

JEL Classification: C25, C35

Storytelling as a Qualitative Approach for Organizational Management

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Purpose: The purpose of this study is to explore the role of storytelling as a qualitative approach in organizational management, focusing on the values and emotions conveyed through narratives. The research aims to explore the potential of storytelling to strengthen connections, support networks, and improve people's adaptability, while addressing the lack of coherence in this area.

Design/Method/Approach: This study used a secondary research strategy.

Findings: Throughout this study, the author makes the case that narrative is critical to effective organizational management and leadership. However, meaningful and creative in developing qualitative research in management is, the growth of story methods has resulted in a lack of consistency in the field.

Theoretical Implications: The theoretical findings of this study emphasize the importance of competent organizational management and leadership in storytelling. This study emphasizes that storytelling is an important tool for communicating values and emotions, as well as for creating connections and support networks, exploring the function of narrative in management. The growing popularity of storytelling methods, however, also highlights the lack of consistency in this area. The study calls for further research into the relationship between storytelling and human adaptation, as well as the validity of storytelling as a methodology for qualitative management research. The results help to clarify the theoretical foundations of storytelling and its use in corporate situations.

Practical Implications: Although literature acknowledges significantly emotional and psychological advantages associated with using storytelling in studies, there has been no evidence of the link between improving human adaptability and using storytelling in research. Throughout this study, the author makes the case that narrative is critical to effective organizational management and leadership. Although essential and creative in developing qualitative management research is, the growth of story methods has resulted in a lack of consistency in the field.

Originality/Value: This paper addresses the application of storytelling to organization management and how storytelling is used as a tool for qualitative research.

Research Limitations/Future Research: The research was primarily focused on secondary research and, therefore, could be limited to previous research findings.

Paper Type: Conceptual

Keywords: Stories, Narratives, Storytelling, Qualitative Research, Organisational Management.

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Сторітелінг як якісний підхід до організаційного менеджменту

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Мета роботи: Мета цього дослідження - вивчити роль сторітелінгу як якісного підходу в організаційному управлінні, зосередившись на цінностях та емоціях, що передаються через наративи. Дослідження спрямоване на вивчення потенціалу сторітелінгу для зміцнення зв'язків, підтримки мереж та покращення адаптивності людей, водночас вирішуючи проблему відсутності узгодженості у цій сфері.

Дизайн / Метод / Підхід дослідження: У цьому дослідженні використовувалася стратегія вторинного дослідження.

Результати дослідження: У цьому дослідженні автори доводять, що наратив має вирішальне значення для ефективного організаційного управління та лідерства. Однак, незважаючи на значущість і творчий підхід до розвитку якісних досліджень в управлінні, зростання кількості наративних методів призвело до відсутності узгодженості в цій галузі.

Теоретична цінність дослідження: Теоретичні висновки цього дослідження підкреслюють важливість компетентного організаційного управління та лідерства в сторітелінгу. Це дослідження підкреслює, що сторітелінг є важливим інструментом для передачі цінностей та емоцій, а також для створення зв'язків і мереж підтримки, досліджуючи функцію наративу в управлінні. Зростання популярності методів сторітелінгу, однак, також підкреслює відсутність послідовності в цій сфері. Дослідження закликає до подальшого вивчення взаємозв'язку між сторітелінгом та адаптацією людини, а також валідності сторітелінгу як методології для якісних управлінських досліджень. Отримані результати допомагають прояснити теоретичні основи сторітелінгу та його використання в корпоративних ситуаціях.

Практична цінність дослідження: Хоча в літературі визнаються значні емоційні та психологічні переваги, пов'язані з використанням сторітелінгу в дослідженнях, не було жодних доказів зв'язку між поліпшенням адаптивності людини та використанням сторітелінгу в дослідженнях. У цьому дослідженні авторка доводить, що наратив має вирішальне значення для ефективного організаційного управління та лідерства. Незважаючи на важливість і творчий підхід до розвитку якісних управлінських досліджень, зростання поверхових методів призвело до відсутності узгодженості в цій галузі.

Оригінальність / Цінність дослідження: У цій статті розглядається застосування сторітелінгу в управлінні організацією і те, як сторітелінг використовується як інструмент якісного дослідження.

Обмеження дослідження / Майбутні дослідження: Дослідження було зосереджене на вторинних дослідженнях, а отже, може бути обмежене результатами попередніх досліджень.

Тип статті: Концептуальний

Ключові слова: історії, наративи, сторітелінг, якісне дослідження, організаційний менеджмент.

