COURSE OUTLINE

7507GBS
Stakeholder Management

Summer Semester 2009 (Nov/Dec)

Academic Organisation:	Griffith Business School
Faculty:	Griffith Business School
Credit point value:	10
Student Contribution Band:	Band 3A
Course level:	Postgraduate
Campus/Location/Learning Mode:	South Bank / On Campus / In Person, Intensive
Convenor/s:	Dr Jem Bendell (South Bank)
Enrolment Restrictions:	Nil
This document was last updated:	23 October 2009

BRIEF COURSE DESCRIPTION

Students in this course will understand the organisations constituting the business environment and different ways of engaging them. This course will enable you to develop insight into networks, systems, social movements and power, to understand how business responsibilities evolve. You will critically appraise the latest standards and processes of stakeholder engagement and partnering.

SECTION A – TEACHING, LEARNING AND ASSESSMENT

COURSE AIMS

1. Responsible business and sustainable enterprise is often driven by and depends on a firm's 'stakeholders' – those people and organisations that the company affects or is affected by. Therefore a comprehensive understanding of processes of a firm's stakeholder relations and how these can be managed for mutual advantage is key.
2. This course will develop your understanding of the organisations constituting the contemporary business environment and different ways of engaging them. You will be able to critically appraise the latest standards and processes of stakeholder engagement and partnering with charities government agencies and international bodies. You will develop insight into networks, systems, social movements and power, to understand how business responsibilities evolve over time.
3. The course will use a range of participatory class processes in order to help you understand the complexity of diverse stakeholder demands on the contemporary enterprise and enhance your skills for successful stakeholder relations management.

LEARNING OUTCOMES

Upon completion of this course students will:

1. Demonstrate knowledge of the organisations and other stakeholders which at local, national and international levels shape the dynamic context of business.
2. Demonstrate knowledge of the drivers, motives, and processes of organisational and societal change towards more socially and environmentally beneficial business.
3. Possess a critical, creative, wholly engaged and self-aware approach to the assessment of stakeholder relations, including the potential and pitfalls of different forms of collaboration.
4. Understand the relevance of social and organisational theories of systems, and of organisational and societal change, to strategy and management of stakeholder relations.
5. Be able to determine what techniques, resources, connections and motivations are required to transform a business's contribution to society and the environment.
6. Be able to participate more effectively in networks and partnerships with government, business the community and wider civil society, including enhanced listening, written and verbal communication skills.

CONTENT, ORGANISATION AND TEACHING STRATEGIES

The classes comprise a mixture of lectures, groupwork, group presentations, case studies, role play, video, guest lectures, and games. Participation in these processes comprises part of the assessment.

Students must attend all sessions, which occur over a 5 day period, at the Southbank Campus, commencing on a Saturday morning. Classes are scheduled from 9.0am – 6.0pm, except the final day which finishes at 4pm.

There is no exam for this course. There are 2 assignments - a group project and an individual essay. The first of these requires some short preparation before the course classes begin. The time commitment is:

1. 28 hours contact time in class.
2. Additional preparation/study time of 1-2 hours per day during the 5 day course
3. Approximately 10 hours preparation time in the weeks prior to the classes.
4. Course work preparation approximately 15 hours after the classes.

CONTENT SUMMARY

Topic	Lecture Content	Tutorial/Laboratory Content	Readings
1.	Stakeholders in Business: the contemporary debate.	Provides a recent history of the concepts of 'stakeholder' and 'partnership' and related practices, illustrating how they have become a key dimension of public policy, NGO	Bendell, J. (ed.) (2000) Terms for Endearment: Business, NGOs and Sustainable Development, Sheffield, Greenleaf

