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A Review of Narrative Methodology

M. Mitchell and M. Egudo

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Land Operations Division
Systems Sciences Laboratory

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ABSTRACT

This annotated bibliography focuses on the various approaches to studying narrative. It covers the approaches to narrative in an interdisciplinary manner, including the fields of psychology, sociology, linguistics, philosophy, anthropology, organisation studies, and history. Narrative is an interpretive approach in the social sciences involving storytelling methodology. The story becomes an object of study, focusing on how individuals or groups make sense of events and actions in their lives. The theoretical underpinnings to narrative approaches are outlined as are the applied benefits of storytelling such as how narrative conveys tacit knowledge, how it can enable sense making, and how it constructs identity. The study aims to explore the potential of narrative as a research tool for enhancing Army's understanding of knowledge acquisition in the context of Battle Command Training.

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A Review of Narrative Methodology

Executive Summary

This bibliography outlines how the narrative approach can be used as an alternative for the study of human action. Narrative is an interpretive approach in the social sciences and involves using storytelling methodology. The story becomes an object of study, focusing on how individuals or groups make sense of events and actions in their lives. Researchers capture the informant's story through ethnographic techniques such as observation and interviews. This method is said to be well suited to study subjectivity and the influence of culture and identity on the human condition.

The literature search has covered topics ranging across narrative, narrative theory, the use of storytelling and sense making. The search highlighted a growing trend in the use of the narrative approach across disciplines such as psychology, sociology, anthropology, linguistics, organisation studies and history. Key search terms used were: 'narrative', 'storytelling', 'sense making', 'narrative and organisation', 'narrative and organisation studies', 'stories', 'discourse analysis', 'organisation learning', and 'organisation decision making'. Articles on historical narratives and narrative therapy in psychology were excluded, as they were not relevant to the study. Articles on organisation studies focusing on change, culture, identity and tacit knowledge transfer through story were found useful in the research. The study aims to explore the potential of narrative as a research tool for enhancing Army's understanding of knowledge acquisition in the context of Battle Command Training.

This bibliography therefore provides a substantial reference point to review the literature regarding this methodology. References in the bibliography allow researchers to identify with ease the theoretical grounding to the approach, and review alternative positions to the study of narrative. The case studies included provide examples of how research is conducted within this field, and thus the bibliography can act to support researchers in developing this research tool for understanding the context of formal and informal learning within training arenas. Furthermore, it can serve as a reference point for others seeking to adopt a narrative investigation. Case studies of narrative in organisational studies demonstrate how narrative can be used to effect cultural change, transfer complex tacit knowledge through implicit communication, construct identity, aid education, contribute to sense making, act as a source of understanding, and study decision making.

This review of storytelling positions narrative research largely within the postmodernist paradigm. Postmodernism came into use during the late 20th century, and questions the modernist philosophical assumptions of rationality and universal truth, and the application of scientific empirical methods to problem solving. Instead, postmodernism emphasises that knowledge is value-laden, and reality is based on multiple perspectives, with truth grounded in everyday life involving social

interactions amongst individuals. Context plays a crucial role in the social construction of reality and knowledge. Its criticism of the modernist or positivist (empirical, rational) paradigm is based on the concept of social representation. Postmodernism is said to account for this limitation in modernism by acknowledging that stories told through language as the medium are constitutive of reality. Postmodernism emphasises the social nature of knowledge creation.

There is some indication that the narrative approach is gradually gaining recognition in various disciplines including those outside the social sciences. The approach is said to enable capture of social representation processes such as feelings, images, and time. It offers the potential to address ambiguity, complexity, and dynamism of individual, group, and organisational phenomena.

Authors

Matthew Craig Mitchell
Land Operations Division

Matthew Craig Mitchell has a Bachelor of Social Science from Adelaide University, South Australia. Matthew was an Industry Based Learning student at DSTO in 2001-2002. He assisted the Battle Command Task through work involving decision making, military learning, literature reviews and narrative analyses, to support the Australian Army.

Margaret Egudo
Land Operations Division

Margaret Egudo has a BA (Hons) in Political Science and Public Administration (Makerere, Uganda), a Graduate Diploma in Education (Monash) and an MBA (Central Queensland). She worked as Lecturer at Monash University and was a Senior Analyst at the Centre for Army Lessons (Puckapunyal) before joining DSTO in 2002.

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1. Introduction

This bibliography covers a range of literature on the topics of **narrative, narrative theory**, the use of **storytelling** and **sensemaking.** There is a growing interest in narrative across fields such as psychology, sociology, anthropology, linguistics, organisation studies and history. The entries explore the trend for increased use of narrative in each of these fields, and explicate why narrative is often a relevant and significant alternative approach for study. Also included is an outline of the historical background and a range of theoretical foundations leading to the development of this approach.

In outlining the positioning of **narrative research**, some articles refer to a development of narrative methodology as an extension of literary theory, or arising from narrative theory, an extension of ethnography, or even developing out of psychoanalysis. Other theoretical distinctions repeatedly drawn out are those of modernist thinking in comparison with the basis and consequences of more recent trends (Addleson, 2000, Craig-Lees, 2001). Several authors argue that either postmodernist thinking or social constructionism not only accounts for the criticisms of modernist thinking, but forms a basis for the application and understanding of narrative (Gergen, 1998). Social constructionism calls for a grounding of knowledge in the context of its social interaction. It emphasises the social and cultural nature of narrative discourse.

Postmodernism succeeded the modernist philosophy that assumes rationality and universal truth, and application scientific empirical methods to problem solving (Engholm, 2001). Postmodernism, which came into use during the late 20th century, questions the notion of "objective truth" espoused by previous empiricist and realist approaches. This philosophy emphasises "contextual construction of meaning and the validity of multiple perspectives; knowledge is constructed by people and groups of people; reality is multiperspectival; truth is grounded in everyday life and social relations; life is a text but thinking is an interpretive act; facts and values are inseparable; and science and all other human activities are value-laden" (Ferrier, 1998).

In terms of applied aspects of narrative, many of the articles provide case studies for the use of narrative, particularly for **organisational science**. These entries show how narrative can be used to gain insight into organisational change, or can lead to cultural change (Faber, 1998; Boje, 1991; Beech, 2000). Storytelling can help in transferring complex tacit knowledge or can also serve as a source of implicit communication (Ambrosini and Bowman, 2001; Linde, 2001,). Other aspects include: how narrative constructs identity (Czarniawska, 1997), how narrative can aid education (Abma, 2000; Cox, 2001), how stories contribute to sensemaking (Gabriel, 1998) and how narrative may act as a source of understanding (Cortazzi, 2001). Narrative may also provide insight into decision making (O'Connor, 1997) or the processes of knowledge transfer (Darwent, 2000). Through stories, narrative becomes an instrument to construct and communicate meaning and impart knowledge. Stories told within their cultural contexts to promote certain values and beliefs can contribute to the construction of individual identity or concept of community.

Narrative is inherently multidisciplinary, and is an extension of the interpretive approaches in social sciences. Narrative lends itself to a qualitative enquiry in order to capture the rich data within stories. Surveys, questionnaires and quantitative analyses of behaviour are not sufficient to capture the complexity of meaning embodied within stories. Traditional scientific theory adopts a rational and empirical approach to achieve an objective description of the forces in the world, and scientists attempt to position themselves outside the realm of study to observe. In this way traditional science falls within a positivist notion, dealing with random samples and statistical analyses. In contrast, using the story metaphor, people create order and construct texts within particular contexts. Narrative analysis then takes the story itself as the object of study. Thus the focus is on how individuals or groups make sense of events and actions in their lives through examining the story, and the linguistic and structural properties (Riessman, 1993).

This approach to study, whereby researchers tell the informant's story, is not new to qualitative sociology. Sociology has had a history of ethnographic study. Similarly anthropology has employed ethnographic approaches and examined narratives in the form of life histories (e.g. the study of informal life stories of American Indians as early as the 19th century) (Riessman, 1993). However, narrative differs from ethnography and textual analysis.

With ethnography the first person accounts are intended as realistic descriptions, and as an alternative format from other scientific descriptions. Thus it is the events described and not the stories created that are the object of investigation. Language then is viewed as a medium that reflects singular meanings. Under the narrative movement and criticisms of positivism, language is seen more as deeply constitutive of reality, not merely a device for establishing meaning. Stories do not reflect the world 'out there', but are constructed, rhetorical, and interpretive (Riessman, 1993).

There is some focus on textual analysis in social science, e.g. hermeneutics[1], and conversational[2] and discourse analysis[3]. In sociology and psychology the question of textual objectivity has been challenged by social constructionism (Gergen, 1998) and is encouraging many to examine language. Narrative analysis differs from both ethnography and textual analysis by an interpretive thrust. It has to do with 'how protagonists interpret things' (Bruner 1990, pp. 51). The approach is well suited to study subjectivity and identity largely because of the importance given to imagination and the human involvement in constructing a story. For sociologists narratives also reveal much about social life or culture, as culture speaks through a story. By seeing how people talk, researchers can

[1] Hermeneutics is used as a general term to describe the science of interpretation. It is concerned with the meaning of a text and provides the philosophical grounding for interpretation.
[2] Conversation analysis is a methodology for studying naturally occurring conversation, which avoids categorising content but examines the interaction of speech and context.
[3] Discourse analysis is a methodology concerned with language use beyond sentence and utterance in dialogue.

analyse how culturally contingent and historically contingent the terms, beliefs and issues narrators address are (Rosenwald, and Ochberg, 1992).

The traditional research model has largely seen the area of academia as providing the developments in research strategies, while practitioners of disciplines in the social sciences received the wisdom of how good research should be done. What has long been the case however is that psychotherapists, or other social science practitioners, have in their work with individuals dealt with people's stories. They deal with case histories, use narrative explanations for their clients' behaviour, and even work with the clients' narratives of their experiences in a therapy setting (Polkinghorne, 1988).

This is evidence of how narrative has been useful in the applied fields of social sciences. Taking the point raised by Polkinghorne (1988) is the assumption that practitioners could in fact provide some knowledge towards epistemology or methodology to the academics, thus opening up a research paradigm which has now been adopted by the many people embracing narrative methods.

