Storylines Project (IO2) European Corporate Storyteller Skill-Set Framework

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Abstract European Corporate Storyteller Skill-Set Framework (IO2):
This publication is an Intellectual Output of the project "STORYLINES. Storytelling for competitiveness in European enterprises". The project Storylines has received funding from Erasmus+ Programme. The European Corporate Storyteller Skill-Set Framework (IO2) proposes a definition of Corporate Storytelling as a new European professional competence. Developed through a mixed-methods approach, the Corporate Storyteller Skill-Set Framework (IO2) is set to become a point of reference for initiatives aiming to foster corporate storytelling skills. The framework is structured in three levels of depth. The first level defines five fundamental competencies, among which three are the core-competencies for Corporate Storyteller professionals: Research, Narrative and Creative skills. The second level shows and describes, for each fundamental competence, 27 sub-competences. The third level lists 230 related abilities. All, together, these competencies constitute the pillars of Corporate Storytelling as a new competence at European level. The framework has not yet tested in real settings. Indeed, a subsequent step will be to try it in practice in the context of the Corporate Storyteller module learning (IO3) of Storylines Project. Thanks to feedback from practitioners and end-users it will be possible to evaluate and, if necessary, to refine it. The framework can also be used as a basis for the development of curricula and learning activities fostering Corporate Storytelling as a new professional competence and as a parameter to assess Corporate Storytelling skills.

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The **European Corporate Storyteller Skill-Set Framework (IO2)** is the intellectual output result of the EU project *STORYLINES. Storytelling for competitiveness in European enterprises* funded by the Erasmus+ program under Key Action 2: Cooperation for innovation and the exchange of good practices.

The project started in 2018.

The document shows the activities carried out by project consortium in order to define a Skill-Set Framework for **the European professional figure of the Corporate Storyteller**. The document is divided into several sections, even readable separately.

The **Executive summary** presents a summary of the main conclusion and results more widely described in the rest of the document.

Storylines overview contains the description of the general and specific objectives of Storylines, a short presentation of the project consortium and the timeline of activities.

The **European Corporate Storyteller Skill-Set Framework** describes the second intellectual output of the project, focusing on its connection with Intellectual Output 1 (The best stories in Europe - a collection of corporate storytelling best cases) and Intellectual Output 3 (The corporate storyteller module learning).

The **Methodology** section shows the methodology-road followed to achieve the European Corporate Storyteller Skill-Set Framework: after a **preliminary list of competencies statement** done in the project proposal, a **literature review** was analyzed, an **inventory of best practices** of corporate storytelling at European level collected, an **online survey** submitted to companies and a **focus group** held with entrepreneurs and corporate storytelling professionals.

In the **Framework overview** there are main elements of the activities carried out from September 2018 to February 2021. The Framework is also visualized through an **Infographic**.

Limitations defines the work in progress character of the Framework and the necessity to test it in practice.

At the end, the **Skill-Set Framework structure** describes in detail the 5 fundamental competencies of the Corporate Storyteller and the 230 related abilities listed under each sub-competence.

A list of scientific **references** closes the document.

1. *Research, Creative and Narrative Skills at the core of Corporate Storyteller Skill-Set Framework*

As figure 2 shows, in the European Corporate Storyteller Skill-Set Framework, there are three core competencies: Research, Creativity and Narrative Skills. **Research** is the pre-condition for telling good corporate stories. Through research activities – for example archive research or narrative interviews –, **informative elements are founded** and, among them, **the narrative capital of a story is identified**. It is only thanks to the research activity that, the "raw" material of a story, appears. But the essence of storytelling consists in narrative skills.

Narrative skills are the group of abilities through which a series of informative facts become a story able to entertain and engage the audience. Thanks to narrative skills a fabula – a chronological series of facts –, is transformed in a plot with dramatic tension. **Creative skills** are, in this way, crucial for empowering stories. In both sense: as inventiveness for developing a good story with an effective plot-twist **as a capacity to explore different ways to tell stories**. On the base of story features, core-values and target audience, creatives people choose the best art to tell of the story (visual, writing, data etc.).

