Title: Storytelling as Qualitative Research Method and Organizational Change Strategy (12 hours in 2 6-hour days)
10-20 participants

Course Description – Readings, exercises, and a short paper by students on the topic of storytelling. We will cover the theory, research methods, and practices of organizational storytelling.

Dates: Meets 4-5th of June, 2014 (Wednesday and Thursday; 6 hours a day)

Time: 9:00 – 16:00 (lunch break 12:00 – 13:00)

Prerequisites: none

Credits: 3 ECTS credits will be awarded to participants who successfully complete the course.

Instructors - David M. Boje & Grace Ann Rosile

Office hours: Students are encouraged to request meetings with the instructors

SCHEDULE OF TOPICS (one hour each):

1. Introduction to Narrative Methods: Authorial Voice (Manfred 1997); How to find topics, use narrative methods, and publish qualitative research. In this first hour, participants will be asked to list and then group their research topics. Discussion will include how storytelling might apply to these topics. Read definition section of readings list.

2. Publications using Storytelling as Qualitative Research: This hour will consider a range of publications which employ storytelling. Examples may include Enron and ethics scandals, the military, the mortgage crisis, a school lunchroom program, and organizational strategy processes. Read famous organization section of reading list.

3. *Grand Narratives and Deconstructing Narratives: This hour will involve participants in a workshop-style activity to identify their own, or their organization’s grand narrative (airport encounter exercise). We will ask seven questions to deconstruct the grand narratives. Read this online article - Boje, D. M. (2003). Bush as Top Gun: Deconstructing Visual Theatric Imagery. Working paper, New Mexico State University, June 3, available online at http://peaceaware.com/papers/Bush_Top_Gun.htm

4. Microstoria Analysis and Stories in situ: This hour focuses on how to identify microstoria for research and organizational change. We consider the difference between Beginning-Middle-End stories and
stories in situ, story fragments, and implicit stories, as discovered in the Office Supply study (Boje 1991 in reading list) and the Disney study (Boje, 1995 in reading list). See Restorying Chart below.

5. **Forms of Storytelling**: This session focuses on the range of various forms of storytelling (living stories, indigenous stories, etc.) and will draw upon the 2013 Rosile et al, Storytelling Diamond article. Antenarrative is offered as prospective sensemaking.


8. **Working with Families of Veterans**: This is an on-going project involving networks, intertextual analysis, and embodied storytelling. See Restorying Chart below and [http://peaceaware.com](http://peaceaware.com).

9. **Storying and Restorying Your Life**: This hour will be a workshop-style application of storytelling for personal and organizational change, focusing on Boalian theatrical methods to embody stories. See [http://business.nmsu.edu/~dboje/448/storytellinggames.htm](http://business.nmsu.edu/~dboje/448/storytellinggames.htm) for exercises.

10. **Storytelling, Quantum Storytelling, and New Materialisms** – See New Frontiers articles e.g. Quantum Storytelling YouTube and article.

11. **Consulting Examples of Storytelling as Organizational Change & Development**: See articles in reading list on consulting with storytelling.

12. **Adding storytelling analysis to your research projects / Storytelling for Ethics Training** – See articles in reading list on ethics and famous organizations.

**Pedagogy Approach**

We will employ participative activities throughout the sessions, and also have incorporated every third hour as a highly interactive hands-on workshop format.
Grading Criteria
Grades will be based primarily on a series reading and presentation assignments in which students will critically reflect on material they are exposed to and apply their insights to their own research agenda. There will also be in-class activities to offer students opportunities to apply and practice their skills. This is meant to be hands on and intensely interactive course rather than a heavy reading and lecture course. There will be some readings from a variety of sources throughout the two-day course (see reading list below).

