THE UNIVERSITY OF HONG KONG
FACULTY OF BUSINESS AND ECONOMICS

MGMT3416 Storytelling: Global Business Communication

GENERAL INFORMATION

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Consultation times: TBD

COURSE DESCRIPTION

Telling stories to make sense of reality—or to shape it—is a human characteristic. We tell stories to explain our actions or intentions, to create coherence amongst disparate events. Artists tell a story through their works and in doing so, shape reality and our perception of it. Good leaders as well commonly use storytelling to inspire, teach, and define their organisation values and culture. However, good storytelling has rules and not everybody is a born storyteller.

This course aims at developing students' business storytelling skills through the study of speeches, commercials, and other organisational narratives from around the world. By reflecting on the importance of storytelling in management, this course will help students become better leaders.

COURSE OBJECTIVES

1. Introduce the main rules of good business storytelling
2. Explain the relationship between storytelling and management
3. Develop students' reading, listening, writing, and speaking skills in relation to business storytelling
4. Develop students' critical and creative thinking skills

FACULTY LEARNING GOALS (FLGs)

FLG1: Acquisition and internalization of knowledge of the programme discipline
FLG2: Application and integration of knowledge
FLG3: Inculcating professionalism
FLG4: Developing global outlook
FLG5: Mastering communication skills
FLG6: Cultivating leadership

COURSE LEARNING OUTCOMES (CLOs)

Course Learning Outcomes	Aligned Faculty Learning Goals (FLGs)
Students will be able to:	
• CLO1. • Identify the main types of organisational stories, their components, and their goals in both oral and written form	FLG1; FLG2, FLG3, FLG4
• CLO2. • Critically analyse oral, written, and visual organisational storytelling both orally and in writing	FLG1; FLG2; FLG3, FLG4; FLG5
• CLO3. • Apply the rules of organisational storytelling while developing oral or visual storytelling	FLG1, FLG2; FLG3; FLG4; FLG5; FLG6

COURSE TEACHING AND LEARNING ACTIVITIES

Course Teaching and Learning Activities	Expected Study Hours	Study Load (% of study)
T&L1. Interactive Lectures	25	21%
T&L2. Preparatory questions and in-class activities (Discussions, case discussions, storytelling analyses, storytelling developments, role-plays)	25	21%
T&L3. Individual Project	35	29%
T&L4. Group Project – Part 1	20	17%
T&L5. Group Project – Part 2	15	12%
Total	120 hours	100%

Assessment Methods	Brief Description	Weight	Aligned Course Learning Outcomes
A1. Individual Participation	Interactive lectures, preparatory questions, in-class activities	20%	CLO1; CLO2; CLO3
A2. Individual project	Storytelling analysis	40%	CLO1, CLO2
A3. Group Project – Part 1	Strategic narrative presentation	25%	CLO2; CLO3

A4. Group Project – Part 2	Video storytelling development	15%	CLO1, CLO3
	Total	100%	

STANDARDS FOR ASSESSMENT

Course Grade Descriptors

A+, A, A-	Student has consistently demonstrated an excellent grasp of organisational storytelling concepts, as evidenced by original or exceptionally astute analysis and synthesis of student work.
B+, B, B-	Student has demonstrated a substantial grasp of organisational storytelling concepts, as evidenced by above average performance in analysis and synthesis of student work.
C+, C, C-	Student has demonstrated a fair grasp of organisational storytelling concepts, as evidenced by average performance in analysis and synthesis of student work.
D+, D	Student has demonstrated limited grasp of organisational storytelling concepts, as evidenced by barely satisfactory performance in analysis and synthesis of student work.
F	Student has demonstrated very limited grasp of organisational storytelling concepts, as evidenced by poor performance in analysis and synthesis of student work.

