



Storytelling to Influence

Pathways to a Healthy Kansas

BCBSKS

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Agenda

Session 1:

- The power of stories
- Magical Science of Stories

Session 2:

- Structure of stories
- Tips for making stories compelling
- Analogies

Session 3:

- Types of stories
- Getting ideas for a story
- Using templates for story types

Session 4:

- Finding stories
- Sharing stories
- When to use a story

Session 1






Before we begin...



Let me tell you a story.



Experience is
the best
teacher.

A compelling
story is a
close second.

Why are stories so effective?

- With your group, brainstorm ideas on your whiteboard.
- Save your answers and also write them in your workbook.
- Spokesperson for your group will share with the larger group.



The six most powerful
words in any language:

**"Let me tell you a
story."**

Why are stories so effective?

1.
Simple

2.
Timeless

3.
Demographic
proof

4.
Contagious

5.
Easy to
remember

6.
Inspire

Evokes
emotions

Storytelling and the Brain

HOW STORYTELLING AFFECTS THE BRAIN

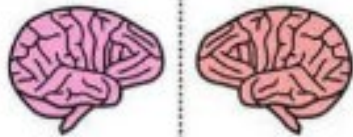
NEURAL COUPLING

A story activates parts in the brain that allows the listener to turn the story into their own ideas and experience thanks to a process called neural coupling.



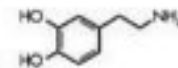
MIRRORING

Listeners will not only experience the similar brain activity to each other, but also to the speaker.



DOPAMINE

The brain releases dopamine into the system when it experiences an emotionally charged event, making it easier to remember and with greater accuracy.



CORTEX ACTIVITY

When processing facts, two areas of the brain are activated (Broca's and Wernicke's area). A well-told story can engage many additional areas, including the motor cortex, sensory cortex and frontal cortex.



Stories:
**A place where
facts meet
feelings!**

The Magical Science of Storytelling: David JP. Phillips



<https://www.youtube.com/embed/Nj-hdQMa3uA>

What caught your attention?



- With your group, identify the salient points of this video.
- Write them on your whiteboard and in your workbook.
- Your spokesperson will share your thoughts with the larger group.

What do you want?



FACTS TELL;



STORIES SELL.



What are you selling?



