



## D 3.1 TRAINING GUIDELINES

Project Title: e-TF  
Project Type: Transfer of Innovation - TOI  
Programme: LLP - Leonardo da Vinci  
Agreement No: 2012-1-CH1-LEO05-00379

Version: V2.q  
Date: 17.09.2013

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The e-TF Transfer of Innovation project has been funded with support from the European Commission.

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## CHAPTER 1

### 1 How to use this document

#### 1.1 Introduction

Tourism is one of the key economic sector in the European Union overall economy and it contributes to employment and economic growth in an important way, generating more than 5% of the European GDP (Gross Domestic Product) and employing more than 5% of the total labor force (around 10 millions jobs).

In line with most of the economic sectors, and even at a faster speed, tourism sector is rapidly changing in the last years, moving to a more digital approach. We can now speak about e-Tourism: tourism activities strongly connected to Information Communication Technologies. Study published by Price Waterhouse Coopers 2009 establish the annual turnover of e-tourism at 68 billion Euros a year (<http://bit.ly/hnV30b>). According to comScore Data Mine, 42% of the European online population visited a

travel site in November 2012, spending an average of 23.4 minutes on these sites (comScore Data Mine, January 2013: <http://www.comscoredatamine.com/2013/01/how-much-time-do-europeans-spend-on-travel-sites/>). Even, most of the researches indicate that European online travel bookings represent now more than half of the overall bookings.

This means that tourism industry needs new competences, up with the times, new business roles able to face the new market needs and trends and to ride the changes in an aware and experienced way. Those new "profiles" are still arising and defining.

Lack of well trained professionals is obvious as reported by Insights.org.uk (<http://www.insights.org.uk/articleitem.aspx?title=e-Tourism+and+Destination+Management+Organisations>).

To fill this gap it is important to define what kind of competences and profiles are needed by the market and train those new profiles offering the opportunity to the tourism market to respond to users' requests. This should be done using a common European approach that could facilitate mobility for professionals as the European policy would like. In line with this, e-TF's aim is to offer guidelines for the training of professionals in the field of e-tourism in accordance with job market needs and under a European common framework. To do this, the consortium had to work taking into account the e-Competence Framework (eCF) issued by the European Committee for Normalization (CEN/ISSS) by adaptation from European Qualification Framework (EQF) (cf. Chapter 3).

This document is based on the analysis of the state of the art of the e-tourism sector in the partners' countries (Switzerland, Germany, France, UK, Italy, Austria) especially analysing the actual market needs by interviewing experts in the field and looking at job offers and competences requested. Partners proceeded then by considering the available training

offers. Starting from those steps, it was possible to identify the existent gap between actual training offers and the actual market needs and to define the new job profiles that respond to the professional demand of the e-tourism sector.

This guide presents in a comprehensible and practical way, indications and guidelines to European training institutions and to all the stakeholders involved in the training policy and curricula definition in the field of tourism and e-tourism. The aim is to guide on which competences and skills have to be trained in order to prepare professionals able to respond to actual market needs.

## 1.2 The Chapters

This document reflects the steps implemented during the project in order to produce the training guidelines.

The document is divided in the following chapters:

- **The e-tourism job sector** (chapter 2): this chapter presents the state of the art in the e-tourism sector, reporting results of the analysis conducted within the e-TF project in order to analyze market needs and existing training offers.

- **European Reference Framework** (chapter 3): this chapter shows the need of common reference tools for transparency, recognition of learning outcomes and mobility of learners in Europe, presenting the European Qualification Framework (EQF), the e-Competence Framework (e-CF) and the European Credit System for Vocational Education and Training (ECVET) systems. Finally, it describes the e-Jobs Observatory, as the main initiative for ensuring quality, harmonisation and standardisation of vocational training for e-jobs at European level. This section explains why

the e-tourism role profiles are in line with the standards proposed by the e-Jobs Observatory and the European Platform for e-Skills for e-Jobs.

- **Success factors for training e-tourism professions** (chapter 4): this chapter presents the soft skills that are important in e-tourism sector and that should be taken into consideration as fundamental key factors when training professional profiles.

- **The job roles in the field of e-tourism** (chapter 5): this chapter presents the 5 job profiles identified during the analysis performed at the beginning of the e-TF project. For each job profile it is provided a description of the specific role within a company and an explanation of the relation between soft and technical skills important for that roles. To make qualifications and profiles more transparent, identified skills and competences refer to the European Qualification Framework (EQF) and to the e-Competence Framework (e-CF). The chapter also presents suggested learning units that should be trained in VET, structured from an output-oriented perspective, which means with a definition of learning outcomes as recommended by the European Qualification Framework. In this sense, each specific learning unit is linked to specific learning outcomes and training objectives that should be achieved by a person in order to be qualified to assume e-tourism related positions in the European labour market. In other terms, this chapter provides guidelines on how to achieve the necessary knowledge, skills and competences for each identified e-tourism job profile.

At the end of the document all **references** are listed while the **glossary** section collects the definitions of the most important technical terms used within this document.

### 1.3 The target groups

This document is addressed to different target groups:

- VET providers and institutions involved in training, interested in improving their training offer, with the aim to better respond to the market needs.
  
- employers and employees in the e-Tourism field, interested to find out which knowledge, competencies and skills have to be trained and are actually trained in the participating countries. In particular, employers are facilitated in determining whether applicants from abroad dispose of the competencies required in their own country. Instead, employees can learn from the guidelines what they should improve or acquire to excel in the aspired job, gaining added competitive advantages through improvements of trainings and increasing mobility opportunities in the European job market.
  
- European, national and local authorities in charge to design training curricula and give indications for training offers up with the times and the market needs.





## **CHAPTER 2**

### **2. The e-Tourism Job Sector**

#### **2.1. State of Art**

Mass tourism from its first starts has developed very fast in the last years. Tourism and technologies represent an inseparable couple. The internet's spreading has eased the growing of the e-Tourism sector both in quantitative terms and in qualitative terms. Traditional travel agencies have been substituted by the web agency and most of services and products are digitable (e-ticket, on line check in, ecc.) and can be also transferred in a swift way with low costs for customers.

Moreover web agencies gives the possibility to customize the travel offer through a dynamic packaging service in which each user can directly build its travel with an endless range of options.

Within the e-Tourism Framework Project Job Sector at European level has been further investigated by analysing the existing job offers.

As evident results it can be stated that in most covered industry sectors (probably with the exception of the hotel sector) enterprises are looking for well-trained generalists in the field of e-Tourism, rather than highly focused specialists. As a consequence the job titles in the job offers ("online marketing responsible", "responsible Web marketing", "social media manager", etc.) cover generally different broad skills such as web marketing, social media marketing, e-commerce, web content management or e-CRM.

An exception to these observations can be found in the hospitality sector and in the transport sector where it seems there is have a stronger need

in employees mastering the field of online sales (e-commerce) using PMS or yield management software tools.

Apart from the job offers analysis, each partner was involved in a desk research collecting data about available training offers around Europe. Moreover interviews with professionals and world café sessions lead to the identification of the most demanded roles that should be trained in order to fulfil market needs in e Tourism. These roles have been precisely described with reference to the Relevant professions, Mission, Deliverables, Main task/s, Environment and the KPI's according to the indications of the European e-Competence Framework (e-CF).

## **2.2. Market needs**

The skill sets of employees needed by tourism enterprises to master the challenges and changes associated with the e-Tourism development are recognizable in specific areas of knowledge :

**Basic IT literacy** such as analytical skills and search skills; **Communication** competences in written language (reading and writing at advanced level). Professionals need to be able to write and to speak correctly in their own language, and in one or several foreign languages. English is more and more a must, additional foreign languages is an added value; **Marketing principles**: - understanding of basic marketing principles (objectives, strategy, tactics).

**Good knowledge of Hotel pricing policy.** Efficiency in using Revenue management methods daily analysis of the revenue; **Management** such as project management; **Soft Skills**: social and inter-cultural awareness. Professionals have to understand foreign cultures, not to know all foreign cultures but be able to understand that values and habits can vary from

one culture to another, and to act accordingly. During an interview these requirement was also well summarized in this sentence: “ability to see and recognise an overall picture of how the world around them is changing”

Having described the areas of knowledge it is easier to introduce the specific roles that are highly demanded by the e-tourism market.

**The e-TF partners identified 5 main profiles:**

**e-Tourism Content Curator** whose mission is to sort through the vast amounts of relevant content on the web and present a customized selection of the best and most relevant resources in a meaningful and organized way around specific themes of relevance to tourism.

**e-Tourism Destination Manager** whose mission is to contribute to the success of tourism destinations by generating visibility and traffic and/or sales through online applications or campaigns.

**e-Tourism Marketing Specialist** whose mission is to contribute to the success of tourism campaigns by generating visibility and traffic and/or sales through online applications or campaigns.

**e-Tourism Revenue Manager** whose mission is to promote and manage (online) sales activities and to optimize revenues. “Selling the right product to the right customer at the right time for the right price”.

**Tourism Online Reputation Manager** whose mission is to promote the organisation’s image and tourism related product/service through participation in online conversation and to treat negative comments and transform them into a positive approach.

## **2.3. The role of VET**

### ***2.3.1 The existing role***

European Vet Providers offer a range of courses, nevertheless whereas the length of the vocational training offers vary in a wide range (from one day courses to 7 months courses), the topics covered are generally rather similar: mainly web marketing and to a lesser extent social media. Interestingly skills requested in the job offers such as e-CRM, web content management or online sales are less popular in vocational training offers. This finding suggests the presence of a gap between the market needs and the existing vocational trainings.

After interviewing stakeholders of this field the **e-TF partnership** found out that e-Tourism needs specific job roles that should be included or improved at Vocational level.

More precisely the 5 roles already described above need to be trained on specific areas as suggested by the e-CF profiles' summaries which will be presented and validated in each country in the further steps of the project (Autumn 2013).

### ***2.3.2. The desirable role of Vet providers. How the VET offer could be improved .***

#### ***e-TF Partnership suggestions.***

Whereas the length of the vocational training offers vary in a wide range (from one day courses to 7 months courses), the topics covered are

generally rather similar: mainly web marketing and, to a lesser extent, social media. Interestingly, skills requested in the job offers such as e-CRM, web content management or online sales are less popular in vocational training offers. This finding suggests the presence of a gap between the market needs and the existing vocational trainings that should be improved with a larger offer including skills such as web content management, online sales and e-customer relationship management.

Since the VET system plays an important role all the main training organisations in the field need to update their curricula urgently in order to meet the e-tourism industry needs.

## CHAPTER 3

### 3. European reference Frameworks

#### 3.1 The need for common reference tools

The five e-TF competences profiles have a European scope, and describe the competences and skills needed for occupying job positions in the field of e- tourism in different European countries. In order to define profiles that can be used in all European countries, it is important that the way in which they are drafted follows European standards for transparency and comparability of qualifications. To this end, and also in line with EU objectives in the field of education and training, the e-TF profiles have been aligned to the European reference frameworks for qualifications EQF (European Qualification Framework) and e-CF (e-Competence Framework). To promote the development of training modules for these e-TF job roles across Europe, these training guidelines will be, moreover, based on the principles of the ECVET system (European Credit Transfer System for Vocational Education and Training).

There are many national educational systems, contexts and traditions in Europe. There is diversity in national and sectorial policy developments, provider types, qualification types, and other aspects. To ensure transparency and comparability of vocational education and training, and thus facilitate professional mobility within Europe, is recommended to enhancing the coordination of education and training policies and practices

at European level by using the tools that we have mentioned: EQF, e-CF and ECVET.

The tourism is a field in which the professional mobility within Europe already exists and sometimes represents a crucial issue for an employer. For example, the knowledge of particular languages and the affinity with some culture can be some added values for tourism professionals when they interact with tourists. Those languages skills are easily identifiable; therefore the key issue for the development of such mobility is the comparability of the level of the technical and soft competences delivered by the VET for tourism professions. For ensure this comparability the competences should be trained according to the EQF and e-CF levels. For example, the competence "Sales Proposal Development" can be trained in a basic way by teaching the ability to organise comparisons between customers needs and available "off the shelf" solutions (level 2); or it can be trained in an advanced way by delivering also the ability to interpret the customers needs and respond to it with creativity (level 3 - 4). Since we are dealing with basically the same competence it is crucial that the VET institutions know and specify on which level they train it; if not a foreigner employer can encounter serious problems on compare the learning outcomes of the VET institutions. For that reason we wrote the competences profiles by specifying the categories and the levels of all the competences requested by the profile. The levels that we used are those of the e-CF since, as we'll see, they are related to those of the EQF.

In the Copenhagen Declaration of 2002, Ministers responsible for VET, the European Commission and social partners committed themselves to making the diverse VET systems and qualifications in Europe more transparent, effective and attractive through common priorities, cooperation and regular progress reviews.<sup>1</sup> Better transparency and

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<sup>1</sup> [http://www.cedefop.europa.eu/EN/Files/5515\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/5515_en.pdf)

comparability of qualifications, will lead to a better recognition of full or partial qualifications acquired in other member states.

### **3.2 The European Qualification Framework (EQF)**

In response to this commitment, the EQF was developed by working groups of the European Commission in order to achieve better comparability and transparency of all qualifications at EU level.

The EQF aims to relate different countries' national qualifications systems to a common European reference framework. Individuals and employers will be able to use the EQF to better understand and compare the qualifications levels of different countries and different education and training systems.<sup>2</sup>

The core of the EQF concerns eight reference-levels describing what a learner knows, understands and is able to do – 'learning outcomes'. Levels of national qualifications will be placed at one of the central reference levels, ranging from basic (Level 1) to advanced (Level 8). This will enable a much easier comparison between national qualifications and should also mean that people do not have to repeat their learning if they move to another country.<sup>3</sup>

The EQF applies to all types of education, training and qualifications, from school education to academic, professional and vocational. This approach shifts the focus from the traditional system, which emphasizes 'learning inputs', such as the length of a learning experience, or type of institution. It also encourages lifelong learning by promoting the validation of non-formal and informal learning.<sup>4</sup>

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<sup>2</sup> [http://ec.europa.eu/education/lifelong-learning-policy/eqf\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/eqf_en.htm)

<sup>3</sup> Ibid

<sup>4</sup> Ibid



### 3.2.1 The European e-Competence Framework (e-CF)

For taking up the particularities of ICT Functions that could not be sufficiently represented with the EQF alone, an expert working group of the EU standardization committee CEN, developed the e-Competence Framework e-CF, which is aligned to the EQF, but facilitates a more detailed description of ICT qualifications and thus improves transparency and comparability of all ICT qualifications represented accordingly.

The European e-Competence Framework (e-CF) is a reference framework of 36 ICT competences that can be used and understood by ICT user and supply companies, the public sector, educational and social partners across Europe.<sup>5</sup>

The e-CF is structured from four dimensions. These dimensions reflect different levels of business and human resource planning requirements in addition to job/ work proficiency guidelines and are specified as follows:

Dimension 1: 5 e-Competence areas, derived from the ICT business processes

PLAN – BUILD – RUN – ENABLE – MANAGE

Dimension 2: A set of reference e-Competences for each area, with a generic description for each competence. 32 competences identified in total provide the European generic reference definitions of the e-CF 2.0.