Topic	Lecture Content	Tutorial/Laboratory Content	Readings
		work, and business strategy since developments in the early 1990s. Discusses the societal drivers for increasing importance of stakeholder relations, and the importance of stakeholder relations as driver of CSR, in terms of risk and innovation. Summarises the business case for managing stakeholder relations. Presents some of the arguments why corporate-stakeholder engagement can be regarded as beneficial for society in general, including social theories, as well as a theory of the quasi-regulatory role of modern stakeholder relations. Offers personal stories of the tutor's involvement in various partnerships. Outline of issues arising as these practices and ideas are mainstreamed, and how they will be dealt with in the course	Publishing. Introduction and Conclusion. Available only in hardcopy. Crane, Andrew and Dirk Matten, (2003) Business Ethics - A European Perspective, Oxford University Press, Oxford. Chapters 2 and 10. Available only in hardcopy. Selsky, J. W. and B. Parker (2005) 'Cross-Sector Partnerships to Address Social Issues: Challenges to Theory and Practice', Journal of Management, Vol. 31 No. 6, December 2005 pp 1-25. Available online.
2.	Stakeholder Relations and Drivers of Corporate Responsibility	Students explain their own experience of conflict or collaboration between organisations or stakeholders, or their own experience of making decisions that affected lots of stakeholders. This frames discussion of popular arguments that stakeholder engagement, dialogue and partnership offer a means of generating organizational accountability, and thus addressing issues of trust and legitimacy in society, as well as creating other business benefits. Provides opportunity for reflection on meaning and forms of accountability. Describes the best practice of accountability through dialogue as established in the management standard AA1000. Offers critical review of what constitutes good dialogue, and the limitations of management standards in this regard. Highlights importance of intentions, and the limitations of current practices in relation to the ideal of communicative action and deliberative democracy.	Bendell, J. (2003) 'Talking for Change? Reflections on Effective Stakeholder Dialogue', in *Unfolding Stakeholder Thinking 2: Relationships, Communication, Reporting and Performance*, by J. Andriof, S. Waddock, B. Husted, and S. Rahman, Greenleaf. Also available at: http://www.new-academy.ac.uk/publications/keypublications/documents/talkingforchange.pdf Hemmati, M. (2002) Multi-Stakeholder Processes for Governance and Sustainability - Beyond Deadlock and Conflict, London, Earthscan. Chapter 1. Available at: http://www.minuhemmati.net/eng/msp/msp_book.htm
3.	Complex Conflicts and Collaborations: The Case of the International Banana Trade	Provides an in depth look at one international trade that has produced much cross-sectoral and intra-sectoral conflict and collaboration, on social, economic and environmental issues. The history of conflict of banana exportation from Central America provides a backdrop to discussion of the efforts of one US NGO to improve the social and environmental aspects of banana production. The development of a certification system, and its contested successes, failures and paradoxes are described. The	Murphy D. F. and Bendell, J (1999) Partners in Time? UNRISD Discussion Paper 109, UNRISD: Geneva. Available online. Prieto, M (2006) 'Corporate social responsibility in Latin America: Chiquita, women banana workers and structural inequalities' in the Journal of Corporate Citizenship (2006). Available online.

Topic	Lecture Content	Tutorial/Laboratory Content	Readings
		problems of conflict between different stakeholders are described, particularly between North and South, and NGOs and trade unions. Comparison with similar initiatives in forest and fishery sectors helps identify issues for the management of standards and certification related stakeholder engagements.	
4.	Power in Stakeholder Relations: The Case of Codes and Social Auditing	Provides an introduction to sociological theories of power in order to highlight how stakeholder relations relate to (non-)decision making on the allocation and control of resources. The importance of stakeholder relations in shaping discourse and hence agendas, policies, and ultimately practice, is highlighted. Structuralist and post-structuralist perceptions of power are described. These frames are applied in the context of the development and monitoring of codes of conduct on labour issues in the supply chains of Western companies, with a particular focus on Social Accountability International and the Ethical Trading Initiative. The political nature of standards development is highlighted, with reference to value chain governance and the privatization of regulation.	Bendell, J. (2001) Towards Participatory Workplace Appraisal: Report from a Focus Group of Women Banana Workers, Occasional Paper, New Academy of Business, Bath, UK Courville, S. (2003) 'Social Accountability Audits: Challenging or Defending Democratic Governance?' Law and Policy, Vol 25, No 3.
5.	Consumer Relations: Sustainable Marketing and Advertising	Provides an introduction to the role of firm's communications functions in sustainable enterprise. Examines issues of environmental consumerism, greenwash, and trends in the communication of social and environmental performance to consumers.	Introduction by Martin Charter, in *Greener Marketing*. 1999. Greenleaf Publishing. Rethinking Marketing: Shifting to a Greener Paradigm, Ken Peattie, in *Greener Marketing,* 1999. Both available will be made available on the Learning@Griffith course site.
6.	Investor Relations: Responsible Investment and Banking	Provides an introduction to the different forms of investor interest in the social and environmental performance of companies. Explores the potential and limits of responsible investment. Analyses the stakeholder relations of investors themselves, such as with governments.	The Introduction and Chapter 32 of Rory Sullivan and Craig Mackenzie eds (2006) *Responsible Investment,* Greenleaf Publishing, Sheffield, UK. Available for free at: http://www.greenleaf-publishing.com/productdetail.kmod?productid=80 Chapter 30 in the same book. "Shaping the market: investor engagement in public policy" by Nick Robins, Henderson Global Investors, UK. The reading