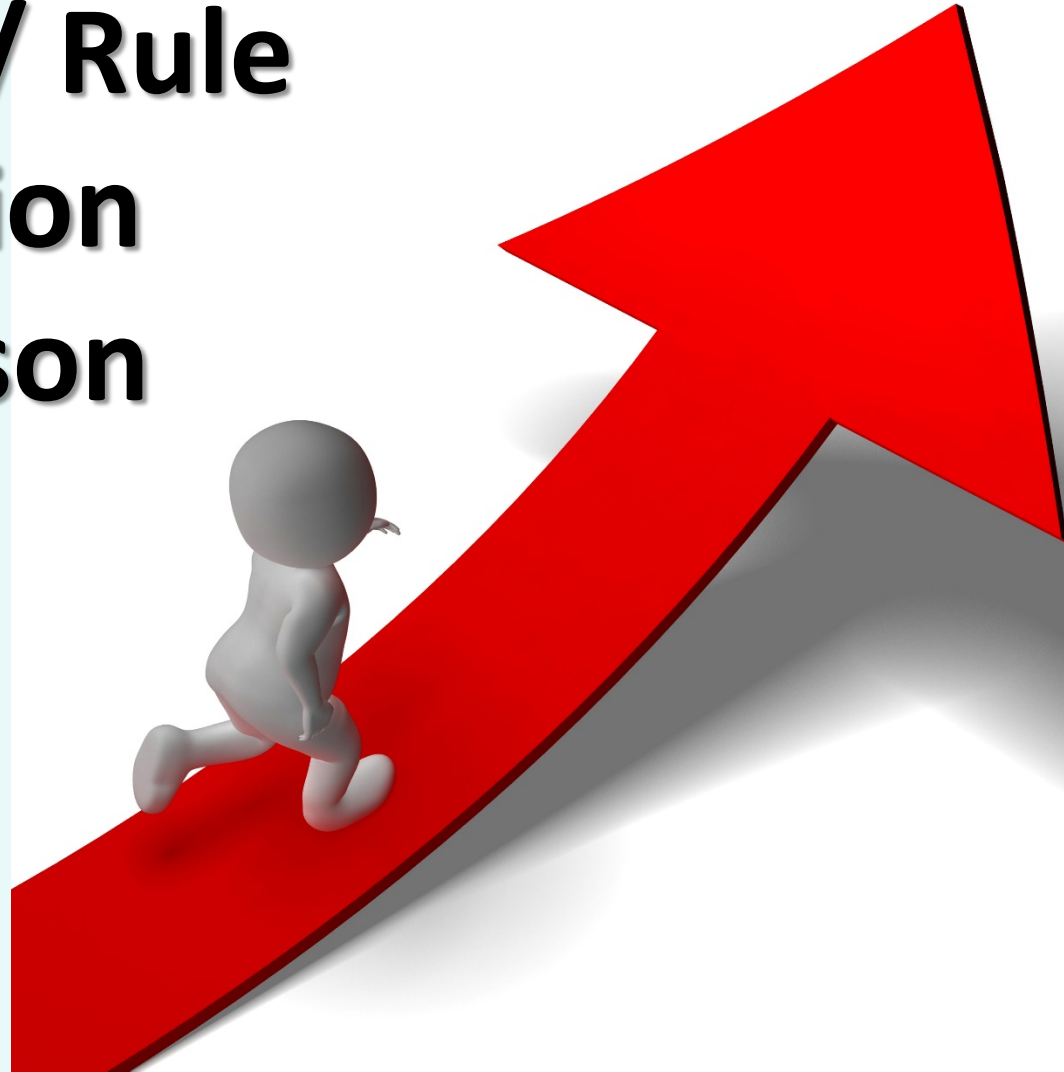
Session 2



**It's the lessons
contained in the story
that we remember, not
the bits and bullets.**

Base of all Stories: Message

Value / Rule
Action
Lesson



Structure of a Story

SHOES, Please!



SHOES, Please

Situation

- What is the context, the problem to be solved?

Hero

- Who is the central character?

Obstacle

- What must be overcome, or who is the villain?

Explore

- What was the path to the solution, what was tried and didn't work, what were the challenges along the way?

Solution

- What was the success, the win, the breakthrough?

Please

- What is the ask, the moral of the story, what do you want people to remember or to do?

Applying the SHOE, Please

Situation

- I wanted to provide a best practices conference as a way of sharing best practices and to reward excellence with a fun trip.

Hero

- Me

Obstacle

- Cost. Budgets were tight.

Explore

- RD's very busy. Didn't look at written proposal.

Solution

- Used a story of the turn around in effort and motivation when we sent a marginal employee to a conference.

Please

- Dedicate some of your budget to the project!

**No conflict =
No curiosity =
No interest!**

Identifying the Shoes, Please

- Go to your Breakout room and quickly assign parts to group members (roughly equally).
- Each person will be responsible for watching their assigned part when I play the video.
- *The person who gets the "Please" part will provide a moral for the story (i.e., what lesson is being taught.)*



<https://www.youtube.com/embed/x-Bpoj5fZr0>

Identifying the Shoes, Please



- After watching the video, return to your group and together, complete the SHOES, Please worksheet.
- Be prepared to explain your worksheet to the larger group.

Try it!



- Your group will be assigned a topic.
- Use the SHOES, Please model to sketch out a story.

Practice:

Assume that your group has successfully completed one of the following pilot projects. You would like to see the project extended to reach more people, but you need funding.

Or, write a second story about your county's project.

Use the SHOES, Please to sketch out a story.

Projects:

A healthy, budget-friendly cooking class for seniors.

A safe playground for children that integrates durable exercise equipment for adults to use while supervising their child.

A campaign to reduce smoking and vaping in adolescents.

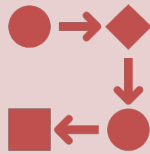


A story is
NOT
the icing on the cake,

the story
is
the cake!