Looking at the history of psychology, early investigations showed an interest in the lives of individuals. In particular, the Freudian tradition was concerned with taking patient's memories and dreams and forming a coherent narrative to understand the patient's life. With behaviourism and a positivist approach, attention was drawn to behaviours and measurable data and as such references to narratives were dropped. By the 1960s psychology became open to the investigation of cognitive processes and human experience. Attention to experience is part of the rekindled interest in narrative, which has occurred since the move to cognitive psychology, and views narrative as reflecting a cognitive structure (Polkinghorne, 1988).

In psychoanalysis through dealing with clients, therapists listen to individuals' narrations of their lives and transform these narrations into alternative narratives that are more adaptive, more coherent and functional (Polkinghorne, 1988). In the clinical literature there is reference to illness narratives, life stories and narration in psychotherapy (Riessman, 1993). The adoption of narrative therapy undertaken by practitioners involves the patients' stories or discourses about their experiences, which is taken as being reflective of their identity. Narrative therapy then works with clients in order to shift the dynamics of this narrative to achieve more socially functional behaviour.

The field of history has been concerned with narrative descriptions of past events, and interpretation has been the principal basis for organising and explaining the data. This has led to much debate over the status of history as a formal science. Though a philosophical view has seen historical writing not as demonstrative discourse to be assessed by formal logic but rather as narratives representing the real past, where historical narratives are a construction of a story about reality rather than a direct representation of reality. In this way historical narrative differs from fictional narrative because there are documents and evidence of events, yet the narrative is a literary reconstruction of events including the ideological perspective of the author and culture (Polkinghorne, 1988). In this way, history

may provide a model for social sciences. Gergen (1973) proposes that approaches of historians could enhance the understanding of social psychology. He suggests that history is sensitive to causal sequences over time and is subject to the social attitudes of different cultural settings.

Literary theory has also focused on the study of narrative, being one of the disciplines most focused on narrative investigation. Literary theorists examine narrative as it occurs in both spoken and written fictional stories, studying the structural components that produce meaning and examining the functions of the reader and the author in the transfer of this meaning. Literary theorists have drawn from insights in linguistics, anthropology and cognitive science, thus emphasising the interdisciplinary nature of narrative. Early work such as that by Northrup Frye involved inductive methods, investigating common themes that appear in individual stories. In contrast, structural analysts adopted a deductive method, with the application of language models to literature leading to the literary science called "narratology". Much of this work built on that of Claude Levis Strauss and Vladimir Propp (Polkinghorne, 1988). Focus has shifted from the interpretation of individual literary works to showing how understanding and truth is communicated through narrative expression (Polkinghorne, 1988).

The term "narratology" was invented by Todorov in 1969, and was seen as becoming a new legitimate scientific study (Riessman, 1993). Narratology was born with structuralism in literary criticism. Structuralism saw the application of language models to literature and revolutionised the study of narrative. Borrowing methods from linguistics it made literary study more rigorous and systematic. Literary elements were explained by their placement in a network of relations, rather than adopting the cause and effect model of traditional (empirical and rational) science (Polkinghorne, 1988).

Literary theory, in a move to a more scientific approach, borrowed from structural linguistics to attempt to uncover a narrative grammar that would generate all possible narratives. Another approach is the use of a communication model, where, rather than focus on only the structure of a text, the writer and reader also function as a part of a communication event as individuals understand narrative text.

Turning to linguistics, particularly socio-linguistics, researchers have developed out of studying narratives an understanding of life stories or self narratives. Life stories are social constructions; they are social in that they are exchanged between people; they are oral and told between people. As such life stories are a linguistic unit involved in social interactions they are products of culture, in their content and form (Linde, 1993).

Socio-linguists then study text structure and linguistic forms to see what makes life stories coherent. Discourse analysis looks at the structure of stories, and descriptions of narratives to see what brings coherence to stories. Particular examination of the lexicon and grammatical features also helps to see where cohesion comes from. The ethno methodological approach of conversation analysis also looks at how the structure of interaction and communication is created by the actions or speech processes of the

participants. Finally socio-linguists examine temporal order as a means of examining narrative cohesion. This can be seen from the Labovian view that narratives are a sequence of past tense main clauses, where the order of the clauses is presumed to follow the order of events (Linde, 1993). It is this presupposition which enables the story teller to create a temporally continuous and coherent narrative.

Key search terms used were: "narrative", "storytelling", "sense making", "narrative and organisation", "narrative and organisation studies", "stories", "discourse analysis", "organisational learning", and "organisational decision making". More specific search fields yielded far too few results. Articles concerning narrative therapy in psychology, which has a similar theoretical basis, were not included as the approach is not particularly relevant to the current study that involves examining what underpins skill acquisition processes in a Command Post environment. Similarly articles referring to historical narratives have been excluded, particularly as this topic is covered in several of the more theoretical papers. In view of our current application of narrative methods many of the entries concern organisational studies, where the focus is on implementing organisational change and understanding the culture, identity and tacit knowledge transfer through story.

Several methodologies are outlined in what follows. Whilst not all are in line with the approach taken in this study, they are all premised on the same theoretical power of stories. It has been important to include these other methodologies as a contrast for the possibilities available and to situate this study within this genre of research. Particularly relevant are works by some of the prominent writers such as Boje (1998), Czarniawska (1997), Darwent (2000), Denning (2000), and Franzosi (1998).

While acknowledging limitations of the narrative approach, it is gradually gaining recognition in disciplines outside the social sciences. The narrative approach of analysing interviews is posited to have the ability to capture social representation processes such as feelings, images, and time. Narrative offers the potential to address ambiguity, uncertainty, complexity and dynamism of individual, group, and organisational phenomena. Narrative analysis can be used to record different viewpoints and interpret collected data to identify similarities and differences in experiences and actions. Stories are presumed to provide a holistic context that allows individuals to reflect and reconstruct their personal, historical, and cultural experiences (Gill, 2001). Stories are essentially individual constructs of human experience, and have limitations that may affect objectivity in presentation. The use of other approaches to complement the storytelling technique has been recommended.

2. References

Abma, T.A. (2000), Fostering learning in organizing through narration: Questioning myths and stimulating multiplicity in two performing arts schools, *European Journal of Work and Organizational Psychology*, 9(2), 211-231.

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Ambrosini, V. and Bowman, C. (2001), Tacit knowledge: Some suggestions for operationalization, *Journal of Management Studies*, 338(6), 811-829.

Beech, N. (2000), Narrative styles of managers and workers: A tale of star-crossed lovers, *Journal of Applied Behavioural Science*, 36(2), 210-228.

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Gergen, K.J. (1973), Social psychology as history, *Journal of Personality and Social Psychology*, 26(2), 309-320.

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O'Connor, E.S. (1997), Telling decisions: The role of narrative in organizational decision-making, in Z. Shapira (ed.), *Organizational decision making*, New York, Cambridge University Press, 1996, 304-323.

Polkinghorne, D.E, (1998), *Narrative knowing and the human sciences*, Albany, NY, State of New York University Press.

Riessman, C.K. (1993), *Narrative analysis*, Newbury Park, CA, Sage.

Rosenwald, G.G. and Ochberg, R.L. (eds.) (1992), *Stories lives: the cultural politics of self-understanding*, New Haven, CT, Yale University Press.

3. Resources

Abma, T.A. (2000), Fostering learning-in-organizing through narration: Questioning myths and stimulating multiplicity in two performing arts schools, *European Journal of Work and Organizational Psychology*, 9(2), 211-231.

Abstract:
This article is based on the concept of "learning in organising," and tries to capture how groups moving through time and space gain knowledge and understanding of issues, by "storying" their experiences. Learning in this sense is not just concerned with the individual, but the collective and relational processes involved as well. Furthermore learning displays different patterns for the various stages of organising. In particular two patterns of organising emerge: stages of relative stability and those of change. Learning during stability is said to be problem driven or monitoring behaviour. Periods of change see learning as a process where myths and predefined rules are questioned, due to conflicting narratives told by actors in the group and consequently a redefinition of the situation occurs. Abma outlines the theoretical background to such an approach, and provides a practical grounding through a case study concerning making self-care a public issue within two performing arts schools. Thus it is demonstrated how transformational learning may occur using social actors' shared reflexive dialogues, when inherited narratives are not adequate.

Addleson, M. (2001), Stories about firms: Boundaries, structures, strategies, and processes, *Managerial and Decision Economics*, 22, 169-182.

Abstract:
Contemporary approaches to enriching the economic theory of firms are explored. The article outlines how conventional theory has been disappointing in its efforts to enrich economic theory. In a search for a post-modern approach to the firm, it explores how those search efforts are reshaping the conventional neoclassical economic theory with a new narrative. Viewing firms as social institutions, different concepts of firms and markets emerge. With postmodernism, the clearly defined boundaries of the firm have diminished and instead they are considered to be grounded in social discourse. A theory that excludes relationships is considered unsatisfactory. Addelson proposes adopting an interpretive institutional approach to firms and markets, and the accompanying narrative.

Addleson, M. (2000), What is good organization?: Learning organizations, community and the rhetoric of the "bottom line", *European Journal of Work and Organizational Psychology*, 9(2), 233-252.

Abstract:
The question of how to know when an organisation is working well is examined by adopting a narrative view of organisation. Currently the approach most often used is the rhetoric of the "bottom line" of efficiency. This bottom line assessment carries with it the suggestion that only the views of experts are worthwhile in making assessments of organisations. Adopting a social constructionist approach, the metaphor of a learning organisation challenges conventional thinking and the bottom line approach. Furthermore this approach sees organisations as involving social interactions and grounded in conversation. This article examines the argument for adopting such a different approach to organisation, and concludes that the two approaches have different sets of values as a basis for what makes a good organisation. It is also hard to see how an approach to management could merge both the learning narrative and the bottom line.

Ainsworth, S. (2001), Discursive analysis as social construction: Towards greater integration of approaches and methods. Conference paper.
http://www.mngt.waikato.ac.nz/ejrot/cmsconference/2001/Papers/ConstructionKnowledge/Ainsworth.pdf
Accessed: 05/06/02.

