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Action 3.4.5



Capitalization

TourX — CoVEs for the Tourism Industry

Erasmus+ Programme | Project Nr. 101056184

Action 3.4.5

Capitalization

The SME Technical Support Box

A Comprehensive Upskilling & Reskilling Framework for Tourism SMEs

Developed by IME GSEVEE | Athens, 2025

Self-Assessment Tool

Action 3.4.1

Peer Mentoring Mechanism

Action 3.4.2

Self-Learning Mechanism

Action 3.4.3

This deliverable refers to the EACEA.A – Erasmus+ Programme
“CoVEs for the Tourism Industry - TOUR-X ” Action 3.4.2

and has been developed by the partner

INSTITOUTO MIKRON EPICHIRISEON GENIKIS SYNOMOSPONDIAS EPAGGELMATION
BIOTECHNON EMPORON ELLADOS (IMEGSEVEE),

in accordance with the terms and requirements of the Project Nr. 101056184 Grant Agreement.

Athens, February 2025

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1. Introduction & Overview

1.1 What is the SME Technical Support Box?

The SME Technical Support Box is the capitalization output of the TourX project (Action 3.4.5), integrating all tools, frameworks, templates, and good practices developed across Actions 3.4.1 through 3.4.2.3 into a single, actionable resource package for tourism companies. It is designed to serve as a permanent, self-contained operational guide that enables tourism SMEs in the Catering & Food Service, Accommodation & Hotels, and Travel Agency sectors to independently implement structured upskilling and reskilling programmes for their employees.

The Technical Support Box is not a theoretical document — it is a practical toolkit. Every element within it has been developed, tested, and validated through the TourX project framework, drawing on peer-reviewed methodologies including Bloom's Taxonomy, in-company peer mentoring models, and evidence-based e-learning practices from across Europe, Asia, and beyond.



Vision

Any tourism SME, regardless of size or resources, should be able to open the Technical Support Box, follow the embedded processes, and launch a structured, evidence-based employee upskilling programme within weeks.

1.2 Project Context: TourX and Work Package 3.4

The Tour-X project — «CoVEs for the Tourism Industry», Erasmus+ Programme, Project Nr. 101056184 — addresses the persistent skills deficit in the European tourism sector through a bottom-up «Hospitality Labs ToolBox for Excellence». Work Package 3 focuses on the design of this toolbox, with Action 3.4 specifically targeting the development of a Support Box for tourism SMEs.

The Support Box was designed around four interconnected Actions, each producing distinct but complementary tools:

Action	Title	Key Output
3.4.1	Self-Assessment Tool	A 30-competency diagnostic instrument enabling employees to identify skills gaps across Digital, Green, and Intercultural & Soft Skills domains, weighted according to Bloom's Taxonomy.
3.4.2	Peer Mentoring Mechanism	A comprehensive training handbook and methodology for in-company Peer Mentors, including selection criteria, session guidelines, monitoring templates, and good practices compendium.
3.4.3	Self-Learning Mechanism	An operational framework for self-directed employee upskilling, integrating the SAT results with TourX e-tools, coordinated by the Peer Mentor under a three-pillar architecture: Coordination, Communication, and Monitoring.
3.4.4	Good Practices	An international compendium of e-learning upskilling successes in tourism SMEs across Europe, Asia, and beyond, demonstrating the ROI of structured skills development.
3.4.5	Technical Support Box	Capitalization of all above into a unified, deployable operational package (this document).

1.3 Target Users

The Technical Support Box is designed for:

- Tourism SME owners and HR managers responsible for employee development planning.
- In-company Peer Mentors trained under the TourX Action 3.4.2 framework.
- VET Leaders and VET Staff providing external pedagogical support.
- Industry associations and chambers supporting member SMEs in upskilling initiatives.

2. The 30-Competency Framework

2.1 Overview and Rationale

The foundation of the entire Technical Support Box is a rigorously designed 30-competency framework spanning three skills domains. These competencies were selected based on their relevance to European tourism sector needs, their alignment with EU skills policies (e.g., DigComp, GreenComp), and their practical applicability across all three target sub-sectors.

