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| **2018 M\*OBTC Teaching Conference for Management Educators** |

1. Developing Storytelling as a Pre-Entrepreneurship Skill

Often students in business colleges have opportunities for improvement (they don’t do very well in those areas and need to work on them) in areas of the arts. This appears to be true in the area of storytelling as well. This session shares a readily available “formula” for telling a story and provides a couple of follow up exercises to help students get the hang of being able to tell their entrepreneurial (or other disciplinary focus) story.

Storytelling skills, story boarding skills, i-Generation

1. Teaching Implications:

Some basic foundational skill required to successfully complete both an entrepreneurial curriculum and entrepreneurship in general need directed development when working with members of the i-generation. This project reinforces and/or develops story development and telling skills. This session introduces fellow teachers to the lecture, class exercises and homework centered on storytelling. A chance to demonstrate their own skill sets will be offered as well.

## Learning Objectives:

At the completion of this lesson and associated homework, the student will…

### be able to explain the basic parts of an oral story.

### demonstrate the use of creative language to make a plain story more interesting.

### Demonstrate link between visuals and parts of oral storytelling.

### craft a story on a specific topic using the story telling method and graphics.

### Demonstrate elevator talk, short pitch, and summarizing or share/motivational talk centered on that specific story.

Relevant Management Topics

This unit is useful as a short session in the following typical undergraduate management courses:

* **Introduction to Management** as an illustration/practical of how different management skills are used to provide deliverables that are valued by others.
* **Business Communications** as a demonstration of how topics and types of formal presentations are related.
* **Any Macro-level Project Oriented course** to be used either as a project planning tool or as a self-assessment tool to determine what will be needed or has occurred.

As we teach tools, it is important to update the aspects of the tool being taught but it is also important to update tools based upon their identified value added use. Formally assessing the types of macro level assessment and development tools and their typical means of being taught along with the needs of a targeted audience is an important exercise in self-reflection.

1. Exercise Overview/Description:

This session pulls on the participants experience in teaching i-Generation students and, after the exposure to the two storytelling tools, links the tools with various oral presentation styles and contexts. Traditional Classroom Style; Any cohort level;

| Minutes Used [**[[1]](#footnote-1)**] | Activity Description |
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| 0-7 [0-1] | (7 minutes) Welcome to attendees, Introduction of facilitator & participants. |
| 7-10 [7-14] | (3 minutes) Overview of Session and brainstorming on when storytelling is appropriate. Differentiate between storytelling and lying. |
| 10-15 [14 –21] | (5 minutes) share opening slides. |
| 15-18 [21-27] | (3 minutes) Share overview of storytelling process. Hand out story telling form. |
| 18-21 [27-35] | (3 minutes) Detail Step 1 & Example (from audience or provided) |
| 21-24 [35-41] | (3 minutes) Detail Step 2 & Example (from audience or provided) |
| 24-27 [41-47] | (3 minutes) Detail Step 3 & Example (from audience or provided) |
| 27-30 [47-50] | (3 minutes) Detail Step 4 & Example (from audience or provided) |
| 30-33 (50-53) | (3 minutes) Detail Step 5 & Example (from audience or provided) |
| 33-36 [53 – 56] | (3 minutes) Detail Step 6 & Example (from audience or provided) |
| 36-42[56 – 71] | (6-15 minutes) Individual Creation of “Hiring” story for current job  |
| 42-45 (71--81) | (3-10 minutes) Share “hiring story” |
| 45-50 [81-86] | (5 minutes) Share Storyboarding Slides and a transference to another medium/context  |
| 55-60 [86--90] | (5 minutes) Final wrap up and Q &A |

Take Away Topics & Handouts

This session addresses the needs of our students to learn how to create interesting stories that are factual. Handouts supporting this self –reflection and innovation generating process are:

* Story Element Handout & Form.
* Storyboarding Handout
1. Application to Conference theme (*Reflective Reinvention*?)

Soft skills continue to be a sore spot for many management disciplines. This exercise is a single session addressing the topic of crafting interesting and value added stories.

1. Unique Contribution to OBTC:

This session is arising out of our processes to update our entrepreneurship courses and program. I suggest students will better reflect on a process when placed into this non-threatening format.

1. “[]” indicates the timing adjustment for a 75-minute session. [↑](#footnote-ref-1)