Assessment Rubrics for Each Assessment

Individual Participation

Discussion and sharing in class will be considered in assigning points for individual participation

CLO	CLO1; CLO2; CLO3
A+, A, A-	Extremely well-prepared for class activities, active in sharing views, participates in at least 90% of these activities
B+, B, B-	Partially prepared for class activities, quite active in sharing views, and participates in at least 80% of these activities
C+, C, C-	Not well-prepared for class activities, only occasionally sharing views, and participates in at least 70% of these activities
D+, D	Not well-prepared for class activities, no sharing of views, and participates in at least 60% of these activities
F	Never prepared for class activities, no sharing of views, and participates in less than 50% of these activities

Individual Project – Storytelling Analysis

Each student is required to individually develop and submit a 1000-word essay analysing an existing example of organisational storytelling, such as a commercial (about 2-3 minutes) or a speech (about 3-5 minutes).
The assessment is due after Good Friday break (TBD) by 11:59pm HK time. In case of late submission, there is a penalty policy: minus 10% on the assessment per 24-hour block and project not graded if more than 72 hours late (meaning, student will receive an F for the assessment).

- **Written Literacy: Relevance: Storytelling analysis.** Do you analyse an existing example of organisational storytelling? Do you follow the essay format (introduction, 2-3 paragraphs, conclusion) in your analysis? (30 pts)
- **Written Literacy: Analysis.** Proper use of concepts studied in class. Do you explicitly refer to the relevant theoretical concepts to write your essay? Do you give examples from the chosen storytelling to support your opinion? (40 pts)
- **Written Literacy: Writing of the essay**. Includes readability, flow, logic, and organization; writing mechanics, such as: is your analysis free of grammatical and spelling errors? Have you edited your essay (caps, spaces, punctuation, etc.)? Do you list the link to the chosen storytelling in your sources? (30 pts)

CLO	CLO1, CLO2
A+, A, A-	Very good to excellent ratings on some or all three criteria.

B+, B, B-	Good to very good ratings on some or all three criteria.
C+, C, C-	Fair to good ratings on some or all three criteria.
D+, D	Fair ratings on all three criteria.
F	Fail to submit the project.

Group Project – Part 1: Strategic Narrative Presentation

Each group is required to develop a strategic narrative on an assigned topic, give a 10-minute oral presentation on their narrative, and answer potential questions from their classmates. Each group member is required to present equally.

- **Group oral literacy: Relevance.** Do you give an oral presentation? Is this oral presentation about a strategic narrative you developed? Do you answer the assigned topic regarding your narrative? Do you refer to the relevant concepts in your presentation? (10 pts)
- **Group oral literacy: Substance.** Is your presentation logically organised, easy to follow? Do you explain your story elements and structure? Are your explanations concise and convincing? Does your strategic narrative follow the rules of organisational storytelling as discussed in class? (20 pts)
- **Group oral literacy: Oral performance.** Do you speak clearly and distinctly, at a proper pace? Do you speak without reading? Does your body language reflect enthusiasm and confidence? Is the presentation well-coordinated between group members? Is your presentation within the time limit (about 10 minutes)? (10 pts)
- **Group visual literacy: Visual presentation.** Are your visuals well-presented, using appropriate font size, colour(s), layout? Are they free of grammatical, spelling, or other errors? (10 pts)

Peer Evaluation for Group Work
In normal cases, each individual group member receives the same total score for the group work. However, in some cases, individual group members' scores will be adjusted depending on their efforts and contribution to the group work.

CLO	CLO2, CLO3
A+, A, A-	Very good to excellent ratings on some or all four criteria.
B+, B, B-	Good to very good ratings on some or all four criteria.
C+, C, C-	Fair to good ratings on some or all four criteria.
D+, D	Fair ratings on all four criteria.
F	Fail to present the project.

Group Project – Part 2: Video Storytelling Development

Each group is required to develop the strategic narrative they presented as a 2-3 minute video storytelling. Prior to submitting their project, each group will have the opportunity to discuss their storytelling development with their peers during in-class workshops and receive feedback.
The project is due 2 weeks after the last session (TBD) by 11:59pm HK time. In case of late submission, there is a penalty policy: minus 10% on the assessment per 24-hour block and project not graded if more than 72 hours late (meaning, student will receive an F for the assessment).