1. Introduction

In today's world, stories and the ability of storytelling assist individuals in understanding the experiences and opinions, our relationships with the surroundings and one another and in creating views, identities, and values. Most profoundly, the creation of stories “reveals things to us that we know but did not know we knew”, which was stated by Merleau-Ponty (1964). Storytelling aims to communicate an event so that it seems genuine. Storytelling appeals because it often incorporates facts into an individual's narrative, which fascinates the user and could confirm their events in life. When considering a narrative, three elements need to be taken into account. These include the Beginning, the Middle and the End. The words 'narrative' and 'story' are frequently treated in similar regard in the relevant literature (Küpers *et al.*, 2013).

On the other hand, a tale's events may be presented in several ways, resulting in different narratives that are either sequential or non-sequential, but the story's of an overall story remains the same. Changing the sequence of events alters the narrative but not the tale. In this review, the terms 'story' and 'storytelling' shall be favoured unless particular instances necessitate the usage of 'narrative' (Boje, 2014). Stories are an essential kind of communication through which people, organisations, and society communicate messages, entertainment, emotions, and knowledge to others (Bowles, 1995). By communicating values and emotions, verifying and validating our lives and experiences, as well as linking individuals with their inner selves, others, and the community as a whole, stories provide meaning to our lives (Atkinson, 2002).

Personal stories are greatly regarded in qualitative research since the goal is to acquire insight into people's lives, and this is achieved by individuals telling stories about themselves (Lundqvist *et al.*, 2012). Personal stories answer interviews that dig into people's lives and experiences (Thomas, 2003). Stories are utilised in a corporate environment to educate, enlighten, communicate, and gain insight into human perspectives and events (Warne & McAndrew, 2007). Employees at organisations tell their stories to emphasise aspects of their success and pleasure that they have experienced; employers share their experience of markets and circumstances with other experts, possibly enhancing the performance of the business (Vezeau, 1994).

Storytelling may serve as a foundation for research, allowing for a better knowledge of human experience (Cronin, 2001). The stories of the people involved could offer insights into their historical roots and perspectives, resulting in a better comprehension of them in context (Forman, 2020). These enhanced perceptions have the ability to significantly contribute to knowledge and facilitate the effectiveness of expertise (Banks-Wallace, 1999).

2. Theoretical Background

2.1. What is this Storytelling?

The core of qualitative research storytelling is asking individuals to share their stories and listen to them. Isn't it as easy as that end of the story? No, not exactly. There are a few tweaks that may be done to this storyline (Lewis & Hildebrandt, 2019). Many essential components go into creating a story:

- Context, a setting;
- Characters;
- The plot or action;
- Passing of time.

There is also usually a beginning, an initiating event, acts and responses, repercussions and further actions, conflict and resolution, and, of course, an end.

2.2. Stories and Narrative

Storytelling and a story are confusing words that are often used in the same sentence to mean the same thing (Riley & Hawe, 2005). Humans communicate and share tales rather than narratives, according to Frank (2000); nevertheless, many people believe that a story is made up of three parts: the beginning, the midpoint and the conclusion, as described in the book “Narrative”. Wiltshire (1995) elaborates on stories and states that stories are informal and subjective accounts of human occurrences, while narratives are more organised and formalised representations of the same events. The further point is that in research, stories serve as the “phenomenon” under investigation, and the narrative serves as the researcher's “enquiry” (Connelly & Clandinin, 1990). In addition, scholars on this topic have said that individuals mostly live storied lives and tell stories about themselves, while narrative academics categorise such lives, collect and tell stories about themselves, and build narratives of experience. Storytelling, in the opinion of Rubin and Rubin (2011), is efficient, an organised description that is deliberately given and may have been changed, while the narrative may be a partial depiction of a larger story. For this study, the two notions are defined as follows:

Stories: Investigate individuals' accounts of their experiences.

Narrative: Formal and organised narratives, including researchers' additions and omissions.

2.3. Personal Stories and their Characteristics

Personal stories may highlight parallels and contrasts in people's lives (Thomas, 2003). Stories of individuals have meanings and viewpoints (Atkinson, 2002), and when people go on to tell their stories, they involve themselves in the narrative to highlight or downplay certain aspects of the story to avoid being seen adversely by others. To improve the storyteller's comfort and safety, it is vital to establish rapport and cultivate an accepting attitude in an appropriate setting (Kitzinger, 2004).

