Understanding external stakeholders and their imacts

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Who is a stakeholder

- Persons, groups, public, private and government organizations, institutions, competitors, societies, and natural environment can be stakeholders of an organization. stakeholders have relationship that adds value and meaning to the organization. There is a power relation between organizations stakeholders. In situations where stakeholders are dominant, the organization depends on the stakeholders and stakeholders have power over the organization

- joint venture partners include consortia, corporate co-sponsors of research, and education services.

Higher education stake holders

- Higher education institutions have always been complex, multi-dimensional organizations, with different departments engaging with a multitude of stakeholders serving many purposes.

- Stakeholders in higher education including students; alumni; donors; parents ; other institutions or providers; accrediting agencies; vendors and suppliers; employers; taxpayers; non-government organisations; government; and academic faculty, both individually and collectively in inter -disciplinary groups and as members of other organisations such as unions and advocacy bodies.

- universities must also develop world-class research programs, maximize funding from donors, support and improve the communities around its campuses, collaborate and innovate with industries and governments, and maintain strong partnerships with industry to help students gain internships and secure jobs after graduation.

- Leadership in the education depends largely on mutually productive engagements between institutions and outside ecosystems. Thus the educational leaders must develop mutually beneficial and sustainable partnerships with all stake holders.

MIT , USA Experience

- MIT have enjoyed global leadership and sustained growth for many years through excellence in educating students.

- The engagement with outside stakeholders such as alumni, and partnerships with other educational institutions, governments, and industries also plays a role in their global significance and brand reputation.

External stakeholder ecosystems
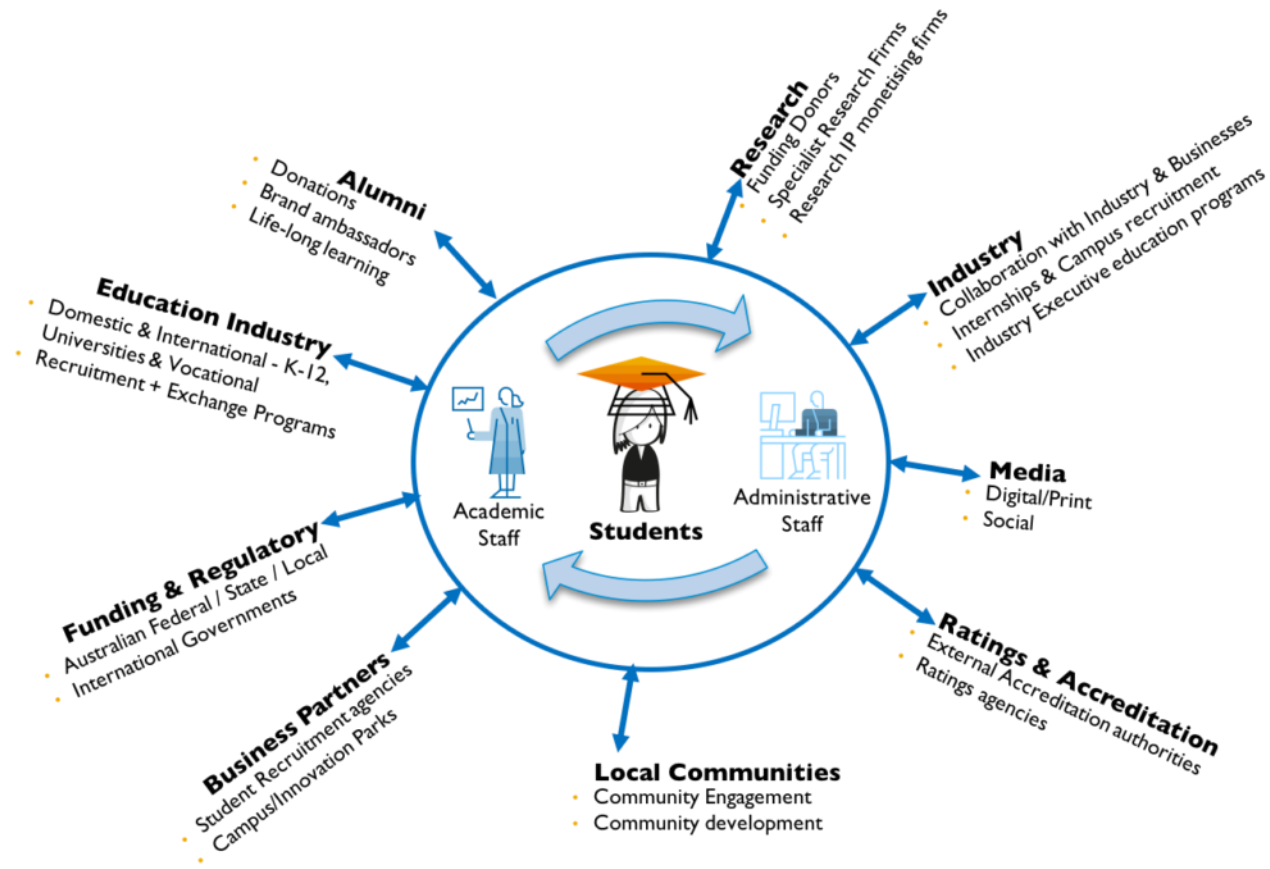
Stake holders types

