



**EUROPEAN  
TOURISM  
CAREERS**



Improved Employability and Apprenticeship in the Tourism Sector

# TOOLKIT

*For Training Organisations and Public Authorities*

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## 1. What is this Toolkit for?

This toolkit is intended for use by public authorities, training providers, and other similar organisations who work to enhance the appeal of careers in tourism. The toolkit provides hands-on information on how to use the different tools which are designed to interest young Europeans in a career in tourism, enhance their employability, and engage them in a process of skills development “on-the-job”. The tools have been developed by IdEATE experts, together with jobseekers, small and medium-sized tourism enterprises (SMEs), training providers, policymakers and non-governmental organizations from all over Europe, within the framework of an EU-funded project.

The toolkit provides information and guidelines on how to use the following tools:

- **Tourism Career Pathways (TCPs).**  
*Tourism Career Pathways cluster different tourism jobs that require similar skills, competencies and credentials. We have developed six of these.*
- **Six videos with example profiles for Tourism Career Pathways.**  
*These videos bring to life the selected TCPs with real life examples of ambassadors working in tourism.*
- **Two videos about the funding and mobility opportunities the EU offers for SMEs and young jobseekers.**  
*These videos are aimed to help readers find their way around the many opportunities the European Union offers to SMEs and jobseekers, from funding opportunities to job offers.*
- **Three online training modules for tourism jobseekers.**
- **Three online training modules for SMEs.**  
*E-learning courses with a user-centred approach to actively involve the target groups to improve the qualification of human capital for the tourism sector.*

Each tool provides materials tailored to the needs of either jobseekers or SMEs, and is specific for jobs in the tourism sector. Tourism is a major economic activity in the European Union, with a wide-ranging impact on economic growth, employment, and social development. It can be a powerful tool in fighting economic decline and unemployment as it offers, inter alia, varied and fascinating employment opportunities. The negative perception of the tourism sector in terms of job quality, seasonality and limited career prospects, hinders the sector’s potential in creating much-needed jobs. IdEATE’s toolkit introduces a sustainable model that allows the uptake of high quality jobs, as well as apprenticeships and traineeship positions in the tourism sector across the EU

### **IdEATE – Improved Employability and Apprenticeship in the Tourism Sector**

The IdEATE project is a Europe-wide EU-funded project that aims at improving the employability of young Europeans aged 16-35 years, fostering and improving the image of careers in the tourism sector, and promoting open dialogue and cooperation among training providers, tourism SMEs and public players by creating training content and strong use of online tools and channels. The activities have been carried out by 10 project partners from six European countries, namely Italy, Belgium, Finland, France, Greece, and Spain. Read more about the project here: <https://www.tourismcareers.eu/the-project/>

## 1.1. How to use the Toolkit

You do not need to read the whole Toolkit from beginning to end to be able to use the tools and materials presented in the following pages. If your organisation or company is already active in tackling the skills mismatch in your local tourism sector, the best way to use the Toolkit is probably to read about how to use the materials which are tailored for your own specific target audiences. The links provided in the boxes below will help you to access the tools specifically designed for SMEs and jobseekers.

### I work with **JOBSEEKERS**

- [Tourism Career Pathways](#) ..... p.7
- [EU Videos on Funding Opportunities and Employability](#) ..... p.16
- [E-Learning Modules for Jobseekers](#) .... p.16
- [Benefits for Jobseekers](#) 24

### I work with **SMEs**

- [Tourism Career Pathways](#) ..... p.7
- [EU Videos on Funding Opportunities and Employability](#)..... p.16
- [E-Learning Modules for SMEs](#)..... p.16
- [Benefits for SMEs](#) ..... p.24

### I work for a **PUBLIC AUTHORITY**

- [Tourism Career Pathways](#) ..... p.22
- [EU Videos on Funding Opportunities and Employability](#) ..... p.22
- [E-Learning Modules for a PA](#)..... p.23

### I am a **TRAINING PROVIDER**

- [Tourism Career Pathways](#) ..... p.20
- [EU Videos on Funding opportunities and Employability](#)..... p.21
- [E-Learning Modules for TPs](#) ..... p.21

Another way to use the Toolkit is to read it through in order to obtain inspiration for possible actions. In this case, you might find it helpful to know in advance how the content is structured. This Toolkit is divided into five chapters:

- **Chapter 1** (the current chapter) is about the Toolkit and how to use it. It also explains how the tools and materials were created.
- **Chapter 2** describes the six Tourism Career Pathways, and explains how to use the related profile cards and videos.
- **Chapter 3** describes the opportunities for employability and funding which the European Union offers to SMEs and jobseekers, along with related videos.
- **Chapter 4** presents the e-learning modules which IdEATE experts have developed to help increase the skills and competencies of tourism employers and jobseekers.
- **Chapter 5** describes the different modules developed for public authorities and training providers. The chapter also includes examples on how each of these organisations may use the modules. Education providers can find the information related specifically to them in chapter 5.1, and public authorities from chapter 5.2 onwards.

A of key terms and concepts is annexed to the Toolkit as a reference.

## 1.2. How were the Tools and Materials developed?

The remainder of this chapter explains how the tools and materials were developed over the course of the 18 months of the IdEATE project. The contents of the following pages are not needed to be able to use the rest of the Toolkit. Alternatively, you can go directly to Chapter 2 and read this part later, if you wish.

### 1.2.1. Selecting Tourism Career Pathways

Tourism Career Pathways are pivotal to the process of developing all the tools and materials presented in this Toolkit. To explain how we developed them, we should first explain how we define TCPs.

#### **Tourism Career Pathways**

TCPs are groups of connected jobs within a so-called tourism career cluster. A tourism career cluster organises different jobs in a hierarchical structure that mirrors the progressive development of skills, competencies, and credentials from the employer's perspective. Moving along a pathway means acquiring specialized knowledge and professional expertise that enables vertical and horizontal mobility within the cluster.

The rationale behind clustering jobs into Tourism Career Pathways is to make these pathways visible, and to increase awareness among young jobseekers, SMEs, public authorities and training organisations of what appealing career opportunities the tourism sector can offer. By highlighting which key competencies and skills are required at each stage of a career pathway, TCPs help jobseekers to orientate themselves among apprenticeship and education offers, and also to inform SMEs on how to recruit the right kind of talent, as well as offering direction to public authorities and training providers on where to invest in order to address skill mismatches in specific sectors. TCPs may also help the tourism sector to raise its profile as a provider of high-quality and appealing careers for young talent.

The six Tourism Career Pathways on which this Toolkit is focussed were identified by the IdEATE experts and tourism stakeholders involved in the project. Throughout the course of the process they mapped different tourism education pathways, selected the most promising tourism careers, and identified the most relevant skills and competencies related to them, with an eye to the current and future development of the tourism sector in Europe. This process led to a matrix connecting the education, skills and competencies required at each level of each TCP. The six selected TCPs were developed and validated by means of a collaborative process with stakeholders, including training organisations, tourism associations, decision-makers and tourism entrepreneurs.

### 1.2.2. Bringing TCPs to Life with Videos

Videos about Tourism Career Pathways bring the selected TCPs to life with the help of real life examples of people working in one of the selected tourism sectors. These ambassadors tell us about their own experiences, how they have progressed in their career paths, and what it takes to follow in their footsteps. The videos are primarily meant for young jobseekers who are looking at career opportunities, but can also be used by education and training providers and public authorities in order to inform a young audience about the training and job opportunities in tourism, or by SMEs willing to inspire their employees.

