

Using Storytelling to Meet the Technology and Information Literacy Needs of Millennial Students

Greg Stephens
Associate Professor Technology Management
Kansas State University at Salina

Abstract

Storytelling is an increasingly popular tool faculty can use to enhance generational interest and participation by millennial students and other generations to foster learning and create organizational cultural change. This presentation will present technology and information literacy options for faculty to consider as part of their storytelling teaching portfolio and organizational role. The paper will include results from a survey taken during the Tilford Diversity Storytelling project, provide examples and strategies for using stories, and include a review of literature to show how storytelling can be an effective mode of communication.

Storytelling in Organizations Today

In an age of ever new technologies to enhance classroom teaching, the “sage on the stage” may be making a comeback through the power of stories and the technique of storytelling.

Once thought to be mostly for children, or for library programs, storytelling is now applied widely in the business and corporate world by management and human relations departments for employee training, knowledge transfer, and cultural change and in academic settings by faculty as a pedagogical tool for effective teaching. One reason storytelling is making a comeback is because of the estimated 60 million to 74 million millennial generation students and employees born from around 1977 to 1995 who are flooding colleges and entering the workplace with learning styles favorable to storytelling. Another reason is the value of stories in a learning setting.

“Our generation isn’t all about sex, drugs, and violence. It’s about technology, discovery, and coming together as a nation.”¹² Storytelling creates a “coming together” of those participating. It is the “common” in “communication.” Millennials have a commitment to arts, leadership, interactivity, service, and they respond to authority and entertainment.¹²

Responding favorably to authority is a trend supported by a 2002 Harris Poll which listed the top five groups that influence millennials:¹²

- 59% -- my mother
- 43% -- my father
- 22% -- my grandparent
- 19% -- a teacher or coach
- 18% -- an entertainer

The Harris poll shows that millennials respect authority figures and enjoy entertainers. These characteristics create an opportunity for teachers to use true and entertaining stories to create cultural change and enhance learning.

This paper will discuss storytelling in academic and business settings with emphasis on how storytelling can impact education, training and diversity awareness for millennial generations and others. Included in this document is a review of the Tilford Storytelling Project held at K-State in Salina and a list of techniques K-State leaders and faculty can use to apply storytelling in the classroom and work environment.

Storytelling in the Academic World

Many university instructors have feelings of ambivalence about incorporating storytelling techniques into their lectures and teaching methods.¹ Yet, “education requires an emotional bond between the educator and the student, a connection that requires more than bullet charts and animated graphics. Educating is not training or improving skills or distributing information. To educate people you must touch them. Successful speakers know that mere slide shows will not do that. Stories will.”²

Storytelling has been around for thousands of years as a means for exchanging information and generating understanding. It has always existed in organizations.¹⁹ If one were to look closely, one will find that personal communication and storytelling is found in all institutions in society because stories greatly reduce depersonalization. And narratives are increasingly being used in higher education because they help students think critically and understand factual content.¹

Historically, storytelling has been the foundation of the teaching profession. Look at any old McGuffey reader and one will find their presence. Today, storytelling occurs naturally within most classrooms as students share their experiences and conversations with the teacher. Storytelling is increasingly found in the study of history, sciences, philosophy, religion, social sciences, business, and medicine. It is found to be a significant factor in bringing people together in families, schools and businesses to create a common bond and learning environment.

Joseph Campbell’s work on myths, folklore and religions uncovered common themes and brought the myth out of the closet making it relevant to modern life. It also gave new status to storytelling.

For these and other reasons, today there is a resurgence and acceptance of storytelling popularity. Eastern Tennessee State University has an advanced degree in storytelling. George Washington University and multiple business colleges are pursuing the benefits of storytelling in their Knowledge Management courses. A new academic journal titled Storytelling, Self, and Society started in 2004. GoldenFleece, a professional organization of organizational consultants and storytellers was formed in 2007. And technology such as You Tube and digital storytelling has opened the door to this medium.