Dimension 3: Proficiency levels of each e-Competence provide European reference level specifications on e-Competence levels e-1 to e-5, which are related to the EQF levels 3 to 8.

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<sup>5</sup> <http://www.ecompetences.eu/>

Dimension 4: Samples of knowledge and skills relate to e-Competences in dimension 2. They are provided to add value and context and are not intended to be exhaustive.

The European e-Competence Framework 2.0, is available for downloading at:

[http://www.ecompetences.eu/site/objects/download/5983\\_EUeCF2.0framework.pdf](http://www.ecompetences.eu/site/objects/download/5983_EUeCF2.0framework.pdf)

The e-TF consortium has drafted five competences profiles that are aligned with the e-CF. One of those profiles is the "Content Curator". For the draft of this profile we have retained 24 competences: 5 "plan", 4 "build", 4 "run", 6 "Enable" and 5 "Manage" competences. For each of these competences we also didn't have retained all their levels. For example the competence "C.1 – User support" can be found in three different levels but we have established that the content curator needs to have only the two first level of this competence. In fact we say that the content curator needs to "Systematically interprets user problems identifying the solutions and possible side effects; uses experience to identifying user problems and interrogates database for potential solutions; escalates complex or unresolved incidents to senior experts and records and tracks user support procedures from outset to conclusion."<sup>6</sup> (level 2 description). On the contrary he doesn't need to "Manages the support process and is accountable for ensuring that agreed service levels are met; plans resource allocation to ensure that the support is available with respect to the defined service level; Acts creatively, seeks opportunities for continuous service improvement by analyzing root causes and manages the budget of the support function."<sup>7</sup> (level 3 description)

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<sup>6</sup> [http://www.ecompetences.eu/site/objects/download/5983\\_EUeCF2.0framework.pdf](http://www.ecompetences.eu/site/objects/download/5983_EUeCF2.0framework.pdf)

<sup>7</sup> Ibid

### 3.2.2 The European Credit system for Vocational Education and Training (ECVET)

The European Credit System for Vocational Education and Training is a policy instrument designed to improve the comparability and the mobility of learning outcomes across Europeans education and training institutions.

The system aims to facilitate the validation, recognition and accumulation of work-related skills and knowledge acquired during a stay in another country or in different situations. It should ensure that these experiences contribute to vocational qualifications.<sup>8</sup>

According to this approach, learners can accumulate the required learning outcomes for a given qualification over time, in different countries or in different situations.<sup>9</sup>

ECVET aims for better compatibility between the different VET systems in place across Europe and their qualifications.<sup>10</sup>

The present training guidelines provide VET institutions orientation on the importance of each learning unites with a defined percentage in accordance to the ECVET principles. Following with the example of the e-Tourism Content Curator, this profile includes the 5 e-CF Competences,

- A PLAN %
- B BUILD %
- C RUN %
- D ENABLE %

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<sup>8</sup> [http://ec.europa.eu/education/lifelong-learning-policy/ecvet\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/ecvet_en.htm)

<sup>9</sup> Ibid

<sup>10</sup> Ibid

## E     MANAGE %

A trainer organization can imply from this structure that .....

## CHAPTER 4

### 4.1 e-Tourism jobs, a mix between technical competences and soft skills<sup>11</sup>

In an industry as broad and diverse as the tourism sector, where functional areas and management levels vary tremendously, ensuring that work force has the relevant skills can be challenging, especially in an increasingly digital and global marketplace (Cobanoglu, Moreo, & Wood 2004)<sup>12</sup>. The rise of Information and Communication Technologies (ICTs) and especially the increasing importance of the Internet in the tourism domain actually radically reshaped the demand and supply practices within the whole industry. Tourism has become one sector in which ICT

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<sup>11</sup> The content of this chapter is based partially on the training guidelines of two previous European-funded projects executed in the framework of the Leonardo da Vinci Lifelong Learning Programme:

- The project EQF-iServe intended to tackle the growing skills shortage in internet service-related jobs in several European countries. Details: [http://www.adam-europe.eu/adam/project/view.htm?prj=7254#.Ufi\\_Al2xXT0](http://www.adam-europe.eu/adam/project/view.htm?prj=7254#.Ufi_Al2xXT0) and [http://www.ubique.org/EQF\\_iServe/](http://www.ubique.org/EQF_iServe/)
- GRIN-CH: The project was motivated by the growing skills shortage in the Sustainable ICT industry in several European countries, which especially affects the transition to a green, smart and innovative economy. Details: <http://www.adam-europe.eu/adam/project/view.htm?prj=9054#.UfjCl42xXT0> and <http://groupspaces.com/grin-ch/>

<sup>12</sup> Cobanoglu, C., Moreo, P. & Wood, D. (2004). Hospitality research: A comparison of industry professionals' and educators' perceptions. *Journal of Hospitality & Tourism Education*. 16(1), 20-30.

were increasingly important both at an internal and inter-organizational level. ICTs have motivated radical changes in the operation and marketing of destination management organizations as well as that of supplier organizations, such as hotels and attractions for example as well as for classical intermediaries such as travel agencies. They modify thus the value chain, changes market shares, affects jobs and working conditions and the competitiveness of tourism operators.

In this new environment tourism professionals need skills to identify opportunities for cross-promotion, skills for finding efficient combination of distribution channels, skills for managing sales across several distribution channels and making profit out of this process (Henriksson 2005)<sup>13</sup>. To be competitive in this dynamic and global business environment, tourism enterprises need therefore to increase their competencies and skills with respect to the use of the new media on all levels and in all areas.

Yet, the availability of e-skills on the labour market for tourism is still a problem. Improving e-business skills, especially among SMEs, has been identified as an important policy issue in a sector study on the European tourism industry already in 2005<sup>14</sup>: *"[...] training activities to enhance e-skills among employees could be supported. In particular, measures to ensure that curricula in tourism colleges and vocational training take into account the importance of ICT related developments. [...] In particular, the managerial awareness and understanding of e-business opportunities should be promoted. [...] Experience shows that many small companies without internet activities are reluctant to introduce e-business into their daily operations, because the owner of the firm refuses to personally use a computer or internet."* In Europe, large tourism companies were recruiting

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<sup>13</sup> Henriksson, R. (2005). The role of ICT in tourism and related changes in skills: electronic commerce and revenue management. In "Trends and skill needs in tourism ", Cedefop Panorama series; 115, Luxembourg: Office for Official Publications of the European Communities, 2005.

<sup>14</sup> e-Business W@tch Sector Study on the Tourism Industry, September 2005. Available at [www.ebusiness-watch.org](http://www.ebusiness-watch.org) ('resources').

staff with specific ICT skills more frequently than small companies. At the same time, these small companies trying to recruit ICT specialists faced difficulties in finding such staff more often than large enterprises.

In tourism, ICT has thus become an integral part of business strategies and operations.

With the recent advancement in web technology and the level of sophistication in various programs in tourism (particularly in the hospitality sector), the need for proficient and technology-competent work force has become more pressing. Many specialists such as Cheung and Law (2002)<sup>15</sup> further highlighted the importance of industry-specific information technology skill; in other words, the tourism industry needs qualified personnel with a wide spectrum of information technology skills that are specific to the industry.

Extensive research carried out in the framework of the EQF-iServe consortium in the general field of internet-related jobs have determined that surprisingly the **skills gap** from which the internet-related services sector is suffering the most, is **only partially a lack of technical skills**. Instead, the studies have brought to light that employees in the field lack the **soft skills needed for these jobs**. However, up to date the training of soft skills played a minor role in the qualification programmes currently available in the field of e-jobs according to the results of the project. Consequently, training based on the real job market needs has to take this into consideration and seek for possibilities how to integrate the development of soft skills into the training curricula.

The **important role of soft skills has also been supported in the field of e-Tourism** by scientific studies. For example, Cobanoglua, Dede

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<sup>15</sup> Cheung, L. & Law, R. (2002). A study of hospitality and tourism information technology education and industrial applications. *Journal of Teaching in Travel & Tourism*, 2(2), 43-62.

& Poorania (2006)<sup>16</sup> conducted a survey of 104 hotel managers to identify the ICT skills and other competencies needed by IT managers at the hotel property level. The study showed that Communication, Critical Thinking, and IT Knowledge are the three most important attributes, but respondents were divided in their opinions on whether soft skills were more important than technical skills. More recently, based on interviews with senior managers working with major tourism organizations Elliot & Joppe (2009)<sup>17</sup> concluded that while knowledge of new technologies is an important skill in tourism, the most highly ranked competency was communication skills and electronic information sharing. This demonstrates that soft skills such as communication and critical thinking are essential for conducting business, while technical skills are necessary tools.

**Soft skills are increasingly becoming the hard skills of today's work force.** It's just not enough to be highly trained in technical skills, without developing the softer, interpersonal and relationship-building skills that help people to communicate and collaborate effectively. These skills are more critical than ever as organizations struggle to find meaningful ways to remain competitive and be productive. Thus, in today's demanding workplace, ICT-based job profiles are requiring more from employees than "just" knowledge and experience. These new skill sets are also recognized as important in tourism. According to Elliot & Joppe (2009), beyond the ability to use technology, employees in the tourism sector must become knowledge workers to create business value and solve problems as only tourism enterprises that can respond efficiently and effectively to the constant innovation in applications of hardware,

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<sup>16</sup> Cobanoglu. C., Dede, P., & Poorani, A. (2006). An analysis of skills and competencies of full service hotel technology managers. *Journal of Teaching in Travel and Tourism*, 6 (4), 19-35.

<sup>17</sup> Statia Elliot & Marion Joppe (2009) A Case Study and Analysis of E-Tourism Curriculum Development, *Journal of Teaching in Travel & Tourism*, 9:3-4, 230-247.

software, and network development would outperform competitors and maintain long-term prosperity (Buhalis & Law 2008)<sup>18</sup>. Therefore, like never before, companies have to place a high value and put much emphasis on soft skills.

Weber et al. (2009)<sup>19</sup> in a study on soft skills in the hospitality industry made the following distinction between soft and hard skills: "*Hard skills are associated with the technical aspects of performing a job. These skills usually require the acquisition of knowledge, are primarily cognitive in nature and are influenced by an individual's intelligence quotient source. Soft skills are defined as the interpersonal, human, people or behavioural skills needed to apply technical skills and knowledge in the workplace.*" But soft skills can also be seen simply as a term relating to a collection of personality traits, positive attributes, social graces, communication abilities and competencies that enhance an employee's relationship and performance on the job that lead to a "total fit".

For a long time, the importance of soft skills has been undervalued. Most companies assumed that people knew how behave on the job and how to fit in as well as how to be on time, take initiative, and rank as a high level producer or top performer. However, because businesses have become less dictatorial and more social, the value of soft skills to an organization is growing. In addition, in order to gain a competitive edge, employers want people who know how to handle themselves at work and how to relate to customers and colleagues.

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<sup>18</sup> Buhalis, D., & Law, R. (2008). Progress in information technology and tourism management: 20 years on and 10 years after the Internet – the state of e-Tourism research. *Tourism Management*, 29, 609-623.

<sup>19</sup> Weber, M.R., Finely, D.A., Crawford, A. & Rivera, D.J. (2009). An exploratory study identifying soft skill competencies in entry-level managers. *Tourism and Hospitality Research*, 9(4):353-361



Soft skills will continue to be needed in the future, and especially in the future of e-Tourism, because they are necessary for bringing about transformational change. Clearly, research and industry trends point toward an IT-driven future in tourism. Industry professionals and educators must acknowledge such changes and support the education and development of future employees. That's why the tourism market requires strong leadership skills leading the other employees to drive the company to a digital approach; implying the abilities to deal with change resistance, to explain and convince team-mates and other employees.

Elliot & Joppe (2009) stated that "although ICTs have become a critical tool for the modern tourism industry, they have not replaced the human side of the service industry but have in many ways emphasized that developing customer relations is equally significant". Thus, employees will need to become content experts who can not only use and exploit technology but manage the information exchange to match guests to desired experiences underlining the importance of interpersonal skills in a IT-based environment.

Thus, given that the customer/user is placed at the root of the e-Tourism conception and design phases, **customer orientation** represents a decisive key skill in e-Tourism jobs (i.e. a constant attention about the way in which a message will be understood and implemented by the final user). Developing a perfect and efficient system which the users do not integrate nor understand represents a failure!

Other key skills leading to an accurate implementation of any e-Tourism processes are the team spirit and the ability to explain and to convince customers, users and partners. Those soft and transversal skills, which will be further explained in the next paragraph, represent the most important keys in a recruitment process, as confirmed in the researches implemented by the e-Jobs Observatory on the e-Jobs all over Europe.

## 4.2 Key soft skills in e-Tourism jobs

E-tourism job roles envisage, among other responsibilities, collaborating with other profiles, relating to a set of customers and stakeholders, raising the interest and meeting the needs of costumers even maintaining the corporate culture, keeping the pace with new trends.

All those tasks require not only the use of technical competences, but also the presence of many soft skills. During the analysis of the market needs and job offers conducted in the first phases of the project and within the context of previous projects in the field of eJobs, it was possible to identify the following list of soft skills, also defined as "Behavioural Skills", fundamental for a good work performance.

The list includes:

- being innovative, creative, imaginative, artistic;
- being ethical;
- being precise and aware of details;
- being customer oriented;
- being committed to corporate strategy and aware of corporate culture;
- having good interpersonal skills;
- having presentation/moderation skills;
- being able to communicate effectively and explain;
- being able to work in a team;
- Being able to seek, measure, organize, synthesize and report;
- Being able to analyze.

Those competences play an important role in the execution of tasks and are strictly linked to technical and managerial competences. It is also important to note that, even if many soft skills are strongly linked to one's attitude, they can be trained and developed through a proper approach.

Despite this, in many training programs they are not taken in consideration as much as they should.

This section of the training guidelines means to offer suggestions and arise awareness in trainers and teachers on soft skills improvements, starting by underlying the importance of the abovementioned soft skills for the execution of the roles in e-Tourism and offering practical training hints.

#### **4.2.1 How to train soft skills in e Tourism professions**

Given the importance of soft skills in the performance of everyday job, it is indeed that trainers focus not only on empowering technical and managerial skills, but also behavioural skills. For this to happen, the first step for a trainer is being aware of the importance of behavioural skills as a key factor for success of trainees in the labour market. Then s/he needs to be willing to enhance this area. If this happens, then we have achieved the first milestone for an optimal development of behavioural skills training.

In the following pages, we will focus on each specific behavioural/soft skills listed above, providing some suggestions on how to train and develop them in e-Tourism related jobs.

#### **Being innovative, creative, imaginative, artistic**

Being innovative, creative, imaginative and artistic is important in the field of e-tourism for helping standing out in the market. It means finding new solutions that meet users needs and even anticipate and respond to hidden needs and wishes, creating alternative proposals to solve a problem, imagining innovative offers to overcome the overload of offers.