Everyone's stories are personal and subjective and may change through time (Andrews *et al.*, 2004). They are affected by their surroundings, social circumstances, shifting views, the audience, and the goal of communicating the narrative (Chase, 2005). However, the fragility of human memory is such that individuals recall a story in the context of their lives, in the way they want to remember it, not the way it actually happened (Kitzinger, 2004).

Individuals decide what to include and exclude to construct a complete story, emphasising some events and traits while excluding others to achieve a complete story (Bauman, 2004). If the story's necessary components were not selected, lighted, and excluded, the story would not be a story. As a result, although each individual's narrative is unique and subjective, personal tales are different and valuable to both the storyteller and the listener because they are meaningful and valuable to both parties. In addition, it is essential to remember that tales, since they are subjective perspectives, will differ from one another and that their purpose is to provide insight and information about a research focus area rather than to produce generalisable results (Koch, 1998).

2.4. Resilience and Stories

The substantial body of research that attempts to explain personal stories, especially in management literature, depicts both triumphant and tragic occurrences. Individuals are invited to revisit unpleasant and painful events, which may include unpleasant feelings such as sorrow, rage, grief, humiliation, and embarrassment, while they tell their stories that have tragic occurrences. Therefore, storytelling has the ability to disclose repressed memories (Reichert, 1998), and it is possible that this will serve as the basis for creation of relationships and support systems (Dean, 1995). Furthermore, while not explicitly stated, the literature highlights how storytelling may assist study participants in building personal resilience and celebrating their toughness. People's

resilience may be described as their ability to withstand hardship (Rutter, 1999).

Both human and environmental factors influence this variable, and it manifests itself in the form of individuals and organisations achieving success and remaining functional in the face of overwhelming odds (Schoon, 2006).

Put another way, “resilience” describes a person's or a community's ability to generate and achieve positive outcomes in response to traumatic events or experiences that can potentially have negative consequences (Hauser et al., 2006).

2.5. Becoming Reflective

If the voices and experiences of those who have experienced traumatic situations are listened to and heard, healing may occur (Block & Leseho, 2005). Individual tales may be able to assist in making sense of and improving understanding of individual experiences (Frank, 1995). Murray (2003), on the other hand, demonstrated that sharing personal experiences with an interested researcher may lead to unexpected discoveries.

Carlick and Biley (2004) emphasised the significance of sharing and listening to tales when raising awareness of and reflecting on one's situation. Cowling (2005), on the other hand, recognised the reasoning and motivation for progressive change that emerge as a result of narrative and discussion. Individuals' ability to acquire insight and understanding from their experiences is their capacity for reflective thinking (Jackson et al., 2007). This information may then be used to improve the quality of such conversations and activities.

Individuals' experiences may provide insight into how they develop their levels of resilience. Considering that resilience is 'influenced by an individual's experience and how the stories they tell themselves to manage experience, change it and lead to alternate courses of action' (Hauser et al., 2006).

Storytelling strengthens the resilience of study subjects and listeners, and readers of the stories. Storytelling is as much about serving another as it is about serving oneself, and personal stories may serve as a guide for the listener or reader, which can be learnt by reflecting on the personal stories of others (Frank, 1995). Through this reflection, one may acquire knowledge and insight into how others have survived and worked through adversity and pain and how we can integrate these ideas into their own lives and experiences. As a consequence of studying and thinking about participants' stories, researchers and readers of the study may improve their resilience (Davids & Brown, 2021).

2.7. Taking Use of Supportive Networks and Positive Emotions

It is necessary to build resilience by using support networks and relationships (Tusaie & Dyer, 2004). In times of hardship, those who can depend on others for support are more receptive to receiving help and learning coping strategies from others who are more robust (Dyer & McGuinness, 1996).

A person's help in a relationship is referred to as a support network (Tusaie & Dyer, 2004). Individuals acquire a feeling of connection and belonging as a result of their interactions in these networks, which is crucial to developing personal resilience (Chadwick, 2004). A study which focused on stories about distress in support groups shows the connection between storytelling and personal resilience (Dean, 1995).

Respondents seem to have established connections and relations in a supportive atmosphere by sharing their experiences, enabling them to understand the meaning of their circumstances (Dean, 1995). It was sometimes necessary to use comedy to contextualise personal narratives, and it seemed to have a physiological action, making ailment stories that would otherwise be unbearable to hear bearable (Dean, 1995).

