DIST Digital Storytelling for Spreading and Promoting Entrepreneurship
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"GUIDE STORYTELLING FOR TRAINING"

Cliff Notes

1. PROIECTUL DIST

DIST este un proiect care vizează formarea antreprenorilor și a antreprenorilor aspiranți prin interviuri video-narative care să fie utilizate în numeroase contexte educaționale și adresate publicului mai sus menționat prin abordarea povestirii. Proiectul DIST se realizează prin colaborarea a șase parteneri din patru țări (Italia, Polonia, România, Spania).

STRUCTURA GHIDULUI

Scopul acestui ghid este de a oferi indicații utile pentru utilizarea, cu abordarea povestirilor, a interviurilor video (produse cu antreprenori inovativi de succes) pentru antreprenori și antreprenori aspiranți. Pentru a face acest lucru posibil, sunt furnizate toate informațiile metodologice, conținutul și cadrul teoretic pentru a maximiza eficacitatea instruirii.

Ce înseamnă să fii antreprenor?

Un antreprenor este o persoană care își exercită inițiativa organizând o afacere pentru a profita de o oportunitate și, în calitate de decident, decide ce, cum și cât va fi produs un bun sau un serviciu.

El furnizează capitalul de risc, din perspective celui care și-l asumă, și monitorizează și controlează activitățile comerciale. Antreprenorul este, de obicei, un asociat unic, un partener sau cel care deține majoritatea acțiunilor într-o companie.

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3. ATITUDINI ŞI COMPETENŢE A CĂROR CONSOLIDARE O PERMITE GHIDUL

> Volumul urmăreşte să consolideze toate comportamentele şi atitudinile transversale utile acelor persoane care doresc să înfiinţeze în afaceri, pentru a fi mai bine pregătiţi pentru a intra ferm forţa de muncă.

1- Consolidarea experienţei anterioare

Ar putea fi cu siguranţă spus că, înainte de a deveni antreprenori de succes, este important să se facă o mulţime de practică pentru a se câştiga experienţă, şi este esenţial să se întreprindă acțiuni care să evidenţieze individul.

2- Dezvoltarea abilităţii prin experienţa de viaţă

3 Disciplina puternică, perseverenţă şi tenacitate

4- Pasiune şi încredere

5- Curiozitate

6 Înclinatii la risc

8 Adaptabilitate şi creativitate

9 Conştientizarea cu privire la posibilitatea de a eşua

The values that the guide aims to promote
The stories present in the guide are intended to promote positive values to which entrepreneurs and aspiring entrepreneurs can use as inspiration to bring forward their own project.

1. Vision of the future: it is necessary to project the future and not to be subjected to it.
2. Innovative intelligence
3. Research and creativity
4. Culture of change: it means not to stop the achieved results, but to re-start every day.
5. Social conscience
6. Openness to the world

What is storytelling? Fundamental principles

Storytelling cannot simply be defined as the need of sharing stories, but it is a real multi-disciplinary field of study, work and action. Storytelling is a method to influence the target public, to learn and enrich knowledge and skills, it is a tool that allows to effectively share experiences and methods of work, a pathway through which it is possible to define personal and organizational identities, a way of managing the consensus and the power, a way to formulate, check and reformulate political, economic and marketing decisions.

The history of storytelling

The National Storytelling Network defines Storytelling as:

An ancient art form and a valuable form of human expression. Because story is essential to so many art forms, however, the word "storytelling" is often used in many ways.

That's what "storytelling" means for most of us:

Storytelling is the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination.

Storytelling is interactive

Storytelling involves a two-way interaction between a storyteller and one or more listeners. The responses of the listeners influence the telling of the story.

In fact, storytelling emerges from the interaction and cooperative, coordinated efforts of teller and audience.

The principles of storytelling

- Stories are the result of how we (humans) evolved in order to understand the logics of the natural world. The narrative is therefore an innate construct of the human species so it was present also before logic or mathematic thinking and culture.

- We notice and value cause and effect and the story is just that: a train of cause and effect.

- Trough narrative we put things and events in a logical sequence which is so important to us in order to understand the world.

- Sharing narratives means share situations, emotions, the effect of metalizing give us the power to not only remember what is told, but also to experience it by simulating it in our brain.

- The value of a story isn't just dependent on the type information it gives to the audience.

- The four main objectives of telling a story are: to entertain, to inform, to instruct and to inspire. A combination of all of them should be always present inside the story.

- Many of us believe that we just don't have any good stories to tell that would interest for or enrich other people. (BUT THIS IS NOT TRUE AT ALL!!)

- The connection between storytelling and activations in the brain. The link between parts of the story and parts of our memories.

- In order to get people involved you have to put inside the story feelings and emotions.

- Everybody have their own stories to be shared with others and every story is unique.