Each competency was weighted using Bloom's Taxonomy of Cognitive Skills, ensuring that the diagnostic instrument reflects both foundational knowledge and advanced operational mastery. The weighting methodology assigns:

- 20% total weight to low-difficulty (foundational/remembering & understanding) questions.
- 30% total weight to medium-difficulty (application & analysis) questions.
- 50% total weight to high-difficulty (evaluation & creation/strategic) questions.



Higher weights are assigned to competencies with greater real-world applicability, cognitive complexity, and direct impact on business competitiveness. This ensures that the skills gap diagnosis is not merely academic, but directly actionable for tourism business performance improvement.

2.2 The Three Skills Domains

 DIGITAL SKILLS 11 Competencies	 GREEN SKILLS 7 Competencies	 INTERCULTURAL & SOFT SKILLS 12 Competencies
• Social Media Management • CRM Systems • Data Analysis • Content Creation & Digital Marketing • Online Reservations • Website & App Management • Digital Communication & Collaboration Tools • Cyber Security • Inventory & Supply Chain Management • Use of AI Tools • POS & Contactless Payment	• Environmental Awareness • Sustainable Practices • Waste Management & Recycling • Energy Efficiency • Sustainable Travel Education & Customer Stewardship • Green Communication & Marketing • Climate Risk Assessment	• Communication Skills • Empathy • Adaptability & Flexibility • Problem Solving • Teamwork & Collaboration • Foreign Languages Command • Cultural Awareness & Cross-Cultural Communication • Emotional Intelligence & Patience • Customer Service Orientation • Time Management & Organisational Skills • Hospitality & Positive Attitude • Storytelling

3. Component 1 — Self-Assessment Tool (Action 3.4.1)

3.1 Purpose and Function

The Self-Assessment Tool (SAT) is the entry point of the Technical Support Box. It is an autonomous diagnostic instrument that enables individual employees to map their current skills levels across the 30 competencies, without the need for external evaluation or managerial oversight. The results are confidential and owned entirely by the employee.

Confidentiality Principle

The SAT results are strictly personal. They are used solely to design the individual's personalised learning pathway. No individual results are shared with management — only aggregate organisational trends may be reviewed for HR planning purposes, and only with explicit employee consent.

3.2 Assessment Structure and Difficulty Levels

Each of the 30 competencies is assessed through multiple-choice questions organised across three difficulty levels, aligned with Bloom's Taxonomy:

Level	Bloom's Taxonomy Focus	Weight	Description
Beginner	Remembering & Understanding	20%	Tests foundational knowledge, definitions, basic concepts and simple recall. Essential but not differentiating.
Intermediate	Applying & Analyzing	30%	Tests application of methods and techniques in realistic scenarios. Moderately critical for effective operations.
Advanced	Evaluating & Creating	50%	Tests strategic thinking, advanced tools, long-term planning and competitive differentiation. Critical for business excellence.

3.3 Output: The Individual Skills Gap Profile

Upon completion of the SAT, each employee receives an Individual Skills Gap Profile, which includes:

- A radar chart visualisation for each of the three skill domains (Digital, Green, Intercultural & Soft Skills).
- A weighted score per competency, reflecting both the level of mastery and the strategic importance of that competency.
- A prioritised list of development areas, ranking competencies by the size and strategic significance of identified gaps.

- A recommended learning pathway, aligned with available TourX e-learning modules.

3.4 How to Administer the SAT in Your Business

Step-by-step implementation guide for employers and Peer Mentors:

Step	Phase	Action Required
1	Preparation	Brief all employees on the SAT purpose using the motivational communication templates in Section 5. Emphasise confidentiality and the personal development focus.
2	Administration	Distribute access to the TourX SAT platform. Allow employees to complete the assessment at their own pace, in a quiet, non-pressured environment.
3	Results Review	The Peer Mentor meets individually with each employee to review their Individual Skills Gap Profile. The mentor explains the results and helps the employee interpret their personalised radar chart.
4	Pathway Planning	Together, the employee and mentor select 3–5 priority competencies for the first learning cycle, aligned with both personal development goals and business needs.
5	Agreement	Sign the Cooperative Educational Agreement (see Section 4.4) to formalise the learning commitment.