Topic	Lecture Content	Tutorial/Laboratory Content	Readings
			will be available on the Learning@Griffith course site..
7.	Stakeholder Negotiations: An Exercise	The whole class will participate in a stakeholder negotiation exercise, which is based on a real example from the oil industry in Ecuador. Up to seven stakeholder groups, depending on class size, will be represented in a dialogue that aims at developing an agreement on the decisions the oil company should take. At the end of the session students are given updated materials and questions to investigate using the internet.	Materials provided at the end of Class 6.
8.	Partnership Planning: An Exercise	Continuing from Class 7, the latest real life situation in the case study is discussed, before the class attempts to identify a partner organisation for the company involved, the aims of a partnership, and a draft partnership agreement. This is followed by discussion of the issues that arise in managing partnerships, their potential and limits, and the relevance of current theories and tools.	Covey, J. and L. D. Brown (2001) Critical Cooperation: An Alternative Form of Civil Society-Business Engagement, IDR Reports, Volume 17, Number 1, Institute for Development Research.
9.	Government Relations: Corruption, Crime and Leadership	Explores the relations with governments at local, national and international levels, that influence good governance and sustainable development of countries. Focuses on issues in low income countries, and initiatives to reduce corruption, promote good governance and development.	"Taking responsibility for bribery: the multinational corporation's role in combating corruption" by David Hess and Thomas Dunfee, Chapter 20 in Sullivan, R. eds (2003) *Business and Human Rights*, Greenleaf Publishing, Sheffield, UK. The reading will be available on the Learning@Griffith course site.
10.	Integrative Strategies: The Case of Luxury	Explores how for some business sectors there are core strategic reasons for enhanced stakeholder relations. Focuses on the luxury industry as one such sector.	Bendell, J and A. Kleanthous (2007) Deeper Luxury: Quality and Style When the World Matters, WWF-UK. Available at www.deeperluxury.com

11.	Stakeholders in System Change: The Case of HIV/AIDS	Provides an introduction to the importance of cross-sectoral collaboration for addressing intractable social and environmental problems, with the example of HIV/AIDS. Role play highlights the dilemmas facing different stakeholder groups (non-assessed). Discussion of the importance yet limitations of current partnership initiatives, and the challenges of scaling up responses. The systemic causes of the scale and impact of HIV/AIDS are described to suggest a systemic not piecemeal approach, and thus the potential for a new era of partnership and CSR thinking, oriented towards systems change, and addressing issues such as finance and public governance.	Bendell, J. (2003) *Waking Up to Risk: Corporate Responses to HIV/AIDS in the Workplace*, Programme Paper 12, UNRISD, Geneva. Available online.
12.	Stakeholder Accountability and Democracy	Provides a review of recent critiques of CSR and stakeholder engagement, which suggest that these distract managers from their proper duties and empower undemocratic organizations. Outlines particular criticism of the accountability of stakeholders themselves, such as NGOs. Places this debate in the context of initiatives and research on NGO accountability, and the broader issue of the accountability of all powerful organizations in society. Questions assumptions that accountability is a good idea, and explores concepts of democratic accountability and stakeholder democracy. Student presentation.	Manheim, J. B. (2003) Biz - War: Foundation-NGO Network Warfare on Corporations in the United States, Paper Presented at American Enterprise Institute (AEI) Conference. Available electronically, online. Bendell, J (2006) *Debating NGO Accountability*, UN NGLS. Available online at www.un-ngls.org
13.	Systems, Stakeholders and Self: Approaches in Your Work	Provides an opportunity for reflection on the course, and the paradoxes that have arisen about the efficacy of different types of stakeholder relations for the participating organizations and wider society. Offers participants an opportunity to discuss why they might work on multistakeholder partnerships. Explores what the complexity and paradoxes imply for the importance and nature of personal values. Introduces 'systems thinking' as a way of looking at both oneself and the organisations one works in or relates to. Relates this to other philosophies of the self, organization, society, and the world, from various cultures. Involves students in a 'personal values exploration exercise', and a 'systems game'.	Laszlo, E. (1996) The Systems View of the World: A Holistic Vision for Our Time, Hampton Press: USA. Available only in hardcopy. Various materials at: http://www.wordiq.com/definition/Systems_theory http://www.systems-thinking.org Poems by poem by Drew Dellinger at: http://www.drewdellinger.org