Ned Herrmann, known for his research in creative thinking and whole-brain methods, demonstrated that the more areas of our brain we use and the closer to “whole brain thinking” we get, the more we are able to synthesize information creatively into productive outcomes. The research also shows that both parts of the brain, the right (creative) and the left (linear) need to be fully activated to produce the greatest level of productivity. To this end, exercises which enhance whole brain thinking will be the most advisable.

In order to foster creativity, innovation and imagination, teachers could:

- encourage learners to think laterally and make associations between things that are not usually connected;
- request students to visualize, draw, or use drama to develop new ideas;
- involve students in brainstorming activities.

### **Being ethical**

On the job, workers have to face situations where they have to take decisions that could imply an ethic choice. Ethical people are those who recognize the difference between right and wrong and time after time do their best to have a good conduct. On the jobs, being ethical means being honest with customers, colleagues, stakeholders, and even themselves.

Acting in an ethic way has many positive aspects, such as the creation of a positive work environment, the sense of the establishment of trust among customers, employees and stakeholders, the feeling of having acted correctly, the possibility to focus on fixing problems and improving processes, and, of course the avoidance of legal problems.

Research has shown that the best way of training “ethics” is to present difficult social situations to the students, which have to be solved in groups or individually. The trainer is open to decide on the type of exercise according to the audience.

Here is a list of situations or questions that trainers could use:

1. You are the lunchtime host at a popular restaurant. The waiting list is 30 minutes long. A customer offers you \$20 to seat his party next. Would it be ethical to accept the offer? Explain your answer.
2. How do we know whether something is ethical or not? What does "ethical" mean?
3. Compile and bring to the next class a written list of five business situations in which people must make ethical decisions. The examples can be taken from home, school, work, TV shows or movies. For each situation, state:
  - 1) What ethical question was raised?
  - 2) Do you think the answer was easy or difficult?
  - 3) How was the question resolved?
  - 4) How would you have resolved it?"

The previous examples are from the video: "Not For Sale: Ethics in the Workplace", which provides a learning program about the topic, and the teacher's guide. In general, also discussing the ethical issue and positive and negative aspects could be a good starting point in training.

### **Being precise and aware of details**

Precision and being aware of details are fundamental and can make the difference in many jobs, the same in the field of e-tourism.

As an example, some hotels are able to increase their customer satisfaction by personalizing every singular customer experience in a very detailed way. This is the case of a hotel in Lugano where through the online reservation, customers can even choose the colour of bed sheets or the softness of the mattress. This can make the difference and create the hotel's added value. Also managing reservations or organizing travels need a high degree of precision and attention to details. When managing communication, paying attention to choosing the right terms (especially if

the communication is not face to face, as in the case of online communication) can determine the successfulness of a communication activity.

As a training activity, trainers could present a challenge where students have to prepare an offer to meet all the (hidden or not) needs and desires of their hypothetical customers (the topic can be chosen by the trainer) according to different profiles of customers given by the trainer. Students should start the exercise by deducing customers needs as much in detail as possible and preparing an offer according to them. The offer that shows the more attention to specific needs will win the challenge.

### **Being customer oriented**

As the tourism field is strictly connected to customer satisfaction, being customer oriented is a must and improving "customer-oriented" strategies means improving performance. In e-Tourism this imply designing products, website, and marketing on the customer and having all employees with a strong customer-orientated approach in order to contribute to the success of the company. What does it mean being customer oriented? First, a "customer-oriented person" has to understand the customer's problems, needs, desires and expectations; second, a customer-oriented person has to contribute to the development and provision of products or services that fulfil the customer's needs and expectations. Customer orientation is a long-term strategy which demands everyone in the company, from top management to entry-level staff, to be involved.

Trainers could use different exercises for developing customer oriented approaches, as an example:

- Asking the trainees to invent case studies and situations where customers and services providers (in particular thinking about situations that could occur in e-Tourism) have to interact. Trainees have to imagine different solutions to the situation and dramatize them acting as the different actors. This can help being in the shoes of the different actors (especially in the shoes of the customers) and understanding needs and expectations. After the "staging", trainees should discuss the situations, the feelings and the possible improvements in actions.
- Defining in detail the possible needs, desires or expectations customers might have from a specific company, starting from describing the possible clients.

### **Being committed to corporate strategy and aware of corporate culture**

When working in businesses it is important that all employee perfectly understands the company's strategy and culture so that they can work in line with it. This is even more evident in many tasks when we refer to e-Tourism. As an example a e-Tourism content curator or e-Tourism Marketing specialist must transmit the corporate culture through the web and, of course, the presence on the web cannot be uncorrelated or inconsistent with the culture of the business in the "real world".

Trainers can guide their learners to practice self-assessments regarding their future commitment to a potential job within the e-Tourism industry by asking them for responses that includes descriptions like:

- Describe what you would like to achieve by working in the e-Tourism industry. Find out which is your motivation for belonging to this field.

- Describe what it takes to work in the field of e-Tourism-related jobs. Please, ask professionals of this area or similar one.
- Describe the advantages and disadvantages of belonging to the e-Tourism industry regarding another field of work.
- Do you think your goals are according to what the e-Tourism industry can offer?
- Describe in what percentage are you committed to your goals.
- Will you become a passionate of your future job?
- Describe what it is necessary to succeed in this field, and if you have those elements.

The information from the students should be analysed to have a general overview of the attitude of the group and if it could or could not cope with the needs of the market. It is then important to present the results to the group.

Moreover trainers can discuss with students different case studies, such as studying social media or e-communication channels of specific companies, discussing if the students think they are in line or not with the company they should represent and what are the implications when e-presence is not in line with the corporate identity.

### **Having good interpersonal skills**

Interpersonal skills are used every day to communicate and interact with other people, both individually and in groups, in private social life and at work. People who have worked on developing strong interpersonal skills are usually more successful in both their professional and personal lives. Many enterprises when publishing their job offers insert good interpersonal skills as requirements for the candidate. The importance of those skills on the job is at many different levels, both internally with colleagues and externally with customers and stakeholders. Interpersonal



skills include confidence, ability to listen and understand, but also problem solving, decision-making and personal stress management. It is important to be aware of the importance of interpersonal skills and of the impact that behaviour can have on other people. In e-Tourism related jobs let's imagine, as an example, the importance of having a good communication among the technical developer of the website and the content curator, or in moderating social networks, forum, blogs, or listening to understand customer satisfaction...

A training unit aiming at the increase of interpersonal skills of the students shall include the following topics: verbal and non-verbal communication, negotiation, listening skills, stress management, assertiveness, decision making, problem solving. There are many exercises that a trainer can do to improve those aspects. First of all icebreaker activities can be used to help creating relations inside the groups of people. There are many examples that can be found on the internet.

Specific exercises to improve listening and communication can be asking the participants to divide in groups of two, then one person tells about a topic for few minutes and the other one has to repeat the person's points back to him/her saying things such as, "I think you said ..." and "It sounds like you're saying ...". The person can also ask the other one for clarification on any points s/he did not fully understand. Then the roles can be switched. Listening to another person's perceptions of what the first one said will help honing one's own listening and speaking skills.

Non verbal communication can be tackled making students aware that the gestures we make, the way we sit, how fast or how loud we talk, how close we stand, how much eye contact we make—send strong messages.

A good method to improve "problem solving" is working on providing solutions to riddles. Why riddles? Riddles are motivating people to put their best efforts to find solutions, thus, exercise their problem solving skills. At the same time, if riddles are solve in groups, people can practice

other skills such as communication, decision making, stress management (if they have to work under pressure of time).

Example for a riddle:

#### CRIMINAL CUPBEARERS

An evil king has 1000 bottles of wine. A neighbouring queen plots to kill the bad king, and sends a servant to poison the wine. The king's guards catch the servant after he has only poisoned one bottle. The guards don't know which bottle was poisoned, but they do know that the poison is so potent that even if it was diluted 1,000,000 times, it would still be fatal. Furthermore, the effects of the poison take one month to surface. The king decides he will get some of his prisoners in his vast dungeons to drink the wine. Rather than using 1000 prisoners each assigned to a particular bottle, this king knows that he needs to murder no more than 10 prisoners to figure out what bottle is poisoned, and will still be able to drink the rest of the wine in 5 weeks time. How does he pull this off?

There is specialized bibliography that can help to develop training units regarding interpersonal skills, such as: Training in Interpersonal Skills, Stephen P. Robbins and Phillip L. Hunsake; Exercises for Interpersonal Skills Train, Terry Gillen and some others that can be found in bookstores or libraries.

### **Having presentation/moderation skills**

Presentation and moderations skills have great importance in the business world. Let's think, in e-Tourism jobs, the importance of presentation skills while presenting a marketing strategy to the rest of the work group, communicating factors affecting pricing and competitive performance, reporting results of the online communication and of the online presence, communicating and negotiating with suppliers, deciding how to present

the company on the web. Those are only some of the examples of the importance of having presentation/moderation skills when working in the field of e-tourism.

Training organizations are encouraged to foster these skills in their trainees. Workshops have shown to be effective for practicing presentation and moderation skills. Workshops should include topics regarding understanding and addressing different audiences. Trainees should work on how to moderate small groups, how to present results, and be able to structure and solve complex topics/problems that can arise during a meeting, negotiations at a front desk.

### **Being able to communicate effectively and explain**

Being able to communicate effectively and explain impacts interaction between people at all levels (customers, colleagues, stakeholders...). With communication we mean many different means: verbal and non-verbal communication, gestures, facial expression, tone of voice, as well as written communication. It also includes communicating in different languages and intercultural communication. This is particularly true in the field of e-tourism where interlocutors frequently come from different cultures. Communication skills are fundamental when dealing with online opinion leaders, when managing social network communication, when engaging in personalized online communication, when promoting organization's online identity, and also when communicating to the team. Moreover, being able to explain, defend, argue and justify a certain perspective or position is a key skill in transmitting information or experiences to the interlocutor, and is fundamental in team work when sharing ideas or with customers or stakeholders when passing information.

Trainers should provide guidelines to students on how to improve weak areas and enhance strengths, in which the importance of body language should be particularly stressed. More than 50 percent of communication comes from body posture, eye contact and arm movements. Students can practice by mirroring the body language of the person who they are communicating with and keep eye contact. This training unit can end with a new oral presentation from the students to evaluate their progress. Students can also record themselves when doing their presentation. This can help self reflection and awareness of weak and strength points.

Another exercise could be asking students to prepare a presentation, organizing topics to be presented, but having in mind a specific kind of audience. A part of the class can act as interlocutors, having the possibility to ask and reply. The presenter should be able to adapt the presentation according to the needs and expectations of the public and adjusting it to feedbacks.

An exercise about written communication is asking the students to adapt a particular communication to different kind of target groups and communication channels (as an example: forum, social network, website...), choosing the best form (vocabulary and style) to fit the specific situations.

### **Being able to work in a team**

Being able to work in a team involves different aspects: working confidently within a group, contributing with ideas effectively, taking a share of the responsibility, being assertive rather than passive or aggressive, negotiating with others, accepting and learning from constructive criticism and giving positive, constructive feedback to others. Many e-tourism roles implicates the need to work in a team, especially if the structure is quite structured, as an example the online reputation

manager has to interact with the marketing/communication department and is strictly connected with the top management to align to the corporate identity and promote it; the content curator needs to work with the marketing department; the e-tourism destination manager usually works with the marketing and sales department while collaborating closely with the online community or social media manager.

There are many ways to train teamwork skills. Here we give a list of aspects to be considered during trainings:

- Listening: students are asked to listen to each other's ideas.
- Questioning: students in the team question each other.
- Persuading: students exchange, defend and rethink ideas.
- Respecting: students should respect the opinions of the workmates.
- Helping: students should help each other, offer assistance.
- Sharing: students should share ideas and report their findings to each other.
- Participating: each student should contribute to the project.

Students could be asked to do some team building activities and then discuss impressions and sharing comments as a debriefing activity.

### **Being able to seek, measure, organize, synthesize and report and being able to analyse**

Working with technologies in the field of e-Tourism means also dealing with a number of different information about competitors, state of the art of the market, results of activities, return of investment, users and customers' behaviour and preferences, web access... All that data can be used to improve and adjust activities and better reach goals, but to do this it is important to have soft skills such as being able to seek for specific data, measure, organize, analyse and synthesize them in order to

understand them and come to understandable and coherent conclusions to guide improvements and actions.

Training in this area should aim at the achievement of the following learning outcomes:

- Being able to identify possible sources of information with regard to the specific information needs (physical or digital).
- Being able to assess, determine and take advantage of the sources that provide accurate and valid information and prioritise them.
- Being able to select relevant information from the selected sources (read, hear, view).
- Being able to evaluate the selected information and organize it.
- Being able to consider ethical and legal issues for the use of the selected information.
- Being able to analyse data and draw conclusions in order to provide specific information for its specific purposes.
- Being able to share and report data and conclusions to the rest of the team.

All this process can prepare the ground for taking decisions. In fact, information is the raw material of decision-making, that is why it so important to analyze it properly.

As an example the role of e-tourism marketing specialist is also to provide detailed analysis and reports on the success of e-marketing campaigns, while the content curator has to find, select, organise and share the best and the most relevant contents.

Students can be helped by trainers in improving those skills by exercising in doing information search and analysis and presenting results also using the up to date tools available on the web.

## CHAPTER 5

### 5.1 e-Tourism Content Curator

#### 5.1.1 Suggested role

<b>Role title</b>	e-Tourism Content Curator		
<b>Also known as</b>			
<b>Relevant professions</b>			
<b>Summary statement</b>	The e-Tourism Content Curator finds, groups, organizes and shares the best and most relevant content relevant to tourism.		
<b>Mission</b>	The overall mission is to sort through the vast amounts of relevant content on the web and present a customized selection of the best and most relevant resources in a meaningful and organized way around specific themes of relevance to tourism.		
<b>Deliverables</b>	<b>Accountable</b>	<b>Responsible</b>	<b>Contributor</b>
	<ul style="list-style-type: none"> <li>Content displayed in the curated parts of the web presence</li> </ul>	<ul style="list-style-type: none"> <li>Quality, relevance, accurateness, pertinence and timeliness of single content items</li> <li>Content classification</li> <li>Attractiveness of the overall content selection</li> <li>Content renewal</li> </ul>	<ul style="list-style-type: none"> <li>Website analytics</li> <li>Website usability analysis</li> <li>Search engine optimization</li> <li>Competitor benchmarking</li> <li>Trends monitoring in e-Tourism</li> </ul>

	rate
<b>Main task/s</b>	<ul style="list-style-type: none"> <li>• Aggregation: select and assemble the most relevant information about a particular topic into a single location.</li> <li>• Distillation: reduce information to a more simplistic format sharing only the most important or relevant ideas.</li> <li>• Elevation: identify a larger trend or insight from smaller daily musings posted online.</li> <li>• Mashup: create unique juxtapositions merging existing content to create a new point of view.</li> <li>• Chronology: bring together historical information and organize it on a timeline to show an evolving understanding of a particular topic.</li> </ul>
<b>Environment</b>	The e-Tourism Content Curator works with the marketing department.
<b>KPI's</b>	<ul style="list-style-type: none"> <li>• Quantity of relevant content items</li> <li>• Usability of the curated parts of the web presence</li> <li>• Additional and qualified website traffic</li> <li>• Customer satisfaction</li> <li>• Number of back linking from other websites</li> <li>• Improvement of the search engine ranking</li> <li>• Frequency of shares</li> </ul>

### 5.1.2 How soft skills relate to technical skills

Given that the selection of the most relevant content related to tourism and make it available for the clients of the organization is a key task of the e-Tourism Content Curator, it is important that the professional of this field be always customer oriented, having into account the needs and expectations of the current and potential customers, this also implies that he works precisely and aware of details concerning to the content to be published. The role of the e-Tourism Content Curator requires the ability to seek for the proper information, organize, and synthesize it, in order to provide the adequate content to be published on the organization website. Good interpersonal skills and team work abilities will be an asset for an e-Tourism Content Curator. In addition, the e-Tourism Content Curator must be able to draft texts, clearly and concisely, with due regard for orthography and grammar. Moreover, this professional shall be able to define and assess the impact of relevant standards in the ICT and Tourism field. Additionally, s/he will be in the position to foresee and advise in



regard to technical developments and improvements, and explain how they can add value to the products or services provided by the organization, in order to generate benefits for the company.

