Strand 1 Chapter 1

Key stakeholders in business (2 weeks)

Learning Outcomes

1.1 Outline the key internal and external stakeholders in a business and demonstrate their importance in the business environment.

1.2 Demonstrate how stakeholders interact and identify potential conflict between stakeholders.

1.3 Suggest appropriate ways of avoiding and resolving conflict between stakeholders.

1.4 Conduct stakeholder mapping and explain the importance of prioritising different stakeholder interests.

Chapter Overview and Introduction

From the Specification (Pg 15 of NCCA Doc):

"Students will achieve this through considering … the importance of different stakeholders and how they interact."

Chapter starts on page 1

Additional primer questions you could use

Think of a local business – which groups of people do you think it depends on most to operate daily?

Why might investors and employees sometimes disagree on what's best for a business?

If a business had to cut costs quickly, who might be impacted first?

Introduction / Hook for the chapter

Worksheet

Rural Bank Branch Closures (Bank of Ireland / AIB)

- Stakeholders: Local communities, Government, Bank shareholders, Employees
- Conflict: Banks closed physical branches in smaller towns, citing cost-cutting and digitalisation.
- Classroom angle: Conflict between business goals (profit, efficiency) and community needs (accessibility, social inclusion).

Useful business examples, stories, links, videos, resources…

Note:

https://www.youtube.com/watch?v=dR3noHBXR7Q	RTE Player – closure of rural bank branches (impact on stakeholders), impact of digital transformation
https://www.youtube.com/watch?v=L5ahqkZAfn8&t=1s	Stakeholder Mapping – McDonalds Two Teachers – good before teaching Stakeholder Mapping

Digital hub links (these will become hyperlinks as they get added over the summer):

Worksheet for the Introduction Hook

PowerPoint

Class exams with solutions

Kahoot / online quizzes for formative assessment

Suggested solutions to workbook and sample paper questions

Key information for chapter 1:

Strand 1 Chapter 1	Key stakeholders in business	2 weeks							
Learning Intention	Learning Outcome	Page	Time - mins	HL Qs	OL Qs	HL P1 Qs	HL P2 Qs	OL P1 Qs	OL P2 Qs
key stakeholders in business (including business owners, investors, employees, consumers, suppliers, local community, and government), their importance in business and their interdependencies, including the needs and wants of different stakeholders at different stages of business development.	1.1 Outline the key internal and external stakeholders in a business and demonstrate their importance in the business environment.	2-7	100	Q1	Q1				OL2 Q1 (a)
	1.2 Demonstrate how stakeholders interact and identify potential conflict between stakeholders.	8-9	40	Q2	Q2	HL1 Q2 (a)			
	1.3 Suggest appropriate ways of avoiding and resolving conflict between stakeholders.	10-13	60	Q3	Q3				
	1.4 Conduct stakeholder mapping and explain the importance of prioritising different stakeholder interests.	14-16	40	Q4			HL2 Q1 (b)		
		Total Time:	240	Hr:	4.0				

S1 Ch1 Key Stakeholders in Business (Learning Outcome 1.1)