Storytelling in this setting and a comparable one may improve personal and community resilience by evoking pleasant feelings and establishing support networks that promote a sense of belonging. Banks-Wallace (1999) showed that storytelling among women created solid connections and validated their experiences. Participation in the study project allowed the women to acknowledge and celebrate their power and cooperate on strategies to fight future tyranny.

2.8. Increasing and Using Emotional Awareness

Emotional insight is the capacity to identify and comprehend one's emotions (Roberts & Strayer, 1996). Storytelling and contemplation have the ability to improve and extend emotional awareness. This was found in the research investigating parental experiences through personal stories (Mannix & Jackson, 2003). As per Mannix and Jackson (2003), several participants were allowed to tell their tales and reflect on their experiences with the audience of listeners in a relaxed and friendly setting. After reflection, individuals gained insight into their own emotions and behaviours. Similarly, the research shows that storytelling may assist participants in the following:

- Consider their experiences from many angles and try to make sense of them (Murray, 2003).
- Consider their previous emotions and try to make sense of them (Peters, 2006).
- Grow and progress in their lives (Peters, 2006).

2.9. When to Use Storytelling

Only stories are suitable when depth and details are required. There are numerous times when we do not want the whole story (Lewis & Hildebrandt, 2019). For example, if the primary goal of the research is to elicit responses for advertisements or ideas, background material may be requested briefly as a warm-up to the main topic. The richness gained via storytelling is usually unnecessary. However, there are times when we want more. Consider the job you have completed in the last six months. What kinds of subjects might have benefitted from some storytelling? When was the last time you went in search of the riches offered by a story?

Anytime you want to hear how customers live, behave, think, or feel in their daily lives, a narrative may be appropriate. The following research goals may have gained depth and understanding as a result of storytelling:

- Understanding a particular experience and the effect it has on the person;
- Understanding a time-consuming process, such as a decision-making process, the sequence of occurrences at a particular time of a day, or the process of doing a regular task;
- Gaining a broad knowledge of the consumer (asking for recounting an experience in a story form may be a great way to open up the conversation);
- Recognising a broad theme or idea, such as order and disarray, attractiveness, parent-child relationship, or vacation;
- Investigating a comparison, such as before and after, then and now, what is real and what I want, how I do things vs how my spouse performs them, and so on;
- Investigating a person's connection with another person, a person's relationship with an organisation, or a person's relationship with a product or brand.

2.10. Why Story in Qualitative Research?

These components combine to make a narrative what it is: a compelling and comprehensive account of an event. This illustrates why we should think about using stories as a tool in qualitative research. At their finest, stories give us the whole shebang, the broad picture. When we hear a good tale, we gain context, depth of meaning, passion, and details. Over time, we learn about events and processes, who is involved, and what is essential. We comprehend an event from the person's perspective and hear

their words as they relate it. Above all, our clients and we connect with the storyteller (Yavuz et al., 2016).

Allowing participants to share their stories adds another dimension to the study process by allowing the participant to recreate the event in question. Individuals who tell a story fit the pieces together for themselves, making sense of the event. This is acceptable since it corresponds to how psychologists believe memory works. It is thought that rather than delving into our memory bank for complete recollections, we rebuild our memories, generating a unique impression of an event. When a researcher requests a narrative, he or she promotes self-examination, memory reconstruction, and creation of meaning, all of which provide the depth of response researchers want. None of these is likely to occur if a responder is just asked to give a sound bite answer (Yavuz et al., 2016).

3. Materials and Methods

3.1. Storytelling as a Research Method

Individuals who have had real-life or authentic experiences with public health issues are encouraged to share their tales as part of this review, which will seek evidence of storytelling being used as a research method or instrument in peer-reviewed studies. Many research objectives are included in the narrative process.

This includes the ability to teach the researcher, which is one of its primary objectives (through information extraction); an intervention designed to encourage the participant to engage in an ongoing process of “reflection and reworking of experience and knowledge” was also included in the research. In order to gather information on public knowledge, attitudes, and behaviour (KAB) storytelling has been utilised successfully.

As previously said, storytelling is a relatively new research technique whose validity is still being proven, in contrast to more traditional qualitative research methodologies. While there has not been a large body of evidence to support storytelling as a feasible research technique, this does not rule it out as a viable strategy in the near future. The most beneficial outcome of this study would be identifying papers demonstrating the validity of storytelling in a research setting (Kalyanasundaram & Kumar, 2021).

Stories have been used to research various areas, including those connected to management and others unrelated to management. In order to attempt to characterise storytelling as a research instrument, it is, first, essential to differentiate between science and storytelling/narrative as two distinct research viewpoints, which are then distinguished further. Second, storytelling must be distinguished from other narrative research to be effective.