### **5.1.3. Specific learning units and learning outcomes**

The e-Tourism Content Curator should be trained in accordance to the work processes in which s/he is involved in her/his job. In the following learning outcomes are described and training/learning fields are suggested.

**1. PLAN - Weighting (in reference to ECVET): xx %**

**a. On completion of the learning process, the learner will be able to:**

- ❖ draft texts, clearly and concisely, with due regard for orthography and grammar
- ❖ explain how technical improvements add value

- ❖ foresee relevant technical developments
- ❖ assess the impact of relevant standards
- ❖ be innovative
- ❖ be creative
- ❖ be imaginative
- ❖ be artistic
- ❖ be ethical
- ❖ be precise of details
- ❖ be aware of details
- ❖ be customer oriented
- ❖ be committed to corporate strategy
- ❖ be aware of corporate culture
- ❖ have good interpersonal skills
- ❖ have presentation skills
- ❖ have moderation skills
- ❖ communicate effectively (also in foreign languages)
- ❖ work in a team
- ❖ seek
- ❖ measure
- ❖ organize
- ❖ synthesize
- ❖ report
- ❖ have knowledge of budgeting
- ❖ have knowledge of estimating issues and practices
- ❖ have knowledge of regulatory issues in particular environmental and/or healthcare regulations
- ❖ have marketing knowledge
- ❖ lead a team
- ❖ assess the impact of actions / activities
- ❖ foresee latest trends and evolutions in the market

## **b. Suggested learning/training fields**

### **A.2 Service Level Management**

The e-Tourism Content Curator defines, validates and makes applicable service level agreements (SLA) and underpinning contracts for services offered. S/he also negotiates service performance levels taking into account the needs and capacity of customers and business. The e-Tourism Content Curator shall be in the capacity to provide leadership to amend the enterprise strategy with respect to the (SLA) in order to achieve forecasted results. Additionally, s/he should be familiar with the impact of service level non-compliance on business performance, how to compare and interpret management data, and be able to analyze service provision records, evaluate service provision against service level agreement.

### **A.4 Product or Project Planning**

It is important that the e-Tourism Content Curator analyses and defines current and target status, estimates cost effectiveness, points of risk, opportunities, strengths and weaknesses, with a critical approach. S/he shall be also able to create structure plans, establish timescales and milestones. The e-Tourism Content Curator also manages change requests, defines delivery quantity and provides an overview of additional documentation requirements. S/he specifies correct handling of products. The e-Tourism Content Curator shall be able to act systematically to document standard and simple elements of the product or service. The exploitation of specialist knowledge to create and maintain complex documents of the product or service can also be part of his/her activities.

To succeed in his position, the e-Tourism Content Curator should know about the typical KPI's related to his field, basic decision-making methods.

### **A.5 Architecture Design**

The e-Tourism Content Curator is in charge of specifying, refining, updating and making available a formal approach to implement solutions, necessary to develop and operate the curation architecture. It is among his/her responsibilities to communicate with the business stakeholders to ensure that the curation architecture is in line with business requirements. The e-Tourism Content Curator also identifies the need for change and the components involved; hardware, software, applications, processes, information and technology platform.

### **A.6 Application Design**

The e-Tourism Content Curator defines the most suitable ICT solutions in accordance with the organization's ICT policy and user/customer needs. S/he accurately estimates development, installation and maintenance of application costs and selects appropriate technical options for solution design, optimizing the balance between cost and quality. S/he also identifies appropriate technical options for curation solution design, optimizing the balance between cost and quality and identifies a common reference framework to validate the models with representative users.

The e-Tourism Content Curator will contribute to the design and general functional specification and interfaces, organizing the overall planning of the design of the application. A professional of the e-Tourism Content Curation field accounts for own and others actions in ensuring that the application is correctly integrated within a complex environment and complies with user/ customer needs.

## **A.7 Technology Watching**

As part of the attributions of the e-Tourism Content Curator, s/he explores latest ICT technological developments to establish understanding of evolving technologies. This professional also devises innovative solutions for integration of new curation technologies into existing products, applications or services or for the creation of new curation solutions. S/he exploits specialist knowledge of new and emerging technologies, coupled with an understanding of the business and the clients' needs, to envision and articulate the curation solutions of the future. It is also an attribution of the e-Tourism Content Curator to provide expert guidance and advice, to the leadership about potential innovations.

### **2. BUILD - Weighting (in reference to ECVET): xx %**

#### **a. On completion of the learning process, the learner will be able to:**

- ❖ draft texts, clearly and concisely, with due regard for orthography and grammar
- ❖ be precise of details
- ❖ be aware of details
- ❖ be customer oriented
- ❖ be committed to corporate strategy
- ❖ be aware of corporate culture
- ❖ have good interpersonal skills
- ❖ have presentation skills
- ❖ have moderation skills
- ❖ communicate effectively (also in foreign languages)
- ❖ work in a team
- ❖ seek

- ❖ measure
- ❖ organize
- ❖ synthesize
- ❖ report
- ❖ analyze
- ❖ have marketing knowledge

## **b. Suggested learning/training fields**

### **B.2 Systems Integration**

In a more technical area, the e-Tourism Content Curator shall be able to install additional hardware, software or sub system components into an existing or proposed system. S/he shall comply with established processes and procedures (e.g. configuration management), taking into account the specification, capacity and compatibility of existing and new modules to ensure integrity and interoperability. S/he also verifies system performance and ensures formal sign off and documentation of successful integration. In order to accurately integrate the curated content, this professional will act systematically to identify compatibility of software and hardware specifications and document all activities during installation and records deviations and remedial activities.

### **B.3 Testing**

It is an attribution of the e-Tourism Content Curator to construct and executes systematic test procedures for IT systems or customer usability requirements to establish compliance with design specifications. S/he shall ensure that new or revised components or systems perform to expectation, s/he also ensures meeting of internal, external, national and international standards. S/he produces documents and reports to

evidence certification requirements. The e-Tourism Content Curator performs simple tests in strict compliance with detailed instructions. S/he is also responsible for organizing test program and building scripts to stress test potential vulnerabilities. The e-Tourism Content Curator records and reports outcomes providing analysis of results.

#### **B.4 Solution Deployment**

Following predefined general standards of practice, the e-Tourism Content Curator carries out planned necessary interventions to implement solution, including installing, upgrading or decommissioning. S/he configures the necessary hardware and software to ensure interoperability of system components and debugs any resultant faults or incompatibilities. The e-Content Curator engages additional specialist resources if required, such as third party network providers; formally hands over fully operational solution to user and completes documentation recording all relevant information, including equipment addressees, configuration and performance data. The e-Tourism Content Curator must perform under guidance and in accordance with detailed instructions, the removal or installation of individual components in order to provide proper curated content and act systematically to build or deconstruct system elements. Furthermore, s/he identifies non performing components and establishes root cause of failure within the overall solution. Provides support to less experienced colleagues.

#### **B.5 Documentation Production**

The e-Tourism Content Curator produces documents describing products, services, components or applications to establish compliance with relevant documentation requirements. Additionally, s/he selects appropriate style and media for presentation materials and creates templates for document-

management systems. S/he is responsible for the assurance that functions and features are documented in an appropriate way and that existing documents are valid and up to date. The e-Tourism Content Curator should apply standards to define document structure and determine documentation requirements taking into account the purpose and environment to which it applies.

The e-Tourism Content Curator is responsible for adapting the level of detail according to the objective of the documentation and the targeted population.

### **3. RUN - Weighting (in reference to ECVET): xx %**

#### **a. On completion of the learning process, the learner will be able to:**

- ❖ be precise of details
- ❖ be aware of details
- ❖ be customer oriented
- ❖ be committed to corporate strategy
- ❖ be aware of corporate culture
- ❖ have good interpersonal skills
- ❖ have presentation skills
- ❖ have moderation skills
- ❖ communicate effectively (also in foreign languages)
- ❖ work in a team
- ❖ seek
- ❖ measure
- ❖ organize
- ❖ synthesize
- ❖ report



- ❖ analyze
- ❖ explain

## **b. Suggested learning/training fields**

### **C.1 User Support**

The e-Tourism Content Curator responds to user requests and issues; records relevant information and resolves or escalates incidents and optimizes system performance. S/he is responsible for monitoring solution outcome and resultant customer satisfaction. The e-Tourism Content Curator should also routinely interact with users; apply ICT-product, basic knowledge and skill to respond to user requests and solve simple incidents, following prescribed procedures.

To succeed in his/her field, the e-Tourism Content Curator shall also systematically interpret user problems identifying the solutions and possible side effects. S/he uses experience to identifying user problems and interrogates database for potential solutions. The e-Tourism Content Curator also escalates complex or unresolved incidents to senior experts and records and tracks user support procedures from outset to conclusion.

### **C.2 Change Support**

It is important that the e-Tourism Content Curator is able to implement and provide guidance for the evolution of an IT solution. S/he shall efficiently control and schedule software or hardware modifications to prevent multiple upgrades creating unpredictable outcomes. Additionally, s/he shall minimize service disruption as a consequence of changes and adheres to defined service level agreement (SLA). The e-Tourism Content Curator acts systematically to respond to day by day operational needs

and react to them, avoiding service disruptions and maintaining coherence to service level agreement (SLA).

### **C.3 Service Delivery**

The e-Tourism Content Curator takes proactive steps to ensure a stable and secure curation application infrastructure meeting the business objectives. S/he updates operational document library and logs all operational events, besides, s/he is responsible for the monitoring and management tools (i.e. Scripts, Procedures...). The e-Tourism Content Curator is responsible for the systematically analysis of the performance data and communicates findings to senior experts. It is among his/her attributions to escalate potential service level failures and recommends actions to improve service reliability. S/he also tracks reliability data against service level agreement. S/he also programs the schedule of operational tasks, manages costs and budget according to the internal procedures and external constraints. Furthermore, s/he identifies people requirements to resource the operational management of the ICT infrastructure.

### **C.4 Problem Management**

The e-Tourism Content Curator must be able to identify and resolve the root cause of incidents and take a proactive approach to the root cause of curation problems. S/he deploys a knowledge system based on recurrence of common errors and identifies and classifies incident types and service interruptions. His/her attributions also include to record incidents cataloguing them by symptom and resolution. S/he exploits specialist knowledge and in-depth understanding of the ICT infrastructure and problem management process to identify failures and resolve with minimum outage. Furthermore, the e-Tourism Content Curator makes sound decisions in emotionally charged environments on appropriate

action required to minimize business impact and rapidly identifies failing component, selects alternatives such as repair, replace or reconfigure.

**4. ENABLE - Weighting (in reference to ECVET): xx %**

**a. On completion of the learning process, the learner will be able to:**

- ❖ have good interpersonal skills
- ❖ have presentation skills
- ❖ have moderation skills
- ❖ communicate effectively (also in foreign languages)
- ❖ work in a team
- ❖ seek
- ❖ measure
- ❖ organize
- ❖ synthesize
- ❖ report
- ❖ have knowledge of project management principles
- ❖ have knowledge of budgeting
- ❖ have knowledge of estimating issues and practices
- ❖ have knowledge of regulatory issues in particular environmental and/or healthcare regulations
- ❖ have marketing knowledge

**b. Suggested learning/training fields**

**D.2 ICT Quality Strategy Development**

It is important for the e-Tourism Content Curator be able to define, improve and refine a formal strategy to satisfy customer expectations and improve business performance (balance between cost and risks). The e-Tourism Content Curator shall also identify critical processes influencing service delivery and product performance and use defined standards to formulate objectives for service management, product and process quality. It is part of his/her responsibilities to identify ICT quality management accountability and exploit wide ranging specialist knowledge to leverage and authorize the application of external standards and best practices.

### **D.3 Education and Training Provision**

The e-Tourism Content Curator has as responsibility the definition and implementation of training policy to address organizational skill needs and gaps, in the field of content curation. S/he structures, organizes and schedules training programs and evaluates training quality through a feedback process and implements continuous improvement and adapts training plans to address changing demand. The e-Tourism Content Curator also organizes the identification of training needs in the field of content curation; collates organization requirements, identifies, selects and prepares schedule of training interventions.

### **D.4 Purchasing**

In this area, the e-Tourism Content Curator applies a consistent procurement procedure, including deployment of the following sub processes: specification requirements, supplier identification, proposal analysis, evaluation of the energy efficiency and environmental compliance of products, suppliers and their processes, contract negotiation, supplier selection and contract placement. S/he ensures that

the entire purchasing process is fit for purpose and adds business value to the organization. To succeed in this field, the e-Tourism Content Curator shall also understand and apply the principles of the procurement process and place orders based on existing supplier contracts. S/he ensures the correct execution of orders, including validation of deliverables and correlation with subsequent payments.

### **D.5 Sales Proposal Development**

The e-Tourism Content Curator has also attributions in the area of sales, in this sense; s/he develops technical proposals, within the framework of curation, to meet customer solution requirements and provides a competitive bid. Additionally, s/he collaborates with colleagues to align the service or product solution with the organization's capacity to deliver. S/he organizes collaboration between relevant internal departments and facilitates comparison between customer requirement and available 'off the shelf' solutions. It is important that s/he acts creatively to develop proposal incorporating a complex solution, customizes solution in a complex technical environment and ensures feasibility and technical validity of customer offer. S/he should be able to interpret and influence customer needs and the reference business contexts, proposes consultancy projects, in order to provide the ideal customer solutions, i.e. behaves as a "consultative seller".

### **D.8 Contract Management**

In this area, the e-Tourism Content Curator provides and negotiates contract in accordance with organizational processes and ensures that supplier deliverables are provided on time, meet quality standards and comply with agreed service levels. S/he addresses non-compliance escalates significant issues, drives recovery plans and if necessary amends

contracts, maintains budget integrity and assesses and addresses supplier compliance to legal, health and safety and security standards. This professional also actively pursues regular supplier communication and acts systematically to monitor contract compliance and promptly escalate defaults. To complete his/her involvement in this area, s/he should evaluate supplier contract performance by monitoring performance indicators and assures performance of the complete supply chain and influences the terms of contract renewal.