14.	Corporate Accountability Futures	Explores the criticisms of voluntary CSR, voluntary accountability, and well-managed stakeholder relations, from a perspective that questions the current extent of corporate power. Summarises a variety of campaigns that call for mandatory accountability, through national and international law. Reflects on the nature of the corporation, capital, private property, and the social relations enshrined in these concepts and systems. Explores whether people are engaged in a social movement in and around business. Open discussion of which parts of the private sector could engage with this, what the barriers to action are, and what the partnerships of the future may look like if there is action on this agenda. Student presentation.	Bendell, J. (2004) *Barricades and Boardrooms: A Contemporary History of the Corporate Accountability Movement*, Programme Paper 13, UNRISD, Geneva. Available electronically, online. Bendell, J. et al (2009) The Introduction, in *The Corporate Responsibility Movement*, Greenleaf Publishing, Sheffield. Available electronically, through Learning@Griffith.

ASSESSMENT

Summary of Assessment

Convenors *are required to* complete the summary of assessment table below, including the number, type, weight and due date of each item of assessment, and referencing the stated Learning Outcomes associated with each assessment task. The 'length' column in this table may be deleted if the concept of 'length' is inappropriate given the nature of the assessment. With the exception of the 'length' column, convenors *are required to* complete all columns in the summary of assessment table.

Item	Assessment Task	Length	Weighting	Due Day and Time
1.	Group Work - Exercise A: Experiential Learning Through Role Play in a Stakeholder Negotiation Exercise	n/a	20%	Day 3 of taught classes – Monday 30 November 2009.
2.	Group Work - Exercise B: Reflexivity through Interviews on Experiences	n/a	10%	Day 1 of taught classes – Saturday 26 November 2009.
3.	Group Work - Exercise C: Interpreting 'book knowledge' through Presentations	10 minutes presentation	10%	Throughout classes (dates to be advised by email)
4.	Group Work - Exercise D: Group Report on the Group Learning Process	500 to 700 words as individuals or 3000 as group	10%	2 weeks after end of taught classes – Wednesday 16 December 2009.
5.	Individual Essay*	2500 to 3000 words	50%	30 days after end of taught classes – Monday 4 January 2010.

Assessment Details

First Assignments: Group Work (50%)

This group work is a participatory group learning process, which develops over the whole 5 days of the classes. Key to stakeholder relations are the different types and forms of knowledge that different people and groups have. The intention with this group learning process is to provide students with exposure to different forms of knowledge and learning on the topic of stakeholder relations: experiential learning, reflexive inner inquiry, and documented knowledge. There are 5-7 group exercises during the week, involving pairs, triads and larger groups, with at least one exercise for each form of learning. The three main exercises are described here, along with the conclusion to the group work, which involves the group preparing a short document on the insights they gained from the different forms of learning/knowledge and how this relates to the theme of stakeholder relations. There are specific learning objectives for each exercise, which will guide part of the assessment, but the assessment is for the group learning process as a whole.

(1) Exercise A: Experiential Learning Through Role Play in a Stakeholder Negotiation Exercise

The whole class will participate in a stakeholder negotiation exercise, which is based on a real example from the oil industry in Ecuador. Up to seven stakeholder groups, depending on class size, will be represented in a dialogue that aims at developing an agreement on the decisions the oil company should take. Aside from preparation, the process of negotiation takes up one 2 hour class, and reflection on the process occurs in the first part of a subsequent class, the assessment covering both negotiation and reflection.

Group/Role Allocation and Preparation

The day before the negotiation exercise, the class will be given about 10 pages of information on the case, including information on 7 stakeholder groups. Each student will be given a stakeholder to represent. If less than 7 in the class, each student will represent one stakeholder (and some stakeholders will be absent from the negotiation). The case material will be historical, and students should not research the current situation concerning the particular case, before the negotiation. Studying this material should take 1-2 hours (outside of class time).

During the stakeholder negotiation:

- It is important that you know your stakeholder's typical concerns and articulate them during the process. The process will likely be of confrontation as well as deliberation, and so if one stakeholder does not articulate their concerns then the group process may be limited as a result. Therefore, before the exercise, perhaps discuss the concerns of your stakeholder group, to get other ideas about the role you will be playing.
- The aim of the exercise is to attain an agreement about what a particular company should do in the particular case. However, agreement is not essential for the process to be successful as a learning exercise.
- The exercise will be facilitated, with each stakeholder group invited to have private one-to-one conversations with each other stakeholder group, before a collective group discussion, dialogue and negotiation.
- Towards the end of the exercise the group will need to prepare a 1 page statement of agreement (or disagreements), and nominate someone to present it to the tutor and the class.