2. *Digital skills, Big Data and Sustainability as key drivers for Corporate Storytelling*

More generally, data from Social Networks, Traditional Business (Banking/stock records, Commercial transactions, medical records etc.), Computer Systems and Internet of Things are just some of examples of **the current huge increasing of the digital data in the society and economy**. In this context Corporate Storyteller must be able to manage some fundamental digital skills to be competitive in the market.

Among digital data, big data is assuming a relevant role. According to the European Union, in the next future **digital data** will become an essential resource for economic growth, competitiveness, innovation, job creation and societal progress in general [EU Commission, *Towards a common European data space*, 2018]. In this context, Corporate Storyteller can give a contribution to face the relevant big data impact in society and economy.

One of the main challenges will be related to the **capacity to make more "readable" the huge volume and variety of the big data.** Data Visualization and **Data Storytelling** can play an important role in this direction.

3. *Entrepreneurial skills, Ethics and Empathy*

Last, but not least, Entrepreneurship, Ethics and Empathy have a relevant role in the European Corporate Storyteller Skill-Set Framework. **Entrepreneurship** referrers to the capacity to transform opportunities and ideas into action creating values for others. **Ethics and Integrity** are related to the respect of the confidentiality and privacy of the people involved in the storytelling process and, more generally, in the authenticity and genuineness of the stories. At the end, **Empathy** is the key factor for having a real understanding to others, developing positive relationship with them and generating trust.

Storylines project overview

According to Fontana, Markets are increasingly becoming **narrative arenas** where, alongside the intrinsic quality of products, the ability of brands and companies to evoke a universe of stories, traditions and values (cultural and ethical) is fundamental to increase the competitiveness.

Therefore, being able to tell stories communicating company values is a **crucial skill** to generate added values increasingly attentive and aware customers.

Corporate Storytelling helps companies in telling their stories and values.

But Corporate storytelling does not mean simply telling stories but "communicating through stories", that is a more complex activity that consists of creating narrative universes through which a company enters into an empathic relationship with people, managing to arouse emotions in public [Fontana, 2016].

One of the specific outputs of the Storylines project is to define **a Skill-Set of the new European professional figure of Corporate Storyteller** (IO2) as professional who helps companies to valorize their history, brands and products through narrative communication. The others two consists in gathering a series of European corporate storytelling best cases (IO1) and designing an innovative module learning for corporate storytellers (IO3).

More generally, Storylines project aims to:

- **improve the competitiveness of European companies** by enhancing their distinctive elements towards the competitors from other continents and markets.

- **boost the brand reputation of European companies** by providing them skills to better communicate stories and their ethical practices.

- **increase the employability of young graduates in humanities** who, in the periodic employment rankings of recent graduates, are systematically in the last positions.

Project data resume:

Title: STORYLINES. Storytelling for competitiveness in European enterprises
Acronim: STORYLINES
European Programme: Erasmus+
Key Action: Cooperation for innovation and the exchange of good practices
Project-Start-Date: 1 October 2018
Project-End-Date: 30 March 2021

Project consortium:

Italian-Luxembourgish Chamber of Commerce (Luxemburg, Lead partner, www.ccil.eu), Coopération Bancaire pour l'Europe – GEIE (Belgium, www.cbe.be), Fatti di Storie – Raccontiamo il tuo mondo (Italy, www.fattidistorie.it), The Hive (Italy, www.the-hive.it), Business and Innovation Centre INNOBRIDGE (Bulgaria, www.innobridge.org).

The Corporate Storyteller Skill-Set Framework

The European Corporate Storyteller Skill-Set Framework is the Intellectual Output 2 (IO2) of the Storylines Project and, in the timeline of the project implementation, is located in the middle of IO1 and IO3.