- If you use a story in order to share something the 65-70 % of that message will remain in the memories of the listener (facts only have a 5-10%).

- The value of the stories isn't just dependent on the type of information it gives to the audience. The emotions the reactions it creates can be immensely valuable just by themselves.

The most important elements (secret ingredients) for a good story

- Think of a moment which your own failures led to success in your career

- Find the interesting things that can be the emotional entry points

- Share your key vulnerabilities with the group

- Know who you are going to talk to, and adapt the way to express in order to the knowledge of the public

- Develop little stories in the main story

- Use certain words that suggests and make public imagine the situation

- Be concrete, and no extent too much, because you can miss the listeners.

- Project yourself in a certain situation

- Use your imagination to find the solution for the problem Ask the listener what would they do in that situation

- Connect the story of the listener with the story that the speaker is telling

- Describe an object/symbol that is important in our live.

- How to overcome the obstacles to achieve your goal?

Stories and skills

Using stories consciously and in a reflective way gives the possibility to develop skills that satisfy those objectives that agencies like the World Health Organization (WHO) define life skills (the skills you need to make the most out of life). According to the World Health Organization (WHO) the basic ones are the followings:

decision-making;

problem solving; ➢

creative thinking➢

critical thinking➢

effective communication skills

interpersonal relationship skills

self-awareness building skills

empathy➢

coping with emotions➢

coping with stress

How can stories and/or the construction of stories help the development of these skills?

The protagonists of the stories make choices, take decisions, with evaluations of different type, with different pathways, with different decision-making methods, using the stories we can acquire plural experiences about choices and decisions, "training" this our skill.

The protagonists of the stories are faced with problems that often they resolve and also the resolution of problems assumes an incredible variety in the different narrative forms that we encounter. Then, using the stories allows us to accumulate behaviours repertoires, decision-making methods, possible reactions to events and solutions to problems.

Use of metaphors

Metaphor is a crucial generative element. It contributes to the creation and construction of the world and of reality. Therefore, intervening on the production and construction of new metaphors means changing perceptions in a profound way.

What is actually a metaphor? It is the understanding of something in the terms of something else. For example, we may talk about an underway economic

negotiation in terms of a "war" (the same term "negotiation" derives from the semantic field of the word "war"). This does not mean that we will go negotiating armed or that we intend to harm to our interlocutors, but that for example we have the intention to "gain ground" during the negotiation. Then, metaphor does not require the equivalence between the two terms (in our example "war" and negotiation) but it requires the possibility to use concepts and terms of metaphor in order to enhance the word meanings to which we refer and to create concepts around them.

What is the corporate storytelling?.

The corporate storytelling refers to a universe of values, meanings, symbols that narrate and communicate the enterprise to its stakeholders. Through stories it is, in fact, possible to transmit emotions and sensations that enrich the information disseminated in enterprises thereby capturing the interlocutor attention widening his/her involvement.

What is digital storytelling?

Digital storytelling is a natural progression from oral and writing storytelling.

Digital storytelling, at its most basic core, is the practice of using computer-based tools to tell stories. The idea is to combine the art of telling stories with a variety of multimedia, including graphics, audio, video, and Web publishing.

Today the use of digital storytelling is being practiced in community centres, schools, libraries and businesses. In the field of education, teachers and their students are using digital storytelling in many different content areas and across a wide range of grade levels.

Digital storytelling is not just about the transfer of knowledge. Everyone can participate because everyone has a story to tell.

Digital storytelling is an online personal narrative in digital format. Digital storytelling can operate outside institutions or organizations, although many organizations such as museums and libraries are using digital storytelling to

help to achieve their goals for community engagement. There is no experience required, but that does not mean that it is easy. Effective digital storytelling uses the multimedia components of narrative, text, images, and sound (e.g., music, narration). Many people discover digital storytelling through workshops on how to use multimedia technology. Through the skills, digital competencies, and literacy learned in these environments, storytellers can continue creating on their own.

How does it work?

Although groups can collaborate on digital stories, the form is well suited to projects by individual users. Most digital storytelling programs promote the notion that users with little or no technical background should be able to create digital stories. Depending on the elements included in the digital story, you might need a recording device and microphone, hardware and software to manipulate images and video, or tools to take pictures and video. Some digital storytelling applications are available free online. A digital story typically begins with a script. The storyteller then assembles rich media to support the ideas and emotions in that script, including music or other audio effects, personal or public domain images, animations or video, and other electronic elements. The storyteller pieces together and edits the digital story, creating a short movie, usually about two to four minutes long.

People tell stories to teach beliefs and values to others. Digital stories let people express themselves not only with their own words but also in their own voices, fostering a sense of individuality and of "owning" their creations. At the same time, digital stories give people an opportunity to experiment with self-representation—telling a story that highlights specific characteristics or events.