### 1.2.3 EU Opportunities for Employability and Funding - Videos

Videos about EU opportunities were created as a way to provide quick but comprehensive information about the many opportunities the European Union offers to jobseekers and prospective employers. The videos cover a wide range of initiatives such as EURES (the European job mobility portal), Your First EURES Job (a targeted mobility

scheme for selected sectors), *Drop'Pin@EURES* (a place where companies and organisations can promote and showcase their youth opportunities), Erasmus+ (the EU programme which helps support education, training, youth and sport in Europe), and are complemented by ad-hoc initiatives and events at European level. All these initiatives aim to raise awareness about EU funding opportunities, and to foster the mobility of jobseekers within the EU. Ambassadors from different EU countries embodied the evolution of Travel Career Pathways in different parts of Europe. The development process was conducted in collaboration with various EU institutions and agencies.

### 1.2.3 Developing Training Modules for Jobseekers and SMEs

Six e-learning modules were developed in order to enhance the skills of jobseekers and the competencies of employers, based on the needs highlighted by the stakeholders representing these two target groups in the IdEATE project. A virtual platform was created to facilitate access to e-learning modules and learning materials. An innovative component of IdEATE e-learning modules is the focus on soft skills, which seldom form part of formal education programmes. The IdEATE e-learning modules unveil, for instance, the key aspects of a recruitment process, the success factors for good work relationships, as well as web and social media marketing skills. The aim is to make the training easily approachable and as accessible as possible - at any time and from anywhere. Focus groups were organised in six European countries to be able to gather the current needs of jobseekers and tourism SMEs. The focus group format and methodology was designed to guarantee the trans-national validity and comparability of results. The results of these drove the creation of content for three training modules for each target group. A specimen syllabus was created to help training organisations in identifying the most relevant training needs for these target groups. Online modules content development was guided by the knowledge of expert groups, under the supervision of a scientific coordinator. The content of the e-learning modules was verified and pilot-tested on representatives from the target groups. Over 300 jobseekers and 150 SME representatives used the platform and e-learning modules and provided feedback on their learning experience.

#### Want more information?

All the project information, events, tools, outcomes and materials can be accessed through the project website: <https://www.tourismcareer.eu/>.

If you wish to have more information about the methodology behind the tools, or if you wish to replicate the processes in your own region, please contact the project personnel at: [info@tourismcareers.eu](mailto:info@tourismcareers.eu), and we will send you more information.

## 2. Tourism Career Pathways

The six Tourism Career Pathways have been developed for the following sectors:

Accommodation, Gastronomy, Destination Management, Travel and Tours, Guiding and Experiences, and Digital Services and Innovation.

A number of tools have been developed around TCPs. These are described in the following pages.

### 2.1. TCP Profile Cards

TCP Profile Cards offer a brief overview of the main characteristics of the related Tourism Career Pathway. They describe the job roles that are typically connected in the evolution of a specific career path. They also provide information about the wider array of possible occupations within that specific sector, along with information about the required education, qualifications, skills and previous experience (see the skills identified in Annex 2). A short section sets out the most highly-valued educational requirements, and clearly indicates the number of years of experience required at different ends of the TCP jobs hierarchy. The cards also provide an indication of equal employment opportunities for women and third country nationals for each specific pathway.

The six TCP overviews, including a job description, experience and educational requirements, accessibility and the most highly-valued soft and hard skills, are presented in illustrations 1-6. In addition, illustration 7 presents one additional transversal TCP that is of great importance, especially in the near future, and that is sustainability management. You can find the more detailed TCP profile cards in Annex 3.

## ACCOMMODATION MANAGER

### Accommodation Management Subsector Job Role

Establishment Chain Director  
 Area Director or Establishment Chain  
 Establishment Director  
 Establishment Department Director  
 Establishment Department Manager  
 General Manager (or SME Owner-Manager)  
 Head of Reception  
 Receptionist  
 Concierge  
 Administrative Staff

#### MINIMUM EXPERIENCE REQUIREMENTS

Up to 15 years at the upper end of the career spectrum

#### ACCESSIBILITY

Relatively high accessibility for women and immigrant populations

#### EDUCATIONAL REQUIREMENTS

From high school certificates to graduates and postgraduates with a specialism in hospitality / hotel management / tourism or similar

### MOST VALUED SKILLS: ACCOMMODATION MANAGER

- Resilience, adaptability, good presentation skills (emotional intelligence)
- Ethical compromise, respect for others and acceptance of diversity
- Problem-solving, including mediation skills and intercultural understanding
- Stress- and time management
- The acquisition of communication skills essential to plan and deliver tourism-related services to different types of customers in different languages

*Illustration 1. Accommodation TCP.*

## CHEF

### GASTRONOMY SUBSECTOR JOB ROLE

Executive Chef  
Sous-Chef  
Chef de Partie  
Commis  
Garçon

#### MINIMUM EXPERIENCE REQUIREMENTS

Up to 7 years at the upper end of the career spectrum

#### ACCESSIBILITY

Relatively high accessibility for immigrant populations relatively low accessibility for women

#### EDUCATIONAL REQUIREMENTS

From no formal qualifications to vocational training and graduates with a specialism in catering or culinary / gastronomic arts or similar.

### MOST VALUED SKILLS: CHEF

- Ethical compromise, respect for others and acceptance of diversity
- Stress- and time management
- Teamwork in multidisciplinary, international and multicultural contexts
- Organizational and planning skills

*Illustration 2. Gastronomy TCP.*

## TOUR OPERATOR

### TOUR OPERATOR SUBSECTOR JOB ROLE

Tour Operations Manager  
Sales Manager  
Tour Manager  
Customer Sales Representative  
Manager of Customer Billing  
Marketing & Promotional Manager  
Assistant Office Manager  
Consultant  
Training Manager  
Company Representative  
Travel Executive  
Clerk  
Secretary  
Receptionist

#### MINIMUM EXPERIENCE REQUIREMENTS

Around two years for most job roles

#### ACCESSIBILITY

Relatively low accessibility for immigrant populations  
Medium accessibility for women

#### EDUCATIONAL REQUIREMENTS

Vocational training and graduates / postgraduates with a specialism in travel and tourism management / operations or similar

### MOST VALUED SKILLS: TOUR OPERATOR

- The acquisition of communication skills essential to plan and deliver tourism-related services to different types of customers in different languages
- Digital competence: confident and critical usage of information and communications technologies
- for work purposes
- Empathy and communication/negotiation skills (especially for those in direct contact with customers)
- Sense of initiative and entrepreneurship, intended as the ability to turn ideas into action through creativity, innovation and risk-taking, as well as the ability to plan and manage projects.

Illustration 3. Travel and Tours TCP

## TOURIST GUIDING PROFESSIONAL

### TOURIST GUIDE SUBSECTOR JOB ROLE

Guiding Business Entrepreneur / Provider  
 Guiding Business Manager  
 Guide (Museums and Monuments, Groups, Reception,  
 Wilderness / Nature / Outdoor Activity, Sports Activities Guide, Local Tours)

<b>MINIMUM EXPERIENCE REQUIREMENTS</b>	Up to five years at the upper end of the career spectrum
<b>ACCESSIBILITY</b>	Medium accessibility for immigrant populations Relatively high accessibility for women
<b>EDUCATIONAL REQUIREMENTS</b>	Skilled professionals with a specialism in the given field (in some cases, certification); previous experience in the guiding sector; business and management skills / qualifications.