Abstract:
The object of the study is the construction of an "older worker" identity. This is discussed in the context of broader notions of age, gender, unemployment and development of government labour market policies. The research adopts a critical theory orientation to analyse the construction of identity (age and identity), and aims to contribute to the debate on struggles for recognition of difference. It highlights the challenging and complex situations people find themselves in, particularly the effects of power relations and socio-economic factors. It adopts reflexive and interpretive styles in analysis of discourse, and applies a range of methods in order to understand the complexity involved in the social construction of identity. While basing its analysis on critical theory, it also acknowledges the social constructivist and interpretivist methods.

Ambrosini, V. and Bowman, C. (2001), Tacit knowledge: Some suggestions for operationalization, *Journal of Management Studies*, 38(6), 811-829.

Abstract:
A resource based view of the firm and examination of core competencies has recently developed in organisations. Tacit knowledge is argued to be a critical resource central in the development of a sustainable competitive advantage. To sustain a competitive advantage requires resources that are difficult to transfer or replicate, i.e. idiosyncratic. Tacit knowledge is seen to posses these qualities and thus is an important phenomenon to study. Little empirical evidence exists in the literature to support this, since tacit knowledge has resisted operationalisation. This article attempts to define tacit knowledge as a resource, promoting the use of the phrase 'tacit skills' in place of tacit knowledge. A

methodology to examine whether tacit knowledge is a resource of competitive advantage is outlined. The methodology is based on causal mapping, self-Q and storytelling to empirically research the subject.

Barry, D. (1997), Telling changes: from narrative family therapy to organisational change and development, *Journal of Organizational Change Management*, 10(1), 30–46.

Abstract:
Demonstrates how a narrative approach can be appropriate for the study of the organisational change and development process. Shows how stories told by people can influence meaning and knowledge generation that in turn can promote wellness and competence. It also highlights that stories and power are linked because of the societal webs of empowerment and disempowerment in social discourse. A health care organisation is the object of study.

Beech, N. (2000), Narrative styles of managers and workers: A tale of star-crossed lovers, *Journal of Applied Behavioral Science*, 36(2), 210-228.

Abstract:
This article relates to findings from organisations undertaking change programs, in an attempt to improve organisational performance through the way people are managed. The adopted approach looks at analysing the stories told by workers and managers, to extract the underlying narrative style. Stories were obtained from interviews and focus groups with a hundred and fifty participants from three organisations. Patterns of narrative were extracted using NUDIST software. Narrative styles are assumed to form cognitive frameworks within which actors make sense of their own and others' actions. Thus interaction and interpretation influence the framework. Adopting a grounded theory approach, six factor descriptors of four narrative styles were extracted. These findings are used to question basic assumptions in literature about affecting organisational performance through people management and culture change strategy.

Berry, G.R. (2001), Telling stories: Making sense of the environmental behavior of chemical firms, *Journal of Management Inquiry*, 10(1), 58-73.

Abstract:
Storytelling is used as a means to enable organisational members to express their views about environmental behaviour of their respective firms. The study involves six chemical firms in one geographical area of North America. It involved 42 interviews in which participants' stories reported varying interpretations for their firm's corporate behaviour. It emphasises the use of storytelling as one way of individual collective sense making.

Biggart, N.W. (1997), Book review of "A Narrative Approach to Organization Studies", by B. Czarniawska, Thousand, Oaks, CA: Sage Publications, in *Contemporary Sociology*, 28(4), 491-492.

Abstract:
This book review of "A narrative approach to organization studies" provides a brief summary of the content of Czarniawska's book. It criticizes the book as not being a handbook for the methodology of narrative analysis, but rather a conversation regarding narrative. Concludes that it is a book full of reflections, insight and ideas loosely formed around the notion of narratives.

Boje D.M. (1998), The postmodern turn form stories-as-objects to stories-in-context methods, *Research Methods Forum*, 3 (Fall 1998).
http://www.aom.pace.edu/rmd/1998_forum_postmodern_stories.html
Accessed: 23/05/02.

Abstract:
The paper is based on an argument on two conceptions of stories. It argues that stories have been treated as objects rather than as part of the organisation. They should be viewed as situated and form the context of their performance. It questions the early assumptions of the way stories have been analysed as artifacts or variables and not as embedded descriptors of organisational practices and behaviour. It adopts a postmodern approach in analysis of story.

Boje, D.M. (1991), Consulting and change in the storytelling organisation, *Journal of Organizational Change Management*, 4(3), 7-17.

Abstract:
It views organisations as storytelling systems and uses consultants and organisational stakeholders to illustrate how stories assist in sense making during change efforts. Storytelling and interpretation of stories is perceived as critical for consultants working with complex organisational issues.

Boyce, M.E. (1996), Organizational story and storytelling: A critical review, *Journal of Organizational Change Management*, 9(5), 5-26.
http://newton.uor.edu/FacultyFolder/MBoyce/5CRITICA.HTM
Accessed: 23/05/02.

Abstract:
Provides a review of three perspectives used to study story and storytelling in organisations. These include social constructivism, interpretive symbolism and critical theory. It proposes adoption of a multidisciplinary approach to the study of story and

storytelling. It highlights the importance for researchers and practitioners to be mindful of the type of culture being created or changed during sense making within organisations.

Boyce, Mary E. (1995), Collective centring and collective sensemaking in the stories and storytelling of one organization, *Organization Studies*, 16(1), 107-137.

Abstract:
The study illustrates how shared storytelling, collective centring and collective sense making can occur among organisational members. The focus of the study was on a private non-profit organisation called Friendship International, and involved middle and upper-level managers. These people were engaged in the conscious reflection of shared meaning from their stories. The themes that emerged indicated the symbolic nature of storytelling in the construction of shared meaning and meaningful collective action.

Brown, A.D. (2000), Making sense of inquiry sensemaking, *Journal of Management Studies*; 37(1), 45-75.

Abstract:
Discourse analysis is used to analyse a report of a tribunal inquiry in the United Kingdom to understand team sense making. Team sense making is posited as a narrative process involving the application of normalisation, observation and absolution to create rhetorical argument. This argument enables the individuals to collectively depoliticise the disaster event, and legitimise the existence of social institutions. This acts as a sensitising narrative archetype.

Cardillo, L.W. (1999), Sense-making as theoretical foundation for ethical praxis in qualitative research. Paper presented at International Communication Association annual meeting, San Francisco, California, May 27.
Available at: **http://communication.sbs.ohio-state.edu/sense-making/meet/m99cardillo.html**
Accessed: 05/06/02

Project Abstract:
Based on a sense making interview with a recovering patient, the paper explores theoretical and ethical issues in sense making qualitative research. It raises ethical concerns of interaction during interviews; interpretation; and representation of experiences, feelings, and thoughts; and possible exploitation. It highlights the issues of lines and boundaries between researchers and their subjects, that can be blurred and lead to researchers' imposition of their own worldviews. It concludes by proposing that sense making offers an ethical approach to researching human behaviour and experience.

Choo, C.W. (2001), The knowing organization as learning organization, *Education and Training* 43(4/5), 197–205.

Abstract:
The article discusses enabling processes for sense making, knowledge creation and decision and uses as an example a World Health Organisation smallpox eradication program to illustrate how, in the "knowing organisation", these processes represent a continuous flow of information and cycle.

Choo, C.W. (1999), Closing the cognitive gaps: How people process information, in Mastering information management series, *Financial Times (UK)*, March 22 1999.
<http://www.nationalpost.com/features/fpmastering/082101story2.html>
Accessed: 26/9/03.

Abstract:
Views information not as artifacts (objects) but rather as an outcome of people's construction of meaning. Proposes that information resides in individuals who construct meaning through their thoughts, feelings and actions to solve problems. Information seeking is a social process involving social behaviour. Adopts Dervin's approach on cognitive gaps during sense making and offers an integrated model of information seeking.

Choo, C.W. (1998), The knowing organization: how organizations use information to construct meaning, create knowledge, and make decisions, New York: Oxford University Press.

Abstract:
The knowing organisation is the first text that links the broad areas of organisational behaviour and information management. It looks at how organisations behave as information-seeking, information-creating, and information-using communities, and offers models of how organisations behave and how information participates in that behaviour. Choo pursues three main objectives throughout the text. First, he analyses and compares the principal modes by which an organisation uses information strategically to make sense of its changing environment, create knowledge, and make decisions. Second, he examines the structure and dynamics of how information is sought and used in each of these modes: sense making through the development of shared meanings; knowledge creation through the conversion and sharing of different forms of organisational knowledge; and decision making through the use of rules and routines that reduce complexity and uncertainty. Lastly, the author proposes a new framework of the knowing organisation in which sense making, knowledge-creating, and decision making are linked as a continuum of nested activities that invigorates an organisation with the information and knowledge to act intelligently.

Collier, J. (1998), Theorising the ethical organization, *Business Ethics Quarterly*, 8(4), 621-654.

Abstract:
Discusses the importance of adopting ethical practices in sense making research. It presents the moral argument on personal issues arising out of narrative and proposes adopting a framework that guides understanding of ethics in organisations.

Collison, C. and Mackenzie, A. (1999), The power of story in organisations, *Journal of Workplace Learning*, 11(1), 38-40.

Abstract:
Stories are one of the earliest forms of communication, from tales forming myths to legends. Stories often have the power to convince members of an organisation of a new perspective. This means of passing on knowledge has seen a developing interest, particularly in the UK, with business and retail firms recognising the importance of stories in organisations. Traditionally story has not been considered a means of strong communication. This article lists three types of story found in organisations, and outlines the current practices of stories. They can be used to humanise communication, engage audiences, enable or assist change and identify desired qualities in an organisation.

Cortazzi, M. (2001), Narrative analysis in ethnography, In P. Atkinson (ed), *Handbook of ethnography*, London, Sage, 384-394.