#### **D.10 Information and Knowledge Management**

The e-Tourism Content Curator is responsible for identifying and managing structured and unstructured information and considers information distribution policies. S/he creates information structure to enable exploitation and optimization of information for business benefit and understands appropriate tools to be deployed to create, extract, maintain, renew and propagate business knowledge in order to capitalize from the information asset. Among of his/her attributions are the analysis of Business processes and associated information requirements. S/he also provides the most appropriate information structure and integrates the appropriate information structure into the corporate environment. At last, S/he correlates information and knowledge to create value for the business and applies innovative solutions based on information retrieved.

#### **5. MANAGE - Weighting (in reference to ECVET): xx %**

- a. On completion of the learning process, the learner will be able to:**

- |  |
|--|
| <ul style="list-style-type: none"><li>❖ foresee relevant technical developments</li><li>❖ be committed to corporate strategy</li></ul> |
|--|

- ❖ be aware of corporate culture
- ❖ have good interpersonal skills
- ❖ have presentation skills
- ❖ have moderation skills
- ❖ communicate effectively (also in foreign languages)
- ❖ work in a team
- ❖ seek
- ❖ measure
- ❖ organize
- ❖ synthesize
- ❖ report
- ❖ analyze
- ❖ have knowledge of project management principles
- ❖ have knowledge of budgeting
- ❖ have knowledge of estimating issues and practices
- ❖ have knowledge of regulatory issues in particular environmental and/or healthcare regulations
- ❖ have marketing knowledge
- ❖ lead a team
- ❖ assess the impact of actions / activities

## **b. Suggested learning/training fields**

### **E.1 Forecast Development**

The e-Tourism Content Curator interprets market needs and evaluates market acceptance of products or services. It is also an attribution in this area the assessment of the organization's potential to meet future quality requirements. S/he applies relevant metrics to enable accurate decision making in support of marketing, sales and distribution functions. The e-

Tourism Content Curator also exploits skills to provide short-term forecast using market inputs and assessing the organizations selling capabilities.

## **E.2 Project and Portfolio Management**

In the area of management, the e-Tourism Content Curator plans and directs the portfolio of curation projects to ensure co-ordination and management of interdependencies. S/he orchestrates projects to develop or implement new, internal or externally defined processes to meet identified business needs. Additionally, s/he defines activities, responsibilities, critical milestones, resources, skills needs, interfaces and budget. It is also his/her responsibility the development of contingency plans to address potential implementation issues and the delivery of project on time, on budget and in accordance with original requirements. S/he also creates and maintains documents to facilitate monitoring of project progress.

The e-Tourism Content Curator understands and applies the principles of project management and applies methodologies, tools and processes to manage simple projects. S/he accounts for own and others activities, working within the project boundary, making choices and giving instructions; manages and supervises relationships within the team; plans and establishes team objectives and outputs and documents results.

As part of his/her responsibilities, he exploits wide ranging skills in project management to work beyond project boundary, manages complex projects or programs, including interaction with others and influences project strategy by proposing new or alternative solutions. S/he takes overall responsibility for project outcomes, including finance and resource management and is empowered to revise rules and choose standards.

## **E.3 Risk Management**



The e-Tourism Content Curator is in the position to implement the management of risk across curation systems through the application of the enterprise defined risk management policy and procedure, additionally, s/he assesses risk to the organizations business, and documents potential risk and containment plans. S/he is also able to understand and apply the principles of risk management and investigates ICT solutions to mitigate identified risks and decides on appropriate actions required to adapt security and address risk exposure. It is part of his/her competences the evaluation, management and assurance of validation of exceptions; and audits ICT processes and environment.

### **E.5 Process Improvement**

In the area of Management, and specifically on the process of improvement, the e-Tourism Content Curator is responsible for the measurement of the effectiveness of existing curation processes. S/he also researches and benchmarks curation process design from a variety of sources. Follows a systematic methodology to evaluate, design and implement process or technology changes for measurable business benefit and assesses potential adverse consequences of process change. It is important that the e-Tourism Content Curator exploits specialist knowledge to research existing curation processes and solutions in order to define possible innovations, makes recommendations based on reasoned arguments. S/he also demonstrates to senior management the business advantage of potential changes.

### **E.6 ICT Quality Management**

It is important that the e-Tourism Content Curator implements curation quality policy to maintain and enhance service provision. S/h also plans and defines indicators to manage quality with respect to curation strategy. Part of his/her attributions are the reviews quality performance indicators and recommends enhancements to influence continuous quality

improvement. The e-Tourism Content Curator also is responsible for the evaluation of quality management indicators and processes based on curation quality policy and propose remedial action.

## 5.2 e-Tourism Destination Manager

### 5.2.1 Suggested role

<b>Role title</b>	e-Tourism Destination Manager		
<b>Also known as</b>			
<b>Relevant professions</b>			
<b>Summary statement</b>	The e-Tourism Destination Manager is in charge of the interactive marketing of touristic destinations.		
<b>Mission</b>	To contribute to the success of tourism destinations by generating visibility and traffic and/or sales through online applications or campaigns.		
<b>Deliverables</b>	<b>Accountable</b>	<b>Responsible</b>	<b>Contributor</b>
	<ul style="list-style-type: none"> <li>• <b>Destination management</b> campaigns</li> <li>• Marketing analysis and reports</li> </ul>	<ul style="list-style-type: none"> <li>• Define and take charge of the promotion of a website, online application or online campaign</li> <li>• Develop, manage, and optimize <b>destination management</b> programs</li> <li>• Provide analysis and insight on <b>destination management</b> programs</li> <li>• Evaluate new <b>destination management</b> opportunities to maximize growth</li> </ul>	<ul style="list-style-type: none"> <li>• Marketing strategy / plan</li> <li>• Communication / Social media strategy / plan</li> <li>• Sales strategy /plan</li> </ul>
<b>Main task/s</b>	<ul style="list-style-type: none"> <li>• Develop strategies with key stakeholders (public and private), in order to create attractive tourism packages for the promotion of specific touristic destinations.</li> <li>• Develop partnerships between destination stakeholders and co-ordinate successful delivery of touristic products/services.</li> <li>• Use advanced ICT tools to dynamically interact with clients, providing advice about regions, promoting destinations globally, handling complaints and ensuring that special groups, such as disabled travellers, are adequately served.</li> <li>• Develop <b>destination management</b> strategy in coordination with the online community / social media manager and the e e-sales specialist.</li> <li>• Plan and execute <b>destination management</b> campaigns.</li> <li>• Provide detailed analysis and reports on the success of <b>destination management</b> campaigns.</li> </ul>		
<b>Environment</b>	The e-Tourism Destination Manager usually works with the marketing and sales departments (Revenue Manager), while collaborating closely with the online community manager and/or social media manager. Works closely with relevant public and private stakeholders of the destination.		
<b>KPI's</b>	<ul style="list-style-type: none"> <li>• Number of new visitors</li> <li>• Page views / visitor</li> </ul>		

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Number of bookings per customer per year</li> <li>• Average order value</li> <li>• Conversion rate</li> <li>• Bounce rate</li> <li>• Cancellation rate</li> <li>• SEO/SEM performance indicators: CPA (Cost-Per-Action), ROAS (Return On Advertisement Spending), Google AdWords' Quality Score</li> </ul> |
|--|---|

### 5.2.2 How soft skills relate to technical skills

The e-Tourism Destination Manager should demonstrate strong abilities to innovate products or services, in order to promote and develop certain destination; for this purpose, this professional shall be creative imaginative and artistic, characteristics that will be helpful for accomplishing his work and contribute to achieve the organization's objectives. The expert must consider the customer as a key part of the business; all his actions will be oriented to the customer's satisfaction. Furthermore, as e-Tourism Destination Manager, s/he is the responsible for the interactive marketing of touristic destinations, he must work in accordance to the corporate strategy and aware of the corporate culture. This job role also demands that the expert on e-Tourism Destination possess good command on presentation, moderation and communication skills, also in forewing languages. As the responsible of the marketing of a destination, the e-Tourism Destination Manager has to interact with internal and external customers, which implies that he work properly in a team, and posses good interpersonal skills.

More specifically to his or her role, the e-Tourism Destination Manager must be able to know about netiquette, interactive virtual environments, online usability requirements, e-reputation management in order to promote and sell products or services related to a certain destination. It is important that he demonstrate and explain how technical improvements will result in value added for the organization. Additionally, he should be

in the capacity to foresee relevant technical developments and assess the impact of relevant standards related to the promotion and development of a destination.

### 5.2.3. Specific learning units and learning outcomes

An e-Tourism Destination Manager should be trained in accordance to the work processes in which s/he is involved in his/her job. In the following learning outcomes are described and training/learning fields are suggested.

**1. PLAN - Weighting (in reference to ECVET): xx %**

**a. On completion of the learning process, the learner will be able to:**

- ❖ draft texts, clearly and concisely, with due regard for orthography and grammar
- ❖ explain how technical improvements add value
- ❖ foresee relevant technical developments
- ❖ assess the impact of relevant standards
- ❖ be innovative
- ❖ be creative
- ❖ be imaginative
- ❖ be artistic
- ❖ be ethical
- ❖ be precise of details
- ❖ be aware of details
- ❖ be customer oriented
- ❖ be committed to corporate strategy
- ❖ be aware of corporate culture
- ❖ seek
- ❖ measure

- ❖ organize
- ❖ synthesize
- ❖ report
- ❖ analyse
- ❖ have knowledge of budgeting
- ❖ have knowledge of estimating issues and practices
- ❖ have knowledge of regulatory issues in particular environmental and/or healthcare regulations
- ❖ have marketing knowledge
- ❖ lead a team
- ❖ assess the impact of actions / activities
- ❖ foresee latest trends and evolutions in the market

## **b. Suggested learning/training fields**

### **A. 1 IS and Business Strategy Alignment**

The e-Tourism Destination Manager anticipates long term business requirements and determines the IS model in line with the e-tourism organization policy. It is his/her responsibility to make strategic IS policy decisions, from a destination management point of view, for the enterprise, including sourcing strategies, which also implies negotiations with related stakeholders at private and public level. The e-Tourism Destination Manager also provides leadership for the construction and implementation of long term innovative IS solutions, from a destination management point of view.

### **A.3 Business Plan Development**

In this area, the e-Tourism Destination Manager is responsible for addressing the design and structure of a destination management plan (an important component of the business plan) including the identification of

alternative approaches as well as return on investment propositions. S/he also considers the possible and applicable sourcing models. Among his/her attributions are the presentation of cost benefit analysis and reasoned arguments in support of the selected strategy, additionally, s/he ensures the strategic application of technology for business benefit. The e-Tourism Destination Manager communicates the plan to relevant stakeholders and addresses political, financial, and organizational interests, including SWOT analysis. Furthermore, s/he exploits specialist knowledge to provide analysis of market environment, etc. and provides leadership for the creation of an information system strategy that meets the requirements of the business. Last, but not least, the e-Tourism Destination Manager applies strategic thinking and organizational leadership to exploit the capability of Information Technology to improve the business of a destination.

#### **A.4 Product or Project Planning**

The e-Tourism Destination Manager is in the position to analyze and define current and target status of a destination management campaign. S/he estimates cost effectiveness, points of risk, opportunities, strengths and weaknesses, with a critical approach. Additionally, s/he creates structure plans; establishes timescales and milestones and manages change requests. The e-Tourism Destination Manager shall also define delivery quantity and provides an overview of additional documentation requirements and specifies correct handling of products. This role also implies that a professional of Destination Management acts systematically to document standard and simple elements of product or project and exploits specialist knowledge to create and maintain complex documents of the project or product.

The e-Tourism Destination Manager acts with wide ranging accountability to take responsibility for complete project or product plan, within the framework of the destination management strategy.

### **A.6 Application Design**

This area requires that the e-Tourism Destination Manager during the planning and specification process of the destination management plan, defines the most suitable ICT solutions, in accordance with ICT policy and user/ customer needs, accurately estimates development, installation and maintenance of application costs. S/he also is responsible for the selection of appropriate technical options for solution design, optimizing the balance between cost and quality and identifies a common reference framework to validate the models with representative users. The e-Tourism Destination Manager accounts for own and others actions in ensuring that the application is correctly integrated within a complex environment and complies with user/ customer needs.

### **A.7 Technology & Market Trends Watching**

The e-Tourism Destination Manager explores latest ICT technological developments and market trends in the field of e-tourism to establish understanding of evolving requirements. S/he is responsible for devising innovative solutions for integration of new technology into existing products, applications or services or for the creation of new solutions. Furthermore, s/he exploits wide ranging specialist knowledge of new and emerging technologies, coupled with a deep understanding of the business and the clients' needs, to envision and articulate the solutions of the future. The attributions of the e-Tourism Destination Manager imply the provision of expert guidance and advice, to the leadership teams in business and in technology, about potential innovations that would boost



the visibility of the company/destination to support strategic decision-making.

## **A.8 Sustainable Development**

The e-Tourism Destination Manager is responsible for the estimation of the impact of destination management campaigns in terms of eco responsibilities including energy consumption. S/he advises business and stakeholders on sustainable destination alternatives that are consistent with the business strategy and applies a purchasing and sales policy which fulfils eco-responsibilities. S/he also promotes awareness, training and commitment for the deployment of sustainable destinations and applies the necessary tools for piloting this approach.

### **2. BUILD - Weighting (in reference to ECVET): xx %**

#### **a. On completion of the learning process, the learner will be able to:**

- ❖ have knowledge of netiquette
- ❖ have knowledge of interactive virtual environments
- ❖ have knowledge of social networks usage rules
- ❖ have knowledge of online usability requirements
- ❖ have knowledge of e-reputation management
- ❖ promote products or services online
- ❖ sell products or services online
- ❖ create media elements (audio, graphics, video)
- ❖ draft texts, clearly and concisely, with due regard for orthography and grammar
- ❖ explain how technical improvements add value
- ❖ foresee relevant technical developments

- ❖ assess the impact of relevant standards
- ❖ be precise of details
- ❖ be aware of details
- ❖ be customer oriented
- ❖ be committed to corporate strategy
- ❖ be aware of corporate culture
- ❖ have good interpersonal skills
- ❖ have presentation skills
- ❖ have moderation skills
- ❖ communicate effectively (also in foreign languages)
- ❖ work in a team
- ❖ seek
- ❖ measure
- ❖ organize
- ❖ synthesize
- ❖ report
- ❖ analyze
- ❖ have marketing knowledge

## **b. Suggested learning/training fields**

### **B.1 Design and Development**

In this area, the e-Tourism Destination Manager acts systematically and creatively to design, engineer and integrate destination management modules and components into a website or application by considering the required specifications. It is his/her responsibility to test singular units and the whole system to ensure that all functional and performance criteria are met. Furthermore, s/he systematically develops small components and acts creatively to develop and integrate components into a larger product

or service. The e-Tourism Destination Manager also handles complexity by developing standard procedures and architectures in support of cohesive product development.