Peter Guber

Assignment



Use the SHOES, Please to sketch out a story that is relevant to you.



Be prepared to share your short story with your group when you return.



Storytime !!



- ❖ Share your story outline with your group.
- ❖ Select one outline to share with the large group.



Session 3



**Wake me up
when the data
is over.**

Eight Types of Stories*

Springboard stories

Communicate who you are

Transmit values

Communicate who the firm is

Build collaboration

Neutralize the grapevine

Share knowledge

Lead into the future

* As identified by Stephen Denning

Springboard Story

Objective

Communicate complex ideas;
spark action.

Change management

The story must:

Describe how a successful change was implemented in the past, but allows listeners to imagine how it might work in their situation.

Conditions

- True
- A single protagonist – typical of the audience
- Focuses on a positive outcome

Needs to:

Avoid too much detail.
Not distract the audience from their own challenge.

**Our history is who we are.
Telling our stories of our
values, our successes and
our failures can influence
our business directions
and build a brand.**

Build Collaboration

Objective

Teambuilding.
Sense of common purpose /
community.

Conditions

- Moving
- Interesting
- Story about something listeners also have stories

The story must:

Recounts a situation that listeners have also experienced and that prompts them to share their own stories about the topic.

Needs to:

Be told with the context.
Create a shared basis for action.

**To change an
organization,
you have to
change
its stories.**

Sources of Stories

Two or three lines from someone else. Usually taken from a respected person.

Quotes

Analogies

A comparison between two things for the purpose of clarification or explanation.

A story with a hidden, deeper meaning.

Parables

Testimonials

A customer's story about their experience with a product or service or the consequence of not having the product or service.

Description of what happened.

Historical

Personal

Story about your own experience.

Use the SHOES, Please structure



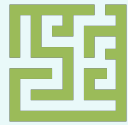
Using Quotes

How do you find a good, relevant quote?

Why use an analogy:



The shortest story!



**Makes difficult
concepts easier to
understand.**



**Creates a picture for
the listener.**



Increases recall.



Creates curiosity.



Stimulates thinking.

Points about analogies

1

Comparison between two things to make a point.

2

Metaphors and similes are used to create an analogy.

3

Simile = Like

4

Metaphor = Is

5

Metaphor is more direct

When to use an analogy:

To explain complex or new ideas.

Helps others understand difficult to imagine ideas.

As a cautionary tale.

Lessons from the past.

To speed up or get a decision un-stalled.

People see a problem in a new way and generate creative solutions.

Steps to creating an analogy:

1. Select an image / object.
2. With your group, brainstorm aspects of the image or object: i.e. characteristics, traits, purpose.
3. Look for aspects that are shared with your message / object / event / situation, etc.
4. Use the shared aspect to make a point.



Writing an analogy:

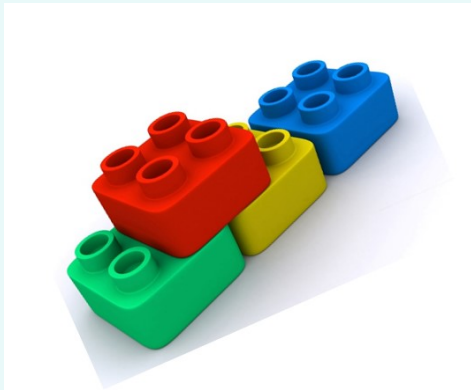
Image:



Message:

It's not easy but it's worth it.

Exercise: Creating analogies



Creating an analogy.



- Case: You want to persuade an organization to invest money and time in a community project such as new playground for children.
- Choose a different image and create an analogy that will help your listener feel see the importance of such an investment.
- Be prepared to share with the larger group.

Butterfly in the garden



Identifying the Shoes, Please

- With your group, identify a lesson in this story.
- How might you apply that lesson to a project to influence buy-in?



Parables



The Story of the
Mexican
Fisherman

<https://www.youtube.com/embed/onNvoVhqUS0>

Identifying the Shoes, Please



- How might you use the lesson to increase buy-in for a project you are working on?