- **Group visual literacy: Relevance: Topic.** Did you develop a strategic narrative? Did you develop the strategic narrative you presented? Did you develop a video storytelling? (10 pts)
- **Group visual literacy: Substance: Development of a strategic narrative.** Is your story logically organised, easy to follow? Does your strategic narrative follow the rules of organisational storytelling as discussed in class? Have you considered the comments you received during your presentation? During the peer-feedback session? (25 pts)
- **Group visual literacy: Video making of the storytelling.** Did you use the relevant materials to develop your video storytelling (i.e., video editing software, audio, if applicable, graphics, pictures, video clips, etc.)? If applicable, do your multimedia elements work well together (audio synced to the visuals, background audio not overpowering the primary one, etc.)? Is your video properly lit, focused, and framed? Is your whole video the development of your strategic narrative? Is your video storytelling presented in a logical order? In your end

credits, do you properly reference and acknowledge any borrowed materials, like pictures or audio tracks? Is your video within the time limit (2-3 minutes)? (15 pts)

Peer Evaluation for Group Work
In normal cases, each individual group member receives the same total score for the group work. However, in some cases, individual group members' scores will be adjusted depending on their efforts and contribution to the group work.

CLO	CLO1; CLO3
A+, A, A-	Very good to excellent ratings on some or all three criteria.
B+, B, B-	Good to very good ratings on some or all three criteria.
C+, C, C-	Fair to good ratings on some or all three criteria.
D+, D	Fair ratings on all three criteria.
F	Fail to submit the project.

COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE

Oral literacy
Written literacy
Visual literacy

Weeks	Assignments	Teaching and Learning Activities
Session 1	♦ **Reading:** -Course outline	♦ **Overview of Course Outline** ♦ **Lecture/Discussion: What is Business Storytelling? 1 – Beyond Business Communication** Business Storytelling Map 1/2 (based on stories from Morgan & Dennehy, 1997-written literacy): Identify the main components of a story + Group activity + in-class debrief (storytelling analysis-Written + Oral literacy) Identify the 5 types of business stories + Group activity + in-class debrief (storytelling analysis) Identify the 9 business narrative forms + Group activity + in-class debrief (storytelling analysis)
Session 2		♦ **Lecture/Discussion: What is Business Storytelling? 2 – Tools 1** Business Storytelling Map 2/2 (based on stories from Morgan & Dennehy, 1997): Identify the elements of a story + Group activity + in-class debrief (storytelling analysis) Identify the 7 basic plots + Group activity + in-class debrief (story re-telling) Identify the structure of a story + Group activity + in-class debrief (storytelling analysis)
Session 3		♦ **Lecture/Discussion: What is Business Storytelling? 3 – Tools 2** Review of storytelling elements and structure: Group activity + in-class debrief (storytelling analysis of The LEGO Story) Define Aristotle's Principles (Logos, Pathos, Ethos) Group activity + in-class debrief (storytelling analyses of commercials) Group activity + in-class debrief (storytelling development)