After the negotiation:

- You will then step outside your stakeholder role, and discuss the process, and what you learned about discussion, dialogue, negotiation, and stakeholder relations.
- You will reflect on the different theories of the firm that have been discussed during this course, but also in previous courses that covered 'stakeholder theory' (see the background readings list)
- After this process you will be given notes on the current situation with the case, 10 years on. You will also be given some websites and some questions about the current situation, to investigate by searching online, outside the class. You should ensure you have one hour after the class to conduct this work

The day after:

- You will be asked to share with other students your thoughts on the current situation and how this affects what you felt, thought and learned the previous day.
- Half the class will then assume the role of the management of the current oil company involved, and identify together what stakeholder group would be best to partner with, and to achieve what, using strategy and assessment tools provided by the tutor (Tool 1, Tennyson 2004 – given the day before).
- The other half will assume the role of the prospective partner, and enter into discussion with the company management, using tools provided by the tutor, with the aim of generating a partnership proposal (Tool 5, Tennyson 2004)
- If successful, you will then draft a partnership agreement and one person from the company and one person from the stakeholder group will present this to the class (Tool 3, Tennyson 2004)
- You will discuss with the class the usefulness and limitations of stakeholder dialogue, partnerships, process tools.

Purpose of the process

A key objective is for you to experience the type of learning that arises from role play. In addition, the specific objectives of this part of the learning process are to enhance understanding of:

- the process of discussion, dialogue and negotiation between different stakeholder groups
- different types of stakeholder interest
- conflicts of interest, including intractable as well as resolvable conflict
- the relationship between social dilemmas, corporate strategies and partnering
- the potential and limits of cross-sectoral partnership
- conflicts of opinion within business about stakeholder relations
- the variable usefulness of theories and tools in this field

(2) Exercise B: Reflexivity through Interviews on Experiences

Students will choose to be in pairs. Where there is an odd number, one student will be paired with the tutor. In 10 minutes one of the pair will interview the other about their personal experience of conflict or collaboration between organizations or between an organization and its stakeholders, or a personal experience where the interviewee had to make a decision that affected different people or organisations in different ways. After questions from the class, the pairs will then swap places and with the interviewer being interviewed about their own personal experience. At the end of all the interviews, the class will discuss the common themes, and connections to literatures, where appropriate. [Note that only assessed students will be interviewed, although non-assessed students can conduct the interviews].

What you need to do

The interviews will take place on the afternoon of first day of the class, so all students should take some time to reflect on an experience that they will share (see some of the areas that could be covered, below). It is not necessary for the interview to be planned and pairs will be nominated on the day. If you can not identify a personal experience in your professional or organisational life, then an experience from a non-professional setting is acceptable. If you will be discussing your decision making, then exploring issues of accountability could be sensible way for the interview to develop. Through the interview, the following things will be necessary:

- A basic summary of the personal experience
- Evaluation of this experience in some way
- Identification of some lessons taken from that experience and that could be valuable for the class
- Connections to debates/theories about stakeholder relations, as relevant
- Issues and questions that remain unresolved, open
- Concluding remarks about possible lessons for the future
- Be ready to answer questions.

Purpose of the assignment

The main objectives of this assignment are to promote and enhance:
- one’s experience of this topic in one’s own ‘reality’
- self-reflection on the topic of stakeholder relations
- the involvement of one’s ‘self’ in one’s inquiry
- active listening and interviewing

(3) Exercise C: Interpreting 'book knowledge' through Presentations

Either on your own or in pairs, present to the class in 10 minutes the main arguments of an academic paper or chapter(s), and how it relates to other arguments about the topics covered that can be found in the literature, and your thoughts on its merits, including any differences in opinion between the members of the presentation pair (if in pairs) about what is important in the academic resource.

What you need to do

The papers are allocated to students in alphabetical order. In preparation, you will need to discuss the paper with you pair partner (if you are allocated one), in order to decide what to present. If the resources are not obtainable, the student(s) should inform the tutor before the start of the course. The papers are:
- Gray, R. (2001) ‘Thirty years of social accounting, reporting and auditing: what (if anything) have we learnt?’ in *Business Ethics: A European Review*, Vol 13, pp 9-15,
- Prieto, M (2006) ‘Corporate social responsibility in Latin America: Chiquita, women banana workers and structural inequalities’ in t*he Journal of Corporate Citizenship* (2006).
- Manheim, J. B. (2003) Biz -War: Foundation-NGO Network Warfare on Corporations in the United States, Paper Presented at American Enterprise Institute (AEI) Conference.
- Covey, J. and L. D. Brown (2001) Critical Cooperation: An Alternative Form of Civil Society-Business Engagement, IDR Reports, Volume 17, Number 1, Institute for Development Research.
- Nick Robins, 2006 "Shaping the market: investor engagement in public policy," in Rory Sullivan and Craig Mackenzie eds (2006) Responsible Investment, Greenleaf Publishing, Sheffield, UK. Available from http://www.greenleaf-publishing.com/productdetail.kmod?productid=80
- Hamann, R. N. Acutt and P. Kapelus (2003) Responsibility vs. Accountability? Interpreting the World Summit on Sustainable Development for a Synthesis Model of Corporate Citizenship, *Journal of Corporate Citizenship*, 9, 20-36