Through Intellectual Output 1 (IO1 – The best stories in Europe – a collection of corporate storytelling best cases) project partners collected a series of European best cases of corporate storytelling as **project dataset and benchmark for developing the following Skill-Set Framework (IO2)**. 31 best cases of European Corporate Storytelling have been collected from 9 different countries and 11 economic sectors.

Through Intellectual Output 3 (IO3 – The corporate storyteller module learning: Hard and soft skills) project consortium will develop **a model of a training course for Corporate Storyteller**. The corporate storyteller module learning will be designed on the base of IO2 results and with the aim to train and transfer the skills already identified in the Corporate Storyteller Skill-Set Framework (IO2).

Thanks to feedback from practitioners and end-users, **the framework will be evaluated and, if necessary, to modified**. The framework can also be used as a **basis**

for the development of curricula, course design and **learning assessment tool** fostering Corporate Storytelling as a new professional competence at European level.

The European Corporate Storyteller Skill-Set Framework (IO2) proposes a shared definition of corporate storyteller **in terms of core and relevant competencies** of it, with the aim to establish a bridge between training and work environment.

The corporate storyteller is a new European professional figure **able to communicate (inside and outside of the company) the history, identity and values of the companies through narrative** added value process creation highlighting the distinctive, informative, ethical and emotional elements of the story.

Methodology

In the following section is described the **methodology process** use to achieve the Corporate Storyteller Skill-Set Framework (IO2).

Storylines IO2 methodology process

Preliminary list of competences statement

Literature review

Inventory of best practices

Survey and focus group

external assessment

Fig. 1 Phases of the study that have led to the Framework of Corporate Storyteller

Preliminary list of competences statement

In the Storylines project proposal, some of **basic competencies of the European corporate storyteller** were identified. More specifically: **cognitive abilities** (understanding a business history and its distinctive elements, **social skills** (the active and empathetic listening skills) and **narratological skills** (the ability to structure a story in a typical and archetypal form). During the project implementation, thanks to the project activities carried out by partners, these basic skills have been integrated, enlarged and better specified.

Literature review

The literature review consisted in elaborating on the main publications related to storytelling at three levels: 1) through **books,** the epistemological bases of storytelling and some must-read manual of it, have been focused; 2) the analysis of **scientific articles** permitted to highlight some aspect more specifically related to Corporate Storytelling debate; 3) the deepening of further **EU Skills Frameworks, Agenda and Handbooks** allowed to structure the European Corporate Storyteller Skill-Set Framework (IO2) using relevant benchmarks and, simultaneously, to integrate some additional skills.

Inventory of best practices

Quantitative method (1): The Storylines Intellectual Output 1 (IO1) consisted in an activity of gathering of best cases of corporate storytelling in Europe. As result of the activity **31 best cases from 9 European countries and 11 economic sectors have been collected**. From the analysis of this repository, the set of competencies needed for the new European professional figure of the Corporate Storyteller have been identified.

Quantitative method (2): **30 online surveys have been submitted** to companies in Italy, Luxemburg, Belgium and Bulgaria to collect additional qualitative and quantitative data for understanding the most relevant competencies needed for storytelling companies.

Qualitative method: **An online focus group with 4 entrepreneurs and professional storytellers** it was held on January 2020 in Italy to further integrate the skill-set with in-deep qualitative data.

The European Corporate Storyteller Skill-Set Framework (IO2), as result of the above-mentioned methodology, is structured in three levels of depth. The first level defines **five fundamental competencies**, among which three have been identified as **core-competencies for Corporate Storyteller professionals: Research, Narrative and Creative skills.** The second level shows and describes, for each fundamental competence, **27 sub-competencies.** The third level lists **230 related abilities.**