Abstract:
Narrative is a fundamental way humans organise their understanding of the world. Analysing topics, content, style, and context of narrative told in ethnographic studies can give access to the teller's understanding of meanings for key events, communities, or cultural context. Narrative is a joint activity or social process, therefore narrative can be studied both as a text and as a process, to inform reflexive analyses of doing ethnography. Narrative analysis of text gives access to the textual interpretive world of the teller, but also must account for the functions of narrative, cultural conventions and the contexts in which they occur. In addition, performative aspects of how narrative does social work for participants in speech events must be considered. Cortazzi presents two examples of narrative in this chapter. A rationale for narrative is outlined with four reasons for studying narrative: concern with the meaning of experience, voice, human qualities on personal or professional dimensions, and research as a story. The role of the researcher in eliciting and co-constructing narratives is also discussed.

Cortazzi, M., Jin, L., Wall, D., and Cavendish, S. (2001), Sharing learning through narrative communication, *International Journal of Language and Communication Disorders*, 36, 252-257.

Abstract:
This article looks at key aspects of the learning experiences of ten speech and language therapy students while on clinical placements, through an analysis of 102 narrative accounts. The paper argues that through telling stories of the learning experience, the processes of recounting the experiences helps students to reflect on and consolidate the lessons learned and helps to validate their learning through their audience of peers, clinicians or tutors. Thus this process enables shared learning through narrative communication.

Cox, K. (2001), Stories as case knowledge: Case knowledge as stories, *Medical Education*, 35(9), 862-866.

Abstract:
Cox investigates narrative from a medical perspective, examines the benefits of stories in providing knowledge and outlines the varied applications of stories. Medical cases can be seen as a story of human illness or disease, which contain information regarding case management or person management, and these management skills can be taught via stories. Stories are useful as highly flexible tools and provide more interest in demonstration. This article argues that cases/stories are the topic of medical work. Stories incorporate examples, contain the information of what happened, provide a link between objective and subjective details and may be important means of learning.

Craig-Lees, M. (2001), Sense making: Trojan horse? Pandora's box?, *Psychology and Marketing*, 18(5), 513-526.

Abstract:
This article examines the concept of sense making and its application to management disciplines. The ideas of Karl Weick are discussed in terms of their contribution to these disciplines. Three contributions are identified: the validation of the agent and the impact of the adoption of the sense-making construct on current research paradigms, theory, and methodology. The theme of this article is that sense making, whose origin lies in constructivism, has been interpreted and applied within the social-constructionist worldview. The consequence of this action is a heightening of epistemological discussion in the social and management sciences.

Czarniawska, B. (1997), Narrating the organization: Dramas of institutional identity, The University of Chicago Press, Chicago and London.

Abstract:
This book combines narrative theory and institutionalist approaches to the study of organisations. Examined is an interpretive theory of organisations as applied to the work

from Czarniawska's study of a transformation of the Swedish public sector. Using literary devices Czarniawska uncovers the hidden workings of organisations. Focusing on two genres of stories – drama and autobiography - she yields the particular stories adopted in the Swedish public sector and the underlying organisational identities. The examination of these stories reveals the paradoxical nature of organisational life, and how confronting these paradoxes brings crises to institutions ultimately enabling change. Thus the transformation in the Swedish public sector is seen through the stories as a public drama, involving an identity crisis where narratives compete resulting in search for a new identity.

Daft, R.L., and Weick, K.E. (1984), Toward a model of organizations as interpretation systems, *Academy of Management Review*, 9(2), 284-295.

Abstract:
Presents a model that describes organisations as interpretation systems using modes of interpretation involving enacting, discovering, undirected viewing, and conditioned viewing. These modes are influenced by the environmental and organisational factors. Since interpretation is a complex social activity, it may not be easily measurable and accurate.

Deetz, S. (1996), The positioning of the researcher in studies of organizations: De-Hatching literary theory, *Journal of Management Inquiry*, 5(4), 387-341.

Abstract:
This article provides a critique and interpretation of the article 'The Role of the Researcher' by Mary Jo Hatch. This was published in The Journal of Management Inquiry, December 1996. Deetz claims that the article is more about attempting to reclaim subjectivity from developments of literary theory, than it is about gaining insights into literary theory. The article offers an outline of how Hatch makes a mistake similar to that of others, when she classifies writing practices, instead of pursuing the understanding of organisations. The article examines the philosophical debate of subject/object dualism and the consequences for Hatch and postmodern writers.

Denning, S. (2000), The Springboard: *How storytelling ignites action in knowledge-era organizations*, Butterworth-Heinemann, Boston, USA.

Abstract:
This book focuses on the use of storytelling as a powerful tool for management and organisations. Particularly the book explores storytelling as an alternative methodology to traditional approaches for catalysing change, by understanding the complexity of organisations. Denning proposes a merge of the imaginative approach of storytelling with a more scientific analysis and outlines an approach to achieve this. Denning points to the

use of specific story types, particularly the springboard story, as essential to enable an understanding of how an organisation or system may change and outlines the essence of such springboard stories. The technique he adopts is illustrated by examining his own use of the technique by implementing a strategy for knowledge management in the World Bank.

Dervin, B. (1992), From the mind's eye of the user: the sense-making qualitative-quantitative methodology, In Jack D. Glazier and R.R. Powell (ed), Qualitative research in information management, Englewood, CO: Libraries Unlimited, 61-84.

Abstract:
The book provides an overview of the sense making methodology and approach, and illustrates how it has been used in information and communication systems. It proposes sense making as a method to study needs, images and satisfaction of users and potential users of information systems. Underlying assumptions and theoretical foundations are discussed. The aim is to determine what they want, what they get, and what users and potential users think about their information systems.

Dervin, B. (1999), Sense-Making's theory of dialogue: A brief introduction, Paper presented at the annual meeting of the International Communication Association, San Francisco, California, May 27.

Abstract:
The paper presents an approach that views sense making in terms of gaps and the filling of gaps in human life. It argues that the reality people manifest has gaps and holes, patterns and closures, and that human knowing is affected by these gaps. These gaps stem from differences in time, place, observing strategies, culture, and personal assumptions. The only way to address these gaps is through intra and inter, individual and collective dialogue. Dialogue enables human beings to fill the gaps or bridges of information.

Dervin, B. (1983), An overview of sense-making research: Concepts, methods and results, Paper presented at the annual meeting of the International Communication Association, Dallas, TX, May.

Abstract:
The paper provides an overview of concepts and assumptions in sense making research. It describes the philosophical and epistemological roots of sense making and its core conceptual premises, and points out the importance of active communication intervention by the researcher. It presents examples of various approaches to sense making interviewing and adopts a "situations-gaps-uses" model in its application of sense making. These gaps place constraints on human behaviour and affect human observation and understanding.

Faber, B. (1998), Toward a rhetoric of change, *Journal of Business and Technical Communication*, 12(2), 217-243.

Abstract:
Presents a discussion of organisational change. The study introduces a discursive model of change, in order to focus on rhetoric and organisational change. Faber takes the view that organisations are discursive products, developed through communication. The data comes from interviews in a bank setting, and discursive analysis of text, used to develop five factors in a discursive model of change. The five factors of change are: Identity function; Discourse; Narratives and Images; Discordance; and Realignment. The model suggests that change arises from conflict in organisational narratives and adopting new narratives to resolve rhetoric conflict. This indicates a need for new management strategies based on a discursive model to replace ineffective strategies.

Flemming, D. (2001), Narrative leadership: Using the power of stories, *Strategy and Leadership*, 29(4), 34-36.

Abstract:
Flemming presents a view that storytelling, when used effectively in organisations, has the potential to assist in change efforts. Storytelling provides leaders with the raw material of narrative to enable the construction of new organisational sense or realities and adaptation to change.

Franzosi, R. (1998), Narrative Analysis: or why (and how) sociologists should be interested in narrative, *Annual Review of Sociology*, 24, 517-554.

Abstract:
Franzosi addresses both the issues of why and how sociologists should be interested in narrative. The reason why relates to the fact narrative texts contain rich sociological information, and that much empirical data in sociology is presented in narrative form. In regards to the methodology of studying narrative, Franzosi outlines a definition of narrative. This definition is used to further examine modes of analysis, demonstrating the methodology with an analysis of a short narrative text. Highlighted in this is both the structure and linguistic properties of narrative, illustrating how sociology and linguistics interrelate with regard to text.

Gabriel, Y. (1998), Same old story or changing stories? Folkloric, modern and postmodern mutations, In *Discourse and organisation*, D. Grant, T. Keenoy, and C. Oswick, [eds], London, Sage, 1998, 84-103.

Abstract:
The concept of story is examined for its usefulness to organisational studies and contribution to sense making. Gabriel compares the notions of story developed from folkloric, modernist and postmodernist traditions. He distinguishes stories from other narratives, including opinions, descriptions and prototypes, claiming that without such distinctions stories lose their power to generate and sustain meanings. Stories and other narratives were elicited through interviews using a different approach to other researchers, by actually explaining the rationale to interviewees for studying organisational stories. These interviews were with employees from five organisations and were used to support the argument that organisations have living folklore that can provide insight into organisational life.

Gabriel Y. (2000), Storytelling in organizations: facts, fictions, and fantasies, Oxford University Press.

Abstract:
The text is based on the theory of organisational storytelling. It adopts various approaches including narrative, folklore, ethnography, symbolism, social construction, and psychoanalysis. It uses case studies to illustrate how they can affect and improve organisational life.

Georg, S. and Füssel, L. (2000), Making sense of greening and organizational change, *Business Strategy and the Environment*, 9, 175-185.

Abstract:
This paper looks at the process of greening of organisations, where practices and the structure of organisations are shaped to take a greater consideration of the environment. A case study is presented concerning the introduction of environmental reporting (green accounting) in a public hospital in Denmark. In providing an examination of the sense making process, it looks at how managers make sense of a new task in the context of their everyday work. The study makes a focus on the emotions associated with greening and how these shape the actions made. Greening in this way is seen as an example of a sense making process where the identity of members within an organisation, and collectively as an organisation, evolves.

Georgesen, J.C., and Solano, C.H. (1999), The effects of motivation on narrative content and structure, *Journal of Language and Social Psychology*, 18(2), 175-195.