## **B.2 Systems Integration**

The e-Tourism Destination Manager is also in the position to install the destination management modules into an existing or proposed system. To ensure interoperability and integrity of the overall system functionality and reliability, complies with established processes and procedures. His/her attributions also imply to consider the specification, capacity and compatibility of existing and new modules. The e-Tourism Destination Manager acts systematically to identify compatibility of software and hardware specifications and documents all activities during installation and records deviations and remedial activities. Additionally, s/he accounts for own and others actions in the integration process and complies with appropriate standards and change control procedures to maintain integrity of the overall system functionality and reliability.

## **B.3 Testing**

It is a responsibility of the e-Tourism Destination Manager to construct and execute systematic test procedures for destination management systems or customer usability requirements to establish compliance with design specifications. The e-Tourism Destination Manager ensures that new or revised components or systems perform to expectation and also ensures meeting of internal, external, national and international standards; including health and safety, usability, performance, reliability or compatibility. S/he is in the position to produce documents and reports to evidence certification requirements. She organizes test programs and builds scripts to stress test potential vulnerabilities. Additionally, s/he records and reports outcomes providing analysis of results.

The e-Tourism Destination Manager shall exploit specialist knowledge to supervise complex testing programs. Ensures tests and results are documented to provide input to subsequent process owners such as designers, users or maintainers – should other(s) that her/himself are involved. In this area, the e-Tourism Destination Manager is also responsible for the accountability for compliance with testing procedures including a documented audit trail.

#### **B.4 Solution Deployment**

The e-Tourism Destination Manager, following predefined general standards of practice, carries out planned necessary interventions to implement solution, including installing, upgrading or decommissioning. S/he also configures hardware and software to ensure interoperability of system components and debugs any resultant faults or incompatibilities. Furthermore, s/he engages additional specialist resources if required, such as third party network providers. It is important that the e-Tourism Destination Manager formally hands over fully operational solution to user and completes documentation recording all relevant information, including equipment addressees, configuration and performance data.

Among the attributions of the e-Tourism Destination Manager, is his/her systematical action to build or deconstruct destination management elements, and the identification of non performing components and the establishment of the root cause of failure within the overall solution. S/he also provides support to less experienced colleagues. The e-Tourism Destination Manager accounts for own and others actions within solution provision activities including comprehensive communications with client. S/he is also responsible for the exploitation of specialist knowledge to influence solution construction and gives advice on aligning work processes and procedures with software and mobile upgrades.

## **B.5 Documentation Production**

The e-Tourism Destination Manager is in the position to produce documents describing products, services, components or applications to establish compliance with relevant documentation requirements. S/he selects appropriate style and media for presentation materials and creates templates for document-management systems. Additionally, it is his/her attribution to ensure that functions and features are documented in an appropriate way and also ensures that existing documents are valid and up to date.

It is his/her responsibility to determine documentation requirements taking into account the purpose and environment to which it applies and also adapts the level of detail according to the objective of the documentation and the targeted population.

### **3. RUN - Weighting (in reference to ECVET): xx %**

#### **a. On completion of the learning process, the learner will be able to:**

- ❖ be precise of details
- ❖ be aware of details
- ❖ be customer oriented
- ❖ be committed to corporate strategy
- ❖ be aware of corporate culture
- ❖ have good interpersonal skills
- ❖ have presentation skills
- ❖ have moderation skills
- ❖ communicate effectively (also in foreign languages)
- ❖ work in a team

- ❖ seek
- ❖ measure
- ❖ organize
- ❖ synthesize
- ❖ report
- ❖ analyze
- ❖ explain

## **b. Suggested learning/training fields**

### **C.3 Service Delivery**

For this area, the e-Tourism Destination Manager will take proactive steps to ensure a stable and secure destination management application infrastructure by escalating potential service level failures and recommending actions for service improvement. Additionally, s/he updates operational document library and logs all operational events, and maintains monitoring and management tools (i.e. Scripts, Procedures...).

The professional of e-Tourism Destination Management systematically analyses performance data and communicates findings to senior experts. S/he escalates potential service level failures and recommends actions to improve service reliability. S/he also tracks reliability data against service level agreement. Last, but not least, the e-Tourism Destination Manager programs the schedule of operational tasks; additionally, s/he manages costs and budget according to the internal procedures and external constraints and identifies people requirements to resource the operational management of the ICT infrastructure.

### **C.4 Problem Management**

It is an important attribution of the e-Tourism Destination Manager the identification and solution of the root cause of incidents. S/he takes a proactive approach to the root cause of destination management problems and deploys a knowledge system based on recurrence of common errors. The e-Tourism Destination Manager exploits specialist knowledge and in-depth understanding of the ICT infrastructure and problem management process to identify failures and resolve with minimum outage. S/he is also responsible to make sound decisions in emotionally charged environments on appropriate action required to minimize business impact. S/he rapidly identifies failing component, selects alternatives such as repair, replace or reconfigure.

**4. ENABLE - Weighting (in reference to ECVET): xx %**

**a. On completion of the learning process, the learner will be able to:**

- ❖ have presentation skills
- ❖ have moderation skills
- ❖ communicate effectively (also in foreign languages)
- ❖ work in a team
- ❖ seek
- ❖ measure
- ❖ organize
- ❖ synthesize
- ❖ report
- ❖ have knowledge of project management principles
- ❖ have knowledge of budgeting
- ❖ have knowledge of estimating issues and practices
- ❖ have knowledge of regulatory issues in particular environmental

and/or healthcare regulations

❖ have marketing knowledge

## **b. Suggested learning/training fields**

### **D.4 Purchasing**

The e-Tourism Destination Manager is also involved in the purchasing activities, as such; s/he is able to apply a consistent procurement procedure, including deployment of the following sub processes: specification requirements, supplier identification, proposal analysis, evaluation of the energy efficiency and environmental compliance of products, suppliers and their processes, contract negotiation, supplier selection and contract placement. S/he ensures that the entire purchasing process is fit for purpose and adds business value to the organization.

The e-Tourism Destination Manager is also in charge of the exploitation of specialist knowledge to deploy the purchasing process, ensuring positive commercial relationships with suppliers. Additionally, s/he selects suppliers, products and services by evaluating performance, cost, timeliness and quality. Decides contract placement and complies with organizational policies.

### **D.5 Sales Proposal Development**

In the area of sales, the e-Tourism Destination Manager develops technical proposals, within the framework of the destination management strategy, to meet customer solution requirements and provides sales personnel with a competitive bid. S/he also collaborates with colleagues to align the service or product solution with the organization's capacity to deliver.



The e-Tourism Destination Manager also acts creatively to develop proposal incorporating a complex solution and customizes solution in a complex technical environment and ensures feasibility and technical validity of customer offer.

### **D.7 Sales Management**

This area requires that the e-Tourism Destination Manager drives the achievement of sales results through the establishment of destination marketing and sales strategy. S/he shall also demonstrate the added value of the tourism products and services to new or existing customers and prospects. Among his/her attribution is the establishment of a sales support procedure providing efficient response to sales enquiries, consistent with company marketing strategy and policy. The e-Tourism Destination Manager establishes a systematic approach to the entire sales process, including understanding client needs, forecasting, prospect evaluation, negotiation tactics and sales closure.

The e-Tourism Destination Manager is responsible for the assessment and estimation of appropriate destination marketing and sales strategies to deliver company results. S/he also decides and allocates annual sales targets and adjusts incentives to meet market conditions. Among his/her attributions is the assumption of the ultimate responsibility for the sales performance of the organization and authorizes resource allocation and prioritizes product and service promotions.

### **D.8 Contract Management**

The e-Tourism Destination Manager provides and negotiates contract in accordance with organizational processes. S/he ensures that supplier

deliverables are provided on time, meet quality standards and comply with agreed service levels. Additionally, s/he is responsible for addressing non-compliance, escalates significant issues, drives recovery plans and if necessary amends contracts. S/he maintains budget integrity and assesses and addresses supplier compliance to legal, health and safety and security standards. S/he actively pursues regular supplier communication and acts systematically to monitor contract compliance and promptly escalate defaults. It is his/her responsibility to evaluate supplier contract performance by monitoring performance indicators and assures performance of the complete destination marketing channels. At last, he also influences the terms of contract renewal.

#### **D.10 Information and Knowledge Management**

The e-Tourism Destination Manager identifies and manages structured and unstructured information and considers information distribution policies. S/he creates information structure to enable exploitation and optimization of information for business benefit and understands appropriate tools to be deployed to create, extract, maintain, renew and propagate business knowledge in order to capitalize from the information asset.

The e-Tourism Destination Manager is responsible for the analysis of the business processes and associated information requirements and provides the most appropriate information structure. It is his/her attribution to integrate the appropriate information structure into the corporate environment. S/he also correlates information and knowledge to create value for the business. Applies innovative solutions based on information retrieved.

#### **4. MANAGE - Weighting (in reference to ECVET): xx %**

- a. On completion of the learning process, the learner will be able to:**

- ❖ foresee relevant technical developments
- ❖ be ethical
- ❖ be precise of details
- ❖ be aware of details
- ❖ be customer oriented
- ❖ be committed to corporate strategy
- ❖ be aware of corporate culture
- ❖ have good interpersonal skills
- ❖ have presentation skills
- ❖ have moderation skills
- ❖ communicate effectively (also in foreign languages)
- ❖ work in a team
- ❖ seek
- ❖ measure
- ❖ organize
- ❖ synthesize
- ❖ report
- ❖ analyze
- ❖ have knowledge of project management principles
- ❖ have knowledge of budgeting
- ❖ have knowledge of estimating issues and practices
- ❖ have knowledge of regulatory issues in particular environmental and/or healthcare regulations
- ❖ have marketing knowledge
- ❖ lead a team
- ❖ assess the impact of actions / activities
- ❖ foresee latest trends and evolutions in the market

**b. Suggested learning/training fields**

## **E.1 Forecast Development**

In this area, the e-Tourism Destination Manager must be able to interpret e-tourism needs and evaluates market acceptance of products or services, assesses the organizations' potential to meet future production and quality requirements. S/he also applies relevant metrics to enable accurate decision making in support of production, marketing, sales and distribution functions. It is his/her attribution to exploit skills to provide short-term forecast using market inputs and assessing the organizations' production and selling capabilities. In this area, s/he will acts with wide ranging accountability for the production of a long-term forecast. It is important that the professional of e-Tourism Destination Management understands the global e-tourism marketplace, identifying and evaluating relevant inputs from the broader business, political and social context.

## **E.2 Project and Portfolio Management**

The e-Tourism Destination Manager is responsible to plan and direct the portfolio of destination management projects to ensure co-ordination and management of interdependencies. S/he must orchestrate projects to develop or implement new, internal or externally defined processes to meet identified business needs. His/her attributions also imply the definition of activities, responsibilities, critical milestones, resources, skills needs, interfaces and budget. The e-Tourism Destination Manager develops contingency plans to address potential implementation issues. Delivers project on time, on budget and in accordance with original requirements. S/he also creates and maintains documents to facilitate monitoring of project progress.

The e-Tourism Destination Manager is in the position to understand and apply the principles of project management and applies methodologies, tools and processes to manage simple projects. S/he is in charge of the accounting for own and others activities, working within the project boundary, making choices and giving instructions. S/he also manages and supervises relationships within the team; plans and establishes team objectives and outputs and documents results.

At last, the e-Tourism Destination Manager exploits wide ranging skills in project management to work beyond project boundary; manages complex projects or programs, including interaction with others. S/he influences project marketing strategy by proposing new or alternative solutions. S/he takes overall responsibility for project outcomes, including finance and resource management and is empowered to revise rules and choose standards.

### **E.3 Risk Management**

It is a key attribution of the e-Tourism Destination Manager to implement the management strategy with regard to destination management and the application of the enterprise defined risk management policy and procedure. S/he assesses risk to the organizations business, and documents potential risk and containment plans. The e-Tourism Destination Manager is able to understand and apply the principles of risk management and investigates ICT solutions to mitigate identified risks. S/he decides on appropriate actions required to adapt security and address risk exposure. S/he is responsible for the evaluation, management and assurance of validation of exceptions; audits ICT processes and environment.

### **E.4 Relationship Management**

The e-Tourism Destination Manager is responsible for the establishment and maintenance of positive business relationships between the client and provider (internal or external) deploying and complying with organizational processes. S/he maintains regular communication with client/ partner/ supplier, and addresses needs through empathy with their environment and managing supply chain communications. The e-Tourism Destination professional ensures that client/ partner/ supplier needs, concerns or complaints are understood and addressed in accordance with organizational policy. S/he positively interacts with clients and accounts for own and others actions in managing a limited client base.

### **E.5 Process Improvement**

The e-Tourism Destination Manger measures effectiveness of existing e-tourism marketing processes. Researches and benchmarks ICT process design from a variety of sources. S/he follows a systematic methodology to evaluate, design and implement process or technology changes for measurable business benefit. Additionally, the e-Tourism Destination Manager assesses potential adverse consequences of process change. S/he exploits specialist knowledge to research existing e-tourism marketing processes and solutions, in order to define possible innovations. The e-Tourism Destination Manager makes recommendations based on reasoned arguments, and provides leadership and authorizes implementation of innovations and improvements that will enhance competitiveness or efficiency. S/he is also responsible to demonstrate to senior management the business advantage of potential changes, within the framework of the destination management strategy.

## 5.3 e-Tourism Marketing Specialist

### 5.3.1 Suggested role

<b>Role title</b>	e-Tourism Marketing Specialist		
<b>Also known as</b>			
<b>Relevant professions</b>	Web marketing specialist SEO Manager SEM & Online PR Manager		
<b>Summary statement</b>	The e-Tourism Marketing Specialist deals with online marketing and promotion for tourism organisations and destinations.		
<b>Mission</b>	To contribute to the success of tourism campaigns by generating visibility and traffic and/or sales through online applications or campaigns.		
<b>Deliverables</b>	<b>Accountable</b>	<b>Responsible</b>	<b>Contributor</b>
	<ul style="list-style-type: none"> <li>e-Marketing campaigns</li> <li>Marketing analysis and reports</li> </ul>	<ul style="list-style-type: none"> <li>Define and take charge of the promotion of a website, online application or online campaign</li> <li>Develop, manage, and optimize e-marketing programs</li> <li>Provide analysis and insight on e-marketing programs</li> <li>Evaluate new e-marketing opportunities to maximize growth</li> </ul>	<ul style="list-style-type: none"> <li>Marketing strategy / plan</li> <li>Communication / Social media strategy / plan</li> <li>Sales strategy /plan</li> </ul>
<b>Main task/s</b>	<ul style="list-style-type: none"> <li>Use advanced ICT tools to dynamically interact with clients, providing advice about regions, promoting destinations globally, handling complaints and ensuring that special groups, such as disabled travellers, are adequately served.</li> <li>Develop e-Marketing strategy in coordination with the online community / social media manager and the e-sales specialist.</li> <li>Plan and execute e-marketing campaigns.</li> <li>Develop conversion strategies such as converting page-views to revenue.</li> <li>Manage Search Engine Marketing (SEM), pay-per-click (PPC) advertising, plan, execute and monitor key word marketing campaigns.</li> <li>Manage Search Engine Optimisation (SEO) to achieve optimal search engine results.</li> <li>Manage affiliate marketing programmes.</li> <li>Manage e-mail marketing and Customer Relationship Management (CRM) programmes.</li> <li>Provide detailed analysis and reports on the success of e-marketing campaigns.</li> </ul>		
<b>Environment</b>	The e-Tourism Marketing Specialist usually works with the marketing team while collaborating closely with the social media and team		

<b>KPI's</b>	<ul style="list-style-type: none"> <li>• Number of new visitors</li> <li>• Page views / visitor</li> <li>• Number of bookings per customer per year</li> <li>• Average order value</li> <li>• Conversion rate</li> <li>• Bounce rate</li> <li>• Cancellation rate</li> <li>• SEO/SEM performance indicators: CPA (Cost-Per-Action), ROAS (Return On Advertisement Spending), Google AdWords' Quality Score</li> </ul>
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### 5.3.2 How soft skills relate to technical skills

On-line marketing and promotion for tourism organisations and destinations is at the core of the e-Tourism Marketing Specialist job description. It is, therefore, important that s/he is always customer oriented, taking into account the needs and expectations of the current and potential customers. The role of the e-Tourism Marketing Specialist requires the ability to foresee the latest trends in the market and apply these in an innovative way that meets the needs of the organization s/he works for. Effective communication is of particular importance for success. For this reason, the ability to draft texts, clearly and concisely, as well as, to be capable of presenting her/his plans effectively is of utmost importance. Good interpersonal skills and team work abilities will be an asset for an e-Tourism Marketing Specialist.