Early advocates of storytelling in higher education started the recent movement by highlighting the deep tradition explained by David Kolb in *Experiential Learning: Experience as the Source of Learning and Development* who said learning comes from a sequence of experience,

reflection, abstraction and active testing. Storytelling in higher education supports this type of deep learning.⁴

Roger Shank, a leading visionary in artificial intelligence explained in *Tell Me a Story: Narrative and Intelligence* why stories enhance deep learning and it is because of how they impact the brain:²⁰

- Recall and creative stories are part of learning
- Stories engage all parts of the brain
- Learning is deepest when it engages the most parts of the brain
- Teachers and students should create, tell and repeat stories

Shank was not the only researcher looking at the relationship between stories and the brain. Dr. Bruce Perry, an internationally recognized expert on brain development, states:

“neural systems fatigue quickly, actually within minutes. With three to five minutes of sustained activities, neurons become less responsive; they need a rest (not unlike your muscles when you lift weights). They can recover in minutes too. But when they are stimulated in a sustained way, they are just as not efficient. Think about a piano and organ, if you put your finger on the organ key and hold it down it will keep making a noise, but the piano key makes one short note, and keeping your finger there produces no more sound. Neurons are like pianos, not organs. They respond to pattered and repetitive, not sustained, continuous stimulation.”¹⁷

This information is important to instructors because students can only sustain about four to eight minutes of factual information before the brain seeks other stimuli. Perry says the way to counter this learning process is through the “Bob and Weave” lecture, meaning the most effective presentation must move back and forth through these interrelated neural systems weaving them together. This is done best through stories because human beings are storytelling primates.¹⁷

Jon Revelos believes storytelling can enhance effectiveness in instructional design if teachers do not spell out every detail in certain topics of learning, but “strategically leave gaps in their instruction forcing learners to work at interpreting the meaning and relevance of content.”¹⁸

Finally, the current leader in storytelling movement, Steve Denning, suggests storytelling enhances learning about technology because people often find it difficult to communicate about technology. “Users have trouble articulating their needs and expectations while experts have difficulty talking in plain English. Wherever there is a gap in understanding and language, storytelling can provide a bridge by communicating the real essence of what each party is trying to get across.”¹⁹

Storytelling in the Business World

The corporate world of Michelin, State Farm, Coca Cola, Nike, Apple, Disney, Microsoft, and PEMCO Insurance are a few organizations that use storytelling. “While some may find it hard to believe, IBM probably employs more ‘corporate storytellers’ and story researchers than any

other company. (That is, storytellers not employed by either a marketing or legal department.) And since IBM shares much of their work with the public on their research web site, other researchers get to share and respond to IBM's efforts. One group at IBM doing much of this work is the Knowledge Socialization Group located at <http://www.research.ibm.com/knowsoc/index.html>.”⁵

Other groups which have major storytelling initiatives include the World Bank, NASA’s Jet Propulsion lab and their Goddard Space Flight Center’s Leadership Alchemy Program which uses storytelling for mid career employees to create ambassadors of positive change who can respond to dynamic times and what’s happening in larger environments.

Lori Silverman, in her popular leadership book *Wake Me Up When the Data is Over, How Organizations use Storytelling to Drive Change* explains that NASA “consciously designed storytelling into their program through conversations, learning experiences, and tools to deal with challenges that manifest in the workplace. Both storytelling and story listening skills were reinforced.”²¹

In addition, the Wall Street Journal, Harvard Business Review, and Fast Company magazine are among the many publications to have featured stories on this trend. When Jack Welch, former GE executive, “was asked his most important attribute he said ‘What really counts is that I am Irish and I know how to tell stories!’”⁶

Former president Ronald Reagan was a masterful storyteller, but storytelling is more than advertising and training. Storytelling is an effective way to persuade and change organizational culture. Steve Denning in his book *The Springboard: How Storytelling Ignites Action in Knowledge Era Organizations* said “Time after time, when faced with the task of persuading a group of managers or front-line staff in a large organization to get enthusiastic about a major change, I found storytelling was the only thing that worked.”⁸ “It develops relationships by helping everyone realize we all have issues in common. Stories crystallize common values and beliefs. They build stronger teams and a stronger sense of community. Stories also invite people to bring the whole person to work both heart and head and therefore elicit much more thorough perspectives and meaningful commitments. They create context for work aspirations and thus make each employee feel more valued. In short, stories have the potential to revitalize the way we do business.”³

This potential is not lost on organizational executives. A survey of CEO’s of U.S. companies by Alice MacGillivray found that “knowledge management” (utilizes storytelling) was judged to be one of the most important trends in today’s business environment, surpassed only by globalization.¹¹ To accomplish these types of objectives, Alison Esse, *The Storytellers’* consulting group, helps organizations develop “simple, clear, compelling, and consistent stories with the senior leadership team aligned to give the organization one story, one voice. Storytelling is the most powerful form of persuasion.”⁹

“Socrates knew the value of stories. So did Aesop, Jesus, Muhammad, Confucius, and Mark Twain.”²⁴ Many other speakers, trainers and teachers have used this technique effectively.