Abstract:
The study looks at effects of motivation on both the structure and the content of narratives. Data was collected from 120 participants, following their participation in a teamwork task. Subjects were given either positive or negative feedback following the teamwork task and

then asked to write a narrative regarding the experiences of the task. Subjects were given instructions attempting to induce either a self-interest motivation or an accuracy motivation. It was found that narratives from those individuals given a self-interest motivation tended to reflect on self-related cognitions and actions and emphasised participants' positive contributions to the task. In contrast, the accuracy motivation subjects tended to emphasise consequences of actions, had tighter causal structure, and more details. Feedback also affected content and structure of narratives. Thus the nature of motivation has consequences for content of constructed narratives and the structure of stories formed.

Gergen, K.J. (1998), Narrative, moral identity and historical consciousness: a social constructionist account, Draft copy appearing as, "Erzahlung, moralische Identiat und historisches Bewusstsein. Eine sozialkonstructionistische Darstelung". In: J. Straub (ed.) (1998), *Identitat und historishces* Bewusstsein, Frankfurt, Suhrkamp.
http://www.swarthmore.edu/ScoSci/kgergen1/text3.html
Accessed: 09/10/2001

Abstract:
In the last two decades narrative has seen an emergence in the humanities and social sciences, with many different articulations towards the approach and use of narrative. In this article Gergen outlines a social constructionist account of narrative and the implications for identity and history. Gergen discusses the criteria for establishing a narrative and shows how they function to reflect cultural values. He considers the role of historical consciousness in achieving moral identity and narratives are vital both to the creation and sustenance of value, and to the achievement of individual identity.

Gergen, K.J. (1997), Who speaks and who replies in human science scholarship?, *History of the Human Sciences*, 10, 151-173.

Abstract:
This article is an attempt to identify major forms of discourse to which we accord privilege, and to the traditions of authority from which they derive sustenance. Then the manner in which these rhetorical forms position their readers is considered. Four modes of traditional voice are examined: the mystical, the prophetic, the mythic and the civil. Considering recent developments in the rhetorics of human sciences, the intellectual movements generating interest in the literary and rhetorical means by which texts achieve their authority have also given rise to new genres of voice, along with repositionings of the reader. Discussed are the potential gains and losses afforded by two of these alternatives: the autobiographical and the fictional.

Gergen, K.J. (1996), Organizational science in a postmodern context, *Journal of Applied Behavioral Science*, 32, 356-378.

Abstract:
This article looks at organisational science as a study and the implications postmodern thinking has for this area. Gergen attempts to outline a set of inter-related assumptions adopted in traditional research of organisational science. Gergen illustrates how these assumptions are located in the historical context of modernism and compares these with arguments fitting postmodern thought, which questions those assumptions. Postmodernism, while placing modernist assumptions in jeopardy, also offers an alternative conception of organisational science that places a major emphasis on processes of social construction. Some arguments in postmodern thought offer a bright future for organisational science. The postmodernist perspective is illustrated by an examining of a multinational pharmaceutical company. From this perspective, a rationale is outlined for what is seen as a vitally expanded and enriched conception of organisational science.

Gergen, K.J. (1996), Technology and the self: From the essential to the sublime, Chapter draft for Grodin and Lindlof (Eds.) *Constructing the Self in a Mediated World*, Sage, 1996.
<http://www.swarthmore.edu/SocSci/kgergen1/web/page.phtml?id=manu11andst=manuscriptsandhf=1>
Accessed: 05/06/02.

Abstract:
This article adopts the view that psychological essentialism is degrading, as beliefs in an identifiable, knowable, and significant world of the personal interior decay. Gergen claims there is a growing loss of credibility in subjectivity and that technologies are a principle contributor to the "dismantling" of self. With technologies being designed to increase the presence of others, it is not necessary to believe in an obdurate interior. In place of psychological essentialism, is the notion of relationism, the potentials of which Gergen discusses by examining the notion of a relational sublime.

Gill, P.B. (2001), Narrative inquiry: designing the processes, pathways and patterns of change, *Systems Research and Behavioral Science*, 18(4), 335-344.

Abstract:
Gill presents the view that narrative inquiry is a component of systems design that can be used to facilitate the change process. Systems design provides the framework for narrative inquiry to facilitate conversations that develop the processes, pathways and patterns during social construction of reality by participants. The personal stories told are used to build larger frames of reference to assess assumptions and guide action. The value of stories is that while they recreate experience, they still retain the personal, cultural and historical contextual connection.

Glanz, L.; Williams, R.; Hoeksema, L. (2001), Sensemaking in expatriation - A theoretical basis, *Thunderbird International Business Review*, 43(1), 101-120.

Abstract:
The article explores the concepts of sense making during expatriation. It introduces the elements of "coherence" and "socio-cultural brokerage" as potential contributors to sense making. These elements are discussed in relation to management theory and practice in overseas expatriate assignments.

Glynn, M.S. (1997), Research methods to support sensemaking in information systems development: A conceptual method for bridging thought and action, *Center for the Management of Information*, University of Arizona, Tucson, AZ 85721.
http://hsb.baylor.edu/ramsower/ais.ac.97/papers/glynn.htm
Accessed: 05/06/02.

Abstract:
The paper analyses sense making concepts and sense making as an approach. It proposes that sense making as an approach can assist in seeking clarity to complex and ambiguous situations. The active processes involved in sense making enable meaning creation by reducing ambiguity and complexity. It proposes that sense making has to involve a union between thought and action.

Gori R., Agostino K., and Warne L. (1998), Social learning in the Australian defence force: A pilot study, *Defence Science and Technology Organisation (DSTO)*, Australia.

Abstract:
The report describes a pilot study conducted in 1998 by DSTO staff to determine the feasibility of applying social learning processes to command and control situations using ethnographic techniques. The results of the study validated the applicability of ethnographic techniques in command and control situations at the tactical level.

Hansen, C.D., and Kahnweiler, W.M. (1993), Storytelling: An instrument for understanding the dynamics of corporate relationships, *Human Relations*, 46(12), 1391-1409.

Abstract:
Organisational storytelling is presented as a vehicle for studying and understanding organisational culture. It points out the value of using this method to tap into both the stated and unstated values in interpersonal relationships. It proposes using ethnographic techniques to examine organisational culture.

Hatch, M.J. (1996), The role of the researcher: An analysis of narrative position in organization theory, *Journal of Management Inquiry*, 5(4), 359-374.

Abstract:
Hatch explores the narration of organisation theory by looking at the literary concept of narrative position as developed by Genette in his theory of narratology. Applying Genette's theory can to help the identify role of the researcher with the positioning of the narrator of a literary text. Traditional ethnography and modernist organisation theory places researcher outside frame of study. Hatch examines the four narrative positions that Genette defined for literary theory.

Hirokawa, R.Y., DeGooyer, D., and Valde, K. (2000), Using narratives to study task group effectiveness, *Small Group Research*, 31(5), 573-591.

Abstract:
This study uses narrative accounting to collect retrospective, self-reflective data from group members to identify why groups succeed or fail. An analysis of the stories show sseven categories of themes believed by group members to influence task group performance. These are relationships, group structure, group process, member emotions, group communication, member attributes, and external forces. Comparing the standardised frequencies showed significant differences between the group success and failure stories in regards to relationships, member emotions and member attributes. The authors conclude that investigations of this nature seem useful in targeting prospective causal factors in group success or failure.

Ifvarsson, C. (2001), Sensemaking in management: A theoretical discussion.
http://www.ies.luth.se/es/ES-kurser/S-kurser/IEF335/Sensemaking%20in%20management.pdf.
Accessed: 05/06/02.

Abstract:
The paper discusses the historical roots of sense making in management, particularly literature involving information systems, organisational change and development. It describes different applications of sense making and highlights problems and contradictory results from sense making. It offers a theoretical model of sense making involving intrinsic and extrinsic variables. Extrinsic variables derive from the socio-technical phases in sense making, while the cognitive, routine and language variables represent intrinsic phases in sense making.

Jabri, M., and Pounder, J.S. (2001), The management of change: A narrative perspective on management development, *Journal of Management Development*, 20(8), 682-690.

Abstract:
This article compares the traditional approach to management development with an outline of an approach adopting narrative. The paper shows how narrative can enhance the knowledge of effects of change on individuals. A management of change course is presented to illustrate the role of narrative. Narrative is said to express the richness and diversity regarding human experience. In contrast, following mechanical models of human nature can result in simple analyses. Thus narrative is a beneficial tool for portraying reality of managerial situations to managers trying to engage in management development.

Jeffcutt, P. (1994), The interpretation of organization: A contemporary analysis and critique, *Journal of Management Studies*, 31(2), 225-250.

Abstract:
This article examines organisational interpretation as a rhetorical and philosophical episode in organisation studies. The focus is on the work conducted over the past ten years involving analyses of culture and symbolism in organisations. The discussions assess the value of this field of organisation studies. This period of work is treated as a genre of organisation studies concerned with particular issues and specific manners of representation. This genre is described as a late modern phase in organisation studies. The approach reviewed here is then compared with the theory and approaches adopted under a postmodern investigation to organisation studies.

Jones, P. H., and Jordan, J. (1996), Managing Know-how: Psychological perspectives, *International Federation of Scholarly Associations in Management*, 3rd World Conference, Paris, 8-11 July, 193-4.

Abstract:
The paper provides a comparative analysis of tacit and explicit knowledge. It views tacit knowledge as know-how. Explicit knowledge is articulated through language. It points out two kinds of tacit knowledge, one involving non-social interaction and the other involving social interaction, collective and creative action for its development. Social knowledge is perceived to be embedded in its context and is transmitted through stories told by organisational members during problem solving or problem re-definition.

Josselson, R. and Lieblich, A. (eds.) (1999), Making meaning of narratives, *Sage Publications*. London.

Abstract:
The text covers diverse areas in narrative research and provides examples. The narrative view is presented as an active process of inquiry. It highlights the importance of narratives and storytelling in meaning making.

Klimecki, R.G., Lassleben H. and Riexinger-Li, B. (1994), Exploring the process of organizational learning: An empirical study using cognitive maps and network analysis. Konstance, FRG. University of Constance, Faculty of Administrative Science Working Paper.