4. Component 2 — Peer Mentoring Mechanism (Action 3.4.2)

4.1 The Mentoring Philosophy

Mentoring in the Tour-X context is defined as a collaborative, non-evaluative relationship between a trained in-company colleague (the Mentor) and a fellow employee (the Mentee), aimed at supporting the Mentee's professional development through guided self-directed learning. The Peer Mentor does not teach or assess — they facilitate, encourage, and guide.

This approach is deliberately distinguished from coaching (which is goal-specific and often performance-driven) and from counselling (which addresses personal issues). TourX Peer Mentoring is educational mentoring: it supports learning within a structured framework while preserving the Mentee's full autonomy over their own development process.

Key Distinction

The Peer Mentor is never an evaluator. The mentoring relationship is built on trust, confidentiality, and collaborative exploration — not performance monitoring. The Mentee always retains full control over their learning process.

4.2 Mentor Selection Criteria

The selection of the in-company Peer Mentor is a critical step. The following criteria guide the selection process:

Criterion Category	Specific Requirements
Professional Experience	At least 2–3 years of experience in the tourism business; sufficient familiarity with the company's operations and culture.
Interpersonal Skills	Demonstrated empathy, active listening ability, patience, and non-judgmental attitude toward colleagues.
Digital Proficiency	Comfortable navigating e-learning platforms and digital collaboration tools — able to guide mentees through TourX e-tools.
Availability & Commitment	Willing and able to dedicate regular time (weekly/bi-weekly) to mentoring sessions throughout the upskilling cycle.
Ethical Standards	Committed to full confidentiality of mentee information; demonstrates professional integrity.
Voluntary Engagement	Selected with their own full agreement — effective mentors cannot be mandated.

4.3 Mentor Training Programme

Selected Peer Mentors complete a structured training programme covering two main areas:

4.3.1 Training Module A: TourX Tools & Platforms

- Navigation and use of the Tour-X Self-Assessment Tool platform.
- Access and management of Tour-X e-learning modules across all three skills domains.
- Use of monitoring templates and reporting forms.
- Data privacy and confidentiality protocols for handling mentee information.

4.3.2 Training Module B: Mentoring Methodology

- The mentoring relationship: stages, dynamics, and boundaries.
- Principles of active listening and effective questioning.
- How to conduct the First Mentoring Session: structure, tone, and objectives.
- Ongoing session management: preparation, follow-up, and progress documentation.
- The Cooperative Educational Agreement: purpose, completion, and review.
- Code of Ethics for Peer Mentors.
- Self-assessment tools for mentors to reflect on their own practice.

4.4 The Cooperative Educational Agreement

A key formal element of the mentoring relationship is the Cooperative Educational Agreement, signed at the end of the Diagnosis Phase by the Employee-Mentee and the Peer Mentor. This agreement:

- Specifies the learning objectives derived from the SAT results.
- Defines the agreed schedule and modality of Peer Mentor sessions.
- Establishes mutual expectations and ground rules for the mentoring relationship.
- Identifies the Tour-X e-learning modules to be accessed, aligned with identified skills gaps.
- Sets interim milestones and a target completion date for the learning pathway.
- Is reviewed and updated at each validation cycle.

4.5 Session Templates for Peer Mentors

4.5.1 First Mentoring Session Preparation Form

Before the first session, the Peer Mentor completes a preparation form covering the following:

Preparation Area	Suggested Questions / Topics
Understanding the Mentee's context	What can the mentee share about the business? What topics are they seeking guidance on?
Needs & Expectations	What are the mentee's expectations from the mentoring relationship? What skills do they believe they need to develop?
Goals (Short & Long-term)	What are the mentee's short-term priorities? What are their longer-term career aspirations?
Challenges & Motivators	What difficulties does the mentee face in their current role? What elements do they find most satisfying?
Mentor Self-Introduction	What information about the mentor's own professional experience might be relevant and reassuring to share?
Next Steps	What goals and actions will be agreed for the next session?