However “this effective tool sometimes has taken a backseat to the more efficient electronic means of communication tools such as e-mail and teleconferencing”.¹⁴

Passing information along from person to person is often considered gossip, which many believe is too indirect and inaccurate for the technical and industrial age. Yet the opposite can not be more true. Organizational communication researchers found that five out of six messages in an organization travels as a story on the grapevine. These stories are very fast and mostly accurate, when compared to using the formal chain of command for communication which is slow, carries very few organizational messages, and is filtered by withholding information allowing a mostly downward bias.¹⁰ Given these facts, one cannot afford to be isolated and left out of an organizational grapevine. How does one plug into the grapevine? By telling stories. When a person tells stories, others will reciprocate and tell stories back and the result is that one becomes plugged into the grapevine. Don Cohen and Lawrence Prusak, *In Good Company*, go further stating “We endorse it (gossip) here, in a qualified way because it serves important social and organizational functions. Gossiping one way groups assert and agree on values and behaviors. Gossiping negotiates agreements on who is trustworthy, talented, and hard working and who is not.”⁷ Millennial generation social networking tools such as Face book and MySpace provide some of the same participatory grapevine roles to the today.

Advocates of storytelling started stressing the benefits of stories in business and organizations in the 1990’s. “Many managers learned that the most frequently told stories in an organization are the stories that explain the values and workings of that organization’s culture. Stories being told in an organization symbolize the purpose and philosophy in a way that inspires and teaches employees. They also provide suggestions about how participants should act in an organization so that they know what to do once they have been inspired.”²³ This means leaders must participate in the grapevine and tell it these types of stories or the grapevine will make up other stories that may serve less than desirable purposes. This applies to all facets of an organization including diversity awareness.

Peg Neuhauser in the book *Corporate Legends and Lore: The Power of Storytelling as a Management Tool* outlines a study of MBA students that demonstrates the power of a story. The MBA students were divided into three groups. One was given the statistical results related to the potential success of a winery. The second group was given statistics and a story. The third group received only the story. The story ended with: “And my father would be so proud to sip this wine.” A majority of students in the third group believed that the winery would be successful, while in the other two groups the skeptics predominated. The story, not the statistics sold the winery.”¹⁴

The most powerful organizational culture stories have four common characteristics:²³

1. They are told about real people, describe specific actions, have a strong sense of time and place, and are connected to the organization’s philosophy.
2. They are common knowledge. For a story to be effective, people not only must know the story, they also must know that others know it and are in concert with its guidance.

3. They are believed by some group. A story directs action in a given organization and not only makes a point, it is also believed to be true of the organization and is taken as serious guidance.
4. They describe the social contract, how things are to be done, or not done, and the associated rewards and punishments.

Joanne Martin, associate professor of organizational behavior at Stanford University adds a fifth characteristic and states a good culture story is “unique” and demonstrates that the organization is like no other and reinforces the message that “This is a unique and special place to work”²³ (Zemke, 1990). Southwest Airlines is a good example of the “unique” story.

Martin also suggested seven types of stories that live and guide behavior in organizations. These are the “rule-breaking story,” the “is the big boss human story,” the “can the little person rise to the top story,” the “will I get fired story,” the “will I get moved story,” the “how will the boss react to my mistakes story,” and the “how well the organization deals with obstacles story” which is the most commonly told story in the corporate world and are the types of stories often told by leadership guru Tom Peters to highlight heroic and effective performance, or to highlight a snafu that prevails.

More recent storytelling advocates such as Steve Denning have revitalized the corporate storytelling movement with several books on the subject including *Squirrel Inc. A Fable of Leadership Through Storytelling*, *The Springboard Story*, *How Storytelling Ignites Action in Knowledge Era Organizations*, and *Leaders Guide to Storytelling*. Denning says stories offer numerous advantages over types of communication such as:¹⁹

1. Stories communicate ideas holistically, conveying a rich yet clear message, and so they are an excellent way of communicating complicated ideas and concepts in an easy-to-understand form. Stories therefore allow people to convey tacit knowledge that might otherwise be difficult to articulate; in addition, because stories are told with feeling, they can allow people to communicate more than they realize they know.
2. Storytelling provides the context in which knowledge arises as well as the knowledge itself, and hence can increase the likelihood of accurate and meaningful knowledge transfer.
3. Stories are an excellent vehicle for learning, as true learning requires interest, which abstract principles and impersonal procedures rarely provide.
4. Stories are memorable - their messages tend to ‘stick’ and they get passed on.
5. Stories can provide a ‘living, breathing’ example of how to do something and why it works rather than telling people what to do, hence people are more open to their lessons.
6. Stories therefore often lead to direct action - they can help to close the ‘knowing-doing gap’ (the difference between knowing how to do something and actually doing it).
7. Storytelling can help to make organizational communication more ‘human’ – not only do they use natural day-to-day language, but they also elicit an emotional response as well as thoughts and actions.