Abstract:
This paper describes an exploratory survey of organisational learning. It proposes that organisational learning results from transformations of constructions of reality through social network structures. Narrative interviews were conducted with local administrations in two German cities. Cognitive mapping and social network analysis was used to study representation and analysis. The results of the survey indicated that organisational learning involved networking and creation of a shared vision. Power was found to be a determinant of organisational learning as it affected who was in control of learning. It concludes by asserting that managers are catalysts for learning and change.

Kolb, D.G., and Shepherd, D.M. (1997), Concept mapping organizational cultures, *Journal of Management Inquiry*, 6(4), 282-295.

Abstract:
Given the growing interest in organisational culture, the research technique of cultural mapping is developed to identify elements and patterns in a cultural milieu. This article looks at the technique of concept mapping and examines its use for management and organisational cultures. The authors present a case study of a multinational firm through a period of corporate and identity change, where cultural issues are likely to be prevalent or questioned. Thus they examine how concept mapping can influence organisational culture and understanding. Use of concept mapping is outlined, as a mixture of quantitative and qualitative approaches to study. The approach takes original statements from subjects regarding cultural phenomena and arranges them into concepts, which can be used to identify and articulate patterns within cultures. The approach is seen to be valid, both as an adjunct to other methodologies, and in its own right, but needs wider spread trials of this research. Furthermore concept mapping can complement ethnographic narrative by portraying concepts in a concise manner.

Leedom, D.K. (2001), Final Report of the Sensemaking Symposium, 23-25 October 2001, Command and Control Research Program, Office of the Assistant Secretary of Defense, for Command, Control, Communications and Intelligence (USA).
http://www.dodccrp.org/Sm_Symposium/docs/FinalReport/Sensemaking_Final_Report.htm
Accessed: 05/06/02.

Abstract:
This report summarises insights and recommendations from presentations during a symposium on sense making held in the USA. Topics covered included intelligence analysis, joint and coalition peacekeeping and peace enforcement operations, counter-terrorist operations, joint military operations, and homeland defence operations. The need for military sense making research was emphasised to cope with the changing nature of warfare.

Linde, C. (2001), Narrative and social tacit knowledge, *Journal of Knowledge Management*, 5(2), 160-170.

Abstract:
Narrative is a key aspect in conveying social knowledge. In this article, the role of narrative in expressing and transmitting social tacit knowledge is examined. The data is based on a three-year ethnographic study of an insurance company in America. Narrative provides a bridge between explicit and tacit knowledge (that which is non-quantifiable) and allows tacit social knowledge to be demonstrated and learned. It is found that maintaining an archival stock of stories is less effective using databases, lessons learned systems, and video records when keeping transcripts of stories. However, improvement is shown when there is appropriate effort from system administrators and users, and attention is paid to translation between genres. More importantly than keeping a stock of stories, organisations can make use of stories by enhancing the opportunity and increasing the number of occasions for them to be told.

Llewellyn, S. (1999), Narratives in accounting and management research, *Accounting, Auditing and Accountability Journal*, 12(2), 220–237.

Abstract:
Llewellyn provides an argument for narrative research. She discusses how "calculation or numbers" have dominated stories or narration in social science research. She applies a narrative approach to accounting and management research to demonstrate how narrative can be useful in understanding forms of rhetorical argument and construction of meaning.

McKenna, S. (1999), Storytelling and "Real" management competence, *Journal of Workplace Learning*, 11(3), 95-104.

Abstract:
Many organisations in assessing levels of competence develop lists of management competencies based on behavioural criteria. These lists are used to develop management group skills and to convince stakeholders of effective management practices. This paper argues that lists of competencies tend to inappropriately reflect the reality of day-to-day management experience. Furthermore, it outlines the deficiencies of competency

modelling, and claims that this methodology does not recognise the inherent contradictions and disregards the need for context. With two case studies, storytelling is introduced as an alternative methodology. These studies outline how management competence is dependent on subjective interpretation and the specific context of behaviour. The implications of storytelling for management development and learning are discussed.

Mirvis, P. H. (1996), Historical foundations of organizational learning, Special issue: Organizational Learning: Past, Present, and Future, *Journal of Organizational Change Management*, 9(1), 13-31.

Abstract:
The article provides a broad overview of organisation theory and research. It describes organisations as social, information processing, interpretive, and inquiry systems, and portrays these concepts as necessary for organisational learning. It discusses contemporary organisational learning practices and models, and aspects such as work arrangements and collective thinking in the development of new behaviours and learning.

Morgan, S., and Dennehy, R.F. (1997), The power of organizational storytelling: a management development perspective, *The Journal of Management Development*, 16(7), 494–501.

Abstract:
The article describes stories as powerful tools in management development. It presents a model of storytelling that management leaders can use to enhance their storytelling skills and abilities.

Moss, M. (2001), Sensemaking, complexity and organizational knowledge, *Knowledge and Process Management*, 8(4), 217-232.

Abstract:
In this article, organisations are conceived as complex, adaptive systems. Globalisation and growing innovation have raised the cultural and technological diversity within and between firms. A need to adapt to a changing environment and for individual members of organisations to make sense of their situation has gained importance. This sense making ability is developed here in terms of an activity framework, which Addleson believes is a useful tool for helping organisational members with sense making. Sense making requires an appreciation of the highly tacit and distributed nature of organisational knowledge and an understanding of the social practices through which knowledge develops. Characteristics for analysing sense making are examined in themes of indeterminacy, complexity, identity, diversity and mortality. The prospects for such a framework are examined with a case study of a software development project.

Nicolini, D. and Meznar, M.B., (1995), The social construction of organizational learning: Conceptual and practical issues in the field, *Human Relations*, 48(7), 727-746.

Abstract:
The article adopts a social constructivist view of organisational learning. It proposes that changes taking place in organisations involve cognitive structures and learning can be said to have occurred when the constructed knowledge identified is contextualised as abstract knowledge.

O'Connell, D., (1998), Book review, Sensemaking in Organizations by K. E. Weick, *Administrative Science Quarterly*, 43(1), 1998, 205–208.

Abstract:
In a review of Karl Weick's text on organisational sense making, the author highlights some of its shortcomings and recommends clarity and detailed discussion of aspects in the text.

O'Connor, E.S., (2000), Plotting the organization: The embedded narrative as a construct for studying change, *The Journal of Applied Behavioral Science*, 36(2), 174-192.

Abstract:
Here the embedded narrative as a literary form is used to link a text to the larger texts in which it is embedded. This linking occurs by using the text or narrative and interpreting it in relation to the surrounding situation or larger text. This may be in relation to other historical narratives and the larger organisation. Thus it is possible to track changes in the organisation through the development of the embedded narrative in relation to time and location. The study uses data from a high technology research organisation based in Silicon Valley in 1996-1997.

O'Connor, E.S., (1997), Telling decisions: The role of narrative in organizational decision making, in Shapira, Zur, (ed.), Organizational decision making, *Cambridge series on judgement and decision making*, New York, Cambridge University Press, 1996, 304-323.

Abstract:
This chapter claims that organisational theory is largely dependent on narrative and sees narrative as a meaning making process. O'Connor explores how narrative helps us to understand how decisions happen in organisations and in organisational theory. Following narrative theory, organisational decision making and decision theorizing can be understood as the interweaving of multiple, ongoing and unending narratives. A brief

theoretical background to narrative theory is presented, followed by a case study applying the theory to organisational decision making for an organisation in a state of change.

Ochs, E., (1997), Narrative, in Dijk, T. A. (eds.), Discourse as structure and process, Discourse studies: A multidisciplinary introduction, 1, London, Sage, 185-207.

Abstract:
The interactional nature of narrative is examined. By focussing on everyday interactions, aspects of narrative including temporality, point of view, plot structure, are considered. In this perspective everyday conversation is seen as a basic form of narrative. Narrative identities, and initiation, development and completion of story narratives are analysed. Ochs also looks at the co-authoring of narrative, in terms of who can co-author a story. Narrative is a collaboratively constructed history and a sense making experience. Ochs concludes that those involved in co-authoring narratives for a lived experience impact the understanding of the experience. Furthermore the narrative constructed can be affected by social organisation. Who can question the narrative structure, and contributes to reshaping it depends upon the cultural and community situation.

Orton, J.D. (2000), Enactment, sensemaking and decision making: Redesign processes in the 1976 reorganization of US intelligence, *Journal of Management Studies*, 37(2), 213-234.

Abstract:
Building on Karl Weick's theory of sense making, the study challenges the "simplicity" applied in the design processes used to describe organisations. Orton used three fundamental design assumptions, namely: dominant variable, causal laws, and executive dictates. He found that these were restrictive in explaining redesign processes. It suggests moving away from simple organisation design assumptions to more realistic and reliable findings based on detailed observations of design processes.

Oswick, C., Anthony, P., Keenov, T., Mangham, I.L., and Grant, D. (2000), A dialogic analysis of organizational learning, *Journal of Management Studies*, 37(6), 887-901.

Abstract:
Dialogue is seen to provide a bridge between the individual and organisational learning. This article looks at a discursive epistemology, where social construction of dramatised narrative can help understand organisational learning. A case study using transcripts from stakeholders' dialogue is used to show how organisational members deconstruct and reconstruct meaning relating to a critical event in a generative dialogical process. The findings challenge Peter Senge's work, regarding the role of dialogue in organisational learning. Senge's work is output driven and univocal, whereas proposed here is the adoption of a polyphonic perspective to gain a richer insight into organisational learning.

Perkins, J. (2001), Sensemaking: A remedy for indecisive boards, *Nonprofit World*, 19(1), 12–14.

Abstract:
The article discusses how sense making can be used to resolve indecisiveness during board meetings or organisational discussions when faced with uncertainty and complexity. Sense making is perceived as a remedy because it has the potential to enhance individual and collective thinking and understanding of complex issues. It recommends this method for executives and consultants.

Phillips, N. (1995), Telling organizational tales: On the role of narrative fiction in the study of organizations, *Organization Studies*, 16(4), 625-649.