### MOST VALUED SKILLS: TOURIST GUIDING PROFESSIONAL

- Sustainability awareness and responsible management
- Empathy and communication/negotiation skills (especially for those in direct contact with customers)
- Resilience, adaptability, good presentation skills (emotional intelligence)
- The acquisition of communication skills essential to plan and deliver tourism-related services to different types of customers in different languages

Illustration 4. Guiding and Experiences TCP.

## DESTINATION MANAGER

### DESTINATION MANAGEMENT SUBSECTOR JOB ROLE

General Destination Manager  
Rural Destination DMO Manager  
Assistant Destination Manager  
Tourism Marketing and Management Specialist  
Tourism Marketing Specialist  
Junior Researcher

#### MINIMUM EXPERIENCE REQUIREMENTS

Up to ten years at the upper end of the career spectrum

#### ACCESSIBILITY

Relatively low accessibility for immigrant populations  
Medium accessibility for women

#### EDUCATIONAL REQUIREMENTS

Graduates and postgraduates with a specialism in tourism management, public administration, marketing or similar.

### MOST VALUED SKILLS: DESTINATION MANAGER

- Stress- and time management
- Sense of initiative and entrepreneurship, intended as the ability to turn ideas into action through creativity, innovation and risk-taking, as well as the ability to plan and manage projects
- Teamwork in multidisciplinary, international and multicultural contexts
- Organizational and planning skills
- Ethical compromise, respect for others, and acceptance of diversity
- Digital competence: confident and critical usage of information and communications technologies for work purposes

*Illustration 5. Destination management TCP.*

## TECHNOLOGY MANAGER / DIGITAL INNOVATION

TECHNOLOGY MANAGER SUBSECTOR JOB ROLE	
<p><b>Accommodation Subsector</b></p> <ul style="list-style-type: none"> <li>Marketing Director</li> <li>Public Relations Director</li> <li>Innovation / Product Development Director</li> <li>Establishment Director</li> <li>Sustainability Manager</li> <li>Community Manager</li> <li>Channel Manager</li> <li>Marketing Managers</li> <li>Web Marketing Manager</li> <li>Yield Management/Pricing Management/Revenue Manager</li> <li>Information System Director</li> <li>Information System Manager</li> <li>Virtual Systems Manager or Cloud Managers</li> <li>Data Scientist/Data Director</li> <li>Data Entry Technician</li> <li>Security Systems/Security Data Analyst</li> <li>Programmer</li> </ul> <p><b>Destination Management Subsector</b></p> <ul style="list-style-type: none"> <li>Tourism Promotion/Communications Agent</li> <li>Marketing Director</li> <li>Community Manager</li> <li>Channel Manager</li> <li>Marketing Managers</li> <li>Web Marketing Manager</li> <li>Information Systems Director</li> <li>Information Systems Manager</li> <li>Data Scientist/Data Director</li> <li>Data Entry Technician</li> <li>Security Systems/ Data Security Analyst</li> <li>Programmer</li> </ul>	<p><b>Attractions and Activities Subsector</b></p> <ul style="list-style-type: none"> <li>Tourism Promotion/Communication Agent</li> <li>Director of Technology &amp; Digital Strategy</li> <li>Exhibition Developer</li> <li>Marketing Director</li> <li>Community Manager</li> <li>Channel Manager</li> <li>Marketing Managers</li> <li>Web Marketing Manager</li> <li>Information Systems Director</li> <li>Information Systems Manager</li> <li>Data Scientist/Data Director</li> <li>Data Entry Technician</li> <li>Security Systems/Security Data Analyst</li> <li>Programmer</li> </ul> <p><b>Travel and Tours Subsector</b></p> <ul style="list-style-type: none"> <li>Marketing Director</li> <li>Community Manager</li> <li>Channel Manager</li> <li>Marketing Managers</li> <li>Web Marketing Manager</li> <li>Information Systems Director</li> <li>Information Systems Manager</li> <li>Data Scientist/Data Director</li> <li>Data Entry Technician</li> <li>Security Systems/ Data Security Analyst</li> <li>Programmer</li> </ul> <p><b>Training, Research and Consultancy Subsector</b></p> <ul style="list-style-type: none"> <li>Community Manager</li> <li>Channel Manager</li> <li>Marketing Managers</li> <li>Web Marketing Manager</li> <li>Data Scientist</li> <li>Security Systems/Data Security Analyst</li> <li>Senior Data Analyst</li> <li>Junior Data Analyst</li> </ul>

<b>MINIMUM EXPERIENCE REQUIREMENTS</b>	Three to ten years
<b>ACCESSIBILITY</b>	Relatively low accessibility for immigrant populations Medium accessibility for women
<b>EDUCATIONAL REQUIREMENTS</b>	Graduates and postgraduates with a specific specialism in ICT, data science, engineering or similar / postgraduate qualifications in tourism.

MOST VALUED SKILLS: TECHNOLOGY MANAGER
<ul style="list-style-type: none"> <li>• Digital competence: confident and critical usage of information and communications technologies for work purposes</li> <li>• Stress- and time management</li> <li>• Organizational and planning skills</li> <li>• Resilience, adaptability, good presentation skills (emotional intelligence)</li> </ul>

Illustration 6. Digital services and innovation TCP

## DESTINATION MANAGER

### DESTINATION MANAGEMENT SUBSECTOR JOB ROLE

General Destination Manager  
Rural Destination DMO Manager  
Assistant Destination Manager  
Tourism Marketing and Management Specialist  
Tourism Marketing Specialist  
Junior Researcher

<b>MINIMUM EXPERIENCE REQUIREMENTS</b>	Up to ten years at the upper end of the career spectrum
<b>ACCESSIBILITY</b>	Relatively low accessibility for immigrant populations Medium accessibility for women
<b>EDUCATIONAL REQUIREMENTS</b>	Graduates and postgraduates with a specialism in tourism management, public administration, marketing or similar.

### MOST VALUED SKILLS: DESTINATION MANAGER

- Stress- and time management
- Sense of initiative and entrepreneurship, intended as the ability to turn ideas into action through creativity, innovation and risk-taking, as well as the ability to plan and manage projects
- Teamwork in multidisciplinary, international and multicultural contexts
- Organizational and planning skills
- Ethical compromise, respect for others, and acceptance of diversity
- Digital competence: confident and critical usage of information and communications technologies for work purposes

*Illustration 7. Transversal Sustainability Manager.*

## 2.2 Tourism Career Pathways - Videos

Tourism Career Pathways videos are available on the IdEATE project website: [www.tourismcareers.eu/galleryvideo](http://www.tourismcareers.eu/galleryvideo), and on the project's YouTube channel: EU Tourism Careers.

In these videos, real-world ambassadors describe their experiences and career pathways. Videos are examples of how employees can progress in their career through formal and informal education, training, and by developing both technical and soft skills. The ambassadors also give useful tips and suggestion for jobseekers who are interested in entering the tourism sector. The videos also offer information about the various opportunities offered within TCPs in differently sized organizations. They also describe entrepreneurial opportunities (Table 1).

### 2.2.1. How to use these videos

The videos may be used by training organisations as course material or to be able to share information with public authorities and people who may be interested in finding a profession in the tourism sector.

