Bryson (2004) , Reed et al. (2009)
	Fri 15/11	13-15	AB & MB / KH & ANC	Workshop	Stakeholder dialogue (“fishbowl”) <i>Preparation required: Consider what your stakeholder’s interest/stake and expected standpoint is with regard to the issue at hand. Formulate the main arguments you want to put forward in the dialogue session.</i>

WEEK 47: STAKEHOLDER INVOLVEMENT & GROUP ASSIGNMENT PLANNING	Tue 19/11	13-15	AB	Lecture	Choices and challenges in multi-stakeholder processes	Bobbio (2018) , Crane & Livesey (2003) , Cuppen (2012) , Warner (2006) + Elvy (2014) (voluntary) , Wahl (2013) (voluntary) ,
		15-17	KH & MB	Seminar	Literature seminar II: breadth vs depth of stakeholder involvement	Edelenbos & Klijn (2005) , Greenwood (2007)
					<i>Preparation required: Prepare according to the instructions on Canvas.</i>	
	Thu 21/11	13-17	MB/KH	Workshop	Group work: stakeholder analysis, involvement idea statement & peer response preparation	
	Fri 22/11	13-15	MB/KH	Workshop	Group work: peer response session + own work	
WEEK 48: GROUP ASSIGNMENT PLANNING	Tue 26/11	13-14	AB, ANC, KH/MB	Examination & workshop	Quiz (individual examination)	All mandatory course literature
		14-17			Group work: involvement plan	
	Thu 28/11	13-17	KH, MB	Workshop	Group work: involvement plan & peer response preparation	
	Fri 29/11	13-15	KH/MB (AB/ANC)	Workshop	Group work: peer response session + own work	
WEEK 49: GROUP	2-6/12	AB & ANC available on request		Own work	Group work: participatory activity & preparation of presentation	
	Fri 6/12	13-15	Guests	Lecture	SH management in practice	Preliminary
WEEK 50: PRESENTATIONS SUM-UP	Tue 10/12	13-17	All	Examination	Group assignment: Presentations	
	Thu 12/12	13-17	All	Examination	Group assignment: Presentations	
	Fri 13/12	13-15	All	Seminar	Group assignment: “De-briefing”	
					<i>Preparation required: Summarize your main reflections regarding your participatory activity and bring them to class.</i>	
WEEK 51-3: SUM-UP & EXAMINATION	Tue 17/12	13-16	AB	Seminar	Course sum-up open space style	
					<i>Preparation required: Prepare 2-3 questions/themes related to the course that you would like to discuss further.</i>	
	Thu 18/12	13-17	Self-study			
	Fri 20/12	17.00	Deadline group assignment report (group examination)			
	23/12-10/3		Self-study period			
	11-17/1		Own work with individual assignment			
	Fri 17/1	17.00	Deadline individual assignment (individual examination)			

Examination and grading

The purpose of the examination is to assess to what extent you have achieved the learning objectives of the course and to pass the course (grade 3) you have to achieve all learning objectives. It is important that you understand what is required of you in relation to different examination tasks. If you do not – ask!

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: individual assignments and a group assignment (including several tasks). The components cover slightly different parts of the learning objectives and you therefore need a pass grade on each of them to pass the course. The final course grade is determined by an individual written assignment (see table below).

Seminars and workshops are mandatory (with a few exceptions). 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 *for an approved reason* 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	Pass	Pass	Pass
Group assignment	Pass	Pass	Pass
Individual quiz	Pass	Pass	pass
Written individual assignment	40-59.5 p	60-79.5 p	80-100 p

Individual assignments

The purpose of the individual assignments is to assess your individual learning outcomes in relation to the learning objectives of the course. There are two parts: a quiz and a written assignment that you will do at home after the Christmas holidays and submit digitally in Canvas.

The quiz will be based on the course literature and cover a number of central concepts. It will be conducted in class through Canvas (see the schedule).

The written assignment is based on your experiences of the group assignment. You are expected to make good use of the course literature and other material provided in lectures and seminars to analyse the stakeholder management process your group went through and reflect on the outcome in relation to the purpose and theory about multi-stakeholder management. 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 written assignment should be written in English and submitted in pdf format in Canvas. The deadline is **Friday 17 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 quiz will be graded on a pass/fail scale. The written 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%). In order to get a higher grade (i.e. 4/5), you need to demonstrate knowledge and abilities beyond the level outlined in the course's learning objectives.

Group assignment

The group assignment involves preparing and realizing a participatory activity with real stakeholders concerning an issue related to sustainable development. This requires each group to (1) identify an issue relevant for stakeholder involvement and define the purpose of involving stakeholders, (2) do a stakeholder analysis to identify relevant stakeholders and decide whom to involve in order to achieve the purpose, (3) choose and plan a participatory activity that will engage the prioritized stakeholders in a way that will achieve the purpose, (4) realize and document the planned activity, and (5) present and reflect on the whole stakeholder management process. The assignment should be reported in a group report and a film of the activity. More detailed instructions are available on Canvas.

The assignment is assessed and graded based on participation in group assignment workshops and the final group report (grade scale: pass/fail). The report should be written in English and submitted in Canvas. The deadline is **Friday 20 December at 17.00**.

Re-examination and "plussning"

If you get a fail grade on an assignment, 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 within and between groups is not only allowed but encouraged – in the planning phase. Indeed, peer response is an important part of the course's learning activities. However, each group has to realize its own participatory activity and independently write up the final report.
- *Quiz and individual assignment:* Collaboration is not allowed in any form. As soon as the questions have been released, refrain from discussing questions and answers with each other.
- *Seminar/workshop preparations:* Feel free to discuss the preparation tasks with other students. However, to allow for good discussions and debates, it is beneficial if you formulate questions and arguments independently.

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). 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.