- Class preparation (15%)
- Class participation (15%)
- Assignment (50%)
- Peer critique (10%)

Objectives of Seminar
After the seminars students will have a working knowledge of the following topics:

- Storytelling for Organizational Change: Restorying (including cross-cultural examples)
- Storytelling for Ethics Pedagogy (including cross-cultural contexts)
- Storytelling: Differences Between Indigenous and Euro-Western Perspectives
- Quantum Storytelling (the way we are interconnected, intertwined, and our storytelling observer effects)
- Storytelling Diamond: Six Facets of Storytelling in Organizational Research Design (from our recent Organization Research Methods journal article)

How to Find Topics, Use Narrative Methods, and Publish Qualitative Research

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Illustrations

![Graph showing the frequency of 'story' and 'narrative' in books from 1500 to 2000.](image)

**FIGURE P.1** Google Ngram of how 'story' and 'narrative' appeared in books

1. Duality Dominant Term.
2. Hierarchy.
3. Dominant voice.
4. Dominant story.
5. Dominant plot.
6. Dominant principle.

7. Trace what are in-between-the-lines of the duality, hierarchy, multi-voices, multi-plots, exceptions, etc.

8. The entire Resituation based on 1 to 7.

1. Duality Marginal or [missing] Term
2. Reinterpret the Hierarchy Make the Marginal or [Missing] dominant
3. See Duality from view of Rebel Voice
4. Other side of the story being told to the dualized, hierarchy & dominant voice
5. Deny the dominant plot with counter-plots
6. Find the exception to the dominant principles/ universals/ essentialisms
Figure 5.1 Historicity and social questions for intertextual analysis

Not everything is storyable
How to use Horse-sense Storytelling

Horse Sense At Work.mov - YouTube

www.youtube.com/watch?v=JrxXkyMB4vA

Four kinds of Antenarrative:
FIGURE 18.1 Eight D’s of S5 (sustainability storytelling spiral)
QUANTUM STORYTELLING gives you info on YouTube "Quantum Storytelling: Blacksmithing Art in the Quantum Age" - produced by Grace Ann Rosile and David M. Boje. Boje narrates the video. QUANTUM STORYTELLING is also the name of our Annual Conference, held in Las Cruces, New Mexico, around my birthday, December 17th.

FIGURE 1.2 Storytelling diamond model
From Boje (2014, adapted from Rosile et al. 2013).
FIGURE 4.1  Quantum storytelling and pragmatist philosophies
From Boje (2014)

CONSULTING WITH STORYTELLING
see history section of [http://peaceaware.com/sustainability](http://peaceaware.com/sustainability) and [http://business.nmsu.edu/~dboje/448/double_spiral_for_final.html](http://business.nmsu.edu/~dboje/448/double_spiral_for_final.html)

Table 1: 7 STEPS of Embodied Restorying
1. **Recharacterize (authentic Self identity)** Pick a place and time in your life story where you experienced a problem or stress event. Do not tell about the event. Just call it THE EVENT. Is it before the military, during deployment, after coming back, after military, in university, in work, in family, other? What is the place and time?

Here are some sandbox-figures of family, animals, military, university. Use whatever ones you like to put in your path to and from military. Place them in the sand, and use any other objects you like to tell your story visually, as you answer these questions. If you just did work with horses, then you can choose some horses and make them characters in your story.

2. **Externalize (de-label the Disorder Label)** Pick a character for the sandbox that represents you (can be animal, human, thing). Tell us a story about a situation (a problem or a stressful situation) involving you and other people where you weren’t happy with the outcome, and you would like the story to be different. Do not tell about the event. Just call it THE EVENT. Pick an object/thing to represent it. Name the character. Tell us the story in the sandbox.

3. **Sympathize (benefits)** – of old story of CHARACTER NAMED (Step #2); Map the payoffs in the sand

4. **Revise (consequences)** – Map the Organization & Economic influences of old story/old stereotypes of CHARACTER NAMED (Step #2); Map the consequences in the sand

5. **Strategize (Little Wow Moments of exception to grand old story)**; Time travel to reclaim best of you; What are some places and times when you were at your best? When you resisted the role of CHARACTER NAMED (Step #2); pick a new artifact to represent them; name this new character

6. **Restory (rehistoricizes the Grand old Story by collecting Little Wow moments into New story)** of your new character (Step #5);

7. **Publicize (support networking)** e.g. letter writing with supporters of your ‘New Story’ of your new character (Step #5)
HorseSense

http://peaceaware.com for 4 selves model of restorying
Reading
Start with some definitions


RESEARCH EXAMPLES


CURRENT THEORY


PRAXIS EXAMPLES


FAMOUS COMPANIES


NEW FRONTIERS


ADDITIONAL READING


Boje, D. M. (2012b) Quantum Storytelling. Free online book (until it gets finished with its revisions, and a publisher calls).

Boje, D. M. (2012c) Quantum Spirals for Organization Consulting online book (until it gets finished with its revisions, and a publisher calls).