The European Corporate Storyteller Skill-Set Framework (IO2) is the result of Storylines project activity where a group of experts in the field and stakeholders have been involved at different stages. Using scientific methodology and the data-set obtained from IO1, a framework of Corporate Storytelling competencies and related abilities have been identified. Although, **the framework has not yet been adapted to, or tested in real settings**. A subsequent step will be to try it in practice in the context of the Corporate Storyteller module learning (IO3), by implementing and evaluating it and, if necessary, to amend it according to feedback from practitioners and end-users.
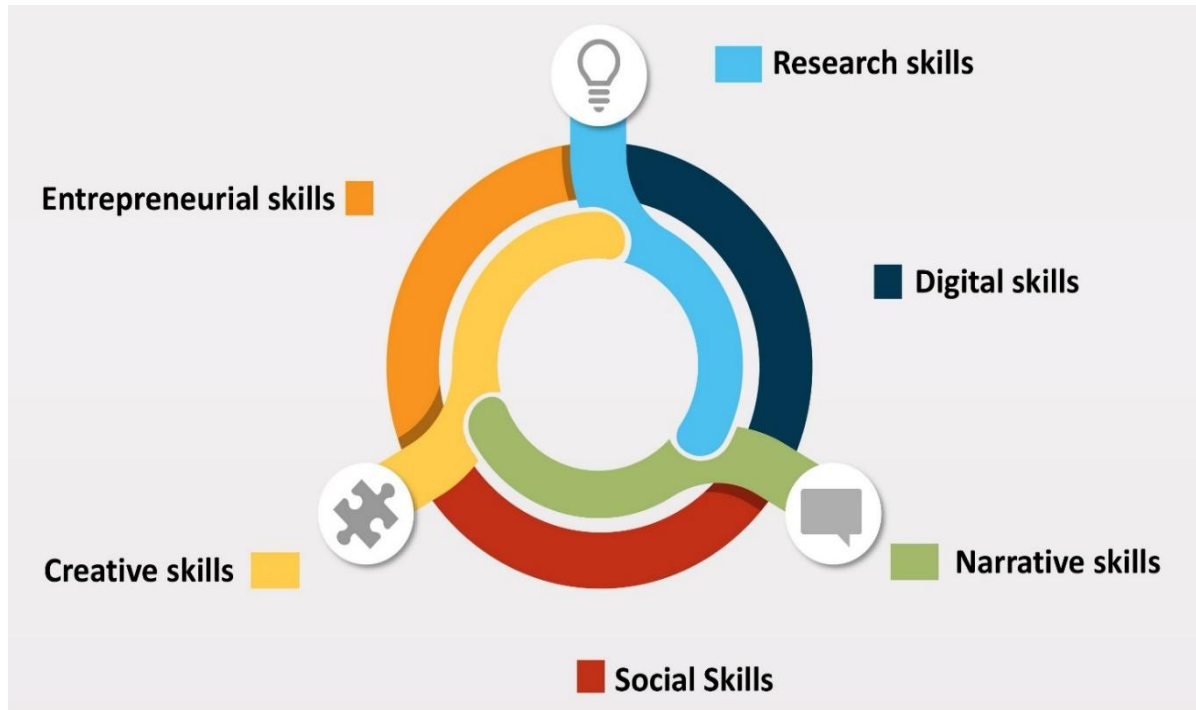
Fig. 2 The skills set framework structure

The skills set framework structure

Research Skills

According to Frascati Manual, research is classified into three categories: 1) **Basic research** is experimental or theoretical work undertaken primarily to acquire new knowledge about observable phenomena and facts, not directed toward any particular use; 2) **Applied research** is original investigation to acquire new knowledge directed primarily towards a specific practical aim or objective; 3) **Experimental development** is systematic effort, based on existing knowledge, from research or practical experience, directed toward creating novel or improved materials, products, devices, processes, systems, or services. These involve novelty, creativity, uncertainty, systematic, and reproducibility and transferability [Frascati Manual, 2015].