Management and a story, according to Bleakley (2005), are two methods of knowing. Bleakley emphasises the importance of a narrative compared to traditional analytical techniques, which “tend to lose the concrete tale and its emotional effect to abstract categorisations, which may claim explanatory value but often stay descriptive”. For the most part, however, Bleakley focuses on how story adds value above and beyond objective measurements. He points out that, whereas objective morbidity and mortality statistics are often faceless, narrative inquiry frequently attempts to personalise and engage proactively with its study population through intentional intervention. This is known as research with, rather than on, people.

According to Bleakley, this systematic study is looking for instances of research done with people rather than on people and work that attempts to connect proactively with the research population via storytelling. There are some similarities between storytelling as a research methodology and storytelling as a research method, but there are also significant differences.

In practice, storytelling as a research method may take on a variety of shapes and sizes. Digital storytelling (DST), also known as verbal sharing of human experiences, has grown in popularity in recent years. There is a growing body of literature on the topic, generally

and specifically in business research and analysis. DST can capture lived experiences and convey research findings compellingly that might be made accessible on a digital platform if appropriately implemented.

3.2. Storytelling as a Research Tool

Storytelling as a qualitative research technique is still in its infancy, but it has the potential to supplement data obtained via more traditional, empirical qualitative research methods. Certain subtleties of people's insights related to their experiences may be inaccessible through some of these more recognised inquiry techniques.

Furthermore, since reality is a function of degree and perspective, stories do not disclose a single discoverable truth. In this regard, storytelling as a research tool is based on a concept diametrically opposed to a traditional scientific approach. The established narrative research technique offers a distinct way of organising experience and building reality. Integrating the two knowledge systems to complement and improve one another may provide a broader and more in-depth understanding of an event than using one method alone.

In a discussion paper, Dahlstrom (2014) explores the use of storytelling to convey science to non-scientific audiences, particularly children. Storytelling, according to Dahlstrom, is easier to comprehend and more attractive to listeners than traditional logical-scientific communication. The kind of learning that may be gained via storytelling differs from the type of learning obtained from more conventional scientific information, such as statistical data. Scientific information provides abstract facts that may be applied to a specific circumstance, such as in deductive reasoning; nevertheless, scientific knowledge does not provide specific facts (Chautard & Collin Lachaud, 2019).

While narrative information promotes deductive reasoning, which usually involves describing an individual experience from which an assumption about a general or even collective truth may be derived, descriptive information supports inductive reasoning. When it comes to communication, storytelling is a highly complex paradigm that often articulates cause-and-effect connections between events.

Relationships between events over time usually concern a particular character. It is also predicated on a degree of realism that may be missing in other forms of communication. Storytelling can depend on shared experiences between the narrative, the storyteller, and the listener or the reader. This, coupled with the underlying assumption of trustworthiness in the teller's story or experience, can inspire and persuade individuals to change their behaviour and reduce resistance to any action recommended by the message.

Stories and storytelling have been studied for their effectiveness in connection with influencing people. One of the most powerful arguments for using storytelling as a research method is that it is a very accessible medium that does not need specialised knowledge and abilities to connect with or draw meaning from.

Secondary data was processed for this study as the research method. The use of secondary research enables sociologists to access a wealth of information via secondary sources. Further, secondary data is not difficult to get and often does not cost anything. Since it has the potential to incorporate information about huge populations, the likes of which would be prohibitively costly and impossible to acquire in any other way. In addition, secondary data from times other than the current day is also accessible. Moreover, it is physically challenging to undertake primary research on subjects such as events, attitudes, styles, or conventions that no longer exist today. However, there are certain drawbacks associated with using secondary data. It is possible that some of the information is out of date, tainted with prejudice, or has been gained dishonestly. However, this study's researchers

could recognise these problems and devise solutions to circumvent or address them (Hartman et al., 2019).

4. Analysis

4.1. Storytelling in Management

As stated by Gandhi and Kumar (2021), the storytelling management process comprises six steps which includes

- 1) Development and collection of stories,
- 2) Selection of storytelling type,
- 3) Organising resources,
- 4) Storytelling activity,
- 5) Measurement of effectiveness, and
- 6) Feedback preparation.

The six steps are further illustrated in Fig. 1 to understand how storytelling takes place.