### 5.3.3. Specific learning units and learning outcomes

The e-Tourism Marketing Specialist should be trained in accordance to the work processes in which s/he is involved in her/his job. In the following paragraphs learning outcomes are described and training/learning fields are suggested.

#### 1. PLAN - Weighting (in reference to ECVET): xx %



**a. On completion of the learning process, the learner will be able to:**

- ❖ draft texts, clearly and concisely, with due regard for orthography and grammar
- ❖ explain how technical improvements add value
- ❖ foresee relevant technical developments
- ❖ be innovative, creative, imaginative, artistic
- ❖ be precise and aware of details
- ❖ be committed to corporate strategy and aware of corporate culture
- ❖ seek
- ❖ measure
- ❖ organize
- ❖ synthesize
- ❖ report
- ❖ analyse
- ❖ have knowledge of budgeting/estimating issues and practices
- ❖ have knowledge of regulatory issues in particular environmental and/or healthcare regulations
- ❖ assess the impact of actions / activities
- ❖ foresee latest trends and evolutions in the market

**b. Suggested learning/training fields**

**A. 1 IS and Business Strategy Alignment**

The e-Tourism Marketing Specialist anticipates long term business requirements and determines the IS model in line with the e-tourism organisation policy. S/He makes strategic IS policy decisions, from an e-marketing point of view, for the enterprise, including sourcing strategies. Furthermore, s/he provides leadership for the construction and

implementation of long term innovative IS solutions, from an e-marketing point of view.

### **A.3 Business Plan Development**

It is important that the e-Tourism Marketing Specialist addresses the design and structure of an e-marketing plan (an important component of the business plan) including the identification of alternative approaches as well as return on investment propositions. S/He considers the possible and applicable sourcing models and present cost benefit analysis and reasoned arguments in support of the selected strategy. S/He also, ensures the strategic application of technology for business benefit. The e-Tourism Marketing Specialist communicates the plan to relevant stakeholders and address political, financial, and organisational interests, including SWOT analysis. Part of her/his tasks, is to exploit specialist knowledge, to provide analysis of market environment, etc. S/He is capable to provide leadership for the creation of an information system strategy that meets the requirements of the business. Finally, s/he applies strategic thinking and organizational leadership to exploit the capability of Information Technology to improve the business.

### **A.4 Product or Project Planning**

The e-Tourism Marketing Specialist analyses and defines current and target status of an e-marketing campaign. S/He estimates cost effectiveness, points of risk, opportunities, strengths and weaknesses, with a critical approach. Furthermore, s/he creates structure plans; establishes timescales and milestones; manages change requests; defines delivery quantity and provides an overview of additional documentation requirements. S/He, also, specifies correct handling of products. S/He acts systematically to document standard and simple elements of product or

project. The e-Tourism Marketing Specialist exploits specialist knowledge to create and maintain complex documents of the project or product. S/He acts with wide ranging accountability to take responsibility for complete project or product plan, within the framework of the e-marketing strategy.

## **A.6 Application Design**

The e-Tourism Marketing Specialist, during the planning and specification process of the e-marketing plan, defines the most suitable ICT solutions, in accordance with ICT policy and user/ customer needs. S/he accurately estimates development, installation and maintenance of application costs and selects appropriate technical options for solution design, optimising the balance between cost and quality. Moreover, s/he identifies a common reference framework to validate the models with representative users. S/He accounts for own and others actions in ensuring that the application is correctly integrated within a complex environment and complies with user/customer needs.

## **A.7 Technology Watching**

Part of the attributions of the e-Tourism Marketing Specialist, is to explore latest ICT technological developments and market trends in the field of e-tourism to establish understanding of evolving requirements. S/He devises innovative solutions for integration of new technology into existing products, applications or services or for the creation of new solutions. Moreover, s/he exploits wide ranging specialist knowledge of new and emerging technologies, coupled with a deep understanding of the business and the clients' needs, to envision and articulate the solutions of the future. Last but not least, s/he provides expert guidance and advice, to the leadership teams in business and in technology, about potential

innovations that would boost the visibility of the company/destination to support strategic decision-making.

## **A.8 Sustainable Development**

The e-Tourism Marketing Specialist estimates the impact of e-marketing campaigns in terms of eco responsibilities including energy consumption. S/He advises business and stakeholders on sustainable destination alternatives that are consistent with the business strategy. The e-Tourism Marketing Specialist applies a purchasing and sales policy which fulfills eco-responsibilities. Among her/his responsibilities is to promote awareness, training and commitment for the deployment of sustainable destinations and apply the necessary tools for piloting this approach.

### **2. BUILD - Weighting (in reference to ECVET): xx %**

#### **a. On completion of the learning process, the learner will be able to:**

- ❖ have knowledge of netiquette, interactive virtual environments and social networks usages
- ❖ have knowledge of online usability requirements
- ❖ have knowledge of e-reputation management
- ❖ promote and sell products or services online
- ❖ draft texts, clearly and concisely, with due regard for orthography and grammar
- ❖ foresee relevant technical developments
- ❖ assess the impact of relevant standards
- ❖ be precise and aware of details
- ❖ be customer orientated
- ❖ communicate effectively (also in foreign languages)

- ❖ analyse
- ❖ have marketing knowledge

## **b. Suggested learning/training fields**

### **B.1 Design and Development**

The e-Tourism Marketing Specialist acts systematically and creatively to design, engineer and integrate e-marketing modules and components into a website or application by considering the required specifications. S/He tests singular units and the whole system to ensure that all functional and performance criteria are met. Part of her/his tasks is to systematically develop small components. The e-Tourism Marketing Specialist acts creatively to develop and integrate components into a larger product and handles complexity by developing standard procedures and architectures in support of cohesive product development.

### **B.2 Systems Integration**

The e-Tourism Marketing Specialist installs the e-marketing modules into an existing or proposed system. To ensure interoperability and integrity of the overall system functionality and reliability, s/he complies with established processes and procedures. In addition, s/he considers the specification, capacity and compatibility of existing and new modules and acts systematically to identify compatibility of software and hardware specifications. S/He documents all activities during installation and records deviations and remedial activities. The e-Tourism Marketing Specialist accounts for own and others actions in the integration process. Finally, s/he complies with appropriate standards and change control procedures to maintain integrity of the overall system functionality and reliability.

### **B.3 Testing**

It is a responsibility of the e-Tourism Marketing Specialist to construct and execute systematic test procedures for e-marketing systems or customer usability requirements to establish compliance with design specifications. S/He ensures that new or revised components or systems perform to expectation. S/He, also, ensures meeting of internal, external, national and international standards; including health and safety, usability, performance, reliability or compatibility. The e-Tourism Marketing Specialist produces documents and reports to evidence certification requirements. S/He organises test programmes and builds scripts to stress test potential vulnerabilities. Part of her/his tasks is to record and report outcomes providing analysis of results. S/He exploits specialist knowledge to supervise complex testing programmes. Moreover, s/he ensures tests and results are documented to provide input to subsequent process owners such as designers, users or maintainers – should other(s) than her/himself are involved. The e-Tourism Marketing Specialist is accountable for compliance with testing procedures including a documented audit trail.

### **B.4 Solution Deployment**

Following predefined general standards of practice, the e-Tourism Marketing Specialist carries out planned necessary interventions to implement solution, including installing, upgrading or decommissioning. S/He configures hardware and software to ensure interoperability of system components and debugs any resultant faults or incompatibilities. S/He engages additional specialist resources if required, such as third party network providers. Furthermore, s/he formally hands over fully operational solution to user and completes documentation recording all relevant information, including equipment addressees, configuration and

performance data. S/He acts systematically to build or deconstruct e-marketing elements. The e-Tourism Marketing Specialist identifies non-performing components and establishes root cause of failure within the overall solution. S/He, also, provides support to less experienced colleagues and accounts for own and others actions within solution provision activities including comprehensive communications with client. Among her/his responsibilities is to exploit specialist knowledge to influence solution construction. The e-Tourism Marketing Specialist gives advice on aligning work processes and procedures with software and mobile upgrades.

### **B.5 Documentation Production**

The e-Tourism Marketing Specialist produces documents describing products, services, components or applications to establish compliance with relevant documentation requirements. Selects appropriate style and media for presentation materials. S/He creates templates for document-management systems. S/He ensures that functions and features are documented in an appropriate way and are valid and up to date. In addition, s/he determines documentation requirements taking into account the purpose and environment to which it applies. S/He adapts the level of detail according to the objective of the documentation and the targeted population.

#### **3. RUN - Weighting (in reference to ECVET): xx %**

##### **a. On completion of the learning process, the learner will be able to:**

- |   |
|---|
| <ul style="list-style-type: none"><li>❖ be precise and aware of details</li><li>❖ be committed to corporate strategy and aware of corporate culture</li></ul> |
|---|

- ❖ seek
- ❖ measure
- ❖ organize
- ❖ synthesize
- ❖ report
- ❖ analyse
- ❖ explain

**b. Suggested learning/training fields**

**C.3 Service Delivery**

The e-Tourism Marketing Specialist takes proactive steps to ensure a stable and secure e-marketing application infrastructure by escalating potential service level failures and recommending actions for service improvement. S/He updates operational document library and logs all operational events. Among her/his responsibilities is to maintain monitoring and management tools (i.e. Scripts, Procedures...). To succeed in her/his field, the e-Tourism Marketing Specialist systematically analyses performance data and communicates findings to senior experts. S/he, also, escalates potential service level failures and recommends actions to improve service reliability. S/He tracks reliability data against service level agreement and programmes the schedule of operational tasks. The e-Tourism Marketing Specialist manages costs and budget according to the internal procedures and external constraints. Finally, s/he identifies people requirements to resource the operational management of the ICT infrastructure.

**C.4 Problem Management**



The e-Tourism Marketing Specialist must be able to identify and resolve the root cause of incidents. S/He takes a proactive approach to the root cause of e-marketing problems. The e-Tourism Marketing Specialist deploys a knowledge system based on recurrence of common errors. S/He exploits specialist knowledge and in-depth understanding of the ICT infrastructure and problem management process to identify failures and resolve with minimum outage. Moreover, s/he makes sound decisions in emotionally charged environments on appropriate action required to minimise business impact. S/He rapidly identifies failing component, selects alternatives such as repair, replace or reconfigure.

**4. ENABLE - Weighting (in reference to ECVET): xx %**

**a. On completion of the learning process, the learner will be able to:**

- ❖ have presentation / moderation skills
- ❖ have knowledge of project management principles
- ❖ have marketing knowledge
- ❖ have knowledge of regulatory issues

**b. Suggested learning/training fields**

#### **D.4 Purchasing**

In this area, the e-Tourism Marketing Specialist applies a consistent procurement procedure, including deployment of the following sub processes: specification requirements, supplier identification, proposal analysis, evaluation of the energy efficiency and environmental compliance of products, suppliers and their processes, contract negotiation, supplier selection and contract placement. S/He ensures that

the entire purchasing process is fit for purpose and adds business value to the organisation. Furthermore, s/he exploits specialist knowledge to deploy the purchasing process, ensuring positive commercial relationships with suppliers. S/He selects suppliers, products and services by evaluating performance, cost, timeliness and quality. The e-Tourism Marketing Specialist decides contract placement and complies with organisational policies.

### **D.7 Sales Management**

The e-Tourism Marketing Specialist drives the achievement of sales results through the establishment of marketing and sales strategy. S/He demonstrates the added value of the tourism products and services to new or existing customers and prospects. In addition, s/he establishes a sales support procedure providing efficient response to sales enquiries, consistent with company marketing strategy and policy. Among her/his tasks is to establish a systematic approach to the entire sales process, including understanding client needs, forecasting, prospect evaluation, negotiation tactics and sales closure. The e-Tourism Marketing Specialist assesses and estimates appropriate destination marketing and sales strategies to deliver company results. S/He decides and allocates annual sales targets and adjusts incentives to meet market conditions. S/He assumes ultimate responsibility for the sales performance of the organisation. Part of her/his tasks is to authorise resource allocation and prioritise product and service promotions.

### **D.8 Contract Management**

In this area, the e-Tourism Marketing Specialist provides and negotiates contract in accordance with organisational processes. S/He ensures that supplier deliverables are provided on time, meet quality standards and

comply with agreed service levels. S/He addresses non-compliance, escalates significant issues, drives recovery plans and if necessary amends contracts. The e-Tourism Marketing Specialist maintains budget integrity. S/He assesses and addresses supplier compliance to legal, health and safety and security standards and actively pursues regular supplier communication. Furthermore, s/he acts systematically to monitor contract compliance and promptly escalate defaults and evaluates supplier contract performance by monitoring performance indicators. S/He assures performance of the complete e-marketing channels and influences the terms of contract renewal.

**5. MANAGE - Weighting (in reference to ECVET): xx %**

**a. On completion of the learning process, the learner will be able to:**

- ❖ foresee relevant technical developments
- ❖ be ethical
- ❖ be committed to corporate strategy and aware of corporate culture
- ❖ have presentation/moderation skills
- ❖ have good interpersonal skills concerns
- ❖ work in a team
- ❖ communicate effectively (also in foreign languages)
- ❖ seek
- ❖ measure
- ❖ organize
- ❖ synthetize
- ❖ report
- ❖ analyse
- ❖ have knowledge of project management principles
- ❖ have knowledge of regulatory issues

- ❖ have marketing knowledge
- ❖ foresee latest trends and evolutions in the market

## **b. Suggested learning/training fields**

### **E.1 Forecast Development**

The e-Tourism Marketing Specialist interprets e-tourism needs and evaluates market acceptance of products or services. S/He assesses the organisations' potential to meet future production and quality requirements. The e-Tourism Marketing Specialist applies relevant metrics to enable accurate decision making in support of production, marketing, sales and distribution functions. S/He, also, exploits skills to provide short-term forecast using market inputs and assessing the organisations' production and selling capabilities. In addition s/he acts with wide ranging accountability for the production of a long-term forecast. S/He is able of understanding the global e-tourism marketplace, identifying and evaluating relevant inputs from the broader business, political and social context.