SUB-SKILL	SUB-SKILL DESCRIPTION	RELATED ABILITIES
Research Design	Research Design is «a master plan specifying the methods and procedure for collecting and analyzing the needed information» [Z. William, *Business Research Methods*, The Dryden Press, Chicago, 1988, p. 41].	- define the problem to be studied - framing research design - framework theoretical description - statement of research problem - state of the art description - describe level of innovativeness - research methodology definition - research costs budget
Time Management	«Time management is about the consistent and goal-oriented application in practice of proven work techniques in such a way that managing oneself and one's environment becomes effortless while the time at one's disposal is used up in the most meaningful way possible». [L.J. Seiwert, *Zarządzanie czasem. Bądź Panem własnego czasu*, Placet, Warszawa, 1998, p. 14].	- analyzing time - follow up time - planning time - time commitment - timeline progress report - monitoring postponements - justify postponements - evaluate management obstacles - define measures to face delays - setting priorities
Research for Corporate Storytelling	Research for Corporate Storytelling refers to a series of research activities and methodologies that, on the base of Storylines project best cases data collection analysis, are relevant to extract information in order to achieve a Corporate Storytelling project.	- narrative interview - semi structured interview - focus group - desk research - archive research - library research

		- data and big data gathering and analysis
		- independent reading
		- organizing research materials and results
Critical Thinking	Critical thinkers are people «seeing both sides of an issue, being open to new evidence that disconfirms young ideas, reasoning dispassionately, demanding that claims be backed by evidence, deducing and inferring conclusions from available facts, [and] solving problems». [Daniel Willingham, *Critical Thinking: Why Is It So Hard to Teach?* in «Arts Education Policy Review», n. 4, Mar-Apr 2008, pp. 21-29].	- research
		- data analysis
		- asking thoughtful questions
		- interpretation
		- judgment
		- questioning evidence
		- recognizing patterns
		- skepticism
Integrity	«Good research practices are based on fundamental principles of research integrity. They guide researchers in their work as well as in their engagement with the practical, ethical and intellectual challenges inherent in research. These principles are: 1) Reliability in ensuring the quality of research, reflected in the design, the methodology, the analysis and the use of resources; 2) Honesty in developing, undertaking, reviewing, reporting and communicating research in a transparent, fair, full and unbiased way; 3) Respect for colleagues, research participants, society, ecosystems, cultural heritage and the environment; 4) Accountability for the research from idea to publication, for its management and organization, for training, supervision and mentoring, and for its wider impacts. [*The European Code of Conduct for Research Integrity*, ALLEA, 2017, p. 5] and https://www.nuigalway.ie/academic-skills/readingandresearch/ethicsintegrity/	- do not plagiarized other works
		- quote statements
		- declare potential conflicts of interest
		- obtain informed consent from research participants
		- observe data protection laws (GDPR)
		- observe policies and respect the confidentiality and privacy of research participants
		- protect human and animal safety, welfare and rights as much as possible
		- respect cultural and other sensitivities and differences
		- share data when appropriate
		- do not submit the same or similar

		work in different contexts without declaring the work is duplicated
Communication	Science communication skills have been defined as «appropriate skills, media, activities, and dialogue to produce one or more of the following personal responses to science (the AEIOU vowel analogy): Awareness, Enjoyment, Interest, Opinion-forming, and Understanding». [T. W. Burns, D. J. O'Connor and S. M. Stocklmayer, *Science Communication: A Contemporary Definition* in «Acoustics, Speech, and Signal Processing Newsletter», IEEE 12(2), 2003, pp. 183-202].	- accurate, objective and fact-checked
		- language clear, simple and accessible
		- key messages outlined
		- scientific and social context provided
		- coherent in structure and style
		- using methods for emotional engagement of the audience
		- encourage interaction with audience
		- impactful
		- responsible
		- relatable

Narrative Skills

Narrative skills referrers to the ability to understand and tell stories. More specifically, narrative skills consist in the capacity **to find and develop a narrative capital of a story engaging people emotionally through dramatic tension.**

SUB-SKILL	SUB-SKILL DESCRIPTION	RELATED ABILITIES
Strategic Storytelling	Strategic Storytelling consists in defining the long-term strategy that will be implemented by a series of storytelling acts [A. Fontana, *Storytelling d'impresa. La guida definitiva*, Hoeply, Milano, 2016, p. 148].	- narrative capital identification
		- project management
		- script writing
		- context and sentiment analysis
		- strategic management
		- team building
		- HR management
		- narrative sensitiveness

