# Digital Skills and Soft Skills

## Prof. Silvia Brena; Prof. Georgia Conte; Prof. Matilde Dondena; Prof. Daniele Giulietti

The course is organised into two complementary modules with the aim of providing the necessary tools for developing applied digital and soft competences.

Digital skills

*Gr. A-M: Prof. Silvia Brena*

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The course aims to provide students with the basic concepts to design and structure the creation of strategic communication plans to be released on digital platforms, including editorial and branded content. It also aims to cover content strategy techniques and basic elements of creative writing. The course aims to develop the skills necessary for initiating and guiding on-line communication action: from the characteristics of the digital panorama to the creation of specific competences for the construction of content strategy to best convey one's messages online, including by means of the SEO and SEM techniques.

By the end of the course, students will be able to design a digital content strategy and realise multimedia content (including for social media) related to the DNA of the brand in question. They will be familiar with some of the basics of creative writing and will be able to design a content strategy linked to the positioning of a brand.

***COURSE CONTENT***

The course focuses on the creation of digital content and the process of creating digital content.

From building an effective brand identity based on the content system to developing publishing plans for digital and social platforms; from the identification of the creative process that, based on the identity of the brand, leads to the creation of formats and worlds of content to be released in different forms (videos, gifs, posts and articles) and on different platforms, to the basics of constructing digital content: branded content, creative content and editorial content. The course will also cover the basics of creative writing. Students will learn about SEO and SEM techniques.

Students will be involved in teamwork, brainstorming, modelling and presentation activities.

There will be a particular focus on the creative and organisational component in all its forms in the digital sphere.

It will also present the organisational background behind digital publishing, composed of different figures - editors, media centres, agencies, dealerships etc. - in order to understand their relationships and dynamics.

***READING LIST***

Course notes.

C. Salmon, *Storytelling, la fabbrica delle storie*, Fazi, Rome, 2008.

Han Byung-Chul, *Nello sciame.* *Visioni del digitale.* Nottetempo, Rome, 2015.

P. Bonsignore, *Sassoon Joseph,* *Branded content, la nuova frontiera della comunicazione d’impresa*, Franco Angeli, Milan 2014.

R.P. Nelli, *L’evoluzione delle strategie di branded entertainment: presupposti teorici e condizioni d’efficacia,* Vita&Pensiero, Milan 2011.

R. Florida, *L’ascesa della nuova classe creativa*, Mondadori.

The state of the news media: http://www.stateofthenewsmedia.org/

M. Castells*, Galassia Internet*, Feltrinelli 2006

N. Negroponte, *Essere digitali*, Sperling & Kupfer 2004

F. Martel, *Mainstream, Come si costruisce un successo planetario e si vince la guerra mondiale dei media*, Feltrinelli, 2010.

Han Byung- Chul, *La società della trasparenza*, Nottetempo 2014.

C. Vogler, *Il viaggio dell’eroe,* Dino Audino editore 2010.

P. Kotler, *Marketing 4.0*, Hoepli 2017.

S. Turkle, *La conversazione necessaria*, Einaudi 2016.

R.B. Cialdini, *Pre-suasione*, Giunti 2017.

R. Simone, *Presi nella rete,* Garzanti 2012.

*Gr. N-Z: Prof. Georgia Conte*

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The course aims to provide the practical and strategic tools for designing and managing creative thinking and action. The aim of the course is to develop the competences necessary to initiate and guide communication activities both online and offline.

By the end of the course, students will be able to: identify the different strategic alternatives in planning a content marketing strategy with a specific focus on the scope of influencer marketing; recognise the optimal solutions to be implemented in an online campaign to achieve the objective; identify the strengths and weaknesses of each strategy, considering the increasing variability and complexity of the media context.

***COURSE CONTENT***

The course will explore contemporary trends in digital publishing. There will be a particular focus on all creative and organisational aspects in the digital field and on social networks as a tool for disseminating publishing projects.

The course will also present the organisational background behind digital publishing, composed of different figures - editors, media centres, agencies, dealerships etc. - in order to understand their relationships and dynamics.