8. Stories can nurture a sense of community and help to build relationships.
9. People enjoy sharing stories – stories enliven and entertain.

Denning also offers six caveats for the use of storytelling:⁸

1. Storytelling is not a panacea- it doesn't always work. Storytelling can only be as good as the underlying idea being conveyed. If that idea is unsound, storytelling may well reveal its inadequacy.
2. Even when the underlying idea is good, there are times when storytelling is inappropriate or ineffective. For example: routine situations in which nothing new, unexpected or different happened; or situations that require objectivity in reporting.
3. Storytelling does not replace analytical thinking. It supplements it by helping to give it context and meaning. Abstract analysis is often easier to understand when seen through the lens of a well-chosen story.
4. Try to avoid telling a story for the first time at a high profile, high-risk occasion. Test the story in advance on a variety of similar audiences, so that you know exactly the effect that the story will have.
5. When using the knowledge contained in the stories of others to support your own decisions, consider how you will balance that anecdotal knowledge with evidence-based knowledge: how will you assess and integrate the knowledge from stories?
6. We are all storytellers and spend much of our lives telling stories whether we realise it or not. However we can all get better at storytelling, particularly at using stories to achieve specific effects. Understanding how and why storytelling works and learning what kinds of stories work in different situations, and what kinds of effects different kinds of stories have, can enable us to be more adept storytellers in an organizational context.

Denning's list of recommended leader stories include springboard stories which can ignite action and is a true story with a positive tone told in minimalist way (drop details). Other categories include stories to share knowledge which are true stories with a negative tone focused on a problem and solution; stories to get people working together which are moving stories; stories to lead people into the future; stories to neutralize bad news which satirize the author of the bad news or the bad news itself; and stories to communicate who you are and your values:¹⁹

Another use for stories to make change more acceptable in organizations is to tell stories that celebrate the past while demonstrating the need for change. Stories help people understand that moving forward does not dishonor the past:¹⁴ Ignoring the past and ignoring institutional memory, reduces the effectiveness of creating cultural change.

Other types of stories that will serve business and organizational leaders in their efforts to influence others according to Annette Simmons in *The Story Factor- Inspiration, Influence, and Persuasion through Storytelling* are as follows:²²

1. Who I Am Stories—Establishes trust by demonstrating who you are.
2. Why I Am Here Stories—What is in it for the leader.

3. My Vision Story—What is in it for the listener.
4. Teaching Stories—Combining “What” and “How” examples.
5. Values in Action Stories—Stories that provide examples.
6. I Know what you are Thinking Stories—Do research and know your audience so you can surprise them by sharing unexpected information.

How Storytelling Can Impact Diversity Awareness

Diversity training programs first appearing in the 1980’s, often aimed at eliminating discrimination and was designed to be corrective in nature. They focused on sensitivity training and rooting out racism and sexism. But these programs frequently come across as lecturing and white male managers sometimes felt singled out, thus these programs repeatedly did not receive strong support from top management or many employees.

Subsequent programs involved more interactive, small group exercises, videos, and other techniques involving participation. Still, this effort commonly focused on participants getting the right message and compliance rather than building personal commitment.¹⁵

These programs often created political resistance in the work place. Criticized as touchy-feely, some employees thought they were more concerned with social change than skill building.

Now business organizations are embracing diversity training as a corporate value. One reason is because a strong business case can be made for embracing diversity. Globalization and the market power of diverse populations makes discrimination an expensive business practice whether it is for race, age, gender, ethnic background, religion or sexual orientation since only about 15 per cent of new entrants in the American workforce are white males (Workforce 2000 Report). Thus the need for diversity programs is escalating and provides a multitude of challenges.¹⁵

Cheryl Kravitz, executive director of the national Capital Region of the National Conference for Community and Justice, thinks storytelling can be a powerful training tool in diversity work. In her diversity training, Kravitz has participants to think back to a time when they felt marginalized for being different in any way. Then she shares her own personal story about being battered women. After that people feel it is OK to share their stories.¹⁵

Storytelling, says Kravitz, is a powerful and transformational tool because it personalizes prejudice, discrimination, and stigmatization. “When people share common experiences of hurt, it can be life changing. What’s more, storytelling is a great way to reveal people’s diversity and commonality. It can unite people in a classroom or workplace in ways one might not imagine. We’ve done diversity training with groups of white males in which you wouldn’t suspect much diversity. But scratch the surface, get at people’s personal stories, and get them talking, and you discover everybody’s not the same. People discover they have meaningful differences.”¹⁵

Stories can be powerful in shaping a diversity corporate culture. But the challenge is to convince everyone to support such an initiative. One of the best ways to do this is by examining the stories the organization tells. As mentioned in the previous section, research on leadership indicates

great leaders share a vision that compels others to follow, rather than rule by authority and power.