Utility of storytelling for training

In order to promote an adequate use of storytelling in education it is necessary to provide a guided pathway: it is not simply by inserting stories in the

educative context that it is possible to talk about the use of storytelling in education. It is essential to make some distinctions: talking about an education based on the principles of storytelling is something different from talking about education through storytelling. An education centred on the principles of storytelling is a narrative one, which thus includes reading moments and stimulus-narrations, it foresees narrative activities, it can have a narrative framework and it serves as a metaphor for the construction of sense, serves to encourage the multiplication of points of view and thus to know situations better. Education through storytelling provides, instead, (in addition to the abovementioned points) the active involvement in the construction, production and narration of the stories of the target group, it provides for the generation of new metaphors, in other words, it provides for the narrative activation of the students. Narration is not just used but it is also lived, manipulated, co-built.

In which situations?

Situations in which you can apply storytelling:

- Education (since elementary education to university)
- Vocational trainings
- Organizations/Associations that encourage entrepreneurial attitude
- Training for trainers

Methods to expose the audience the storytelling:

- Images
- Graphs
- Written narrative
- Visual
- Auditory (for example singing…)
- Painting

Which rules for an effective video?

A video, even more than other medium, in order to be used, must be technically well done.

A video interview in which the sound, for example, is not audible because disturbed by background noises, will be interrupted by the viewer and will not receive further visualizations.

Even if the technical conditions are good, the duration of the video is a decisive element to predict and measure its educational impact.

Those videos that have commercial purposes and which aim to become viral, must generally have a very short duration between 1 minute and 3 minutes.

The duration of a video with educational purposes may be much higher than the suggested above.

In each case, it is necessary to keep in mind the duration of the human beings' attention threshold, and then it should be around 20 minutes.

During the training, videos of longer duration (up to 1 hour) -considering the possibility of predicting an interrupted vision (with related activities) or in instalments - can also be used.

- The camera (even when you are using the smartphone camera) must always be in horizontal position
- Adjust the colour balance.
- Do different shots of the same scene.
- Alternate wide and narrow frames.
- 4. Light conditions are fundamental!
- 5. Pay attention to the short distance shots.
- Mind the battery!

Empirical Rules for video editing.

- Do not edit together scenes in which the camera is moving.

- Shooting in succession should be realized from different angles, with an angular variation of, at least, 45 degrees.

- Face sequences should be shot by alternating the points of view.

- Change the perspective when you shoot buildings.

- Insert cuts when people are moving..

- Make sure that the passages are harmonious, avoiding abrupt visual jumps.

- The more a shot is stationary, the shorter will be its duration. Shots with fast movements could have, instead, a longer duration.

- Since wide fields have a more consistent content, their duration must be longer.

- Give Rhythm.

- Start from a wide field. If possible, it is advisable to start shooting the surrounding environment before tightening on people.

A tool for training with entrepreneurs and aspirant entrepreneurs: the digital curricula story

A Digital Curricula Story is *a short personal story about two and a half minutes by* combining audio recordings, images, photographic sequences and/or film elements.

It tells the story of a person from the perspective of his skills and abilities, motivations, values, passions and professional vocation ...

A Digital Curricula Story is:

- a story created around the professional sphere in digital format

- a creative tool to show the key Competences (Not just digital)

- an *ex post* evaluation device of a training process or a skills assessment

- a way to share their personal and professional experience with others

- a process of continuous self development.

The 5 step process of digital curricula story are:

- Briefing and preparation to writing

- Writing/rewrite

- Recording

- Editing

- Sharing

What is essential for the workshop, especially for the process of finding and creating your individual story, is: bring photos to illustrate your story. 15 to 20 of them would be the perfect number, but don't worry if you don't have that many, a very good digital story can be told from as few as three pictures as well. But should you have them bring along as many as possible (up to 20).

Before starting to write the following elements are important:

- Tell about an episode that highlights your personal/professional skills

- Professional achievements

- Moments of change that have occurred in your personal/professional life

- Critical situations with positive outcomes

- Passion, talents, purposes

- Motivations, values

- Your strong points

- Life lesson that had the greatest impact on you

- Vision about your future

- What you would like to become

When you start writing you must consider the heart of your story and write the way you speak.

Keep your story concise: from 250 to 320 words, you can help you producing a storyboard. You can start your story with sentences that catches the attention and curiosity of the listener (Es: questions, etc..).

Telling your story you can move from the present, to the past and future... (the story is like a personal journey of the storyteller). Remember to write a good beginning and good ending and avoid being dramatic.

Before recording is necessary to read more times your script; relax and take your time and speak slowly and clearly.

The pictures must be rightfully yours (because of copyright reasons) and they should have some personal connection to you and to your story.

If you don't have enough pictures please have a look at royalty free image collections on the Internet. But do this only if it is really necessary: a digital story is so much better when there is a personal connection to the speaker.