		- target audience
		- set the strategic goals for corporate story
Transmedia Storytelling	Transmedia storytelling refers to different forms of transmedia narratives defined as: «a multimedia product which communicates its narrative through a multitude of integrated media channels» [K. Kalin, *Transmedia Narratives: Definition and Social Transformations in the Consumption of Media Content in the Globalized World* in «Postmodernism Problems», n. 7, 2017, pp. 60–68].	- content creation
		- narrative structure design
		- transmedia story set
		- transmedia story link
		- multichannel story
		- multichannel story management
		- multichannel story development
		- ICT skills
		- digital skills
Visual Storytelling	«A visual narrative (also visual storytelling) is a story told primarily through the use of visual media. The story may be told using still photography, illustration, or video, and can be enhanced with graphics, music, voice and other audio». [www.visualstorytell.com].	- ability to synthesize information
		- ability to choose the most representatives images
		- ability to create narrative tension through visual
		- "Show Don't Tell" rule
		- mostly focus the images that serves the story
		- increase readability
		- generate interest
		- increase memorability
		- visual skills
		- graphic skills
		- writing
		- core-story generation

Content Storytelling	Content Storytelling skills merge ability to write effectively and clearly with the capacity to structure narratively the content of a story. [A. Fontana, *Storytelling d'impresa. La guida definitiva*, Hoeply, Milano, 2016, p. 150].	- copywriting
		- script writing
		- set scenario
		- content generation
		- narrative capital development
		- narrative capital extraction
		- narrative capital partition and links
		- «don't tell the story of a business or a product, but the people behind it» rule
Big Data Storytelling	«The phrase "data storytelling" has been associated with many things: data visualizations, infographics, dashboards, data presentations, and so on. Too often data storytelling is interpreted as just visualizing data effectively, however, it is much more than just creating visually appealing data charts. Data storytelling is a structured approach for communicating data insights, and it involves a combination of three key elements: data, visuals, and narrative». [B. Dykes, *Data Storytelling: The Essential Data Science Skill Everyone Needs*, Forbes, May 31, 2016].	- data collection
		- data analysis
		- data mining
		- data visualization
		- data modeling
		- data communication
		- data memorability
		- data engagement
		- data enlighten
		- data empathy generation
Corporate Archive Design and Storytelling	«Corporate archives are archival departments within a company or corporation that manage and preserve the records of that business. These repositories exist to serve the needs of company staff members and to advance business goals. Corporate archives allow varying degrees of public access to their	- organizational skills
		- research skills
		- conservative skills
		- corporate archive concept design
		- administrative skills
		- select the relevant corporate documents

	materials depending on the company's policies and archival staff availability». [www2.archivits.org].	- digital skills
		- knowledge of copyright, donor restrictions
		- technical archive-skills
		- archive narrative
Corporate Museum Design and Storytelling	«The purpose of a corporate museum is not based on the existing context of a place but appears to be integral to the corporate identity programme, exposing the company's values and philosophy. They are thematic, commercial buildings, owned by a particular firm, where the history of the company brand and products' development are presented on the background of the local social environment». [K. Katarzyna Piatkowska, *The Corporate Museum: A New Type of Museum Created as a Component of Marketing Company* in «The International Journal of The Inclusive Museum», Vol. 6, 2014, pp. 29-37].	- organizational identity
		- exhibit development
		- exhibit design
		- exhibit implementation
		- exhibit preparation
		- communication
		- cataloging
		- exhibit promotion
		- corporate story space-organization
Creative Writing	«Creative writing is any writing that goes outside the bounds of normal professional, journalistic, academic, or technical forms of literature, typically identified by an emphasis on narrative craft, character development, and the use of literary tropes or with various traditions of poetry and poetics». [Wikipedia].	- entertain
		- express human experience/expressiveness
		- engage the audience
		- create dramatic tension
		- attract attention
		- inform in expressive way
		- character development
		- plot development
		- vivid/imaginative settlement
		- developing dialogues