4.5.2 Ongoing Session Preparation Form

Before each subsequent mentoring session, the Peer Mentor reviews the previous session and prepares for the next:

- Review: Topics discussed, what went well, difficulties encountered, actions agreed upon.
- Prepare: Topics for the next session, materials to be reviewed, suggestions for improving the relationship.
- Document: Session notes in the monitoring log for submission to the employer and VET Leader as appropriate.

4.5.3 Mentoring Report Form

At regular intervals (typically monthly or at milestone points), the Peer Mentor completes a Mentoring Report Form for the employer, covering:

- Thematic areas developed during the reporting period.
- Mentee progress trends and milestones reached (without disclosing individual assessment content).
- Mentor recommendations for adjustments to the learning environment or schedule.
- Benefits recorded during the reporting period at individual and organisational level.

5. Component 3 — Self-Learning Mechanism (Action 3.4.3)

5.1 Architecture of the Self-Learning Mechanism

The Self-Learning Mechanism (SLM) is the operational engine of the Technical Support Box. It translates the SAT diagnosis into a structured, self-directed learning journey, guided by the Peer Mentor and supported by TourX e-tools. The SLM is organised around three interconnected pillars:

Pillar	Name	Function
I	Actor Coordination Framework	Defines roles, responsibilities, and interaction protocols for all stakeholders: employees, employers, peer mentors, and VET leaders.
II	In-Company Communication Package	Provides communication templates, motivational messaging, and engagement tools tailored to each phase of the upskilling cycle.
III	Monitoring & Evaluation Framework	Delivers KPIs, progress tracking instruments, and reporting procedures at individual, company, and cross-sectoral levels.

5.2 Pillar I: Stakeholder Roles & Coordination Cycle

Effective implementation of the SLM requires clear coordination among four actor categories:

Actor	Primary Role	Key Responsibilities	Frequency
Employee / Mentee	Self-directed learner	Complete SAT; access TourX e-tools; engage with Peer Mentor; track personal progress.	Continuous / self-paced
Employer / Business Owner	Enabler & sponsor	Facilitate access to TourX tools; receive progress reports; integrate upskilling into HR planning.	Monthly / at milestones
Peer Mentor	In-company facilitator	Guide mentee through learning pathway; conduct check-ins; complete monitoring templates; report to employer and VET Leader.	Weekly / bi-weekly
VET Leader / VET Staff	External expert & quality assurance	Validate learning outcomes; provide advanced content support; aggregate monitoring data.	Quarterly / at milestone reviews

5.3 The Four-Phase Learning Cycle

Phase	Name	Lead Actor	Support Actors	Output / Deliverable
1	Diagnosis	Employee	Peer Mentor	Individual Skills Gap Profile; Personalised Learning Pathway
2	Onboarding	Employer + VET Leader	Peer Mentor + Employee	Signed Learning Agreement; Induction Record
3	Learning	Employee (self-directed)	Peer Mentor; VET Staff	Module Completion Records; Mentor Session Logs
4	Validation	VET Leader	Peer Mentor + Employer	Post-training Assessment Report; Upskilling Certificate

5.4 Pillar II: In-Company Communication Package

Effective internal communication is critical to employee engagement throughout the SLM. The following communication principles guide all messaging:

- **Clarity:** Jargon-free language adapted to the literacy and digital proficiency of each audience.
- **Relevance:** Emphasis on the direct, practical benefits of upskilling for each individual.
- **Inclusivity:** Non-judgmental framing — skills gaps are development opportunities, not deficiencies.
- **Continuity:** Communication sustained across all phases, not just at launch.
- **Bidirectionality:** Embedded feedback channels to ensure the mechanism responds to participant needs.