*Table 1. Content and links to the TCP videos*

TCP-VIDEO	TOPIC	WEB-ADDRESS
GASTRONOMY	Francesco Pellegrino (Italy), a pastry chef and trainer, and Mariano Ramirez Andres (Spain), a restaurant manager share their experiences of gastronomy career pathway from the bottom to the top, as well as their experiences of how to achieve success in this line of work.	<a href="https://www.tourismcareers.eu/career-pathways/gastronomy/">https://www.tourismcareers.eu/career-pathways/gastronomy/</a>
ACCOMMODATION	Alexandros Angelopoulos (Greece), a CEO and managing director of a first-class hotel chain, outlines the fundamental characteristics of this tourism career pathway.	<a href="https://www.tourismcareers.eu/career-pathways/accomodation/">https://www.tourismcareers.eu/career-pathways/accomodation/</a>
GUIDING AND EXPERIENCES	One can learn about the experiences and fundamental characteristics of this tourism career pathway from two different kinds of services: Lola Gomez (Spain), a manager of an agritourism property, and Mikko Kettunen (Finland), a founder and head instructor of a survival / outdoors guiding business, share their experiences.	<a href="https://www.tourismcareers.eu/career-pathways/guiding-and-experience-makers/">https://www.tourismcareers.eu/career-pathways/guiding-and-experience-makers/</a>
TRAVEL AND TOURS	Valeria della Rocca (Italy), a managing director in the MICE sector, outlines some fundamental skills needed to achieve success and to be able to advance in this line of work.	<a href="https://www.tourismcareers.eu/career-pathways/travel-and-tours/">https://www.tourismcareers.eu/career-pathways/travel-and-tours/</a>
DESTINATION MANAGEMENT	Jaakko Löppönen (Finland), a destination CEO, tells about his own training and experiences, and provides advice for young people who are interested in entering this sector.	<a href="https://www.tourismcareers.eu/career-pathways/destination-management/">https://www.tourismcareers.eu/career-pathways/destination-management/</a>
DIGITAL SERVICE AND INNOVATION	Montserrat Peñarroyaa (Spain), an expert on digital marketing with a specialization in tourism, shares her career pathway: what led a student to become an expert in digital marketing, and what are the most essential skills for working in the digital marketing field.	<a href="https://www.tourismcareers.eu/career-pathways/digital-innovation-services/">https://www.tourismcareers.eu/career-pathways/digital-innovation-services/</a>

### 3. EU Opportunities for Employability and Funding - Videos

All the videos presenting the various opportunities offered by the EU are available on the Ideate project website ([www.tourismcareers.eu/galleryvideo](http://www.tourismcareers.eu/galleryvideo)) and on the project's YouTube channel ([EU Tourism Careers](#)). One of the videos is directed at SMEs, and the other at jobseekers (Table 2). Both videos briefly present the most important tools, funding opportunities and initiatives offered by the European Union, i.e., *Drop'Pin@EURES*, *Your First EURES Job*, *Erasmus+*, and *Erasmus for Young Entrepreneurs*. [The project website](#) provides additional material as well as links to the tools and other EU initiatives that may be regarded as being interesting by the various target groups.

Table 2. Content and Links to the EU videos

EU VIDEO	TOPIC	WEB ADDRESS
EU OPPORTUNITIES FOR JOBSEEKERS	Short information video about <i>Europass EURES</i> , <i>Drop'Pin@EURES</i> , <i>Erasmus+</i> , and <i>Erasmus for Young Entrepreneurs and for Jobseekers</i> .	<a href="https://www.tourismcareers.eu/eu-for-jobseekers/">https://www.tourismcareers.eu/eu-for-jobseekers/</a>
EU OPPORTUNITIES SMES	Short information video about <i>EURES</i> , <i>Drop'pin@EURES</i> , <i>Erasmus+</i> , <i>Erasmus for Young Entrepreneurs</i> and funding Opportunities for tourism SMEs.	<a href="https://www.tourismcareers.eu/eu-for-smes/">https://www.tourismcareers.eu/eu-for-smes/</a>

### 4. E-learning Modules to increase Skills and Competencies in Tourism

The e-learning modules developed were designed to match the needs of jobseekers with those of SMEs. The modules are available via a virtual learning platform created specifically for this purpose. Three different learning modules are available via the platform for jobseekers, and another three via the platform for SMEs. Each package covers a total of 20 hours spread across the three learning modules. Each module takes an average of seven hours to complete. The platform and all the materials can be used online (using a personal computer) or via an App (on a mobile device). The content of the e-learning modules is outlined in Tables 3 and 4.

Table 3. E-Learning Modules for Jobseekers

COMMUNICATION AND MANAGEMENT OF WORK RELATIONSHIPS
<b>1. Communication Techniques and Tools</b>
<ul style="list-style-type: none"> <li>✓ Introduction to Corporate Communication</li> <li>✓ Communication Techniques and Tools - Useful Links</li> <li>✓ Techniques and Tool for effectively managing communication in work environment</li> <li>✓ Communication Techniques and Tools-Useful Links</li> </ul>
<b>2. Intercultural Communication</b>
<ul style="list-style-type: none"> <li>✓ Communication with Foreign Customers</li> <li>✓ Intercultural Communication-Useful Links</li> </ul>

### 3. Conflict Management Approaches and Techniques

- ✓ Introduction to Conflict Management
- ✓ Conflict Management Approaches and Techniques-Useful Links
- ✓ Conflicts in the Workplace
- ✓ Conflict Management Approaches and Techniques-Useful Links

### 4. Course Certificate

- ✓ Evaluating the Course
- ✓ Certificate

## SOFT SKILLS

### 1. Understanding Soft Skills

- ✓ Introduction to Soft Skills in Tourism and Hospitality Careers

### 2. Emotional Intelligence

- ✓ Training in Emotional Intelligence

### 3. Teamwork

- ✓ Training in Teamwork
- ✓ Teamwork-Useful Links

### 4. Assessment

- ✓ Assessing your Competency Profile

### 5. Course Certificate

- ✓ Evaluating the Course
- ✓ Certificate

## WEB AND SOCIAL MEDIA MARKETING

### 1. Digital Marketing Landscape and Channels

- ✓ Identifying the Digital Marketing Landscape and Opportunities

### 2. Digital Marketing Channels

- ✓ Role and use of Digital Marketing Channels
- ✓ Digital Marketing Channels - Useful Links

### 3. Search Engines

- ✓ Search Engine Optimisation and Search Engine Marketing
- ✓ Search Engines - Useful Links

<b>4. Integrated Marketing Communication and Storytelling</b>
<ul style="list-style-type: none"> <li>✓ Understanding Integrated Marketing Communication and Storytelling</li> <li>✓ Integrated Marketing Communication and Storytelling - Useful Links</li> </ul>
<b>5. Course Certificate</b>
<ul style="list-style-type: none"> <li>✓ Evaluating the Course</li> <li>✓ Certificate</li> </ul>

*Table 4. E-learning Modules for SMEs*

<b>SOFT SKILLS</b>
<b>1. Understanding Soft Skills</b>
<ul style="list-style-type: none"> <li>✓ Introduction to Soft Skills in Tourism and Hospitality Careers</li> </ul>
<b>2. Emotional Intelligence</b>
<ul style="list-style-type: none"> <li>✓ Training in Emotional Intelligence</li> </ul>
<b>3. Leadership</b>
<ul style="list-style-type: none"> <li>✓ Training in Leadership</li> </ul>
<b>4. Evaluation</b>
<ul style="list-style-type: none"> <li>✓ Assessing your Competency Profile</li> </ul>
<b>5. Course Certificate</b>
<ul style="list-style-type: none"> <li>✓ Evaluating the Course</li> <li>✓ Certificate</li> </ul>
<b>ASSESSMENT OF PROFESSIONAL NEEDS</b>
<b>1. The Tourism Market: Trends and Professional Careers</b>
<ul style="list-style-type: none"> <li>✓ The Tourism Market: Trends and Professional Careers</li> <li>✓ The Tourism Market: Trends and Professional Careers - Useful Links</li> </ul>
<b>2. Business Development and Need Assessment for Recruiting</b>
<ul style="list-style-type: none"> <li>✓ My Company's Development</li> </ul>
<b>3. Course Certificate</b>
<ul style="list-style-type: none"> <li>✓ Evaluating the course</li> <li>✓ Certificate</li> </ul>

