**Stakeholder Analysis Essay**

**Overview:**  During the past few weeks, as we’ve gathered perspectives about our inquiry questions through sustained academic research, we have discovered the importance of *stakeholders* –the people, groups, and institutions that have a vested interest in the issue we’re discussing. For the annotated bibliography, you gathered at least four of these stakeholder perspectives by summarizing and evaluating the sources which represented these stakeholders’ beliefs and values. Now, it is time to delve into their positions more deeply so you can understand more thoroughly how they each approach your inquiry question. You will now explore and explain the major stakeholders in order to present a fuller and more accurate representation of the issue than a surface glance allows.

**Purpose:** Your *purpose* with this assignment is to inform yourself, the class, and the instructor about an issue’s complexities by explaining the nuances of the positions of four different stakeholders. You will use your research to think critically about the four stakeholders’ positions on the issue, including:

* what they value,
* what they have to gain or lose from the issue’s outcome,
* how and why their positions may be similar or different from each other,
* how they would answer the inquiry question,
* and how and why different stakeholders answer the question in different ways.

By doing this, you will be better informed about the issue and prepared to direct your researched argument to one of these stakeholders.

**Audience:** Your *audience* for this assignment is an academic audience who has limited awareness of the issue you’ve investigated and the stakeholder positions you are analyzing. You will need to consider your audience’s background knowledge, values, and assumptions as you craft your paper.

**Genre**: The *genre* for this assignment is analysis that *reports* what you know about four stakeholder positions.

**Requirements for the Stakeholder Analysis Essay:**

* *Introduction*: Include an interesting introduction which provides a clearly stated overview of the issue or problem you are considering (including the inquiry question that guided your research) and provides background, including the necessary history and contextual information that your audience will need to understand your issue. You should also define unknown terms for your audience.
* *Stakeholder overview*: Out of the research you conducted for your annotated bibliography you will identify *four* stakeholders, bringing them together for analysis of their positions within the realm of your inquiry question.
* *Development*: To develop your essay, provide a thoughtful and thorough analysis of these four stakeholders that makes clear what they value, what is a stake for them, what they stand to lose or gain by the issue’s outcome, how they would answer the inquiry question, and how and why different stakeholders answer the question in different ways.
* *Conclusion*: Conclude your analysis by explaining the similarities and differences in their positions and how and why their positions may be similar or different from each other.

**Keep in Mind:**

* Improve your credibility with your *audience* by avoiding spelling and grammar mistakes.
* MLA has a standard format for creating Annotated Bibliographies; to improve your credibility, use this format.
* Type your essay in 12-point, Times New Roman font and double-space it.

**Paper Length**: about four or five pages

**Group Workshop Date:** Workshop Leaders must post their rough drafts to the Workshop folder by Friday, March 28th

**Due Date**: Wednesday, April 9th

**Worth**: 20% of your final course grade

\*\*NOTE: At the end of your paper, include the following honor pledge: “*"I have not given,  
received, or used any unauthorized assistance."*

**Stakeholder Analysis Grading Rubric**

**Total Points: 100**

|  |  |  |
| --- | --- | --- |
| **Excellent** | **Satisfactory** | **Unsatisfactory** |
| **Development of Stakeholder Positions** The analysis explores the similarities and differences in the stakeholders’ positions on the issue, noting what they value, what is at stake for them, and what they stand to lose or gain from the issue.  The analysis also shows how each stakeholder group would answer the inquiry question and notes how and why groups answer the question in different ways.  Rather than referring to stakeholder groups in general terms, the analysis cites specific evidence from research to back up the analysis. | **Development of Stakeholder Positions** The analysis explores the similarities and differences in the stakeholders’ positions on the issue, though the exploration of what they value, what is at stake, and/or what they stand to lose or gain could be more thorough.  The analysis indicates how each stakeholder group would answer the inquiry question, though it could spend more time exploring how and why they would answer the question in different ways.  Though the analysis cites some sources, at times the stakeholders are referred to in general terms without specific evidence from the research to back the analysis. | **Development of Stakeholder Positions** The exploration of the stakeholders’ positions is incomplete, and may not explore the various stakeholder groups’ values, stakes in the issue, and what they stand to lose/gain.  The analysis may not discuss the stakeholders’ answer to the inquiry question or the answers stated in the analysis are incomplete or not adequately developed.  The analysis speaks about stakeholder groups in general terms and may not cite specific evidence, which may lead to concerns about plagiarism. |
| **Issue Introduction and Stakeholder Overview** The analysis provides background and contextual information about the issue being discussed, noting any pertinent history, defining important terms, identifying any points of controversy, identifying exigence etc.  The analysis clearly states the specific inquiry within the larger issue the student researched.  The analysis also clearly distinguishes four different stakeholder groups and introduces their positions within the realm of the inquiry question. | **Issue Introduction and Stakeholder Overview** The analysis includes some background information about the issue, though it may need developed more to give the reader adequate context for understanding the issue and the inquiry.  The analysis states the specific inquiry the student researched, though its connection to the larger issue could be clearer.  The analysis identifies several stakeholder groups, though some of the groups may overlap, indicating the student may not understand the nuanced positions of each. | **Issue Introduction and Stakeholder Overview** The analysis provides little to no background information about the issue, or the background information that is present is thin.  The reader may have trouble understanding the context of the inquiry.  The analysis indicates that the student may not have a strong sense of the various stakeholder positions, since they are not well defined and may blend into each other. |
| **Field Research** The stakeholder or expert chosen to interview was relevant to your line of inquiry and her relevancy was clearly explained. The interview revealed a unique and developed conversation. The field research is developed to reflect conclusions rather than merely reporting the question asked and the answer given. | **Field Research** The stakeholder or expert chosen to interview was relevant to your line of inquiry; however, her relevancy could have been better developed in the analysis. Rather than developing ideas from the interview, the analysis seems to merely report what was said during the interview. | **Field Research** The stakeholder or expert chosen to interview was not relevant to your issue. Or, field research is missing altogether. |
| **Conventions and Style** You have followed all the guidelines on the assignment sheet. You have made appropriate rhetorical choices for the analysis essay. The essay is carefully proofread and edited for accuracy and clarity. | **Conventions and Style** While you followed most of the guidelines on the assignment sheet, sometimes your writing is not suited for the given genre.  The text as a whole would benefit from careful proofreading and editing for clarity. | **Conventions and Style** Your rhetorical choices are inappropriate for this context and/or the document is unclear.  Attention to conventions is needed. You have not followed the guidelines on the assignment sheet. |