The use of stories for cultural change is one method companies can use to embrace or reject a corporate culture. This can also apply to educational settings and the classroom. Teachers can share informal stories that accurately reflect, encourage, and reinforce the values, environment, and behaviors they wish to foster, or the reverse can also happen and they can share stories of diversity failure to generate learning.

To change culture, stories should focus on the desired culture. Stories can be collected and published, or told orally. Eventually individuals will begin to realize that this really is a priority for the organization.¹³

The K-State at Salina Tilford Diversity Storytelling Project

In 2006, a team of six faculty at K-State at Salina applied and received a Tilford Diversity grant to explore storytelling as a pedagogical tool for faculty, staff, and administrative leaders. The training utilized storytelling as the technique for diversity awareness and was held during the fall break date in October 2006. This was a voluntary event and nearly 50% of the campus faculty, staff and administrative personnel attended.

International Storyteller Tim Tingle was the featured trainer. Tingle, an enrolled member of the Choctaw Nation, entertained, cajoled, and seriously addressed the subject of storytelling with several stories reflecting diversity. Following the day-long series of presentations and participatory events, Tingle presented a storytelling event to students and several groups in the community including an open storytelling concert.

Tingle's presentation was also videotaped and made into a series of five video TV programs that were featured on Salina's Community Access TV.

To measure the effectiveness of the diversity training, a pre-survey was administered to 98 faculty, staff, and administrative personnel at the College. Following the training, a post-survey was conducted to determine the impact of the storytelling training and 51 were returned.

Results from the survey indicate (See Appendix A and B):

- Classified, minority, and females felt storytelling was more important to their work after attending the workshop. They also recognized that they used it more than they expected. Males and unclassified staff who attended felt storytelling was less important after the workshop. However, males and unclassified staff who did not attend felt it was more important. Females not attending felt it was less important.
- All male groups including faculty said they didn't use storytelling as much as they thought as a teaching tool or to provide a service after they attended the workshop. Minority attendees felt very positive about their use of storytelling as a teaching tool or to provide a service after they attended the workshop. Females also felt more positive about it.

- Classified staff, unclassified staff, faculty, males, and minorities felt they had more experience and they were more confident about using storytelling after the event.
- All demographic groups surveyed said storytelling was more important in their lives after they attended. Those not attending noted no increased change in attitude.
- All demographic groups surveyed had a significant improvement in awareness of the relationship between storytelling and diversity. Those not attending did not recognize or understand the importance and relationship between storytelling and diversity.
- All groups in attendance had an increased interest in learning more about storytelling as a tool to engage students in learning. With the exception of the minority group and one other group based on age, all groups not in attendance were less interested in learning more about storytelling.

The results of this non-scientific survey indicates those in attendance developed a broader understanding of storytelling and the possibilities that existed for using it to create positive diversity awareness and culture change. However, only about half of the campus community was in attendance and the survey indicates that those not in attendance did not significantly change their perspectives or understanding and may even have some resistance to storytelling. This uneasiness with storytelling parallels the research on the subject. However, the grapevine conversation/story about the workshop had a positive effect on campus because those males surveyed who did not attend indicated they had a more positive view of the importance of storytelling.

Based on the survey results, the workshop as a stand alone event brought awareness of storytelling for cultural change. However, a more concerted effort in favor of storytelling as a means to address diversity awareness will be necessary to create more positive cultural change.

And the timing may be right for the use of stories. The results of a recent poll taken in two business classes (Introduction to Business and Supervisory Management) during the 2008 fall semester indicate that students at K-State in Salina like stories as a pedagogical tool. The poll asked students to rank ten different presentation/learning methods utilized in class based on the student's order of importance. The items listed were ranked in this order:

1. Class Discussion
2. **Stories**
3. Class Lectures
4. PowerPoint
5. Handouts
6. Group Projects
7. Videos/DVD's
8. Textbook(s)
9. KSU Online
10. Homework

Techniques, Strategies and Examples for Millennial Students

If stories are an effective pedagogical tool for the millennial generation there are many strategies to explore. First, and obviously, sharing true life examples is one method to get started. Stories should have a beginning, middle, and ending. To start, set the stage by answering who, where, when, why, how, and what questions. Then use a chronological timeline and have the characters talk to each other using dialogue, or have one character who thinks out loud using dialogue. Finally, the story should have an ending which is the main point or the “moral of the story”. Stories can be short anecdotes. They can be serious, or funny.