## SELECTION AND RECRUITMENT

### 1. The Phases for Selecting and Recruiting

- ✓ The Phases for Selection and Recruitment
- ✓ The phases for Selecting and Recruiting - Useful Links

### 2. Recruitment Tools

- ✓ Recruitment Tools
- ✓ Recruitment Tools - Useful Links

### 3. Course Certificate

- ✓ Evaluating the course
- ✓ Certificate

The Learning Modules can be reached via following links:

E-learning Modules for Jobseekers: <https://jobseekers.tourismcareers.eu/>  
E-learning Modules for SMEs: <https://smes.tourismcareers.eu/>

## 5. Using the Toolkit

In this chapter we offer you some examples of how public authorities and training providers can use the tools presented in this Toolkit. These examples are just meant to help you get started in using this material, but you may be able to think of many additional different ways to integrate this material into your activities!

### 5.1. Training Providers

Tools and materials for training and education providers have been designed to be able to be used across all levels of education, ranging from universities to vocational schools or complementary courses. How can these tools and materials be used? Here are some examples:

- **Teachers and trainers** may be inspired by the material developed by the IdEATE experts to revise their curricula, or to help enrich their courses with the tools made available by IdEATE. This is particularly relevant for organisations that do not offer an education specific to the tourism sector (e.g. business administration, digital sciences, etc.), to inform students about the versatile knowhow required to work in one of the fastest-growing economic sectors in Europe and worldwide.
- **Employment services** in educational institutions (e.g. universities, vocational schools, etc.) may decide to use this material to explain possible career pathways to students, or to check whether they have the right skillset for a specific vacancy.
- **At the information days and other public events**, educational institutions (e.g. universities, vocational schools, etc.) may decide to use videos to inform prospective students about possible career pathways in tourism using the individual experiences of peers employed in the sector, and inform them about EU funding opportunities to allow them to acquire skills and enhance their career opportunities in Europe.

Hereafter we provide some more examples on each specific tool.

#### 5.1.1. TCP Profile Cards and Videos

TCP videos and profile cards can be interesting teaching material for lecturers and training providers.

- **TCP Videos** are a motivating entry point to help people learn more about career opportunities in the EU tourism sector. Videos are meant to appeal to future jobseekers and to create interest in these careers, but they also provide valuable information about the mix of transversal and soft skills that tourism employers often look for. The TCP videos are ideally to be used as a first step when dealing with students, jobseekers, or when motivating students to find a career in tourism.
- **TCP Profile Cards** for training providers have been designed with educators and trainers in mind in order to help them tailor their curricula, and to match the current and future needs of employers in the tourism sector. TCP profile cards can work as a checklist for tourism education and training systems, that helps them educators and trainers to focus their activities on the skills tourism employers really need, and to understand where improvement is needed. The information presented in the TCP profile cards is also useful to help understand what aspects of their curriculum may need adjustment, such as the teaching format, the set of competencies provided with courses, and so on. The overarching goal is to help training and education providers to avoid skill mismatches between young jobseekers and tourism employers. TCP profile cards can also be used in-class, for instance, to discuss with students about emerging trends in the tourism job market.

### 5.1.2. Videos about EU Opportunities for Employability and Funding

These videos show, in just few minutes, the wide-ranging opportunities offered by the European Union to develop skills and to find a job in the tourism sector. The videos also give hints on where to get in-depth information about these EU initiatives, instruments and available funding opportunities.

IdEATE has developed two videos: one for jobseekers and one for SMEs.

- **Videos for Jobseekers** promote the most important EU tools and initiatives for jobseekers, such as *EURES* (the European job mobility portal), *Your First EURES Job* (a targeted mobility scheme for selected sectors), *Erasmus+* (the EU programme to support education, training, youth and sport in Europe). Most EU initiatives presented in the video offer funding opportunities to study or work in other European countries. These are excellent possibilities to enable young jobseekers to learn languages, to gain international experience, and to experience studying or working in multi-cultural environments. They also reduce barriers to labour force mobility, helping young jobseekers to look for the best career opportunities all over Europe. These skills are valuable in many careers, and pivotal in tourism careers. You can find the full list and description of EU opportunities on the IdEATE website: [www.tourismcareers.eu/eu-for-jobseekers](http://www.tourismcareers.eu/eu-for-jobseekers).
- **Videos for SMEs** promote the most important EU tools and initiatives for jobseekers and prospective employers. EURES helps companies to find motivated and skilled workers with a variety of backgrounds and broad experience who may wish to move to another country for work. It facilitates matching job opportunities with the right young person's profile. *Your First EURES Job* is a more specific programme to enable companies to recruit the right workforce for their hard-to-fill vacancies. It is accessible to young jobseekers aged 18-35 who receive a financial contribution from the EU in the first phase of their contract. You can find the full list and description of EU opportunities on the IdEATE website: [www.tourismcareers.eu/eu-for-sme](http://www.tourismcareers.eu/eu-for-sme).
- Training institutions can use these videos to find funding opportunities that are of interest to their students, be they undergraduate students or professionals) and to help increase their understanding of these initiatives. The videos can also be used by training institutions to provide jobseekers and SMEs with useful information about the funding or matchmaking opportunities supported by the European Institutions.

### 5.1.3. E-Learning Modules for Jobseekers and SMEs

Training is often perceived as a waste of time and money, especially for small-sized enterprises. This is the main cause of the mismatch between the skills of jobseekers and the needs of SMEs. The e-learning modules presented in this document have been designed to overcome this problem, as they have been developed together with representatives of both jobseekers and employers. Modules are short, easily accessible, and still have a concrete applicability for the sector. Educational organisations at all levels - from vocational training schools to higher education - can use the training modules offered for jobseekers as an additional training material in their syllabuses, or can use them just to inform the students about the availability of these training modules to provide much-needed skills in the tourism sector. Educational organisations can also act as intermediaries by offering information about SME training modules for the tourism SMEs in their regions so as to enhance businesses' skills and competencies in communication, leadership and recruiting.

Time and money are usually regarded as challenges or obstacles to tourism SMEs taking part in training, but with the platform they themselves can choose the most convenient time for studying. These training modules can be also exploited by including them in the training offer of the educational organisations' research and development projects.

Apart from the training needs, the e-learning platforms can support the participation of several stakeholders (tourism industry associations, education providers, policymakers, local authorities) and operate as *fora* for discussions. The platform is aimed at establishing a learning ecosystem that supports learners in building practice-based communities and acquiring skills. The platform uses tools such as personal profiles to allow users to present their skills and experiences, social networking and people search for users to be connected and form teams, gamification, with custom badges, for users to be rewarded and motivated based on their knowledge and behaviour on the platform. It is possible for education providers to support these networking opportunities by steering students to the platform.

## 5.2. Public Authorities

Tourism is a labour-intensive sector that has been growing rapidly over the last few decades. It brings employment and livelihood to regions across Europe. Policymakers and public authorities (e.g. national, regional and local administrations, tourism developers, and destination management organizations) are concerned with the regional development and sustainable growth of tourism businesses, as well as with the overall image and quality of the tourism services offered in their area and the availability of the workforce. Constant development of effective skills and a competent workforce in the tourism sector is a major challenge to help sustain a balanced and sustainable territorial development at different regional levels.