5.4.1 Motivational Language Guidelines

The following table provides the recommended language substitutions for in-company communication:

✗ AVOID (Demotivating Language)	☑ USE INSTEAD (Empowering Language)
"Skills test" / "Competency examination"	"Skills discovery" / "Professional self-assessment"
"Skills deficiencies" / "Gaps and weaknesses"	"Development opportunities" / "Growth areas"
"Mandatory training programme"	"Your personalised learning pathway"
"Assessment results will be reviewed by management"	"Your results are strictly confidential and for your personal use"
"Failure to complete modules"	"Progress at your own pace, with full support"
"Compulsory participation"	"Your opportunity to grow within the company"

5.5 Pillar III: Monitoring & Evaluation Framework

The monitoring framework operates at three interconnected levels to ensure quality, effectiveness, and continuous improvement:

- **Micro Level (Employee):** Tracks individual competency development against the personalised learning pathway derived from the SAT.
- **Meso Level (Company / SME):** Aggregates individual progress data to provide an overview of organisational upskilling trends.
- **Macro Level (Cross-Sectoral):** Enables VET Leaders and project partners to monitor sector-wide skills development patterns.

5.5.1 Key Performance Indicators (KPIs)

KPI	Level	Measurement Method
SAT completion rate per business	Meso / Company	Number of employees completing SAT ÷ total eligible employees × 100
Learning module completion rate	Micro / Individual	Number of modules completed ÷ modules assigned per pathway × 100
Competency score improvement (pre/post)	Micro / Individual	SAT score delta per competency after each learning cycle
Peer Mentor session adherence	Meso / Company	Number of sessions conducted vs. sessions planned per reporting period
Employee satisfaction with upskilling process	Micro / Individual	End-of-cycle satisfaction survey (1–5 scale across 5 dimensions)
Business-level skills coverage improvement	Meso / Company	Aggregate shift in organisational competency scores pre- vs. post-cycle

6. International Good Practices in Tourism SME Upskilling

6.1 Evidence Base and Rationale

The Technical Support Box is grounded in an international evidence base of successful e-learning upskilling initiatives in tourism SMEs. The following selected examples — drawn from Action 3.4.2.3 of the Tour-X project — demonstrate the return on investment of structured skills development across digital, green, and intercultural competency domains, in businesses of comparable size and context to the target beneficiaries of this Support Box.

6.2 European Good Practices

6.2.1 Green Skills Examples

Business / Country	Key Learning & Outcome
Hotel Sonnenalp (Germany)	E-learning on sustainable practices (EU Ecolabel, waste reduction, renewable energy) enabled staff to actively engage guests in green initiatives, driving positive reviews and higher eco-conscious traveller bookings.
Explore Croatia (Croatia)	Tour guide training on eco-tourism led to guides educating tourists about Croatia's natural resources, differentiating the operator in a competitive market.
The Green Hotel (UK)	Staff trained in water conservation, sustainable food sourcing, and eco-certifications resulted in measurable increases in guest satisfaction scores and social media visibility.

6.2.2 Digital Skills Examples

Business / Country	Key Learning & Outcome
Hostal La Casa Verde (Spain)	Digital tools training (booking systems, online review management, social media) increased direct bookings through the hotel website and improved online reputation scores.
La Perle du Lac (Switzerland)	CRM and social media marketing training led to increased online bookings and a stronger digital presence, with guests tagging the hotel in posts.
The Coastal Café (Greece)	E-learning on online reservations and digital customer service enabled a multilingual ordering platform, praised by guests on social media.

6.2.3 Intercultural & Soft Skills Examples

Business / Country	Key Learning & Outcome
The Nest Boutique Hotel (Greece)	Hospitality and communication skills training led to measurable improvement in guest reviews, with guests praising personalised service and professional staff on TripAdvisor.
Pico Travel (Spain)	Tour guide training on cultural history, language skills, and safety produced guides rated more knowledgeable and professional, generating significant word-of-mouth social media marketing.
The Amadeus Hotel (Vienna, Austria)	Intercultural communication training enabled staff to adapt service styles for guests from Asia, the US, and the Middle East, with multilingual praise on TripAdvisor.