Abstract:
This article looks at the study of organisations and management using the alternative approach of narrative fiction, which suggests incorporating the use of novels, stories, plays and films into the methodology. Phillips argues that narrative fiction and traditional forms of analysis share certain properties that are overlooked. Both approaches look at patterns of social interaction and attempt to model the world. The article outlines the various typologies of organisational analysis used and places narrative fiction in relation to these. It goes on to suggest some applications for narrative fiction particularly for teaching, embellishing papers or reports, and to test validity of theories. While seen as a vastly different technique it is related to other currently used methodologies (e.g. ethnography) and has attributes that should allow it to be easily integrated into the field, used as an additional approach, but not replacing traditional analysis.

Polkinghorne, D.E. (1988), Narrative knowing and the human sciences, NY, State of New York University Press.

Abstract:
This book presents a broad introduction to the notion of narrative and particularly to its usefulness within psychology. A highly influential study, the approach is born out of an attempt to bridge the gap between research and practice for social scientists who constantly work with the narratives of their clients and research subjects. Polkinghorne's approach is based upon an integration of developments in literary criticism, historiography and the various social sciences for narrative form.

Rice-Lively, M.L. (1996), Sensemaking in networked learning environments, Dissertation submitted in partial fulfilment for the Ph.D., Graduate School of Library and Information Science, University of Texas at Austin.
http://www.gslis.utexas.edu/~marylynn/sensum.html

Accessed: 08 July 02.

Abstract:
The study explored how individuals and groups seek to understand electronically mediated information. Two classes from different universities were linked by teleconference and Internet-based communication. Ethnographic techniques were used to explore social sense making and the cultural patterns of behaviour and interactions among class participants. The effects of technology on interaction and sense making emphasised that research must include the social and cultural context when studying such groups.

Riessman, C.K. (1993), Narrative analysis, Newbury Park, CA, Sage Publications.

Abstract:
This short book illustrates the use and study of narratives with respect to women's lives and health concerns. Riessman provides the theoretical context for a methodological discussion for the use of narrative. Her book provides several examples of narrative research from her own studies indicating how narrative study can be conducted. Problems concerning validation in narratives and the limitations of the method are outlined emphasising a multidisciplinary approach. Essentially it aims to explain how to use narrative analysis and why. The author locates herself with a personal narrative, explaining the basis for a focus on narrative. Three types of narrative analysis are presented and evaluated. The last section concerns an outline of how to conduct narrative analysis, through interviewing, telling, transcribing and analysing. The aim of this is to provide a resource for some guidelines to conducting narrative analysis whereas previous papers on the topic have presented numerous accounts of examples in using narrative analysis, but most have not covered how to approach narrative as a method. Hence this book is a resource for a methodology in approaching narrative analysis.

Rhodes, Carl (996), Researching organisational change and learning: A narrative approach, *The Qualitative Report*, 2(4).
http://www.nova.edu/ssss/QR/QR2-4/rhodes.html
05/06/02.

Abstract:
Rhodes adopts a narrative approach to organisational change and learning, and emphasises the importance of capturing and reporting the "voices" of organisational participants. He identifies learning, socialisation and diversity as a context for research and raises the issue of power relations and its impact in organisational learning.

Rosenwald, G.C., and Ochberg, R.L. (eds.), (1992), Storied Lives: The cultural politics of self-understanding, New Haven, CT, Yale University Press.

Abstract:
The fourteen essays included in this book are concerned with an introduction to narrative psychology. Issues explored include the relationships between personal stories, cultural and political forces influencing these stories, and the generation of a self-understanding. Resenwald argues for a *performative* theory of identity in which life stories do not simply reflect actual events but actively shape who an individual is. Thus the particular conventions that govern the telling of self-narratives are critically important in the kinds of choices one makes in life.

Salzer, M.S. (1998), Narrative approach to assessing interactions between society, community, and person, *Journal of Community Psychology*, 26(6), 569–580.

Abstract:
Salzer examines the use of narrative as a methodology for studying the interactions between society, communities and individuals. He uses data concerning public housing taken from stories by non-residents and residents alike. Non-resident participants gave stories with recurring pathologic themes, where the themes of the story suggest the existence of a societal level narrative on public housing. It is suggested that this societal level narrative influences public housing residents in both their community and personal narrative as evidenced by the residents' stories. Implications for narrative methods and narrative intervention are discussed.

Smith, C.P. (2000), Content analysis and narrative analysis, In H.T. Reis, and C.M. Judd (eds.), *Handbook of research methods in social and personality psychology*, New York, Cambridge University Press, 313-335.

Abstract:
This chapter provides an introduction to two methods for analysing qualitative material. The earlier developed method of content analysis is compared with the recent approach of narrative analysis. Content analysis deals largely with verbal material, but some non-verbal as well. Narrative analysis deals with verbal data, usually stories or accounts of personal experiences. These techniques are used to study groups, individuals, historical periods and cultures. The nature of content analysis is discussed; so too is the applicability, historical background and procedures for conducting analyses. The nature of narrative analysis is presented, and the historical developments of this approach and the applications across the various academic disciplines is summarised showing the wide uses of narrative analysis.

Smythe, W. E., and Murray, M.J. (2000), Owning the story: Ethical considerations in narrative research, *Ethics and Behaviour*, 10(4), 311–336.

Abstract:
This article argues that the traditional principles regarding research ethics form an insufficient basis for conducting research within a narrative methodology. Particularly these principles see participants as data sources, which is a concept not fitting within a narrative approach. The article argues that narrative ethics assumes the epistemological concerns of narrative ownership and multiplicity of narrative meaning. In particular narrative ownership is a prevalent issue, since ethical issues relate to gaining people's informed consent to give away their data for the researcher's use and to ensure people are treated with respect. However concerns arise with narrative data where the information is not so easily separated from one's fundamental human values and meaningful life experiences. This proposed approach to narrative ethics is situated within contemporary perspectives on research ethics.

Smythe, Errol (1997), Life in Organisations: Sensemaking or appreciation? A comparison of the works of Karl Weick and Sir Geoffrey Vickers, Draft.
http://mis.commerce.ubc.ca/smythe/weick.pdf.
Accessed: 08 July 02.

Abstract:
The paper provides a comparative summary of research approaches undertaken by Geoffrey Vickers and Karl Weick. It identifies notions of "appreciation" and "sense making" as causes for similarly and difference between the two approaches. It proposes that adopting concepts presented in the other could enhance each approach.

Snowden, David J. (2001), Narrative Patterns: The perils and possibilities of using story in organizations, Knowledge Management, 4 (10).

Abstract:
Narrative is not just about constructing and eliciting stories, it is about the emerging cultures and understanding revealed by stories. This article is based on the narrative methods and tools developed by the Institute for Knowledge Management. Snowden points to the dangers and limitations of simply constructing stories. He outlines three forms of narrative intervention for managing narrative flow in organisations, but also three uses of narrative beyond this, where narrative may act as a source of understanding or serve to disrupt entrained thinking.

Snowden, David J. (2001), Simple but not simplistic: the art and science of story, Institute for Knowledge Management.

Abstract:
If storytelling is properly understood its use in an organisation is both an art and science. It is a mistake to see storytelling merely as a message carrier; it also helps to reveal culture

and can restore human value. Snowden points to seven reasons why story is valuable to an organisation and examines three classes of approach to organisational story: the fable, disruptive metaphor and archetypes and their uses. Provided is a brief set of guidelines to the use of organisational storytelling.

Snowden, D. (2000), The Art and Science of Story or "Are You Sitting Uncomfortably?" Part 1: Gathering and Harvesting the Raw Material, *Business Information Review*, 17(3), 147-156.

Abstract:
Snowden makes the point that storytelling has become a popular fad for management, but characterises this activity as largely 'anecdote enhancement' which is a useful technique. However Snowden claims a much richer approach is that which he outlines in this article: Story. Covered in Part 1 of this two part article, he introduces the basic language and some uses of Story in organisation and outlines techniques required to elicit anecdotes from communities. Also covered is the extraction of Archetypes from anecdotes.

Snowden, D. (2000), The art and science of story or 'Are you sitting uncomfortably?' Part 2: The Weft and the Warp of Purposeful Story, *Business Information Review*, 17(4), 215-226.

Abstract:
The article outlines some of the uses of storytelling for communication and knowledge disclosure. The approach of Story outlined by Snowden in part 1 is positioned against four other modes of storytelling in organisations. Here Snowden identifies the different forms of purposeful story that can be constructed using anecdotal material, archetypes and values extracted from an organisation. Four contrasting approaches to the use of stories within an organisational context are extracted from the literature: 1. stories as a research tool, 2. enhancing actual stories, 3. embracing fiction, and 4. traditional forms of story. Forms of story outlined are: myths, fables, the virus and archetypal stories. The article concludes by discussing these various types and uses of stories and the ethical principles involved in the use of story technique.

Snowden, D. (1999), Story telling for the capture and communication of tacit knowledge, *Business Information Review* (1 of 2).

Abstract:
The article describes how a well-managed and purposeful story can act as a powerful tool and means in the disclosure of intellectual knowledge. Stories are perceived as a non-intrusive and organic means of producing sustainable cultural values and change, and enable transfer of complex tacit knowledge.

Solomon, P. (1997), Discovering information behavior in sense making: II The social, *Journal of the American Society for Information Science*, 48(12), 1109-1126.

Abstract:
Based on a planning unit of a public agency, ethnographic methods are used to explore the social elements of information behaviour during sense making by participants. Aspects of work life were considered to analyse organisational strategies for identity, retrospect and influence of the environment in the extraction of cues. The social role of communicative events such as meetings, conversations and written messages was also considered in the work-planning task. The research findings indicated that participants did not separate information collection or action from their work planning tasks. It recommends that systems supporting social settings should be integrated into organisational designs.

Solomon, P. (1997), Discovering information behavior in sense making: III The person, *Journal of the American Society for Information Science*, 48(12), 1127-1138.

Abstract:
Ethnographic methods were used to explore individual information behaviour during sense making by participants. The study was based on a public agency and focused on how people capture and process meaning from their situations. It identified three personal sense making styles namely: cognitive, affective, and conative. These styles were perceived to reflect a person's role in the organisation and in the work planning tasks. It recommends understanding this diversity in sense making styles in teams and tapping this skill advantage.