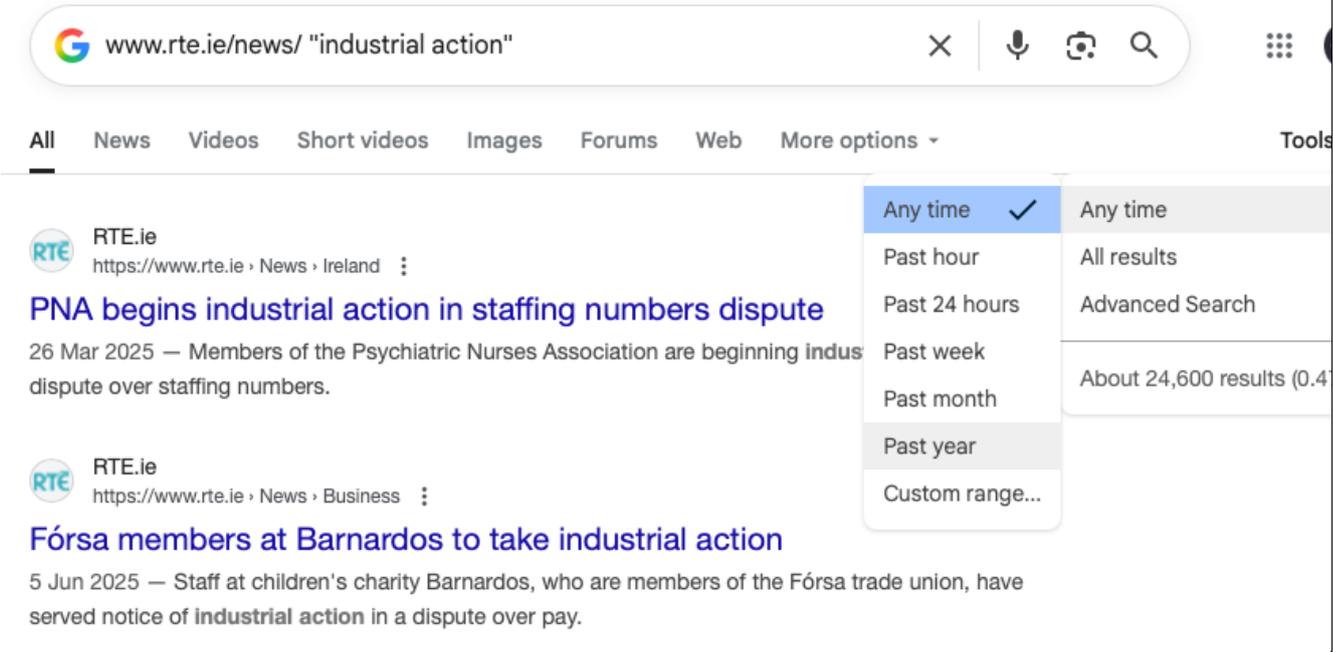| Learning Outcome	**1.1** Outline the <mark>key internal and external stakeholders</mark> in a business and demonstrate their <mark>importance in the business environment</mark>.
Students Learn About	Key stakeholders in business (including <mark>business owners, investors, employees, consumers, suppliers, local community, and government</mark>), their <mark>importance in business</mark> and their interdependencies, including the <mark>needs and wants of different stakeholders at different stages of business development.</mark>
Sample Paper Q	OL2 Q1 (a) <mark>List three stakeholders</mark> that may be impacted by the recent growth of PJ's business. HL1 Q2 (ii) <mark>Outline the importance of Grainne's relationship with her suppliers.</mark>
Create other potential Qs	Outline the importance of a local restaurants relationship with their employees and customers Demonstrate the importance of an investor for a new tech start up

Specification Language Decoded

Outline: Give the main points; restrict to essential points of information **Demonstrate:** Prove or make clear by reasoning or evidence, illustrating with examples or practical application.

R&R activity

Pg 6	Student research task – suggest they use a certain site like RTE News / Irish Times using "industrial action" "strikes" "Ireland 2025" etc.. to build research skills. Show how you can filter results by time using the tools option on the right handside

Know	Understand	Be able to do
• Examples of stakeholders: business owners, investors,	• That different stakeholders have different interests, priorities, and levels of influence.	• Outline each stakeholder's role and why they matter to a business.

| employees, consumers, suppliers, local community, government. | • That stakeholder relationships change at different stages of business development (e.g. startup vs expansion). | • Use case studies to identify key stakeholder dynamics in different business situations. |
| • What is meant by needs, wants, and interdependence. | | • Demonstrate how different stakeholders are important to a business |

Opportunities to differentiate for this Learning Outcome

Support Strategies	Extension Opportunities
• Provide a matching activity: stakeholders and their interests.	• Compare stakeholder priorities in different business types: a charity vs a tech firm.
• Scaffold responses using sentence frames (e.g. "The employee is important because…").	• Research stakeholder responses to a business decision e.g. closure of local bank branches in rural towns

Note

This section set's the outline of each stakeholder, their role, needs/wants and importance for a business. Most are developed out in further details across the course.