- In accordance with Stakeholder Salience theory, stakeholders vary in terms of power, legitimacy and urgency. Thus, they gain power to impose their will on the relationship, gain legitimacy where their actions are desired and appropriate within the framework of the prevailing socially constructed norms, values and beliefs, and urgency to the extent their needs require immediate action.

- There are seven types of stakeholders defined according to the attributes they possess.
- Three of these seven types possess one attribute, other three have two of the attributes, and one has all three of the attributes mentioned above .
- Latent stakeholders only have one of the attributes. These are dormant stakeholder, who has power but not legitimacy or urgency;
- Discretionary stakeholder has legitimacy but not power or urgency;
- Demanding stakeholder has urgency but not power or legitimacy.
- Expectant stakeholders are those who have two of the attributes.
- Dominant stakeholder has both power and legitimacy, but not urgency;
- Dependent stakeholder has both legitimacy and urgency but not power;
- Dangerous stakeholder has both power and urgency, but not legitimacy.
- Definitive stakeholders have all three attributes. Expectant stakeholders can become a definitive stakeholder if they get the missing attribute.

Stakeholders identified issues for future development of the university.

• The quality of the courses being delivered.

• The quality of the resources, technology and equipment that support the delivery of the courses.

• The quality of the academic staff who design and deliver the courses.

• The quality of the students being accepted onto the courses.

• The quality of the graduates being produced.

Analyze your stakeholders

1. Define the context, and purpose of every stakeholder identified .
2. Determine who needs to be involved
3. What is your expectation from each stakeholder
4. What is your stakeholder expectation
5. Identify tangible & intangible deliverables needed from both sides
6. Describe or draw the interaction or transaction you have with each stakeholder

External stake holder interest areas

- External stakeholders have increasingly participated in many activities in higher education in developing quality education and skills.; however, their contribution has not yet been adequately documented .

- The studies show that external stakeholders may participate in multiple roles , including consulting relevant generic skills for curriculum modification, training students in these skills, providing and supervising student internships, and evaluating the effectiveness of the skills development programmes and job opportunities.

- The analysis indicate that their participation was influenced by their interests in these roles, university location and university status.

- University leadership, also found to influence external stakeholders' participation.

Prioritize your stakeholders

- The stakeholder map Actively Provides a framework for managing stakeholders based on interest and influence

- Business owners and others with significant decision-making authority Can kill, sustain, or nurture the project. They're easy to actively engage. Set up consistent touch points . Do whatever is needed to keep them satisfied.

- Some stakeholder may impact the project but have little influence . They may want more of your time than you can give . Find efficient ways to communicate and keep them informed • Email updates • Presentations • Publicity campaigns etc.

External stakeholder engagement: Key benefits

- **Knowledge and skills:** Learning programs align with industry demand for future skills, internships help students gain experience solving real-world business challenges.
- **High-impact research and innovation:** Research programs are shaped by human and community need and can attract funds from diverse global sources. Thriving innovation ecosystems bring together industry, businesses, governments, venture capitalists, and other education institutions.
- **Leadership in the education industry:** Engagement increases and diversifies revenue streams by encouraging entrepreneurs and startups to fund research and intellectual property. Secure partnerships with a diverse ecosystem of partners, especially up- and down-stream value chain organizations, benefits all.
- **Stronger communities:** Institutions contribute to local communities, especially vulnerable and needy citizens, by offering training programs, supporting regional development (especially in rural areas), and championing local priorities and causes.