Teachers as storytellers should help others (students) tell their stories. Raw stories of personal experience are real learning opportunities.

Oral storytelling is not the only way to pursue the value of stories in academic settings. Other strategies involve technology and several options exist including digital storytelling, gaming, pecha kucha, wordle, or tokoni.

Here is a short list where one can find story methods or information.

Selected Digital and Software Sources for Storytelling

1. **Digital Storytelling-** <http://www.storycenter.org/> the premier site for digital storytelling.
2. **Tokoni-** <http://www.tokoni.com/> enables people to share stories and experiences within a vibrant and open community, where individual wisdom is celebrated and collective knowledge is valued.
3. **Wordle** - <http://www.wordle.net/> an unusual way of focusing on words (word cloud) for story emphasis.
4. **VuVox-** <http://www.vuvox.com/> an easy way to turn their photos, videos, text and audio clips into a collage of interactive stories.
5. **MemoryMiner-** <http://www.memoryminer.com/> a people, places, and times digital structure.
6. **Pecha Kucha-** <http://www.pecha-kucha.org/> - learn to share 20 PowerPoint slides 20 seconds each slide.

Selected Web Sites for Storytelling Information

1. **GoldenFleece-** <http://www.storyatwork.com/> Organization of professional storytelling consultants.
2. **Steve Denning-** <http://www.stevedenning.com/index.htm> Author and leading guru in storytelling movement. Great web site.
3. **Kathy Hansen-** <http://astoriedcareer.com/> Sign up for the daily storytelling e-journal and have the latest information delivered to your computer (See Appendix C).
4. **Helen Barrett--** <http://electronicportfolios.org/> Helen’s web site has research and information on storytelling in higher education.
5. **Eastern Tennessee State University--** Storytelling Master’s Program
<http://www.etsu.edu/stories/>

6. **Storytelling, Self, and Society**- Professional Journal
http://www.courses.unt.edu/efiga/SSS/SSS_Editors.htm
7. **George Washington University**- Knowledge Management. Institute for Knowledge and Innovation, <http://www.gwu.edu/~iki/index2.htm>

Summary

Storytelling has been an effective means of communication transfer and learning for centuries. In today's technological era it has given meaning to the "high tech- high touch" concept introduced by John Naisbett in the best selling 1980's book Megatrends, meaning for every new technological advance in society, people react and with a desire for a personal touch...thus the story movement is growing almost simultaneously as technology advances.

Storytelling is widely becoming embraced in the corporate world as a means to create cultural change, knowledge transfer, and diversity awareness. To take advantage of these trends, Kansas State at Salina faculty and leaders might consider adopting story methods to promote positive cultural growth and change. Ignoring the crafting of positive stories may not be an option. Stories always exist.

Since millennial generation students enthusiastically favor personal relationships, technology, multitasking, and learning, storytelling should be part of every effective instructor's pedagogical toolbox. Storytelling is the forgotten soft technology that faculty should discover. As Harvard professor Dr. *Howard Gardner*, author of *Changing Minds* stated "Storytelling is the single most powerful tool in a leader's toolkit."

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Biographical Information

GREG STEPHENS

Greg is on the faculty at K-State in Salina where he teaches Supervisory Management, Labor Relations and Business in the Technology Management program. Greg has serves on numerous non-profit boards and has consulted with local and regional industry in human resource training. Greg currently is working on storytelling and led K-State in a Diversity Storytelling Project.

Appendix A

Question 1: How Important is storytelling to your work?

	Pre Survey	Post Survey		
	ALL	ALL	Attended	Non Attend
Males	3.339	2.708	2.17	3.5
Females	3.368	3.583	3.62	3.167
Minority	3.077	4.167	4	5
Non-Minority	3.274	3.024	3.74	2.41
Unclassified	3.75	3.710	2.67	4.33
Faculty	3.654	2.696	2.82	2.33
Classified	2.6	3.533	3.75	3.46
50+ Age	3.045	3.200	2.91	3.2
25+ Age	3.295	3.682	2.73	3.64
25- Age	3.833	3.000	N/A	3

Question 2: How often do you use storytelling as a tool to teach or provide service?