An inventory of stories



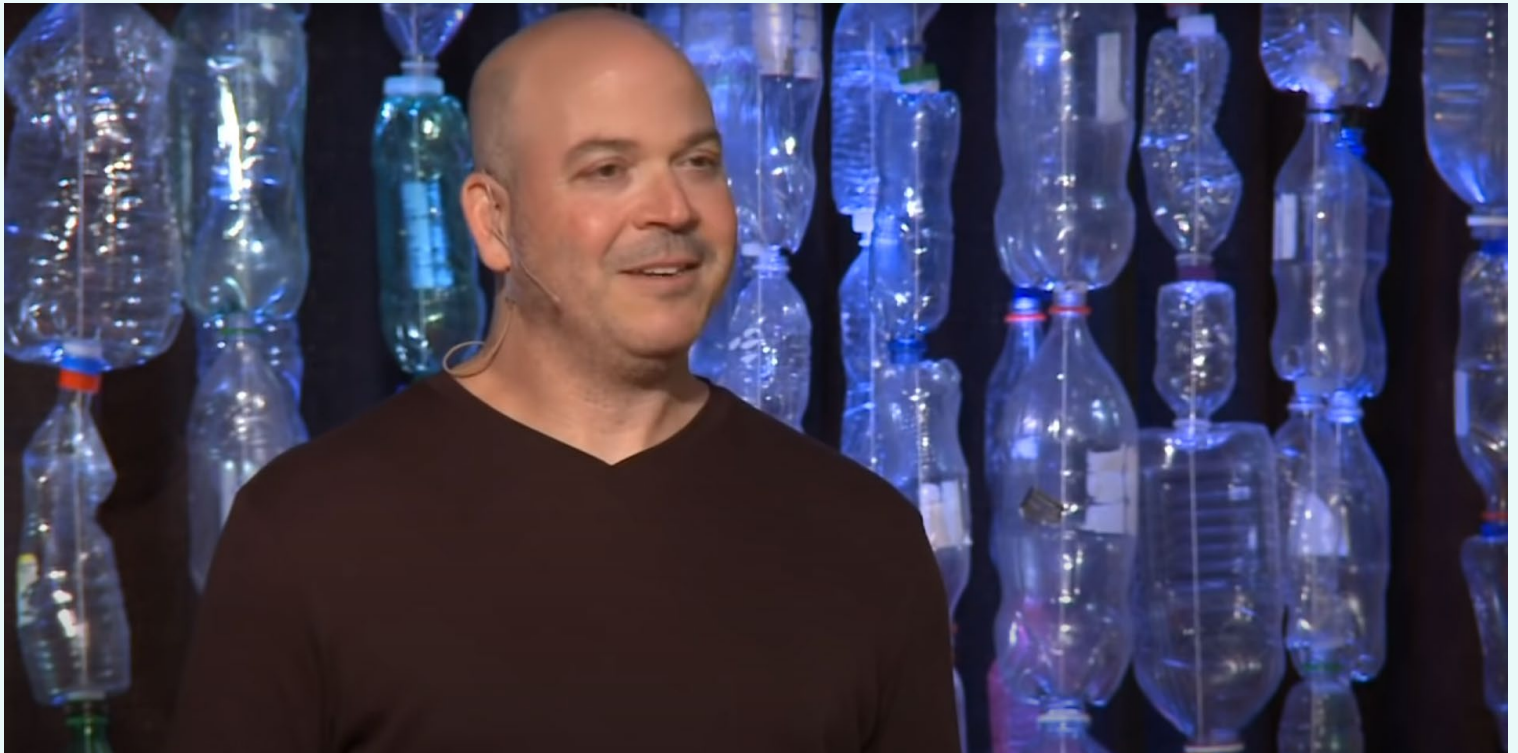
- A quick search on the internet for inspiring
- stories will help you begin building your personal inventory of favorite stories to use a parable.
- Another great source is Aesop's Fables or any children's story.