### **E.2 Project and Portfolio Management**

In the area of management, the e-Tourism Marketing Specialist plans and directs the portfolio of e-marketing projects to ensure co-ordination and management of interdependencies. S/He orchestrates projects to develop or implement new, internal or externally defined processes to meet identified business needs. S/He is, also, capable of defining activities, responsibilities, critical milestones, resources, skills needs, interfaces and budget. The e-Tourism Marketing Specialist develops contingency plans to address potential implementation issues and delivers project on time, on budget and in accordance with original requirements. S/He creates and

maintains documents to facilitate monitoring of project progress. S/He is able to understand and apply the principles of project management, as well as, methodologies, tools and processes to manage simple projects. S/He accounts for own and others activities, working within the project boundary, making choices and giving instructions; manages and supervises relationships within the team; plans and establishes team objectives and outputs and documents results. The e-Tourism Marketing Specialist exploits wide ranging skills in project management to work beyond project boundary. In addition, s/he manages complex projects or programmes, including interaction with others and influences project marketing strategy by proposing new or alternative solutions. Finally, s/he e takes overall responsibility for project outcomes, including finance and resource managements and is empowered to revise rules and choose standards.

### **E.3 Risk Management**

The e-Tourism Marketing Specialist implements the management with regard to e-marketing and the application of the enterprise defined risk management policy and procedure. S/He assesses risk to the organisations business, and documents potential risk and containment plans. Moreover, s/he understands and applies the principles of risk management and investigates ICT solutions to mitigate identified risks. Among her/his responsibilities is to decide on appropriate actions required to adapt security and address risk exposure. S/He evaluates, manages and ensures validation of exceptions; audits ICT processes and environment.

### **E.4 Relationship Management**

The e-Tourism Marketing Specialist establishes and maintains positive business relationships between the client and provider (internal or external) deploying and complying with organisational processes. S/He maintains regular communication with client/ partner/ supplier, and addresses needs through empathy with their environment and managing supply chain communications. Also, s/he ensures that client/ partner/ supplier needs, concerns or complaints are understood and addressed in accordance with organisational policy. The e-Tourism Marketing Specialist positively interacts with clients and accounts for own and others actions in managing a limited client base.

### **E.5 Process Improvement**

In the area of Management, and specifically on the process of improvement, the e-Tourism Marketing Specialist measures effectiveness of existing e-tourism marketing processes. S/He researches and benchmarks ICT process design from a variety of sources. Furthermore, s/he follows a systematic methodology to evaluate, design and implement process or technology changes for measurable business benefit. S/He assesses potential adverse consequences of process change. Part of her/his tasks is to exploit specialist knowledge to research existing e-tourism marketing processes and solutions, in order to define possible innovations. S/He is able to make recommendations based on reasoned arguments. The e-Tourism Marketing Specialist provides leadership and authorizes implementation of innovations and improvements that will enhance competitiveness or efficiency. S/He demonstrates to senior management the business advantage of potential changes, within the framework of the e-marketing strategy.

### **E.6 ICT Quality Management**

It is important that the e-Tourism Marketing Specialist implements e-marketing quality policy to maintain and enhance service provision. S/He plans and defines indicators to manage quality with respect to e-marketing strategy. S/He, also, reviews quality performance indicators and recommends enhancements to influence continuous quality improvement. The e-Tourism Marketing Specialist evaluates quality management indicators and processes based on e-marketing quality policy and proposes remedial action.

## CHAPTER 9

### 9.1 Overview

In today's fast-changing, technological environment, keeping up-to-date technically is a necessity. In an increasingly competitive global business environment, it is essential that workers keep not only their technical skills current but also ensure that they are suited for the changing demands of work itself. "Soft-skills" (or key competences, that is, behavioural and managerial skills and competences) are very much in demand by industry, in addition to expected technical knowledge and skills. This set of skills needs to be considered, in any approach that claims to improve the quality of training available.

Labelisation is an independent, stand-alone process that enables the applicant organization to become involved in and associated with the network of stakeholders striving to improve ICT training further in Europe.

This chapter describes a procedure which leads to the delivery of the Label of Excellence (LoE) to training organisations which fulfil the needs of the job market. In addition, it displays the quality and excellence criteria against which training organisations providing trainings in the field of e-Tourism will be evaluated.

The identified e-Tourism Role Profiles and Training Guidelines will become part of the e-Jobs Observatory.

### 9.2 The *e-Jobs Observatory* Label of Excellence

A dialogue with industry has led to the establishment of a set of principles which provide a framework within which training and personnel development can be promoted. Any organization, from professional association to global player, from public-sector institution to private-sector training and education provider should be able to subscribe to these basic principles, as they form the basis of the e-Jobs Observatory Label of Excellence, which is depicted in Figure 1.



**Figure 1:** *The e-Jobs Observatory Label of Excellence*

All institutions who receive the label will be registered in the growing e-Jobs Observatory network of training organizations, educational institutions, private-sector corporations and public agencies and professional associations who are working



together to provide transparent needs assessment and relevant quality training towards qualifications that meet the requirements of the marketplace.

These fundamental principles have been encapsulated in the e-Jobs Observatory Statement of Compliance, and are as follows:

1. The labour market in the e-Tourism sector is regularly and systematically analysed in order to identify valid and current market needs for crucial skills and competences.
2. Learning outcomes are more important than the learning path that a student takes to achieve them. Competence development in the broadest sense of the term is the top priority in training and learning. Training programmes should be expressed in terms of learning outcomes.
3. Learning outcomes should describe the knowledge, skills and competences the learner should have acquired or obtained by the end of a given unit of learning.
4. Training as a goal-directed activity aims at qualifying individuals in an organised, systematic and transparent way, hence the importance of identifying training requirements through relevant role profiles.
5. The so-called "soft skills" or key competences are recognized as an integral part of every training unit, module or programme.
6. Within the ICT sector, especially in regard to e-Tourism role profiles and training, the European e-Competence Framework (e-CF) plays an important, central role in bridging the gap between market needs and training offerings.
7. The European Qualification Framework (EQF), as well as national and sectorial frameworks, provides a useful and helpful mechanism to increase the transparency of training programmes in regard to learning outcomes.

The LoE is targeted primarily at training organizations and educational institutions. By subscribing to these principles and applying for the LoE, such an organization or institution asserts that they are willing to support these principles by attempting to incorporate them into their training offerings. Industry organizations or public institutions which agree with them and wish to signal that they would welcome training offerings in compliance with them are also encouraged to apply for this label. When granted the use of this label, the organization or institution may place the label on their website as an immediate and apparent signal of their support or on their correspondence to indicate to potential customers their efforts in improving the quality of their training in accordance with those standards that are becoming recognized all across the European Union, and beyond.

### 9.3 The Labelling process

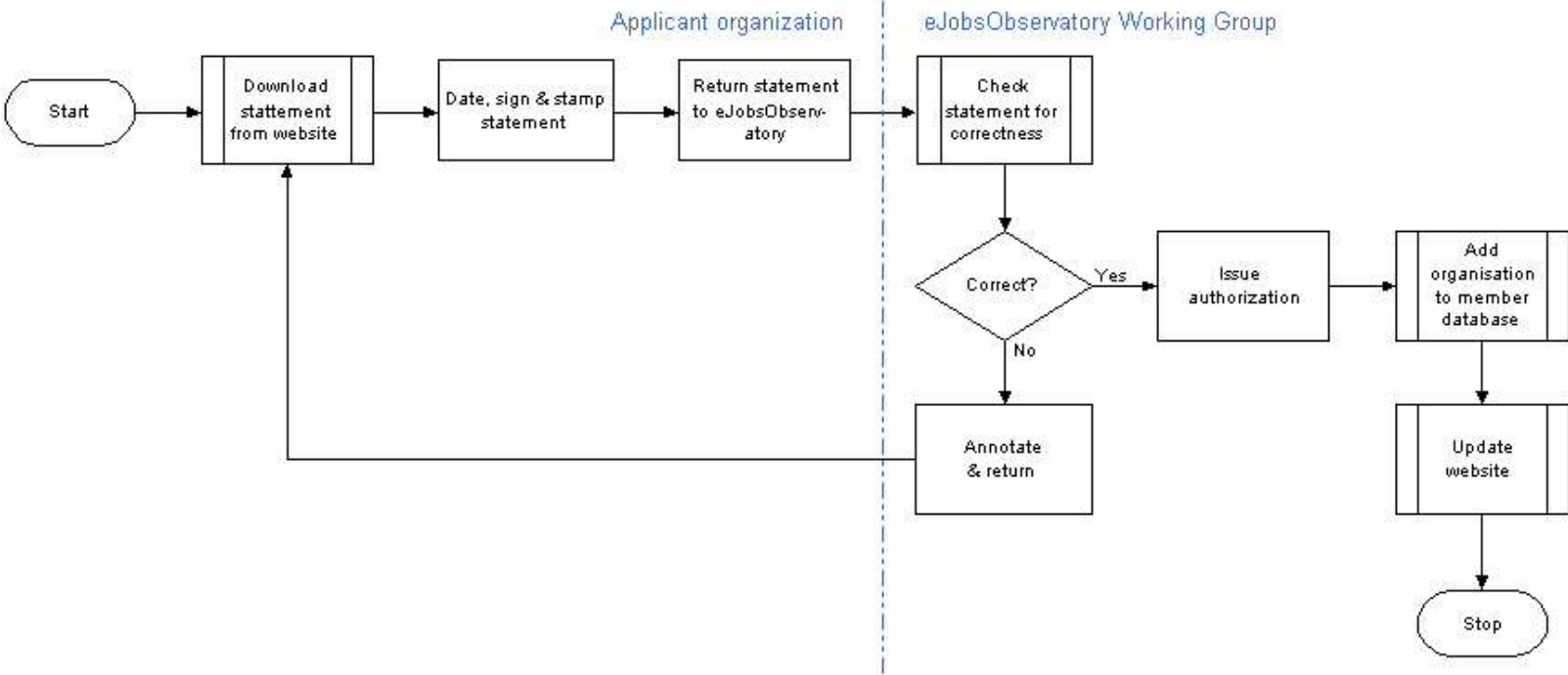
The primary purpose of granting the use of the e-Jobs Observatory Label of Excellence is to promote the development of European-wide, agreed standards for e-Tourism jobs related training. The process for obtaining the label is straightforward, as is depicted graphically in Figure 2:

1. Go to the e-Jobs Observatory website. ([www.e-jobs-observatory.eu](http://www.e-jobs-observatory.eu))
2. Click on the Label of Excellence link, and you will be taken to a page describing the purpose and function of the label.
3. Locate the link to the Statement of Compliance and download the Statement to your local computer.
4. Print out the Statement, date it, and have it signed and stamped by the organization's legal representative.
5. Mail the completed, dated, signed and stamped form back to the e-Jobs Observatory at the address provided.

Upon receipt, the e-Jobs Observatory will review the form for correctness. The national partner, i.e. partner sharing the same nationality with the applicant, due to her/his familiarity with the applicant, will validate the LoE, following a check of the e-reputation of the organization and, whether, the organisation demonstrates accordance with the LoE principles. Then your organization's name and contact information will be placed in the network database. A link to your organization's website will also be incorporated on the relevant page of the e-Jobs Observatory site.

You will receive email confirmation of your acceptance and be provided with a link from which you can download the label for display on your website and may be incorporated into relevant printed training and marketing documentation from your organization. In addition, you will be sent a Letter of Authorization confirming your organisation's participation in the e-Jobs Observatory network and permission to use the LoE.

Figure 2: Labelisation process



## 9.4 The De-Labelisation process

The awarding and use of the e-Jobs Observatory Label of Excellence is based upon mutual trust, as is the case in all professional relationships. By applying for and receiving the label, an organization declares its willingness to work towards the common goal of standardized, high-quality, transparent and comprehensive training in the e-Tourism sector. The benefit to the awardees is, of course, the opportunity to market to an expanding customer segment which is interested in obtaining quality training.

Consequently, customers who feel that they have not been provided training in accordance with the agreed principles outlined in the Statement of Compliance should have the opportunity to have their concerns reviewed. As part of our terms of usage agreement, repeated complaints can and will be reviewed by the e-Jobs Observatory working group. If necessary, contact will be made to follow-up on such complaints. If it is determined that the Statement of Compliance is not being followed or is being violated or misused in any way, the e-Jobs Observatory reserves the right to rescind the Label and its associated rights and privileges at its discretion.

Further details on the Label of Excellence and Statement of Compliance may be found on the e-Jobs Observatory website and in Appendix

## e-Jobs Observatory Label of Excellence and Statement of Compliance

See Chapter 9 for details.

A sample Statement of Compliance:



### STATEMENT OF COMPLIANCE

In order to improve the quality of professional training and qualification in the area of internet-related positions and to support the efforts of the eJobsObservatory in attaining its quality goals, I, the undersigned, declare that my organization complies with the principles and practices stated herein, namely:

- The labour market in the internet-related sector is regularly and systematically analysed in order to identify valid and current market needs for crucial skills and competences.
- Learning outcomes are more important than the learning path that a student takes to achieve them. Competence development in the broadest sense of the term is the top priority in training and learning. Training programmes should be expressed in terms of learning outcomes.
- Learning outcomes should describe the knowledge, skills and competences the learner should have acquired or obtained by the end of a given unit of learning.
- Training as a goal-directed activity aims at qualifying individuals in an organised, systematic and transparent way, hence the importance of identifying training requirements through relevant role profiles.
- The so-called "soft skills" or key competences are recognized as an integral part of every training unit, module or programme.
- Within the ITC sector, especially in regard to internet-related role profiles and training, the European e Competence Framework (eCF) plays an important, central role in relating market and training needs.
- The European Qualification Framework (EQF) and both national and sectoral frameworks provide a useful and helpful mechanism to increase the transparency of training programmes and learning outcomes.

We strive to realize these principles in all our product and service offerings.

Name of organisation: <NAME OF ORGANISATION>

Name of legal representative: <NAME OF LEGAL REPRESENTATIVE>

Position: <POSITION WITHIN THE ORGANISATION>

City and date: <CITY>, <DATE>

Signature and stamp: \_\_\_\_\_

Once signed, submitted and approved, the recipient organisation will receive a Letter of Authorization as depicted below:



<City>, <Date>

<Name of organisation>  
<Name of legal representative>  
<Address>  
<Country>

**AUTHORIZATION**

As your organisation has subscribed to the e-Jobs-Observatory Principles, we are happy to inform you that effective the <Date>,

**<NAME OF ORGANISATION>**

has become an authorized partner of the internet-related jobs European network, according to the criteria established by the e-Jobs-Observatory.

Your organisation is hereby authorized to use the e-Jobs-Observatory Label of Excellence as part of its marketing and promotional activities.

Sincerely yours,

.....  
e-Jobs-Observatory