### 5.2.1. TCP Profile Cards and Videos

TCP profile cards and videos offer public authorities information to help shape future training, educational and regional development strategies, and to give direction on how to prioritise or select projects financed with regional funds in order to tackle the tourism sector skills mismatch effectively.

Employment service providers can use the videos to support their services. The videos are an easy way to give tourism jobseekers information about the possibilities to work in the tourism sector. Via these videos it is possible to show possible future tourism workers the career opportunities within the tourism sector, and at the same time to improve the image of the tourism sector, and to inform them about which skills they would need to develop to start or advance in their chosen career.

### 5.2.2. Videos about EU Opportunities for Employability and Funding

The two aforementioned videos, one for jobseekers and one for SMEs, have an informative purpose for public authorities such as the organisations responsible for project funding or tourism associations. The videos show, in just a few minutes, the main opportunities for developing skills, and the possibilities through which employees and companies can be found and become connected. Additionally, they give hints and useful links to get more in-depth information about EU initiatives, instruments and available funding opportunities. Public authorities can use these videos in their events, speeches and when specifically guiding tourism SMEs. Videos offer an easy way for SMEs to start to look for more in-depth information.

- Videos offer employment service providers with an easy way to provide tourism jobseekers with information about opportunities on working or studying abroad, and for indicating to them where to get information for their career development. They can also support HR managers, tourism entrepreneurs and SMEs in their research for suitable members of staff by providing a quick and intuitive overview of the main sources of information and funding opportunities. Employment service providers can also use these videos to gain knowledge about current funding and employment opportunities in Europe.

- Consultants, business associations and chambers of commerce can also obtain useful information for themselves and their clients/associates who may be looking for funding opportunities to be able to include high-quality staff in their workforce.

### 5.2.3. E-Learning Modules for Jobseekers and SMEs

Tourism is an economic sector with a strong local dimension. Tourism is often a key driver of local economic development and a boost for employment. However, organizations, both at policy and operational level, might miss concrete tools to tap tourism's full potential for economic growth. The IdEATE e-learning modules for tourism jobseekers and SMEs aim at filling this gap by offering the required toolset to help enhance the skills and competencies of local jobseekers whilst harmonising competencies across Europe.

- **Public authorities** such as decision-makers, funding officers, and employment service providers can, as intermediaries, inform the jobseekers and tourism SMEs about the possibilities to increase their skills in various areas like soft skills, teamwork, leadership, communication, web and social media marketing, or recruitment processes. Modules offer ready-made, easy-to-use solutions for tourism jobseekers and SMEs. Public authorities can also advise SMEs in the area to take up these training opportunities, since they can be done whenever it is most convenient for them.
- **Public authorities** might find the tools useful to help familiarise themselves with trends in the tourism labour market. Through e-learning modules, public authorities can increase their knowledge about the most necessary skills and competencies required by the tourism sector, which for the most part are not yet included in the syllabuses of educational organisations. These learning modules can also be exploited by including them as part of different regional projects, or as part of the official qualification paths for tourism training.
- The Jobseeker and SME platforms also support the participation of **public authorities' stakeholders** (tourism industry associations, education providers, policymakers, local authorities) to help form networks and to operate as *fora* for the discussion. On the platform users can create personal profiles in order to present their skills and experiences, and to create connections with jobseekers, SMEs or public authorities. Public authorities can be part of these networks, but can also guide, for example, jobseekers to be part of these networks.

### 5.3. The Value of Tools and Materials for Jobseekers and SMEs

The toolkit has most value for its direct beneficiaries - jobseekers and SMEs. The following boxes provide a brief introduction as to how these two groups can utilize and benefit the outcomes, and on how you can introduce the tools contained in the toolkit to these target groups.

## Box 1. Usability and Benefits for Jobseekers

### JOBSEEKERS

#### [TCP Videos](#)

In these videos, jobseekers can obtain information and listen to true working-life experiences related to selected tourism career pathways. The videos can help them see the possibilities available, and the requirements needed to succeed in each career pathway. Videos are an easy way to increase interest, attract and motivate jobseekers to apply for jobs in the tourism sector.

#### **TCP Cards**

These cards provide jobseekers with information on different possible career pathways in the tourism sector. TCPs describe how an employee/jobseeker might progress his or her career through formal education or training, informal learning, and developing both technical and soft skills, and in this way to progress over time to the next level of employment and education up to the achievement of the overall career pathway. Young jobseekers can benefit from this useful information that allows them to:

- 1) know what are the most attractive and most-needed occupations for the tourism market,
- 2) explore and evaluate a number of education and career options,
- 3) make reasoned goals for their future in the tourism sector, and
- 4) help them to decide where they want to work.

#### [EU Opportunities Video](#)

Tourism jobseekers and students can use this video to learn about what is required to apply for a job in Europe, where they can find the available job and apprenticeship opportunities, and how they can go to study abroad.

#### [E-Learning Platform](#)

The E-Learning Platform is useful to help jobseekers to understand which kind of competencies are most requested in the tourism labour market, and to gain specific skills to help them to find a job in the tourism sector. Moreover, the forum allows them to discuss with their peers in their own or in other countries and to exchange experiences with reference to training and jobs, and thus favour their mobility across Europe.

## Box 2. Usability and Benefits for SMEs

### SMALL AND MEDIUM SIZED ENTERPRISES (SMES)

#### [EU Opportunities Video](#)

SMEs can use this video to learn about how they can recruit European citizens for their company, to discover what other possibilities there are to get new ideas for improving their own business, and to discover where to find information about the various funding opportunities offered by the EU.

#### [E-Learning Platform](#)

For SMEs this is a useful tool to help them get fast and free-of-charge education to improve their skills in terms of recruitment, soft skills and leadership. The E-Learning Platform is an effective means of providing corporate training, because it allows them to train human resources whilst saving time and costs. Moreover, the e-learning packages include skills that are very relevant to the effectiveness and success of enterprises, but that are often not included in corporate training plans. Finally, the platform is a means for enterprises to relate with the relevant stakeholders (tourism industry associations, education providers, policymakers, local authorities) in order to discuss the various important issues linked to the development of the tourism sector in Europe. The modules are online, which provides added value by giving businesses the chance to study whenever it is convenient, and at their own pace.

#### [TCP Videos](#)

Videos of the ambassadors of different TCPs can provide inspiration for other entrepreneurs, and give them new ideas for running their own business.