6.3 Global Good Practices

Business / Country	Skills Domain	Key Outcome
Green Panda Hostel (Beijing, China)	Green	Eco-friendly training enabled staff to communicate sustainability features to guests, attracting eco-conscious travellers and generating positive WeChat/Instagram mentions.
Sunrise Surf School (Bali)	Intercultural	Cross-cultural communication training made instructors more adaptable to international guests, driving higher satisfaction scores and Instagram engagement.
Green Getaway Tours (South Africa)	Green	Wildlife conservation and sustainability training equipped guides to deliver educational experiences, increasing repeat bookings.
Santiago Boutique Hotel (Chile)	Intercultural	Multilingual communication and cultural sensitivity training resulted in guests from diverse nationalities praising the staff on Facebook and TripAdvisor.

6.4 Key Lessons for Tourism SMEs



ROI of Upskilling

Across all documented good practices, e-learning upskilling in tourism SMEs consistently delivered: improved guest satisfaction scores, increased positive social media visibility and reviews, higher staff retention and engagement, and competitive differentiation — particularly around sustainability, digital convenience, and cultural sensitivity.

The most successful implementations shared these common characteristics:

- Flexible, self-paced learning that did not disrupt daily operations.
- Content directly relevant to the staff member's role and the business's guest profile.
- A supportive learning culture where skills development was framed as a professional opportunity, not a remedial measure.
- Measurable outcomes tracked and communicated back to both staff and management.

7. Implementation Roadmap for Tourism SMEs

7.1 Overview of the Implementation Journey

The Technical Support Box is designed to be implemented in a structured sequence. The following roadmap provides a clear, week-by-week guide for tourism SMEs launching their first upskilling cycle using the TourX framework. The full first cycle is designed to run over approximately 16 weeks.

Timeline	Phase	Key Activities & Milestones
Weeks 1–2	Preparation	Identify and brief the Peer Mentor. Administer awareness communication to all employees. Distribute SAT access. Clarify confidentiality protocols.
Weeks 3–4	Diagnosis	All eligible employees complete the SAT. Individual Skills Gap Profiles generated. Peer Mentor reviews results with each mentee individually.
Week 5	Onboarding	Cooperative Educational Agreements signed. Learning pathways finalised. TourX e-learning module access confirmed for each employee.
Weeks 6–14	Learning Cycle	Employees engage with TourX e-modules at their own pace. Peer Mentor conducts weekly/bi-weekly check-in sessions. Monthly progress report submitted to employer.
Week 15	Validation	Post-cycle SAT re-assessment. Competency scores compared pre- and post-learning. VET Leader reviews outcomes.
Week 16	Certification & Review	Upskilling certificates issued. Employer receives final aggregate report. Business-level HR planning informed by results. Cycle 2 planning begins.

7.2 Critical Success Factors

Based on the project experience and international good practices, the following factors are critical to the success of the Technical Support Box implementation:

Success Factor	Practical Guidance
Leadership Commitment	The employer/business owner must actively champion the programme. Passive endorsement is insufficient — staff need to see that management values and supports their development.
Peer Mentor Quality	Invest time in selecting and training the right Peer Mentor. A well-chosen, well-trained mentor is the single most important variable in the programme's success.
Protected Learning Time	Create dedicated, protected time for employees to complete e-learning modules — even 1–2 hours per week during lower-traffic periods makes a significant difference.
Non-Judgmental Culture	Consistently apply the motivational language guidelines. The moment employees feel the SAT is being used for performance management, trust and engagement collapse.
Regular Feedback Loops	Monthly progress summaries to the employer — framed in terms of business benefits, not individual performance — maintain organisational commitment to the programme.

Success Factor	Practical Guidance
Celebrate Progress	Recognise and celebrate milestones: module completions, pathway milestones, and final certifications. Social recognition within the workplace powerfully reinforces continued engagement.