In your presentation you will need to:
- Use basic presentation tools (powerpoint or overhead slides)
- Review the main content (arguments, findings, etc) of the chapter/paper;
- Identify the main areas where it makes a contribution;
- Evaluate this contribution in some way;
- Make some concluding remarks
- Discuss any differences in opinion or emphasis or likes/dislikes by you and your pair partner (if presenting in pairs)
- Be ready to answer questions.

Purpose of the assignment

The main objective of this assignment is for students to improve:
- Analysis of ‘documented knowledge’
- Ability to discuss one’s analysis
- Negotiation of what is important or relevant
- Presentation skills

(4) Exercise D: Group Report on the Group Learning Process

A group report on the group learning process.

What you need to do

By the last day of the course, the group should nominate an editor for a short report. Each student will need to reflect on what they have learned and whether they learned different things from different exercises, whether one form of learning reinforced or contradicted another, any implications of this, what was the most powerful learning experience etc. etc. Each student should put together no more than 750 words on this topic, and send it in to the editor, who writes a short introduction and conclusion (maximum 500 words each), to cross reference the different findings. Alternatively, the group can decide to do one report, no more than 3000 words long. The group has two weeks to complete this. [An editor must come from one of the assessed students].

Purpose of the assignment

The main aim of this report is for students to:
- Improve their analysis of different forms of knowledge and learning
- Consolidate specific learning points from the course
- Experience collaboration in preparing a joint report

Marking

Each member of the class will receive the same mark. This may be reviewed if requests for an unequal mark allocation are received from all students, before the stakeholder negotiation exercise begins. The marking will be based on how well the group project covers the main objectives of the individual exercises and the process as a whole. Exercise A constitutes 20% of the group work assignment marks, with B, C, and D each constituting 10%. A total of 25 out of 50 would indicate a basic acceptable group process, and 40 out of 50 a highly successful process. See the award of grades section of assessment policy for further information on what is looked for when grading this process.

Deadline

The deadline for the report is 2 weeks after the end of the taught classes and should be submitted via **email to the course tutor**. If delivery by email is not possible the group should tell the tutor during the course.

Second Assignment: Individual Essay (50%)

Write an essay using one of the following formats. Either:

1. Take one chapter from 'Terms for Endearment: Business, NGOs and Sustainable Development' (Bendell, 2000) and critically assess its arguments, drawing upon interdisciplinary academic contributions on related topics as well as related events and debates in the years since it was published. Or:
2. Identify a personal experience where you were involved in a relationship between stakeholders and/or organizations and critically examine the situation and your (in)actions and emotions in the context of interdisciplinary academic contributions on related topics.

What you need to do

The objectives depend on your chosen essay format.

Format 1: These essays should consist of a thorough review and assessment of the chosen chapter. To do this, you will need to:

- Introduce what you are going to do, why, and how;
- Provide a brief review (one or two paragraphs) of the main content (story, arguments, findings, etc) of the resource;
- Identify the main areas where it makes a contribution;
- Evaluate this contribution in some way;
- Consider developments in subsequent years;

- Make some concluding remarks.

Format 2: These essays should consist of a reflective exploration of a personal experience in ways that make connections with but not necessarily agree with academic literatures (in management or other disciplines). To do this you will need to:

- Introduce what you are going to do, why, and how;
- Provide a brief review (two or three paragraphs) of the personal experience (situation, events, feelings);
- Identify where there is resonance or dissonance with arguments in the literature;
- Critically evaluate both the personal experience and the chosen literature in light of this discussion;
- Suggest the lessons for stakeholder relations;
- Make some concluding remarks.

These are not meant to be prescriptive lists but should help to get you started on thinking about how to write a good essay. Whatever happens, I would expect you to consult a variety of articles in the development of your thinking, and reference these in your essay, only if they prove relevant to the argument you develop. The essay can be written in 1st or 3rd person ("I thought X" or "It is argued that") and referenced appropriately using the Harvard style.