## Appendices

### Annex 1. Toolkit – Glossary

<b>AMBASSADOR</b>	An official messenger or representative of a certain tourism career and tourism career pathway. A person who represents his/her line of work or/and company in a positive light, and by doing so helps to increase awareness of a certain career pathway.
<b>COMPETENCE</b>	A proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations, and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.
<b>E-LEARNING MODULE</b>	A training module which is administered through an online platform (distance learning), including a specific curriculum defining learning outcomes, reference training contents as didactic materials/videos/presentations/tutorials, and tools for assessment of the learning outcomes.
<b>FOCUS GROUP</b>	A small number of people (usually between 6 and 10) brought together with a moderator to focus on a specific topic. Focus groups aim at having a discussion instead of individual responses to formal questions, and produce qualitative data (preferences and beliefs) that may or may not be representative of the general population. With specific reference to the project, the aim of the focus groups is to collect data regarding the training needs of beneficiaries (i.e. jobseekers and SMEs).
<b>JOBSEEKER</b>	According to the project framework, jobseekers are young people (up to 35 years of age) previously employed in tourism services but presently without a job, academic students in tourism approaching the labour market for the first time, seasonal employees in tourism, or people who have worked previously in other fields, but who are considered to be employed in tourism services.
<b>SKILL</b>	The ability to apply knowledge and use know-how in order to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as being either cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).
<b>SMES</b>	Small and Medium-sized Enterprises.
<b>SOFT SKILLS</b>	Also referred to as communication skills, transversal skills, or talents, are transferable skills that everyone has, and that everyone uses, such as the ability to work in a team, leadership, creativity, self-motivation, the ability to make decisions, time management and problem-solving.
<b>STAKEHOLDER</b>	An individual, group, or organisation, which may affect, be affected by, or perceive itself to be affected by a decision, activity, or outcome of a project. Entities that have an interest in a given project may, for example, gain something upon the successful completion of a project, may assist in the project's completion, or may have a positive or a negative influence on the project's completion. These kind of entities are, for example, jobseekers, training providers, public authorities, non-governmental organisations and enterprises.
<b>TOURISM CAREER PATHWAY - TCP</b>	Small groups of connected occupations within a tourism career cluster, organized in a hierarchical structure that demonstrates the increasing acquisition of skills, competencies, and credentials as informed by industry /employers. The evolution along this pathway is possible thanks to the acquisition of specialized knowledge and professional expertise, and also to the merits and activities developed throughout one's professional life.
<b>TRANSVERSAL COMPETENCE</b>	Set of competencies related to attitudes and values (knowing how to be) and, procedures (know-how). These skills can be acquired through non-work or leisure activities, or through participation in education or training. They can be transferred from one specific professional field to another. For example, digital competencies and knowledge about aspects relating to sustainability can be used, and are essential, in all tourism career pathways.

## Annex 2. The most important transversal and soft skills selected for the six TCPs

TRANSVERSAL SKILLS	SOFT SKILLS
Those communication skills required to plan and deliver tourism-related services to different types of customers in different languages.	Problem-solving skills including mediation skills and intercultural understanding.
Digital competence, or the confident and critical usage of information and communications technology for work purposes.	Empathy and communication/negotiation skills (especially for those who are in direct contact with customers).
A sense of initiative and entrepreneurship, intended as the ability to turn ideas into action through creativity, innovation and risk-taking, as well as the ability to plan and manage projects.	Resilience, adaptability, good presentation skills (emotional intelligence).
Sustainability awareness and responsible management.	Stress and time management.
	Teamwork in multidisciplinary, international and multicultural contexts.
	Organizational and planning skills.
	Ethical compromise, respect for others, and acceptance of diversity.

## Annex 3. TCP Profile Cards

### ACCOMMODATION ESTABLISHMENT MANAGER

This TCP is sub-sectorial, in that the occupations therein all fall within the domain of accommodation management. This implies that, while the qualifications and skills required pertain to several different fields, accommodation is the core focus. The groups of connected occupations that fall within this Establishment Manager career cluster range from relatively skilled to relatively unskilled, and while some are broadly-based, others involve a narrow and specific skillset.

The job roles identified within this Accommodation TCP are as follows (in approximate hierarchical order):

#### Accommodation Subsector

- Establishment Chain Director
- Area Director or Establishment Chain (Finances, Human Resources, Marketing, Quality, Procurement, etc.)
- Establishment Director
- Establishment Department Director (Sales & Reservations, Events, Human Resources, Marketing, Public Relations, etc.)
- Establishment Department Manager (Sales & Reservations, Events, Human Resources, Marketing, Public Relations, etc.)
- General Manager (or SME Owner-Manager)
- Head of Reception
- Receptionist
- Concierge
- Administrative Staff

The occupations that fall within this TCP are, on the whole, likely to require graduates and postgraduates with a specialism in hospitality / hotel management / tourism or similar. At the higher-qualified end of the careers spectrum, employers may also value a postgraduate qualification, more specifically in hotel management or tourism. The number of years of experience varies a lot according to the career stage, but this can be up to fifteen years for job roles at the upper end of the hierarchy. The opportunities for women to occupy job roles within this TCP are relatively high across the board, and while some career stages may have higher accessibility to immigrant populations, the likelihood is relatively low in advanced-stage careers unless minimum qualifications and skills are met.

At the upper end of the career spectrum, practically all of the skills identified in the IdEATE TCPs exercise are relevant and valued, while at the lower end certain skillsets are not generally required, given that more administrative job profiles are often less skilled than management ones. Management roles at the upper end of the spectrum are more likely to be found in larger tourism corporations, while those at the lower end of the spectrum that relate to management are more prevalent in small and medium-sized enterprises and organisations.

## CHEF

This TCP contains a diversity of culinary and gastronomy-related job roles that fall within the food and beverage sub-sector. This implies that while the qualifications and skills required for becoming a chef pertain to several different fields, catering and culinary / gastronomic arts form the core focus. The groups of connected occupations that fall within this Chef career cluster range start out as relatively unskilled, but can lead up to highly skilled positions that involve a very specific skillset at the upper end.

The job roles identified within this Chef TCP are as follows (in approximate hierarchical order):

### Food and Beverage Subsector

- Executive Chef
- Sous-Chef
- Chef de Partie
- Commis
- Garçon

The occupations that fall within the upper end of this TCP are, on the whole, likely to require graduates with a specialism in catering or culinary / gastronomic arts or similar. Vocational education and training are generally important in this TCP, although at the higher-qualified end of the spectrum of careers, employers may also value an undergraduate or even a post-graduate qualification in a specific branch of catering / gastronomy. The number of years of experience required varies a lot according to the career stage, but can be up to seven years for higher-skilled job roles. The opportunities for women to occupy job roles within this TCP are generally low across the board, and accessibility to immigrant populations is relatively high, particularly in lower stage and less skilled job profiles.

At the upper end of the career spectrum, practically all of the skills identified in the IdEATE TCP exercise are relevant and valued while, at the lower end, certain skillsets are generally not required, being that more entry level job profiles are often less skilled than higher end ones, and less-measurable, informal practical experience can be highly valued. Roles at both ends of the spectrum are more likely to be found in larger restaurants / tourism corporations as well as in SMEs.

## TOUR OPERATOR

This TCP is sub-sectorial in that the occupations therein all fall within the field of tour operations. This implies that, while the qualifications and skills required pertain to several different fields of travel and tourism (and beyond), tour operations is the core area. The groups of connected job roles that fall within this Tour Operator career cluster range from relatively skilled to relatively unskilled, and while some are broad-based, others involve a narrow and specific skillset.

The career roles identified within this Tour Operator TCP are as follows (in approximate hierarchical order):

### Tour Operator Subsector

- Tour Operations Manager
- Sales Manager
- Tour Manager
- Customer Sales Representative
- Manager of Customer Billing
- Marketing & Promotional Manager
- Assistant Office Manager
- Consultant
- Training Manager
- Company Representative
- Travel Executive
- Clerk
- Secretary
- Receptionist.

The occupations that fall within this TCP are, on the whole, likely to require graduates and postgraduates with a specialism in travel and tourism management or similar. At the higher-qualified end of the spectrum of careers, employers may also value a postgraduate qualification, more specifically in travel and tour logistics, or tourism management. The number of years of experience varies slightly according to the career stage, but is around two years for most job roles, even at the upper end of the hierarchy. The opportunities for women to occupy job roles within this TCP are medium across the board, and the likelihood of accessibility to immigrant populations is low.

At the upper end of the career spectrum, practically all of the skills identified in the IdEATE TCP exercise are relevant and valued while, at the lower end, certain skillsets are generally not required, being that more administrative and sales-related job profiles are often less skilled than upper-end management ones. Management roles at the upper end of the spectrum are more likely to be found in larger tourism companies, while those at the lower end can be found in most tour operator enterprises and organisations.