The idea of different stages of business development can be taught here – business start-up, growth, maturity and decline are used in the book as none were referenced in the specification. Needs and wants can be extended using this concept that they can change over time e.g. Investor wanting risk at start-up, lower risk//higher dividend at maturity.

S1 Ch1 Key Stakeholders in Business (Learning Outcome 1.2)

Textbook Pages: 8–9

Activity Book: HL Q3,Q4 | OL Q3,Q4

Time Allocation: 40 minutes

Learning Outcome	1.2 Demonstrate how stakeholders ==interact and identify potential conflict between stakeholders==.
Students Learn About	Their importance in business and their interdependencies, including the ==needs and wants of different stakeholders at different stages of business development.==
Sample Paper Q	
Create other potential Qs	Demonstrate, using examples, of how a conflict may arise between: (i) Employer & Employee (ii) Business Owner & Investor (iii) Business Owner & Government

Specification Language Decoded

Demonstrate: Prove or make clear by reasoning or evidence, illustrating with examples or practical application. **Identify:** Recognise patterns, facts, or details; provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature

Know	Understand	Be able to do
• Typical stakeholder priorities: profit, quality, working conditions, price, social impact, etc. • Common interactions between stakeholders (e.g. employee–employer, supplier–manager).	• That not all stakeholders share the same goals or priorities.	• Identify potential areas of conflict between different stakeholders. • Identify potential areas of positive/cooperative interactions between different stakeholders where both benefit from the relationship.

Opportunities to differentiate for this Learning Outcome

Support Strategies	Extension Opportunities
Provide short conflict scenarios and prompt students to identify the issue and the affected stakeholders.	Research media stories with real life conflict and identify the impacts on different stakeholder E.g. Dublin Airport Expansion Controversy, **Stakeholders:** DAA (airport operator), Local residents, Airlines, Government regulators

Note

How stakeholders work together and how disagreements can arise due to competing needs or priorities (e.g. employee vs owner on wages; consumer vs supplier on quality or pricing). The importance of communication and negotiation in managing stakeholder relationships.

S1 Ch1 Key Stakeholders in Business (Learning Outcome 1.3)

Textbook Pages: 10–13

Activity Book: HL Q4 | OL Q5

Time Allocation: 60 minutes

Learning Outcome	1.3 Suggest appropriate <mark>ways of avoiding and resolving conflict between stakeholders</mark>.
Students Learn About	Their importance in business and their interdependencies, including the needs and wants of different stakeholders at different stages of business development.
Sample Paper Q	-
Create other potential Qs	Suggest a different method that a business could use to avoid conflicts arising with both their suppliers and their investors. Propose two strategies to prevent conflict between a start-up and its investors.

Specification Language Decoded

Suggest: Propose solution(s), hypothesis, or other possible answer(s)

Know	Understand	Be able to do
• Common causes of stakeholder conflict (e.g. competing goals, communication breakdown, resource demands).	• The benefits of early resolution and open communication.	• Suggest appropriate strategies to avoid or resolve conflict (e.g. negotiation, clear contracts, stakeholder meetings, compromise). • Propose tailored solutions for different types of stakeholder disputes.

Opportunities to differentiate for this Learning Outcome

Support Strategies	Extension Opportunities
• Provide conflict scenarios with a form of resolution and options of stakeholders and scenarios to link together	• Research a real-world example of stakeholder conflict (e.g. community protests against a new development) and discuss the resolution.

Note

S1 Ch1 Key Stakeholders in Business (Learning Outcome 1.4)

Textbook Pages: 14–16

Activity Book: HL Q5 | OL Q6

Time Allocation: 40 minutes

Learning Outcome	1.4 <mark>Conduct stakeholder mapping</mark> and <mark>explain the importance of prioritising different stakeholder interests.</mark>
Students Learn About	
Sample Paper Q	HL2 Q1 (b) John and Mark are considering adding new plant-based menu options. (i) <mark>Conduct stakeholder mapping</mark> to identify and <mark>prioritise</mark> four stakeholders affected by this decision.
Create other potential Qs	Explain the importance of a business identifying a certain group of customers (heavy social media users) that need to be prioritised over other groups of consumers (light social media users).