***READING LIST***

B. Bonaventura, *Wordpress La Guida Completa*, Hoepli, 2014.

S. Russo-A. Agostini, *Seo & Content,* Hoepli, 2017.

C.CARRIERO-C. BELLIni, *Influencer marketing: valorizzare il Brand con la content creation e le relazioni,* Hoepli, 2019

***TEACHING METHOD***

The course will be delivered by means of frontal lectures with the examination of case studies and discussion with industry experts.

***ASSESSMENT METHOD AND CRITERIA***

Students will be assessed on the competences acquired through the planning of a content marketing strategy. Through a PowerPoint presentation, students must first demonstrate knowledge of information, distinctions and key concepts related to marketing strategy; they will also need to demonstrate their grasp of the basic topics and issues discussed during lectures. The following will contribute to the assessment: Quality of presentation, appropriate use of specific terminology and structured and coherent presentation.

***NOTES AND PREREQUISITES***

Students require basic communication and marketing knowledge. Students who for good reason are unable to attend the course must contact the lecturer at the beginning of the year to arrange a possible supplementary or replacement exam programme. In this case, students are required to provide documentation to explain their lack of attendance on the course (e.g. medical certificate, documentation proving participation in a course-related internship, etc.).

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.

Soft skills

*Prof. Matilde Dondena (A-M) and Prof. Daniele Giulietti (N-Z)*

In today's liquid, heterarchic and increasingly phygital society, in which hierarchy is shrinking, organisations are increasingly horizontal and places of interaction and communication are multiple (from the physical to the digital), people are responsible for their own work and that of their colleagues, they exchange information by multiple means, they co-create, they actively participate in achieving the objectives of the team/s, cooperating and collaborating, with an awareness of how our communication changes and adapts to the different technologies.

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The aim of the course is for participants to: acquire knowledge and understanding of the main cross-cutting competences of coordination and guidance in order to observe their own behaviour and that of others with a view to establishing relationships based on trust and mutual respect within complex organisations; interact and collaborate within groups and be able to communicate effectively through understanding of the main public-speaking techniques.

*Intended learning outcomes* By the end of the course, students will be able to recognise and understand the main soft skills necessary for management and communication within teams. Students will acquire the basic tools and structures for speaking effectively in public, coordinating a working group, managing time and giving constructive feedback to resources and colleagues, as well as delivering a speech. The course also aims to enhance the personal skills of listening, empathy, creativity and trust.

***COURSE CONTENT***

Delivered over six sessions, the course will use theatrical action training to teach students some of the main soft skills relevant to those entering working life: teamwork, people management, public communication, complaints handling, the ability to give and receive feedback, assertiveness, active listening, flexibility and creativity.

***READING LIST***

Recommended reading:

D. Bodega-S. Robbins-T. Judge, *Comportamento Organizzativo. Conoscere e Sviluppare Competenze Organizzative,* Pearson education universitaria, 2016.

Optional reading:

M.Tucciarelli, *Coaching e sviluppo delle soft skills*. Editrice La scuola, 2014

***TEACHING METHOD***

The course adopts the theatrical action-training method: games, simulations and training will enable students to learn through experience, reflection, sharing and cooperation. Learning becomes an individual journey within a group: the group serves as an environment in which individuals can mirror, compare, communicate and receive stimulation to enhance and develop themselves and the team. Students will also be asked to discuss course topics via social learning.

***ASSESSMENT METHOD AND CRITERIA***

Students will be assessed through their preparation of a team project as part of the Digital Skills module, which must then be presented in a performative way. Lectures will be online. The exam will be taken in-person and students will have the opportunity to apply their knowledge and understanding of the skills learned during the course. At least 75% attendance is required.

***NOTES AND PREREQUISITES***

*Notes:* Pre-course preparation: Extracts and videos to read and watch before the meetings will be uploaded onto the lecturer’s Blackboard page during the first session. Lectures are experience based and require remote participation as per the social-learning approach.

*Prerequisites*: There are no prerequisites for this course in terms of contents. However, students are expected to demonstrate interest in and intellectual curiosity about the themes to be touched on in the sessions, and, above all, will benefit from a willingness to get involved beyond their comfort zones. During potential online activities, participants must switch on the camera of their device and participate actively in the sessions, role plays, dialogues and pools created by the lecturer.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.