		⬧ **Presentation of Grading Criteria for Preparatory Questions (PQ)**
Session 4	⬧ **Readings:** -Shaw et al. "Strategic Stories: How 3M is Rewriting Business Planning" -Case 9-603-062 "Managing Knowledge and Learning at NASA and the Jet Propulsion Laboratory (JPL)," Dorothy Leonard & David Kiron, Harvard Business School (rev. 2002) ⬧ **Answer Preparatory Questions (PQ)**	⬧ **Lecture/Discussion: Business Storytelling – From Data to Story** Discuss PQ: the differences and similarities between "soft" storytelling and data storytelling In-class storytelling analysis of the 3M article for elements and structure of a "strategic narrative" (Logos) Identify and define the differences and similarities between a strategic narrative and an academic essay **(review 1 for individual project—written literacy)** In-class storytelling analysis + Group activity + in-class debrief: the Mustang memo: how to write a strategic narrative following the Logos principle Group activity + in-class debrief: the Mustang memo: how to add visual data (e.g., charts, graphs) to "soft" storytelling ⬧ **Case Discussion:** 9-603-062 "Managing Knowledge and Learning at NASA and the Jet Propulsion Laboratory (JPL)," Dorothy Leonard & David Kiron, Harvard Business School (rev. 2002): Discuss PQ Group activity + in-class debrief (storytelling development: practice in creating and telling a story orally in class)
Session 5	⬧ **Readings:** -Technical Note 9-519-049 "Technical Note: Brand Storytelling," Jill Avery, Harvard Business School (rev. 2020) -Case 9-520-102 "Brand Storytelling at Shinola," Jill Avery, Giana M. Eckhardt, and Michael B. Beverland (rev. 2020) ⬧ **Answer Preparatory Questions (PQ)**	⬧ **Lecture/Discussion: Storytelling and Branding 1 – Define your Brand** Discuss PQ Group activity + in-class debrief (storytelling analysis of video commercials including music, visual elements, layout, editing) ⬧ **Case Discussion:** 9-520-102 "Brand Storytelling at Shinola," Jill Avery, Giana M. Eckhardt, and Michael B. Beverland (rev. 2020): Discuss PQ (analysis of strategic narratives: practice in analysing written stories using the essay format) ⬧ **Review 2 for individual project—written literacy: the essay conclusion**
Session 6	⬧ **Reading:** -Case 9-518-105 "Global Brand Management of Anheuser Busch InBev's Budweiser," Jill Avery, Harvard Business School (rev. 2020) ⬧ **Answer Preparatory Questions (PQ)**	⬧ **Detailed instructions for Group project – Part 1: strategic narrative oral presentation—oral and visual literacy** (to start after Reading Week) Instructions on designing effective slides for presentations with visuals ⬧ **Lecture/Discussion: Storytelling and Branding 2 – Brand Metaphors – Define your Brand** Define a metaphor and compare with a brand metaphor (based on the 7 brand metaphors by G. Zaltman) Group activity + in-class debrief (storytelling analysis of video commercials including music, visual elements, layout, editing) ⬧ **Case Discussion:** 9-518-105 "Global Brand Management of Anheuser Busch InBev's Budweiser," Jill Avery, Harvard Business School (rev. 2020): Discuss PQ Group activity + in-class debrief (storytelling development with visual components: practice in creating and telling a story orally in class with visual components)