Session 4



A writer's secrets to catching creative ideas: Brad Herzog



<https://www.youtube.com/embed/Ln1ggxYoh2g>

What caught your attention?



- With your group, identify the salient points of this video.
- Write them on your whiteboard and in your workbook.
- Your spokesperson will share your thoughts with the larger group.

Finding stories: Creating your personal inventory

Brainstorm the list of nouns that are important to you: people, places and things that have shaped your life. Write them on a piece of paper.

People:

Write your name in the center of the paper and start drawing out types of relationships: family, friends, coworkers, and so on.

My map of stories



**Sister:
Dorissa**

Downsview
Library
Mighty
Mouse
Cancer
Dad
Collin

Paula

Cupcakes

Time
Mia
Running
Clean house

Cancer
Fun
Generosity

**Friend:
Pam**

**Friend:
Maureen**

OCD
NY
Story
telling

**CoWorker:
Susan**

Finding stories: **Creating your personal inventory**

Places:

Recall places that matter to you: the middle school hallway; the soccer field; the public library; that mountain, etc.

Things:

Take note of objects or items that have symbolic meaning in your life: gifts, awards, books – any items you loved.

Finding stories: Creating a personal inventory



Begin building your inventory



of stories



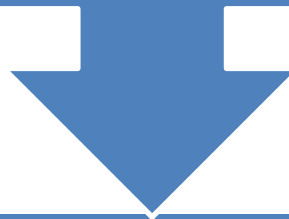
BEFORE



you need them.

Job Aid

Review the story writing template in your workbook.



You won't use all of it when writing a story but if you refer to it while writing, you are guaranteed to write a better story.

Write a story



- With your group, select a story type.
- Write a story that serves the purpose of that story type.
- Use the template for story writing in your workbook as an aid.
- Be prepared to share that story with the larger group.

Assignment:

- Think of a situation in which you would like to influence a decision.
- Choose the story type that matches your intended outcome.
- Use the template in your workbook to help construct your story.
- Write a story to accomplish that outcome.

Assignment:

- ❖ Think of a situation in which you would like to influence a decision.
- ❖ Choose the story type that matches your intended outcome.
- ❖ Use the template in your workbook to help construct your story.
- ❖ Write a story to accomplish that outcome.



Wrapping up

**Stories build bridges.
When the story ends
and the teller's voice is silenced,
the bridge between
teller and listener
remains.**

Elaine Blanchard

Bonus Session



Sharing your story

- In your group, share your story.
- Choose one to share with the larger group.



Perform It: Steps*



In performing the story, the storyteller relives the story and makes it fresh.



The storyteller should try to find a story that works well at all levels of the organization.



Once you find a story that works, keep using it.

Perform It: Steps*



Keep in mind that it's storytelling, more than the story, that has the impact.



Recognize that the protagonist may not be the best person to tell the story.



Recognize that you become a better storyteller through practice.

Perform It: Steps*



Recognize that initially the audience may not be listening and that you may need to get their attention.



Talking about the listeners' problems is one way of getting their attention.



Another way of getting their attention is by telling the truth about yourself – reveal a vulnerability.

Perform It: Steps*



The object of the storyteller is to enable the listeners to discover the truth for themselves.



Recognize that organizational storytelling is about telling authentic stories.

* Steps taken from Denning, S. (2004)
*Squirrel, Inc.: A fable of leadership
through storytelling.*

Independent Learning

- ❖ Denning, S. (2004) *Squirrel Inc.: A fable of leadership through storytelling*.
- ❖ Denning, S. (2007) *The Secret Language of Leadership*.
- ❖ Guber, P. (2011) *Tell to Win*.
- ❖ Karia, Akash (2015) *TEDTalks Storytelling*.
- ❖ Khoo, Valerie (2013) *Power Stories*.
- ❖ Smith, P. (2012). *Lead with a Story*.
- ❖ Mathews, R., and Wacker, W. (2007). *What's your story?: Stories to move markets, audiences, people, and brands*.
- ❖ Simmons, Annette (2007). *Whoever Tells the Best Story Wins*.
- ❖ Wortman, C. (2006) *What's your story?*