	Pre Survey	Post Survey		
		Attended	Non Attend	
Males	3.607	3.083	2.25	3.75
Females	3.632	3.500	3.85	3.17
Minority	3.385	4.167	4	5
Non-Minority	3.524	3.195	3.79	2.68
Unclassified	4	4.110	4	4.17
Faculty	3.789	2.957	2.94	3
Classified	3.05	3.400	3.25	3.46
50+ Age	3.295	3.400	2.82	3.7
25+ Age	3.682	3.296	3.07	3.55
25- Age	4	2.500	N/A	2.5

Question 3: How much experience do you have in the use of storytelling as a tool to engage or provide service?

	Pre Survey	Post Survey	Attended	Non Attend
Males	2.836	2.375	3.08	1.67
Females	2.895	2.625	2.62	2.67
Minority	2.769	3.500	3.6	3
Non-Minority	2.774	2.366	2.68	2.09
Unclassified	3.167	2.780	3.33	2.5
Faculty	2.895	2.783	2.94	2.33
Classified	2.4	1.933	2.25	1.82
50+ Age	2.568	2.400	2.55	2
25+ Age	2.864	2.556	2.87	2.09
25- Age	3.167	3.000	N/A	3

Question 4: How important has storytelling been to your own life?

	Pre Survey	Post Survey	Attended	Non Attend
Males	3.321	2.833	3.67	2
Females	3.842	3.833	3.85	3.67
Minority	3.462	4.333	4.2	5
Non-Minority	3.417	3.244	3.79	2.77
Unclassified	3.5	3.440	3.67	3.33
Faculty	3.658	3.435	3.76	2.5
Classified	3.15	3.267	4.5	2.82
50+ Age	3.227	3.200	3.36	2.7
25+ Age	3.523	3.333	3.8	2.82
25- Age	3.667	4.000	N/A	4

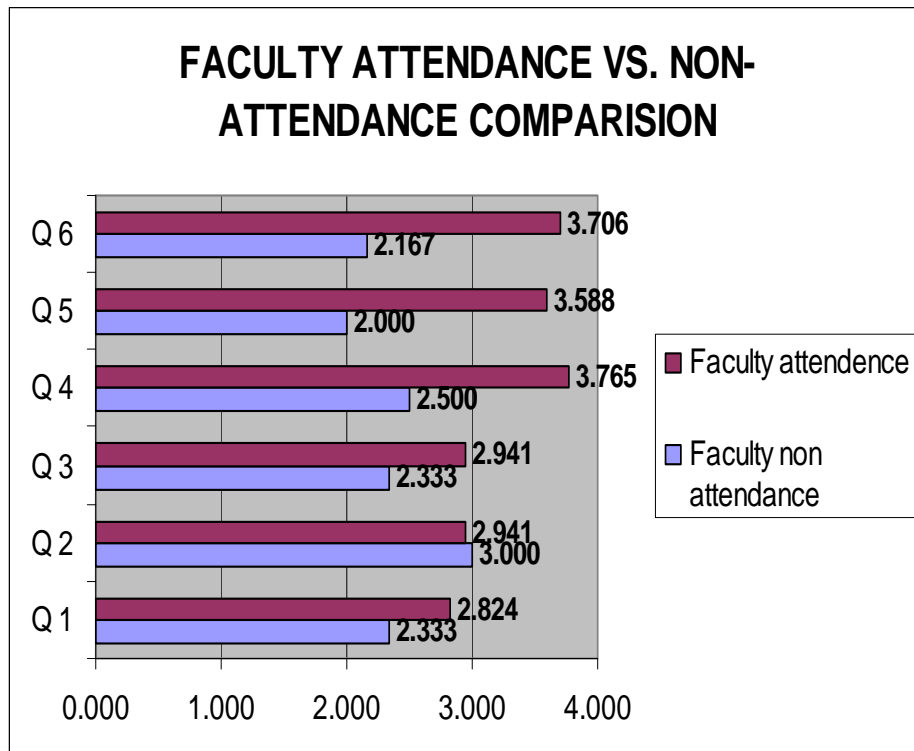
Question 5: How important is the relationship between storytelling and diversity?

	Pre Survey	Post Survey	Attended	Non Attend
Males	3.036	2.542	3.25	1.83
Females	3.421	3.625	3.69	3.41
Minority	3	3.167	3.4	2
Non-Minority	3.107	3.146	3.68	2.68
Unclassified	3.083	2.890	3	2.83
Faculty	3.053	3.174	3.59	2
Classified	3.025	3.267	4.25	2.91
50+ Age	2.977	3.100	3.36	2.5
25+ Age	3.114	3.148	3.33	2.82
25- Age	3.333	2.500	N/A	2.5

Question 6: How interested are you in learning to develop storytelling as a tool to engage students or provide services?