    Sustainable Storytelling	Sustainable storytelling is not storytelling for sustainability. Sustainable storytelling is a methodological approach that, in the field of corporate storytelling, aims to reduce the footprint of storytelling activities and products. For example, in the case of a corporate museum, sustainable storytelling consists in creating a zero-impact museum.	- adaptation and mitigation strategies
		- impact assessment methods
		- risk analysis
		- ethics
		- sustainability principles and policies
		- transition management

Creative Skills

In the context of education, creative thinking is defined as «the thinking that enables students to apply their **imagination to generating ideas, questions and hypotheses, experimenting with alternatives** and to evaluating their own and their peers' ideas, final products and processes» [P. Kamplys, E. Berki, 2014, p. 6].

SUB-SKILL	SUB-SKILL DESCRIPTION	RELATED ABILITIES
    Imagination	Imagination is defined as the creative ability to form ideas and images without immediate, external sensory input [K. Egan, *Imagination in Teaching and Learning: The middle school years*, London, Althouse Press, 1992]. It broadens and deepens human experience by seeing familiar objects in a new light and helps to make knowledge applicable in solving problems [J. Dewey, *How We Think*, Houghton Mifflin, Boston, 1933].	- exploring, synthesizing, and refining multiple options
		- generating and refining ideas
		- inventing
		- bending reality
		- breaking reality
		- blending reality
    Open Mindedness	Open mindedness is, fundamentally, to be receptive to new ideas. Open mindedness is someone able to give a fair and impartial hearing to the intellectual opposition [J. Baehr, *The Structure of Open-Mindedness* in «Canadian Journal of Philosophy», n. 41, 2011, pp. 191-213]. Kwong defines open-mindedness as the «willingness to take a novel viewpoint seriously» [J. Kwong, *Open-Mindedness as a Critical Virtue*, working paper, 2015].	- using lateral thinking
		- using divergent thinking
		- hypothesizing
		- exploring multiple viewpoints
		- being flexible, adaptable and functioning well with uncertainty
		- seriously consideration of alternative point of view

		- to be more inclined to listen
Curiosity	Curiosity is a quality related to inquisitive thinking such as exploration, investigation, and learning [DE. Berlyne, *A theory of human curiosity* in «British Journal of Psychology», n. 45, 1954, pp. 180-191].	- inquisitive attitude
		- registering patterns and anomalies
		- making use of previous knowledge
		- researching productively
		- formulating good questions
		- desire to gain knowledge or information
		- exploratory behavior
Problem Solving	«Problem solving refers to cognitive processing directed at achieving a goal when the problem solver does not initially know a solution method. A problem exists when someone has a goal but does not know how to achieve it. Problems can be classified as routine or nonroutine, and as well-defined or ill defined» [R. E. Mayer, *The Oxford Handbook of Cognitive Psychology*, Edited by D. Reisberg, 2013, online].	- understanding and defining problems
		- crafting, delivering and presenting solutions
		- demonstrating initiative, discipline, persistence and resilience
		- evaluating impact and success of solutions
		- understand the origin of the problem and its causes
		- problem finding
		- problem shaping
		- problem solving

Digital and Entrepreneurial Skills

«**Entrepreneurship** is when you act upon opportunities and ideas and **transform them into value for others**. The value that is created can be financial, cultural, or social» [FFE-YE, 2012]. «**Digital skills** involve the knowledge and **ability to determine information needs from digital technology sources**, and to appropriately **use digital tools and facilities** to input, access, organize, integrate and assess digital resources as well as to construct new knowledge, create media expressions and communicate with others». [www.rewired4technology.com]