8. Quick Reference Guide

8.1 Technical Support Box at a Glance

Component	What It Provides
Self-Assessment Tool (3.4.1)	30-competency diagnostic; individual skills gap profiles with radar charts; Bloom's Taxonomy weighted scoring; personalised learning pathway recommendations.
Peer Mentoring Mechanism (3.4.2)	Mentor selection criteria; two-module training programme; session preparation forms (first session + ongoing); Mentoring Report Form; Code of Ethics; Cooperative Educational Agreement template.
Self-Learning Mechanism (3.4.3)	4-phase learning cycle; stakeholder coordination framework; communication strategy & motivational language guide; KPI framework; monitoring & evaluation instruments at micro, meso, and macro levels.
Good Practices Compendium (3.4.2.3)	International evidence base across digital, green, and intercultural skills; examples from SMEs in Greece, Spain, Germany, UK, Austria, Croatia, China, Bali, South Africa, Chile, and more.

8.2 Frequently Asked Questions

Q: Can the Technical Support Box be used without the TourX e-learning platform?

A: *The SAT and monitoring framework can be adapted to work with other e-learning platforms, but the TourX platform is specifically designed to align with the 30-competency framework and provides the most integrated experience.*

Q: How many employees can a single Peer Mentor support simultaneously?

A: *Based on the Tour-X experience, one Peer Mentor can effectively support 4–8 mentees simultaneously, depending on the mentor's availability and the intensity of the learning cycle.*

Q: What if the selected Peer Mentor leaves the company?

A: *The business should have a contingency plan — ideally, at least two employees complete the Peer Mentor training to ensure continuity. The Cooperative Educational Agreements and monitoring records ensure that any replacement mentor can quickly understand each mentee's position.*

Q: How often should the upskilling cycle be repeated?

A: *The Tour-X framework recommends a full cycle (16 weeks) annually, with a shorter mid-year review (4–6 weeks) to track progress and update learning pathways as business needs evolve.*

9. Conclusions & Next Steps

9.1 The Value of the Technical Support Box

The SME Technical Support Box represents the culmination of the Tour-X project's Action 3.4 work stream — a practical, evidence-based, and fully integrated upskilling toolkit designed specifically for the realities of tourism SMEs. It brings together:

- A scientifically grounded diagnostic tool (the Self-Assessment Tool) that empowers employees to understand their own development needs.
- A human-centred mentoring methodology that builds internal capacity without external dependency.
- A structured operational framework (the Self-Learning Mechanism) that translates diagnosis into action, and action into measurable outcomes.
- An international evidence base (Good Practices Compendium) that demonstrates the proven return on investment of structured e-learning upskilling in tourism businesses of all sizes.

Together, these components enable any tourism SME — regardless of size, budget, or prior experience with structured training programmes — to launch and sustain a meaningful, measurable, and motivating employee upskilling initiative.

9.2 Recommended Next Steps for Tourism Businesses

#	Recommended Action
1	Read this Technical Support Box in full and identify which components are most immediately relevant to your business context.
2	Identify a potential Peer Mentor within your team using the selection criteria in Section 4.2. Discuss the role with them and secure their voluntary commitment.
3	Access the TourX e-learning platform and familiarise yourself with the Self-Assessment Tool and available learning modules.
4	Plan your first upskilling cycle using the 16-week roadmap in Section 7.1. Communicate the programme to all employees using the motivational language guidelines in Section 5.4.1.
5	After your first cycle, review the KPI results (Section 5.5.1) and use the data to inform your HR planning and to plan the next upskilling cycle.
6	Share your experience with your industry association or chamber so that other tourism SMEs can benefit from your learnings.



The TourX Technical Support Box is not a one-time intervention — it is the foundation for a culture of continuous professional development in your tourism business. Every upskilling cycle builds on the last, deepening competencies, widening the skills base, and strengthening your competitive position in an increasingly demanding hospitality landscape.

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