Spicer A.; Selsky, J.; and Teicher J. (2000), Conflict and Collaboration in the 1998 Melbourne Port Labour Dispute: The Role of Discourse in Domain Evolution, University of Technology, Sydney.
http://www.bus.uts.edu.au/apros2000/Papers/SPICER-SELSKY.pdf
Accessed: 05/06/02.

Abstract:
The case study focuses on sense making involving stakeholders in a major labour dispute. It adopts historical and discursive methods to illustrate how individuals engaged in sense making and were able to interpret this extremely complex situation.

Stern, B. B., Thompson, C.J., and Arnould, E.J. (1998), Narrative analysis of a marketing relationship: The consumer's perspective, *Psychology and Marketing*, 15(3), 195–214.

Abstract:
This article uses narrative analysis to study a marketing relationship. The focus of study is on the consumer's perspective, where a single incident of a marketing encounter is treated

as a core event in relationship marketing. The narrative is extracted from a case study of a university student regarding shopping experiences and provides a detailed account of a relationship that ends in brand switching. The consumer's role is studied by means of narrative analysis, using the technique of a phenomenological interview (this complements the critical incident technique). The article begins with an overview of the interview and the narrative it yields. Next, it presents a case study that demonstrates the dynamics of the marketing relationship. The analysis provides an in-depth reading to demonstrate the psychological forces driving the consumer's behaviour. The article concludes with a discussion of the marketing implications.

Stevenson, W.B., and Greenberg, D.N. (1998), The formal analysis of narratives of organizational change, *Journal of Management*, 24(6), 741.

Abstract:
Outlines the use of event structure analysis ESA in studying organisational change. It details the methodology of ESA as a formal qualitative technique based upon a narrative positivist perspective. In particular it uses ESA to study the interpreted causal explanations for narratives about the changes in government policy regarding the use of public parks in a small Massachusetts city. Outlines the advantages of ESA, as well as the methodological difficulties of a formal narrative analysis. Thus, being narrative, it takes into account the temporal and historic nature of events. By treating changes as interconnected events, can get at the dynamic interpretations of the change process, as opposed to existing models, which see change as discrete phases. Furthermore, it provides a detailed overview of the use of ETHNO software in relation to extracting the cause mechanisms for change in the given organisational setting, thus showing how events in the change are diagrammed.

Swap, W., Leonard, D., Shields, M., and Abrams, L. (2001), Using mentoring and storytelling to transfer knowledge in the workplace, *Journal of Management Information Systems*, 18(1), 95-114.

Abstract:
This paper looks at informal learning in organisations by focussing on two transfer mechanisms, those of mentoring and storytelling, for leveraging the knowledge of an organisation. In particular these mechanisms are supposed to increase an organisation's tacit knowledge and core capabilities. By focusing on these methods attention is drawn to the fact that core capabilities of an organisation can be transferred explicitly or formally as well as often informally through socialisation and internalisation. Conditions for both approaches to be effective are taken from research in cognitive psychology and learning. Recommendations for management practices are also presented.

Teekman, B. (1999), Using Sense-Making to explore reflective thinking processes in nursing practice, Paper presented at International Communication Association annual meeting, San Francisco, California, May 27.
Available at: http://communication.sbs.ohio-state.edu/sense-making/meet/m99teekman.html
Accessed: 05/06/02.

Abstract:
The study used time-line interviews of ten events in nursing situations to explore the concept of reflective thinking in nursing participants. Participants were asked to explore how each of them perceived their situations; their emotions and feelings; and the impact these events had on past experience. They were also asked to identify issues of ambiguity and those aspects that they perceived either hindered or helped in understanding and answering questions posed to them. A dynamic process model of reflective thinking was developed to assist nursing practice and education. The model suggests that sense making can be a useful framework to guide nursing practice.

Thomas, J.B., Clark, S.M., Gioia, D.A. (1993), Strategic sensemaking and organizational performance: Linkages among scanning, interpretation, action, and outcomes, *Academy of Management Journal*, 36(2), 239-270.

Abstract:
The article examines whether key cognitive processes of scanning, interpreting, and responding may be linked. Top managers from various hospitals took part in the sense making study to test how these processes related to organisational performance. Direct and indirect effects in sense making processes highlighted a link between level of information processing and performance outcomes.

Vane, C.M. (1991), Formalising storytelling in organisations: A key agenda for the design of training, *Journal of Organizational Change Management*, 4(3), 52-58.

Abstract:
The article describes how storytelling is being recognised as having a powerful influence in learning organisations. Four examples are used to illustrate how storytelling can enhance formal training. It proposes the formalisation of storytelling to promote individual and change processes.

Warne L. 1999, Understanding Organisation learning in Military Headquarters: Findings from A Pilot Study, in Proceedings of the 10th Australasian Conference on Information Systems, Victoria University of Wellington, New Zealand, 1144-1157.

Abstract:
Based on a pilot study, the project investigates organisational learning of command and control in the Australian Defence Force. The aim of the project was to determine the feasibility of observing and documenting social learning processes using ethnographic techniques. The findings indicated that most of the aspects from the five disciplines of a learning organisation were practiced. These included personal mastery, mental modes, shared vision, team learning and systems thinking.

Watson, Tony T. (1995), Rhetoric, discourse and argument in organizational sense making: A reflexive tale, *Organizational Studies*, 16(5), 805-821.

Abstract:
It is argued here that rhetoric is a crucial aspect of thinking and communication for human actors. Thus dialogue reflects the individual's thinking processes and communication efforts. Watson argues this applies to himself as the writer of the paper equally as it applies to actors examined in the present study. Furthermore it is suggested that all thinking involves a dialogue with oneself. Presented is a study of a dialogue between two actors using a rhetorical analysis. Two broad discourses in the organisation are identified, which provide sets of discursive resources to be drawn upon by managers in making sense of their work. These different rhetorical styles are used by different people, to convey information when used in the appropriate setting.

Weber, P.S., and Manning, M.R. (2001), Cause maps, sensemaking, and planned organizational change, *Journal of Applied Behavioral Science*, 37(2), 227-251.

Abstract:
The study uses cognitive cause-mapping techniques to explore individual sense making during a planned organisational change. Evaluation of this method reveals that longitudinal and structural cause-mapping analyses can generate rich sources of information and high content validity, and are useful for capturing sense making processes. It offers an integrated model of sense making for organisational change.

Wood, D.R. (2000), Narrating professional development: teachers' stories as texts for improving practice, *Anthropology and Education Quarterly*, 31(4), 426-448.

Abstract:
This article examines the process of using narrative inquiry as a tool for teachers' professional development. Wood illustrates the technique of analysing stories by focussing on two particular narratives extracted from her work with a female high school teacher. The critical examination of these stories are subsequently used to confront weaknesses and recognise strengths in the teacher's approach.

Woodside, Arch G. (2001), Editorial: Sense making in marketing organizations and consumer psychology: Theory and practice, *Psychology and Marketing*, 18(5), 415–421.

Abstract:
The article focuses on how marketing executives and consumers are engaged in sense making to create new models of perceived reality. Sense making is proposed to involve implicit and explicit mental processes and is linked to decision making. Meaning is derived from these sense making processes through three sources, namely: interpretations generated from external stimuli, retrieved internal memory and working memory sources. Cultural sources from long-term memory also unconsciously contribute to sense making. These meta sense making efforts are usually incomplete and affect our ability to understand the outcomes of our own sense making.

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4. Conclusion

What has been presented here is an extensive listing of a broad range of issues covered in the literature on narrative methodologies. However it pays to note the articles included here are aimed at covering an overview of the main areas discussed in the field, and this is by no means an exhaustive listing of the body of texts covering this rapidly growing area. As such, entries have included an overview of the methodology itself and case studies outlining the use of narratives, and even entries outlining the theoretical underpinnings and development of such an approach are added. As narrative is a fairly recent approach to study, the body of literature will undoubtedly continue to grow and develop. A useful web based resource covering narrative and qualitative research topics across the academic disciplines is the narrative psychology internet and resource guide found online at www.narrativepsych.com.

As stories are a fundamental way in which meaning is expressed, embodying the cultural values and emerging understanding revealed by stories, this approach seems particularly applicable to a military setting. As highlighted in this bibliography, narratives allow access to the implicit knowledge and informal means of understanding in organisations and the approach can be used to implement or assist organisational change. Furthermore and importantly the shortcomings of traditional research in the ability to capture the rich nature of experiences has been highlighted.

Applying narrative methods to a military setting seems a natural progression, as soldiers have a diverse range of experiences and narrative may capture the social understandings, implicit knowledge, or the organisational identity of the military. Breaking from traditional quantitative methods and capturing stories may reveal an in-depth account of the military role, the processes and organisational culture embodied within the stories

told. That is, the process of meaning making can be seen through the discourse of narratives, and outline the social norms, structures and attitudes of the organisation. An additional benefit to applying this methodology is the fact that many personnel have personal "war stories" to tell in discussion of their roles.

Thus capturing these stories and analysing them may lead to a better organisational understanding and yield a far deeper insight into the complexity of life within the organisation. Ultimately however narrative can be used to facilitate organisational change or promote learning. Firstly, by presenting stories within an organisation, the sense making enabled through narratives promotes understanding throughout the organisation. Secondly, by eliciting these stories, particularly those where things go wrong, and applying the methodology, stories told can be actively reshaped and retold to promote the values and culture desired by the organisation.

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M Mitchell and M Egudo

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M Mitchell and M Egudo

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Systems Sciences Laboratory
PO Box 1500
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19. ABSTRACT

This annotated bibliography focuses on the various approaches to studying narrative. It covers the approaches to narrative in an interdisciplinary manner, including the fields of psychology, sociology, linguistics, philosophy, anthropology, organisation studies, and history. Narrative is an interpretive approach in the social sciences involving storytelling methodology. The story becomes an object of study, focusing on how individuals or groups make sense of events and actions in their lives. The theoretical underpinnings to narrative approaches are outlined as are the applied benefits of story telling such as how narrative conveys tacit knowledge, how it can enable sense making, and how it constructs identity. The study aims to explore the potential of narrative as a research tool for enhancing Army's understanding of knowledge acquisition in the context of Battle Command Training.