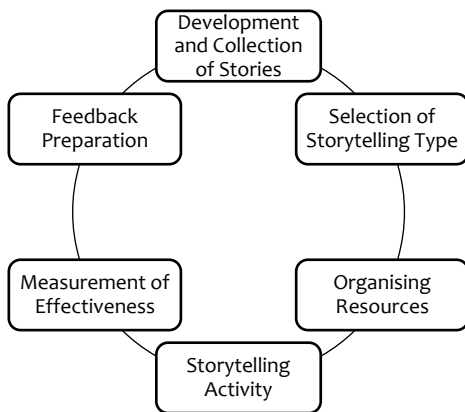


Figure 1: Process of Storytelling

Notes: The management process of storytelling for optimal delivery

Source: Gandhi and Kumar (2021).

4.2. Development and Collection of Stories

Stories effectively convey latent messages while eliciting listeners' more significant reactions and engagement. It stimulates listeners' emotions as well as their thinking. Stories are helpful input for a leader, and successful organisational leaders use storytelling to instil or enhance specific value-based behaviour in their organisations. Furthermore, stories are value-laden resources that promote fast and straightforward comprehension of the context. As a result, organisational leaders, trainers, and storytellers must create story banks and digital libraries containing many stories.

Separate stories may be imbued with various values. As a result, organisations and storytellers should create as many stories as possible to accommodate various people's surroundings, context, culture, and emphasis. This may be derived or created in various methods, as shown below:

- Self-development;
- Individual or organisational experience, as well as case studies;
- Using secondary sources and published reports;
- Stories from the epics and sagas of antiquity;
- Traditionally passed on from elders.

Even though each tale is unique, they can all fit into specific templates. Overcoming the monster, rags to riches, the search, journey and return, comedy, tragedy, and rebirth are some categories used by Cheal (2021) to categorise stories. Stories may also be classified according to their format. Storytellers may choose any technique to categorise their stories, making it easier for them to obtain knowledge and apply it.

4.3. Selection of Storytelling Type

Storytelling may be strategically incorporated into various management areas within an organisation. Because storytelling is deliberately focused by leaders on organisational culture and is naturally persuasive, it is critical to select the appropriate kind of storytelling delivery. Storytelling may be classified in a variety of ways. MasterClass (2020) divides storytelling into four areas (Fig. 2).

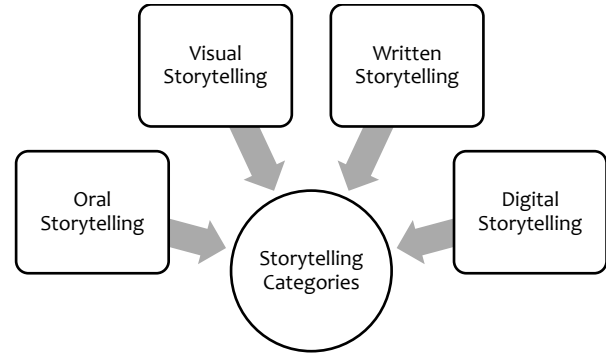


Figure 2: Storytelling Categories

Notes: Different storytelling methods which organisations could use

Source: Gandhi and Kumar (2021).

Specifically, they are oral storytelling, graphic storytelling, written storytelling, and digital storytelling. Oral storytelling is an old style of storytelling. One of the primary advantages of oral storytelling is that the storyteller may tailor his or her delivery to the audience. In today's internet-driven technology environment, storytellers may receive assistance in their oral storytelling delivery via tools such as clipboards, PowerPoint presentations, digital boards, and so on. Another tool for effectively telling stories is digital media. We must witness depicted stories in temples and cave paintings. Storytelling, with the use of such technologies, overcomes time constraints. The most significant examples of scripted storytelling that digital technology addresses are fables.

4.4. Organisation of Resources

Because each type of storytelling has unique flips and flaps, various materials are needed for each storytelling style. For example, in the case of oral storytelling in front of an audience in the auditorium, a well-designed narrative clipped with high-speed internet and other technological devices may attract the audience's attention. In contrast, digital storytelling can combine a well-designed narrative clipped with high-speed internet and other technological devices.

The company will place more emphasis on the storyteller since the audience's ability to recognise the tale's importance is reliant on the storyteller's abilities. When delivering engaging narratives, a well-trained, managerially focused leader should be able to deliver. According to their observations, most political leaders flourish when they can deliver a compelling narrative. According to expectations, organisational leaders are also expected to be better storytellers for the greater good of an organisation. As a consequence, selecting appropriate sources is critical when it comes to a narrative. A skilled storyteller and a compelling narrative may significantly contribute to the fast implementation of essential organisational changes. It may be characterised as an organised storytelling endeavour with clearly defined goals inside an organisation's boundaries.