Key characteristics of a highly engaged education institution

- **Leadership**
- Engagement aligns closely with the institution's vision, mission, strategy and plans to ensure consistency across diverse activities and relationships
- Any external stakeholder may have multiple relationships with other parts of the institution
- Management takes a coordinated and complementary approach to building and maximizing relationships with all external stakeholders
- Each business has a clear understanding of any expected reciprocal benefits and interactions
- Management has developed and utilizes an institution-specific model that clearly defines the process and evaluation of effective external engagement

Business and technology

- The relationship requires a "two-sided user journey:" amongst the institution's internal and the external stakeholder
- Understand the holistic view of the partnership between the institution and the stakeholder (who may have multiple relationships; i.e., donor, research partner, internship partner, supplier, etc.)
- The effectiveness of each channel and interaction is measured using new capabilities such as machine learning, with continuous improvement as the goal
- Risks are monitored and mitigated holistically to protect the institution and to ensure compliance with regulatory requirements
- An open, scalable, and modular platform that addresses all aspects of stakeholder engagement and provides a single source of truth is used
- Platforms embed or can be extended with new artificial intelligence innovations such as machine learning-based conversational apps to gain stakeholder insights

Organizational structure

- Organization promotes , External stakeholder engagement integrates with individual roles and business unit/faculty objectives and plans.

- Professional development skills are provided to help staff implement effective external engagement strategies and techniques

- An external "Center of Excellence," which includes a network of champions from within respective schools and faculties, research and campus development programs, student bodies, and societies, helps participants share information and leverage best practices across the institution

- Engage with one or two technology partners who have an open-platform approach to technology, and share your institutional vision and strategy while maintaining a strategic focus on the local higher education environment. Most importantly, the technology partner should be willing to commit expertise, technology, and an agile engagement approach to work collaboratively with the institution's business and IT teams as well as with external stakeholders.

stakeholder engagement :three key aspects:

- For adding value by improving external stakeholder engagement , address three key aspects:
- **Desirability**: business need exists and is well understood
- **Feasibility:** The technology and business capability exist to address the need and adopt change
- **Viability:** A quantifiable opportunity exists and is well supported by a senior business stakeholder
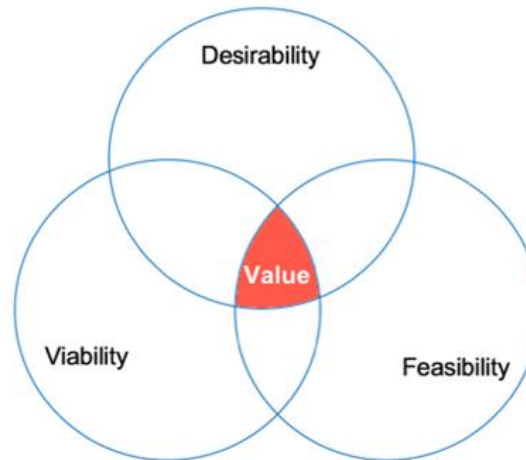
Stakeholder Management

- is the process of interpreting and influencing both the external and internal environments existing in your institution by creating positive relationships with stakeholders through the appropriate management of their expectations and agreed objectives.

- Stakeholder management prepares a strategy based on information gathered during identification and the analysis phase of the process, aiming to support the strategic objectives of your organization and products.

- As a coach, – educate the Team and Product Owner › to follow the process › to remain engaged from the definition to the completion of the feature › to set the right expectations › to provide ongoing feedback and support › to allow all the transparency required and needed towards their stakeholders

- As a shield, – to educate others outside the feature about how organization is working – to manage stakeholder expectations › As an impediment handler, – to listen – to remove fear & comfort – to create and share big picture

- Development team :Prioritize stakeholders right , Keep stakeholders satisfied, actively engaged and informed . Monitor them and be aware if their expectations .changed Communicate often using the right tools

Stakeholder alignment

- Consider and Share : Your Vision, Goals and Time Plan teams structure and location • What are your processes and who owns them? • What is your expectations?