Session 7	♦ **Readings:** -Bell & Leonard, "Digital Organizational Storytelling on YouTube" -Case KEL964 "The Hunger Games: Catching Fire – Using Digital and Social Media for Brand Storytelling," Mohanbir Sawhney & Pallavi Goodman, Northwestern Kellogg School of Management (2016) ♦ **Answer Preparatory Questions (PQ)**	♦ **Lecture/Discussion: Storytelling and Branding 3 – Inspire New Trends** Discuss PQ ♦ **Case Discussion:** KEL964 "The Hunger Games: Catching Fire – Using Digital and Social Media for Brand Storytelling," Mohanbir Sawhney & Pallavi Goodman, Northwestern Kellogg School of Management (2016) In-class analysis of visual storytelling (video clips and posters: practice in analysing stories with visual components including music, layout, editing) Group activity + in-class debrief (storytelling development with visual components: practice in creating and telling a story orally in class with visual components) ♦ **Group project-Part 1: Oral Presentation(s): Define your Brand**
Session 8	♦ **Reading:** **-**Auvinen et al., "Constructing leadership by storytelling" ♦ **Answer Preparatory Questions (PQ)**	♦ **Lecture/Discussion: Storytelling and Leadership 1 – Develop Ethos – Inspire your audience** Discuss PQ Group activity + in-class debrief (storytelling analysis of a filmed speech: practice in analysing a speech with body language elements) Group activity (storytelling development: practice in creating and telling a story orally in class) ♦ **Group project-Part 1: Oral Presentation(s): Develop Ethos**
Session 9	♦ **Reading:** -ACRC21/701C "Leading the Marriott Way," David S. Lee, HKU (2021) ♦ **Answer Preparatory Questions (PQ)**	♦ **Lecture/Discussion: Storytelling and Leadership 2 – Develop Ethos – Inspire your Team** ♦ **Case Discussion:** ACRC21/701C "Leading the Marriott Way," David S. Lee, HKU (2021): Discuss PQ Group activity + in-class debrief (analysis of written and visual storytelling: practice in analysing strategic narratives and video storytelling including music, visual elements, layout, editing) ♦ **Group project-Part 1: Oral Presentation(s): Build Trust in your Brand**
Session 10	♦ **Reading:** -9-519-046 "Brand Activism: Nike and Colin Kaepernick," Jill Avery & Koen Pauwels, Harvard Business School (rev. 2019) ♦ **Answer Preparatory Questions (PQ)**	♦ **Lecture/Discussion: Storytelling and Narrative Identity – Inspire Change** ♦ **Case Discussion:** 9-519-046 "Brand Activism: Nike and Colin Kaepernick," Jill Avery & Koen Pauwels, Harvard Business School (rev. 2019): Discuss PQ Group activity + in-class debrief (analysis of written storytelling: practice in analysing strategic narratives) ♦ **Group project-Part 1: Oral Presentation(s): Inspire Change** ♦ **Workshop on video editing software + detailed instructions for Group project – Part 2: Video Storytelling Development (visual literacy)**
Session 11	♦ **Individual Project due (storytelling analysis)**	♦ **Lecture/Discussion: Storytelling and Social Change – Inspire Change**

	♦ **Readings:** -Laufer, "Spinning stories" -PH7-011 "Coloring the Narrative: How to Use Storytelling to Create Social Change in Skin Tone Ideals," Eric Weinberger, Harvard T.H. Chan School of Public Health (2017) ♦ **Answer Preparatory Questions (PQ)**	Discuss PQ ♦ **Case Discussion:** PH7-011 "Coloring the Narrative: How to Use Storytelling to Create Social Change in Skin Tone Ideals," Eric Weinberger, Harvard T.H. Chan School of Public Health (2017) Group activity + in-class debrief (storytelling development: practice in creating and telling a story orally in class) ♦ **Workshop for group project – Part 2: Video storytelling development** Q&A session about project Instructions for peer feedback session (during session 12)
Session 12	♦ **Group project – Part 2: Video storytelling development:** First draft to be posted on Moodle	♦ **Workshop for group project – Part 2: Video storytelling development** Peer feedback session (see rubric provided)

REQUIRED/RECOMMENDED READINGS & ONLINE MATERIALS

The instructor will provide course materials on Moodle.

MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE

☐ conducting mid-term survey in additional to SETL around the end of the semester

☐ Online response via Moodle site

☒ Others: _____SETL_____ (please specify)

COURSE POLICY

• Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism and other forms of academic dishonesty are serious acts that erode the University's educational role and degrade the value of one's degree.
• All students should support and share responsibility for the academic integrity in the HKU community, as well as their own work. You are expected to:
  o   Refrain from cheating, plagiarism or other forms of academic misconduct
  o   Not to aid or abet others to commit any form of academic misconduct
  o   Report to teacher or the Faculty Office about any incident of academic misconduct observed
• Plagiarism and cheating are extremely serious intellectual crime and will not be tolerated to any extent in HKU. Any act of plagiarism or cheating is a disciplinary matter that can result in serious consequences, including expulsion from the University.
• Please check the University Statement on plagiarism on the web: http://www.hku.hk/plagiarism/. Please also be familiar with the HKU regulations and policies on attendance, absence, examination, and copyright (e.g., HKU Undergraduate Student Handbook).

ADDITIONAL COURSE INFORMATION

I will send announcements about course schedules, assignments, and readings via Moodle. Lecture slides and videos will be posted on Moodle after each lecture, but I will not send separate announcements about them. Readings and assignments will be available on Moodle one week before the discussion.
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