Specification Language Decoded

Conduct: To perform an activity

Explain: Give a detailed account including reasons or causes

Stakeholder mapping: Stakeholder mapping involves considering the main stakeholders and their power and influence, while learning about the range of stakeholders and the need to consider a range of perspectives. Stakeholder mapping can be written or visual and should include different stakeholders, their interdependencies and inter-relationships, and consideration of their power and influence on decision-making.

R&R activity

Pg 15	

Know	Understand	Be able to do
• The purpose of stakeholder mapping. • The categories within a stakeholder map: high/low power, high/low interest.	• Why prioritising some stakeholders is necessary at different stages or in different situations.	• Use a stakeholder power–interest grid to map stakeholders. • Explain why some stakeholders are prioritised over others in real-life business decisions.

Opportunities to differentiate for this Learning Outcome

Support Strategies	Extension Opportunities
• Provide labelled templates of stakeholder maps with examples filled in. • Assign roles in small groups to fill out one stakeholder quadrant at a time.	• Use a real business scenario (e.g. a change to only accepting keep-cups / not giving out single-use cups in a local coffee shop) and ask students to justify who should be prioritised and why.

Note

The need to identify and prioritise stakeholders with different levels of power and interest, using tools such as the power–interest grid to guide business decisions and manage relationships effectively.

This is also used in chapter 9 (use a power interest grid* to analyse customer interest and adjust the marketing mix as necessary.)

Links to cross-cutting themes:

Entrepreneurial Thinking:	Students consider how business owners and entrepreneurs must balance stakeholder needs, manage conflicts, and prioritise interests at different stages of business development. They explore how stakeholder relationships can shape a business's direction, growth, and reputation.
Ethics and Sustainability:	Students examine how businesses have responsibilities beyond profit — including ethical treatment of employees, fair dealings with suppliers, and positive impact on the local community.
Digital Transformation:	
Business and Financial Literacy:	They can touch on how mismanaging stakeholder interests can impact a business's financial health and public image, or how different stakeholders influence and are affected by financial decisions, such as investment, wages, pricing, or expansion.

Assessments

Formative	Summative	AAC (Investigative Study)
- Think–Pair–Share: Identify different stakeholders for a chosen local business. - Scenario task: Students suggest how a business should manage a stakeholder conflict. - Stakeholder mapping card sort activity.	- End-of-chapter written questions using textbook and activity book. - Diagram task: Create a stakeholder map for a real or hypothetical business. - Class exam from digital hub	- Use a research-based approach to stakeholder mapping based on data, to support analysis of a chosen business for the project.

What examples and resources have I/we used before that we can adapt/incorporate in to this chapter?

E.g. Think-Pair-Share, Roleplays, Debates, Inquiry tasks, Digital tools

Think-Pair-Share	Students list as many stakeholders as they can for a local café, then compare and refine their answers with a partner before sharing with the class.
Roleplays / Simulations	Simulate a stakeholder meeting (e.g. community members, business owners, employees) where a business announces a major change (e.g. closing a local branch). Students act out differing perspectives.

Teacher and Department Review

1. Teaching and Learning Effectiveness	2. Differentiation and Inclusion
Were students able to clearly identify internal and external stakeholders and explain their importance? How confident were students in applying the stakeholder mapping tool?	Which support strategies (e.g. sentence scaffolds, matching activities) helped students engage with the content? Were any students unable to access core concepts like stakeholder interdependence or power-interest relationships? How well did group activities (e.g. roleplay, mapping) support diverse learners?
3. Resource Use and Gaps	**4. Connections and Continuity**
Do I need additional case studies or diagrams to help illustrate stakeholder interactions? Are there any visual or digital aids that could improve understanding of power-interest grids? Did students need more examples of stakeholder conflict or resolution strategies?	Did students link stakeholder needs to different business stages (e.g. start-up vs. growth)? Are students beginning to see how stakeholder analysis can be applied to real businesses decisions and scenarios?

1. Teaching and Learning Effectiveness	2. Differentiation and Inclusion