## TOURIST GUIDING PROFESSIONAL

This TCP is based on occupations that would fall within a career as a Tourist Guide or an Outdoor Activity Provider. This implies that, while the qualifications and skills required pertain to several different fields, management of tourism destinations is the core focus. The groups of connected occupations that fall within this Establishment Manager career cluster range from relatively skilled to relatively unskilled, and while some are broad-based, others involve a narrow and specific skillset.

The occupations identified within this Tourist Guide / Outdoor Activity Provider TCP are as follows (in approximate hierarchical order):

### Tourist Guide Subsector

- Guiding Business Entrepreneur / Provider
- Guiding Business Manager
- Guide (Museums and Monuments, Groups, Reception, Wilderness / Nature / Outdoor Activity, Sports Activities Guide, Local Tours).

The job roles within this TCP are, on the whole, likely to require skilled professionals with a specialism in the particular field they are guiding in (and in some cases, certification), while guiding entrepreneurs and managers are likely to have had previous experience in the guiding sector or, at least, business and management skills / qualifications. At the higher qualified end of the guiding spectrum of careers, employers may also value a postgraduate qualification. The number of years of experience varies a lot according to the career stage, but can be up five years in some cases. The opportunities for women to occupy job roles within this TCP are high across the board, and accessibility to immigrant populations is low to medium.

Several of the skills identified in the IdEATE TCP exercise are relevant to guiding professionals (particularly communication skills and languages), though certain skillsets are not required in general. Entrepreneur and management roles are more likely to be found in owner-manager tourism businesses, while self-employment is particularly important within this sub-sector, particularly for tour guides.

## DESTINATION MANAGER

This TCP is based on occupations that would fall within a career in destination management. This implies that, while the qualifications and skills required pertain to several different fields, management of tourism destinations is the core focus. The groups of connected occupations that fall within this Establishment Manager career cluster range from relatively skilled to relatively unskilled, and while some are broad-based, others involve a narrow and specific skillset.

The occupations identified within this Destination Management TCP are as follows (in approximate hierarchical order):

### Destination management Subsector

- General Destination Manager
- Rural Destination DMO Manager
- Assistant Destination Manager
- Tourism Marketing and Management Specialist
- Tourism Marketing Specialist
- Junior Researcher.

The job roles within this TCP are, on the whole, likely to require graduates and postgraduates with a specialization in tourism management, public administration, marketing or similar. At the higher-qualified end of the spectrum of careers, employers may also value a postgraduate qualification, more specifically in tourism destination management and / or marketing. The number of years of experience varies a lot according to the career stage, but can be up ten years for job roles at the upper end of the hierarchy. The opportunities for women to occupy job roles within this TCP are medium across the board, while such careers generally have low accessibility to immigrant populations, unless minimum qualifications and skills are met.

At the upper end of the career spectrum, several of the skills identified in the IdEATE projects' TCP exercise are relevant and valued while at the lower end, certain skillsets are not required in general, being that more administrative job profiles are often less skilled than higher-level management ones. Management roles at the upper end of the spectrum are more likely to be found in larger public authorities and public-private destination management organisations, while those at the lower end that relate to management are more prevalent in small and medium-sized tourism authorities.

## TECHNOLOGY MANAGER

This Technology Management-based TCP is transversal in that the occupations therein are also likely to appear in several other TCPs, implying that the qualifications and skills required pertain to several different fields, but with ICT management as their core focus. The job roles that fall within this Technology Manager career cluster are diverse and are generally highly-skilled positions.

**The job roles identified within this Technology Manager TCP are as follows** (according to each subsector and in hierarchical order):

### Accommodation Subsector

- Marketing Director
- Public Relations Director
- Innovation / Product Development Director
- Establishment Director
- Sustainability Manager
- Community Manager
- Channel Manager
- Marketing Managers
- Web Marketing Manager
- Yield Management/Pricing Management/Revenue Manager
- Information System Director
- Information System Manager
- Virtual System Manager or Cloud Managers
- Data Scientist/Data Director
- Data Entry Technician
- Security Systems/Security Data Analyst
- Programmer

### Destination Management Subsector

- Tourism Promotion/Communication Agent
- Marketing Director
- Community Manager
- Channel Manager
- Marketing Managers
- Web Marketing Manager
- Information System Director
- Information System Manager
- Data Scientist/Data Director
- Data Entry
- Security Systems/Security Data Analyst
- Programmer

### Attractions and Activities Subsector

- Tourism Promotion/Communication Agent
- Director of Technology & Digital Strategy
- Exhibition Developer
- Marketing Director
- Community Manager
- Channel Manager
- Marketing Managers
- Web Marketing Manager
- Information System Director
- Information System Manager
- Data Scientist/Data Director
- Data Entry Technician
- Security Systems/Security Data Analyst
- Programmer

### Travel and Tours Subsector

- Marketing Director
- Community Manager
- Channel Manager
- Marketing Managers
- Web Marketing Manager
- Information System Director
- Information System Manager
- Data Scientist/Data Director
- Data Entry Technician
- Security Systems/Security Data Analyst
- Programmer

### Training, Research and Consultancy Subsector

- Community Manager
- Channel Manager
- Marketing Managers
- Web Marketing Manager
- Data Scientist
- Security Systems/Security Data Analyst
- Senior Data Analyst
- Junior Data Analyst

With the exception of some data entry-related roles at the lower end of the spectrum, these occupations target graduates and postgraduates with a specific specialism in ICT, data science, engineering or similar. Employers may also value a postgraduate qualification, more specifically in tourism. The number of years of experience required is relatively high, starting at around three years high and ranging up to fifteen years for the upper end of the hierarchy. The opportunities for women to occupy job roles within this TCP are medium, while accessibility to immigrant populations is relatively low unless minimum qualifications and skills are met, particularly at the upper end of the spectrum.

All of the skills identified in the IdEATE TCP exercise are generally relevant and valued across all of the occupations within this TCP to a greater or lesser extent, but particularly Transversal Skill T2 – Digital competence: confident and critical usage of information and communications technology for work. Job roles at the upper end of the spectrum within this TCP are more likely to be found in larger tourism corporations / organisations while those at the lower end are more prevalent in small and medium-sized enterprises and organisations.

**European Tourism Careers initiative has been developed thanks to the EU-funded project IdEATE – Improved Employability and Apprenticeship in the Tourism Sector**, the selected project that allows the uptake of high quality jobs, apprenticeship and traineeship positions. As an European – wide project, IdEATE gathers different organisations and includes activities in several European countries, such as Italy, Belgium, Finland, France, Germany, Greece, Hungary, Poland and Spain.

**The project involves ten partners from Belgium, Finland, France, Greece, Italy and Spain, and aims at:**

- ✓ improving employability of Europeans aged 16-35 years by offering a package of benefits with training contents that aims at their empowerment, fostering confidence with the European job market and broadening soft skills
- ✓ reducing asymmetry information problems for potential employers, dealing with both funding and employment issues
- ✓ promoting open dialogue and cooperation among training providers, tourism SMEs and public players, in order to support young jobseekers to be more easily employable and, in the meanwhile, helping tourism SMEs and destinations to be attractive for tourists
- ✓ fostering the image of careers in the tourism sector by a well-proven communication strategy, strongly focused on online tools and channels, and face-to-face events (a 6 country-roadshow), thus favoring interactions and multi-dimensional experiences to attract youngsters to a career, apprenticeship and traineeship position in the tourism sector

**Partners:**