- What are your organization biggest challenge? • What does success look like? How would you describe the process? What parts of the process would you improve and why? What ideas do you and your teammates talk about as ways to improve the process? what are the product risks? What are the chances of success vs. failure? How do you measure success in your organization

The main customer of teaching, learning and research processes

- **Process   Int. Customer   External Customer**
- **Teaching   Faculty   Student**
- **Learning   Student   Employer**
- **Research Faculty   Society/Government**

Alumni engagement

- supporting alumni in forming global links and virtual networks that will mutually benefit individual graduates and their Alma Mater;
- celebrating graduates' success stories in traditional and social media;
- seeking alumni help to advocate for greater public support for the university and higher education;
- Provide alumni with access to online library resources, services and life-long learning opportunities;
- Use alumni networks to identify exceptional students, faculty and staff in our recruitment efforts;
- leveraging alumni knowledge to assist with the development of innovative curriculum and research initiatives that will better prepare our students to become global citizens;
- cultivating ongoing alumni interest in the activities of the university and linking alumni to participation opportunities;
- Use alumni expertise on revenue diversification strategies that will help minimize the University's reliance on governmental and tuition sources;
- maximizing the ability of professional school graduates to link to their professional communities.

Industry engagement

- The industry and community groups consider that the quality of the courses are rated highest, with particular the curriculum I relevant and contemporary.
- They are vocal about the importance of graduate attributes alongside knowledge learning outcomes and providing students with multiple work-based learning opportunities.
- Regular communication with them is sought .
- Make them partners in each of your endeavour.
- Have many open houses .
- Call them to debate future developmental plan.
- Their knowledge towards the growth of technology and its future shape must be utilized.
- They being sponsors of projects and our recruiters , the relationship with them be honest and comprehensive.

Recruiters Engagement

- Do not look at them only as recruiters to offer slots for jobs and internship.
- Many of them have their own accreditation processes ,imbibe them in your academic framework.
- Utilize their vast Knowledge base.
- We need to engage them in academic planning, advisors for skill sets and offering live projects and problems .
- Convert them to your ambassadors through loyal relationship.
- Create conditions in your academic processes to let them contribute
- Develop a win- win relationship by enabling them to access your resources. Offer options for them to upgrade through your help flexibily.

Govt . Engagements

- In publically funded universities , the government is a major stake holder, keep them engaged on regular basis.
- Convince them that you are offering best and cost effective education.
- Interact with them to get a space in national priorities.
- Government at times is also a regulator, follow their directions from time to time.
- Invite them to your campuses to impress about your sincere efforts.
- Government is also ranking universities, participate in them and if you are doing well you get due rewards
- Your autonomy rests with them , demonstrate through your actions that you take your autonomy with responsibility.
- Share your achievements with them
- Govt also is a major sponsor on research funds , create a goos impression that you can deliver them in time and with quality.
- in total, they emphasise the role the university must play in helping meet the challenges of the country and commented on the importance of research in doing this and in developing an identity for the university. They expected the university to provide leadership and develop the country's talent.
- The governments have high expectations from their university to make a real, constructive difference to the lives of its citizens.

Donors as Stakeholders

- Donors such as foundations have significant effects on program development and operations at higher education institutions and many foundations can affect institutions through their area of support they choose to offer.

- Some time donors enable you to link with public at large through project and activity based funding.

- Donors always not support high ends research but support social cause and environment issues

- Examples of sir Dorabji Tata trust

Communities as Stakeholders

- higher education institutions have had difficulties with neighboring communities at times and have come to learn that if community relations are neglected, the consequences are normally severe and long lasting.
- Good relationship and considerable attention must be devoted to communities in order for universities to achieve their goals and objectives .
- The "good neighbor" metaphor to emphasize the importance of concerns for self-improvement and community action of institutions.
- Focus on the economic, environmental, and social expectations of communities from institutions. Many universities are judged by the impact of university on the local society. IIT Guwahati was conceived as part of an accord.
- Community support is a crucial element for the successful functioning of institutions, which can be achieved through good deeds and successful public relations. No institution can function effectively and remain remote form the life of the community in which it operates.

Thank you

Feed back and questions please send to devupsc@gmail.com