Determining the proper delivery time and length as a consequence of this for the common objectives is essential in order to achieve those goals. Excellent storytellers may be developed in internal employees, especially human resource professionals. Several of the company's members are also great storytellers, as shown by the following examples: The business may also employ storytellers

who are well-versed in their craft even though storytellers are plenty in organisations that choose the most suitable storytellers to tend to get better results. It is essential in order to achieve the goals of the narrative process. It is equally as essential as other processes in storytelling to have instruments that assess various components of storytelling since they enable the company to create an effective storytelling strategy. The gadgets must thus be designed with caution as a consequence of this. Tools may be developed, invented, or changed to evaluate the proposed narrative's effectiveness. Furthermore, the organisation should focus on developing methods to evaluate the event's preparations and monitor the impact and objectives of the storytelling activity, which will lead the business to excellence.

4.5. Storytelling Activity

Denning (2006) states that “there is no one correct method to tell a narrative” because storytelling is an art form, the same tale may be told in various ways. It is influenced by various factors, including emotions, strong words, voice modulation, and how the narrative is presented. The success of storytelling is based on how it stimulates, inspires, and motivates listeners. As a result, the method or delivery of storytelling is critical to accomplishing its objectives. According to *Gold and Holman (2001)*, storytelling is a vital tool for exploring and making meaning of values, beliefs, and behaviour. According to *Asoka Change-makers (2013)*, stories contain three fundamental elements: the beginning, the middle, and the conclusion. At the start of the process, the storyteller should focus on methods for attracting the listener. At the middle stage, the storyteller may focus on the story's difficulties or knots and describe them.

Building enthusiasm and keeping beneficiaries on track is a significant task for a storyteller, and efficacy depends on the storyteller's skill and natural characteristics. After the tale, the storyteller addresses the issues raised in the middle section of the story. This is the moment for the storyteller to begin encouraging, inspiring, and convincing the audience about what he wants to emphasise. According to *Mallan (1992)*, storytelling may help students develop problem-solving abilities. A practical choice of a storyteller should indicate that the intended objectives are met, whether to discover a solution to a problem, motivate employees, or achieve any other purposes via the storytelling operation.

O'Hara (2014) explores many ways in which one may profit from the art of storytelling. When it comes to accomplishing this goal, he stresses the importance of the following elements: there should be an initial message when starting a tale, and it should be possible to include the storyteller's own experiences when telling a story, but the storyteller should not be placed in the spotlight or projected as a celebrity. In order to make a tale more interesting, a storyteller must depict a struggle, and the author advises that the storyline be kept simple to ensure that the story's reach is successful.

4.6. Measurement of Effectiveness

It is possible to evaluate the success of a storytelling activity at two stages: during the presentation of the tale and immediately after that. Similarly, the success of a storytelling activity during delivery may be assessed by the emotions and reactions of the audience; that is, the success of the storytelling activity during delivery can be evaluated by the emotions and responses of the audience. The previously stated goal will be achieved using a well-designed device.

Such emotions and responses may and should be recorded subjectively and quantitatively using the instrument that has been pre-determined for this purpose. The effectiveness of storytelling may be assessed by observing the audience's expressions with the storyteller. According to *Wieser and Brosch (2012)*, expressions of individuals are reliable emotional reflectors. *Senthilkumar (2018)* said emotions significantly impact decision-making more than rational considerations.

In order to evaluate the storytelling exercise after it has taken

place, a questionnaire based on participants' responses may be used. This may also be evaluated via indirect measures, such as achieving the objectives after the narrative process.

4.7. Feedback Preparation

Preparing feedback suggests recording efficacy as evaluated by the various instruments mentioned previously. Any feedback on the activity is a helpful technique for enhancing the activity itself. Any system that receives constant input will grow and evolve indefinitely. According to *McCarthy and Garavan (2001)*, a 360-degree feedback system will lead to better employee performance and career growth. *Nadler (1976)* endorsed feedback as a tool for organisational transformation.

Consequently, the organisation should focus its efforts at this stage on documenting the feedback to improve each phase of the narrative process in general. All stages of the storytelling activity need feedback from people who are engaged in order to improve each step and, as a consequence, to improve the management effectiveness of the activity. The documentation of remarks will benefit the company and other stakeholders in developing it.