Purpose of the assignment

The main objectives of this assessment are:

- To develop skills in critical analysis and evaluation of stakeholder relations issues;
- To encourage reflection on the relationship between academic literature, current events and personal experience on the topics covered.
- To develop ability to identify broader lessons and/or construct an argument.
- To demonstrate writing ability.

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Word length

You should write approximately 2500 words for this assignment. The absolute maximum length is 3000 words.

For both assignments, please state clearly the word count of your document, including references and footnotes, but not appendices. The assignment should be word processed and readable in Microsoft Word. If this form of presentation is not possible, the student should tell the tutor during the course.

Marking

The essays will be marked on the basis of the 'purpose of the assignment' described above. Basic yet adequate answers are graded in the 50-60% area. A good answer showing some insight/additional research/critical analysis can obtain 60-65%. A well structured and argued piece can attain 65-75%. High levels of critical analysis and additional research can attain marks over 75%.

Deadline

The deadline for the essay is one month after the taught classes are complete (Monday 4 January 2010). Assignments should be submitted via **email to the course tutor**. If delivery by email is not possible the student should tell the tutor during the course.

Return of Assessment Items

The marks awarded for all the assignments, with brief explanation, will be provided to all students within one month of their submission.

GRADUATE SKILLS

The Griffith Graduate Statement states the characteristics that the University seeks to engender in its graduates through its degree programs.

Graduate Skills	Taught	Practised	Assessed
Effective communication (written)	☐	☒	☒
Effective communication (oral)	☐	☒	☒
Effective communication (interpersonal)	☒	☒	☒
Information literacy	☒	☒	☒
Problem solving	☐	☒	☒
Critical evaluation	☒	☒	☒
Work autonomously	☐	☒	☒
Work in teams	☒	☒	☒
Creativity and innovation	☐	☒	☐
Ethical behaviour in social / professional / work environments	☒	☒	☒
Responsible, effective citizenship	☒	☒	☒

TEACHING TEAM

Convenor Details	South Bank
Campus Convenor	Dr. Jem Bendell
Email	jb@lifeworth.com
Office Location	n/a
Phone	+44(0)2071936102
Fax	+(1)3472841824
Consultation times	The convenor will be available for consultation for a half hour after the end of each lecture. Outside the course period, requests for consultation should be made by email or fax.

2 to 4 guest lectures will be arranged and these will be confirmed at the start of the course.

COURSE COMMUNICATIONS

Announcements in relation to course content, assessment and administration will be posted on the course website and to students' email accounts

Students are welcome to contact the Course Convenor by email or fax with any queries or requests for assistance in relation to the course.

TEXTS AND SUPPORTING MATERIALS

The required reading is specified in the table on course content. All of these will be available online through learning at Griffith, or for free on the internet, apart from the following which will need to be accessed through libraries or book shops:

Crane, Andrew and Dirk Matten, (2003) Business Ethics - A European Perspective, Oxford University Press, Oxford.

Laszlo, E. (1996) The Systems View of the World: A Holistic Vision for Our Time, Hampton Press: USA. Available only in hardcopy.

It is recommended to ensure access to the following book both during and after the classes (from library or bookshop), due to the assignment:

Bendell, J. (ed.) (2000) Terms for Endearment: Business, NGOs and Sustainable Development, Sheffield, Greenleaf Publishing.

SECTION B – ADDITIONAL COURSE INFORMATION

Assignment Submissions and Returns

Assessment items must be submitted in accordance with the advice given on the course website. If students wish to submit assessment items with any similar material for two or more courses, they must firstseek approval of all course convenors. Failure to do so could be interpreted as cheating. Students shouldnote that submission of an assignment represents an affirmation that it is all their own work and thatnothing has been copied from the work of others except where appropriately referenced.

Assignment Extensions and Penalties

The penalty for late submission of assessment items is 10% of the total assessment mark for the item per day, of the total marks for the item unless otherwise specified in course submission. No assignments will be accepted after one-week period, except where approval has been given prior to the event. A special consideration form must be completed and submitted if students request waiver of the late penalty or an extension on an assessment item. Extensions may be granted for medical conditions, however extensions will not be granted for work commitments, family commitments or computer failure.

Special Consideration

Students applying for special consideration (due to medical or other grounds) for assessment items must complete the appropriate application form available in the study pack. Special consideration is not retrospective and students should submit special consideration forms as soon as they experience any difficulties, which may interfere with study performance.