	Pre Survey	Post Survey	Attended	Non Attend
Males	3.321	2.625	3.67	1.58
Females	3.342	3.292	3.54	2.83
Minority	3.385	4.167	4	5
Non-Minority	3.202	2.805	3.58	2.14
Unclassified	3.417	3.330	4	3
Faculty	3.632	3.304	3.71	2.17
Classified	2.7	2.267	3.25	1.91
50+ Age	3.205	2.800	3.36	1.9
25+ Age	3.182	2.889	3.53	2.27
25- Age	3.167	4.000	N/A	4

Appendix B



Appendix C

Kathy Hanson's Links (Web Link/Layout required)

Interdisciplinary

[Storytelling, Self, Society Journal](#)
[Narrative and Learning Environments](#)
[Tim Sheppard's Storytelling Resources for Storytellers](#)
[The Co-Intelligence Institute](#)
[sc'moi](#)
[Transformative Language Arts Network](#)
[The Story of Everything](#)

Brevity

[Storychasers](#)
[Nieman Narrative Digest](#)
[Narrative Psychology](#)
[Narrative Inquiry Journal](#)
[Virtual Chautauqua](#)
[Storytelling at a Distance](#)
[Beyond Usability and Design: The Narrative Web](#)
[The Elements of Digital Storytelling](#)

Organizational Storytelling

[Annette Simmons' Group Process Consulting](#)
[Molly Catron, Storyteller](#)
[Storytelling: Passport to the 21st Century](#)
[Steve Denning: Business and organizational storytelling](#)
[Pelerei](#)
[MakingStories.net](#)
[Anecdote](#)
[Story at Work/Golden Fleece](#)
[Center for Narrative Studies](#)
[Storytelling in Organizations](#)
[Storytelling -- It's News: Business Articles](#)
[Storytelling Organization Institute](#)
[David Boje](#)
[Corporate Storytelling](#)
[Corporate Storyteller](#)
[Storytelling Power](#)
[Storytelling, a part of EduTech's Knowledge Sharing Service](#)
[Story - Storytelling - Business - Research](#)
[International Storytelling Center](#)
[Seth Kahan](#)
[Moving Pictures](#)
[NASA's ASK \(Academy Sharing Knowledge\)](#)
[Organizational Democracy](#)
[Storytelling in Organizations section of ChangingMinds.org](#)
[David M. Armstrong](#)
[The Storytellers](#)

Distributed Narrative

[George Ewart Evans Centre for Storytelling](#)
[Narrative Magazine](#)
[Divine Caroline](#)
[Stories for Change](#)
[School of Storytelling, Emerson College, UK](#)
[Confessions of an Aca-Fan](#)
[Storycatcher](#)
[Stories That Work](#)
[Society for Storytelling](#)
[Daily Om](#)
[The Call of Story](#)
[Jon Buscall](#)
[Gilliam Consulting](#)
[Winamop](#)
[Kevin D. Cordi, Storyteller](#)
[Stanford Storytelling Project](#)
[Digital Storytelling Wiki](#)
[iTales](#)

Storytelling and Career

[A Storied Career's Blog-within-a-Blog, Tell Me About Yourself](#)
[AboutMyJob.com](#)
[CareerHero](#)
[10 Career Stories](#)
[Story Sparking](#)

Journaling and Personal Storytelling

[Good Books about Journal and Memoir Writing](#)
[The Elder Storytelling Place](#)
[Reader's Digest Stories](#)
[OurStory](#)
[Dandelife.com](#)
[The Circle Project](#)
[The Heart and Craft of Lifestory Writing](#)
[ThisDayInTheLife.com](#)
[This American Life](#)
[This I Believe](#)
[The Story](#)
[Your Unique Story](#)
[StoryCorps](#)
[Smith Magazine](#)
[British Library: National Life Stories](#)
[Life Story Telling](#)
[The Remembering Site](#)
[Memory Writers Network blog](#)
[Tera's Wish](#)
[Fray](#)
[Story Circle Network](#)
[PNN \(Personal News Network\)](#)
[About Personal Growth Stories Section](#)
[The Experience Project](#)
[Telling Our Stories](#)
[The Moth](#)
[The Monti](#)
[Story Salon](#)
[First Person Arts](#)
[Michael Kimball Writes Your Life Story \(on a postcard\)](#)
[Boomer Cafe](#)
[Tintota](#)
[Association of Personal Historians](#)
[Storytlr](#)
[Great Life Stories](#)
[Tokoni](#)
[Always Stories](#)
[The Timeslips Project](#)