5. Discussion

The purpose of the current study was to examine the value and applicability of storytelling in qualitative research as well as its possible applications in a number of areas, including management. The discussion part goes into the significance, consequences, and meaning of the research's findings, linking them to prior research and offering justifications for the final conclusion.

In order for people to communicate and comprehend one another, storytelling is essential. It enables people to express their thoughts, feelings, and experiences, helping to shape their identities, values, and connections to others and the wider world. Personal narratives play a significant role in qualitative research because they shed light on the lives and experiences of particular people. Through interviews and other storytelling techniques, researchers hope to develop a deeper knowledge of people. Researchers can examine the historical roots, viewpoints, and context of persons through the use of personal tales since they provide a unique perspective that cannot be obtained through other research methods. In the workplace, storytelling is also utilized to inform, convey, and acquire understanding of people's viewpoints and experiences. Employees and employers share their success stories and experiences to emphasize key aspects and improve performance.

The study covered a variety of topics related to the theoretical underpinnings of storytelling, including its definition, narrative structure, personal story features, resilience, reflective practices, supporting networks, and emotional awareness. These theoretical underpinnings offered a framework for comprehending the function and possible advantages of storytelling in management and research. The use of storytelling as a research strategy and instrument was highlighted in the materials and methods section. In order to find examples of storytelling being employed as a research method in peer-reviewed studies, the study examined the body of existing literature. Although storytelling as a research method is still in its infancy, it has the potential to support established qualitative research techniques and offer distinctive insights into people's experiences and viewpoints. The study aimed to identify papers demonstrating the validity of storytelling as a research method, highlighting its potential for future research.

The use of storytelling in management was covered in the analysis part. It covered the six-step process of management storytelling, which entails developing and gathering stories, choosing a storytelling style, organizing resources, engaging in storytelling activity, assessing efficacy, and preparing feedback. In order to suit varied contexts and cultures, the analysis underlined the significance of developing story banks and digital libraries with a variety of stories. Based on the intended goals and target audience,

emphasis was placed on choosing the right storytelling formats, such as oral storytelling, graphic storytelling, written storytelling, and digital storytelling.

The investigation also highlighted the importance of excellent storytelling in evoking strong feelings in viewers, inspiring and motivating them, and expressing values and views. The study's conclusions point to the potential value of storytelling as a tool for qualitative research and management. It fosters understanding and improves communication and gives academics new perspectives on people's experiences and lives. Storytelling in management can be used to impart ideals, inspire workers, and promote organizational transformation. The study emphasizes the need for additional investigation and the necessity of validating storytelling as a research methodology while also highlighting its potential for future uses.

6. Conclusion

Storytelling is very compelling for persuading high-level executives to join the business. It provides applicants with a clear understanding of whom their company is as an employer, allowing them to determine whether or not they would be a good match. Humans can break down the walls they construct to shield themselves from the outside world and new ideas via the power of storytelling. In this digital age, all of these gathered and classified storytelling materials should be preserved in digital form so that they may be accessed and utilised by storytellers in their respective fields. Managers may use a company's success stories or difficulties as "magic bullets" to strengthen their relationships with their workers. The advent of the digital age has hastened the paradigm shift away from all previous forms of storytelling and toward digital storytelling. Digital storytelling encompasses platforms such as websites, forums, YouTube videos, and other social media distributed via digital channels like the internet and mobile devices. The company will devote more resources to determining the kind of a story to use. This is dependent on the goals of the institution and the tales that are chosen. The company may even employ storytelling tools simultaneously, which may help to emphasise the objective that needs to be accomplished via storytelling and ensure that it is achieved.

7. Recommendations

A method to improve management storytelling would be to adopt visual storytelling as a critical method. Visual storytelling may seem to be a simple concept — it is the skill of conveying a sequence of messages using visual multimedia. However, the idea of visual storytelling is more important today than ever, particularly in our increasingly digitised era, when customers' attention is constantly being fought for. Today's visual storytelling uses graphics, images, photographs, and videos to engage viewers and elicit emotions and engagement (Arnold & Eddy, 2007). Visual material is more appealing, memorable, and engaging for its audience, improving its credibility, strengthening the brand, and generating income for the business that commissions it. All forms of visual storytelling often offer reliable data, but it should be no surprise that video is the most powerful medium. While video is the most popular form of visual storytelling, it is not the only one. Organisational management could use visual storytelling in multiple ways inside and outside the organisation to deliver the message they want more successfully than other storytelling methods, especially with digital media (Lim & Childs, 2020).

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The authors declare that they have no competing interests.

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