SafeAssign

SafeAssign is an online text-matching service available through the course Learning@Griffith site. SafeAssign enables students to submit electronic versions of their assignments via the internet, and generate a text-matching report. This service is designed to aid in educating students about plagiarism and the importance of proper attribution of any borrowed content. It is recommended that all students utilise this service prior to submitting assignments. A student user guide is available at the following site:- https://intranet.secure.griffith.edu.au/__data/assets/pdf_file/0007/53746/submitting-safeassignment.pdf

SECTION C – KEY UNIVERSITY INFORMATION

ACADEMIC MISCONDUCT

Students must conduct their studies at the University honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is academic misconduct and is unacceptable.

Some students engage deliberately in academic misconduct, with intent to deceive. This conscious, pre-mediated form of cheating is one of the worst forms of fraudulent academic behaviour, for which the University has zero tolerance and for which penalties, including exclusion from the University, will be applied.

However the University recognises many students commit academic misconduct without intent to deceive. These students may be required to undertake additional educational activities to remediate their behaviour.

Specifically it is academic misconduct for a student to:

- ***Cheat in examinations and tests*** by communicating, or attempting to communicate, with a fellow individual who is neither an invigilator or member of staff; by copying, or attempting to copy from a fellow candidate; attempting to introduce or consult during the examination, any unauthorised printed or written material, or electronic calculating or information storage device; or mobile phones or other communication device, or impersonates another.

- ***Fabricate results*** by claiming to have carried out tests, experiments or observations that have not taken place or by presenting results not supported by the evidence with the object of obtaining an unfair advantage.

- ***Misrepresent themselves*** by presenting an untrue statement or not disclosing where there is a duty to disclose in order to create a false appearance or identity.

- ***Plagiarise*** by representing the work of another as their own original work, without appropriate acknowledgement of the author or the source. This category of cheating includes the following:

1. collusion, where a piece of work prepared by a group is represented as if it were the student's own;
2. acquiring or commissioning a piece of work, which is not his/her own and representing it as if it were, by
    - purchasing a paper from a commercial service, including internet sites, whether pre-written or specially prepared for the student concerned
    - submitting a paper written by another person, either by a fellow student or a person who is not a member of the University;
3. duplication of the same or almost identical work for more than one assessment item;
4. copying ideas, concepts, research data, images, sounds or text;
5. paraphrasing a paper from a source text, whether in manuscript, printed or electronic form, without appropriate acknowledgement;
6. cutting or pasting statements from multiple sources or piecing together work of others and representing them as original work;
7. submitting, as one own work, all or part of another student's work, even with the student's knowledge or consent.

A student who willingly assists another student to plagiarise (for example by willingly giving them their own work to copy from) is also breaching academic integrity, and may be subject to disciplinary action.

Visit the following web sites for further details:
Institutional Framework for Promoting Academic Integrity among Students
Academic integrity for students

PLAGIARISM DETECTION SOFTWARE

The University uses plagiarism detection software. Students should be aware that your Course Convenor may use this software to check submitted assignments. If this is the case your Course Convenor will provide more detailed information about how the detection software will be used for individual assessment items.

HEALTH AND SAFETY

Griffith University is committed to providing a safe work and study environment, however all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information can be obtained from
http://www.griffith.edu.au/hrm/health_and_safety/

Information about Laboratory safety can be obtained from
http://www.griffith.edu.au/ots/secure/health/content_labsafety.html

KEY STUDENT-RELATED POLICIES

All University policy documents are accessible to students via the University's Policy Library website at: www.griffith.edu.au/policylibrary. Links to key policy documents are included below for easy reference:

Academic Calendar

Academic Standing, Progression and Exclusion Policy

Assessment Policy

Examinations Timetabling Policy and Procedures

Guideline on Student E-Mail

Health and Safety Policy

Institutional Framework for Promoting Academic Integrity Among Students

Policy on Student Grievances and Appeals

Student Administration Policy

Student Charter

UNIVERSITY SUPPORT RESOURCES

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources available to students are included below for easy reference:

Learning Centres - the University provides access to common use computing facilities for educational purposes. For details visit www.griffith.edu.au/cuse

Learning@Griffith - there is a dedicated website for this course via the Learning@Griffith student portal.

Student Services facilitate student access to and success at their academic studies. Student Services includes: Careers and Employment Service; Chaplaincy; Counselling Service; Health Service; Student Equity Services (incorporating the Disabilities Service); and the Welfare Office.

Learning Services within the Division of Information Services provides learning support in three skill areas: computing skills; library skills; and academic skills. The study skills resources on the website include self-help tasks focusing on critical thinking, exam skills, note taking, preparing presentations, referencing, writing, proof reading, and time management.