SUB-SKILL	SUB-SKILL DESCRIPTION	RELATED ABILITIES
Entrepreneurial skills a): vision and into action competencies	«Work towards a vision of the future; develop creative and purposeful ideas; use imagination and abilities to identify opportunities for creating value» [EU *EntreComp*, p. 12].	- learning through experience
		- working with others
		- taking initiative
		- planning and management
		- coping with ambiguity, uncertainty and risk
		- spotting opportunities
		- vision
		- valuing ideas
		- ethical and sustainable thinking
Entrepreneurial skills b): mobilizing resources and resilience	«Believe in yourself and keep developing; stay focused and don't give up; gather and manage the resources you need; capacity to fast recover after difficulties» [EU *EntreComp*].	- self-awareness and self-efficacy
		- motivation and perseverance
		- mobilizing resources
		- financial and economic literacy
		- capacity to fast recover after difficulties
Digital skills a): Digital content creation and safety	«Digital content creation and safety: to create and edit digital content. To improve and integrate information and content into an existing body of knowledge while understanding how copyright and licenses are to be applied. To know how to give	- video making
		- social media management
		- photo portraits
		- developing digital content

	understandable instructions for a computer system. To protect devices, content, personal data and privacy in digital environments. To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion. To be aware of the environmental impact of digital technologies and their use». [EU *DigComp*].	- integrating and re-elaborating digital content
		- copyright and licenses
		- protecting personal data and privacy
		- protecting the environment
Digital skills b): Information, data literacy, communication and collaboration	«1) Information and data literacy: To articulate information needs, to locate and retrieve digital data, information and content. To judge the relevance of the source and its content. To store, manage, and organize digital data, information and content. 2) Communication and collaboration: To interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity. To participate in society through public and private digital services and participatory citizenship. To manage one's digital identity and reputation» [EU *DigComp*].	- browsing, searching and filtering data, information and digital content
		- evaluating data, information and digital content
		- managing data, information and digital content
		- interacting through digital technologies
		- sharing through digital technologies
		- engaging in citizenship through digital technologies
		- collaborating through digital technologies
		- netiquette
		- managing digital identity

Social Skills

«Social skills are explained as an assumption of a wholesome social life [Osit, 2008], which are **essential in pursuance of personal sovereignty, ability to adapt to social situations, to express themselves and understand others** [Colombero, 2004]; **to communicate avoiding conflicts and to maintain good interpersonal skills** [Brodeski, Hembrought, 2007]»; [M. Jurevičienė, I. Kaffemanienė, J. Ruškus, 2018].

SUB-SKILL	SUB-SKILL DESCRIPTION	RELATED ABILITIES
Negotiation skills	«Exchanging ideas while analyzing issues and interests at stake, enabling opposing sides to resolve disputes and reach agreement, or making decisions to resolve disputes or impose justice». [EU *ESCO Handbook*].	- conclude business agreements
		- manage contracts
		- negotiate price
		- moderate negotiations
		- handle financial disputes
		- handle customer complaints
		- manage employee complaints
Networking abilities	«Developing alliances, contacts or partnerships, and exchanging information with others». [EU *ESCO Handbook*].	- developing alliances, contacts, or partnerships, exchanging information with others
		- liaise with logistics management teams
		- communicate production plan
		- coordinate construction activities
		- develop communication networks with shipping sites
		- develop professional network
		- maintain relationship with suppliers
		- teamwork
		- showing understanding to others
		- emotional intelligence

		- forming positive relationship
Social Awareness and Relationship	Social awareness is to have deep understanding of societal, interpersonal, cultural and environments norms and codes in order to interact in a proper manner.	- assertiveness
		- political intelligence
		- empathy skills
		- respect
		- honesty
		- trust
		- appreciate diversity
Self-awareness and stress management	Self-awareness is the conscious of one's own character and feelings. Stress management is the ability to reduce the impact of stress in workplace.	- anger management
		- stress management
		- dealing with sadness
		- dealing with frustration
		- dealing with disappointment
		- motivation
		- positive thinking

Books:

- Robert G. Atkinson, *The Life Story Interview*, SAGE Publications, 1998.
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