

# INTELLECTUAL OUTPUT 2. 3ECONOMY+ CURRICULUM

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The present output aims at providing participating students in the 3Economy+ project, as well as other students with international experience in European projects, the necessary tools to improve their CVs so as to make it more attractive to stakeholders and to empower their recently acquired skills and competences during the EU project. As such it is divided in the following sections:

1. **CV rationale:** this part gives the reading with the necessary theoretical underpinning to understand the competence selection and description behind this output.
2. 3Economy+ list of **competences and learning output**: after an internal and external validation process, a list of competences and learning outputs for 3Economy+ students have been compiled.
3. **CV guidelines** provides the students with concrete guidelines to improve their CV and empower their professional profile.
4. **CV template**: a word template has been designed including the competences described in section 2, so that a more visual display can be incorporated into the students' professional profiles such as LinkedIn or Europass in relation to the skills and competences developed during this European experience.

# SECTION I. CV rationale

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## 1. INTRODUCTION

These guidelines aim to define a subject benchmark statement for Economy, Tourism and Marketing, which are the three main pillars of the 3Economy+ Projects funded by the ERASMUS+ Programme. In other words, the guidelines define what can be expected of selected students in these subjects in terms of what they might know, do and understand at the end of the 3Economy+ Project.

The Subject Benchmark Statement has been inspired by the UK Quality code for Higher Education (the Quality Code) which sets out the expectations that the higher education providers are required to meet in order to secure threshold academic standards.

The Subject Benchmark Statement describes the nature of study and the academic standards expected of graduates in specific subject areas, and in respect of particular qualifications. They provide a picture of what graduates in a particular subject might reasonably be expected to know, do and understand at the end of their programme of study.

Starting from this premise, we would like to use the subject benchmark statement as the basis to describe the academic standards expected of Spanish, Maltese and Portuguese students involved in the 3Economy+ Project. Basically, what these students might reasonably expected to know, do and understand form the 3Economy+ Curriculum.

For some subject areas like Economy, Tourism, and Marketing, higher education providers may need to consider other reference points in addition to the Subject Benchmark Statement in designing, delivering and reviewing programmes. These may include requirements set out by professional, statutory and regulatory bodies, national occupational standards and industry or employer expectations. This is the reason why the 3Economy+ consortium has required the support of other companies and institutions in the development of the 3Economy+ Curriculum and in the other project outputs.

In such cases, the Subject Benchmark Statement may provide additional guidance around academic standards not covered by these requirements.

However, the responsibility for academic standards remains with the higher education providers which in this case are the partners involved in the 3Economy+ Project namely the University of Granada (Spain), University of Malta (Malta), and the Instituto Politécnico de Portalegre (Portugal).

## 2. BACKGROUND

Higher education providers are responsible for meeting the requirements of legislation and any other relevant policy. In particular the **Europe 2020**, a growth strategy, seeks to promote a smart, sustainable and inclusive growth. A **key factor** in the achievement of this strategy concerns literacy, numeracy, science, and technology, so called basic skills since it represents the foundation for further learning and are a gateway to employment and social inclusion.

According to the EU DG Education and Training, in Europe, approximately 20% of the young generation is not equipped with the necessary basic skills in literacy, mathematics, science and technology. Moreover, these skills are becoming even more important as the **digital revolution** gives rise to new forms of reading and writing, as well as diversifying sources of information. At the same time, the demand for a qualified workforce in technology and research-intensive sectors remains high.

Until 2010, work at European level focused on increasing the number of graduates in mathematics, science and technology subjects, with particular focus on women. In 2010, EU Ministers set out an agenda for European Policy cooperation on basic skills.

The European Commission works with EU countries to **strengthen 'key competences'** – knowledge, skills, and attitudes needed by all for personal fulfilment and development, employability, social inclusion and active citizenship. The Key competences include: literacy and languages; maths, science and engineering; digital competence; personal, social and learning competence; civic competence; entrepreneurship; and cultural awareness and expression.

The **approach** is to promote key competences by:

- Providing high-quality education, training and lifelong learning for all
- Supporting educational staff
- Promoting a variety of learning approaches and contexts, in a lifelong learning perspective

- Exploring approaches to assessment and validation of key competences

Among those objectives 3Economy+ Project aims to provide **high quality education and training** to the selected students and support educational staff; to promote a multicultural learning approach and context; and explore new ways to assess and validate multidisciplinary competences, skills, behaviours, learning outcomes in Economy, Tourism, and Marketing.

The European Commission launched a European Policy Network of National Literacy Organisations in February 2014. This network has the purpose to, amongst others, raise awareness, exchange good practices, policies, campaigns and initiatives promoting literacy.

3Economy+ Project aims to become good practices for the development of skills in relevant sectors and areas such as economy, tourism and marketing in three partner countries.

### 3. IDENTIFYING COMPETENCES IN ECONOMY, TOURISM AND MARKETING

The **3Economy+ Curriculum** sets out minimum expectations within economy, tourism, and marketing to ensure that the selected students are prepared for enterprise or employment following qualification, or for further study.

**Higher education** in Economy, Tourism, and Marketing is dynamic, diverse, engaging and rapidly developing as employers place greater value on the higher levels of critical thinking that universities, colleges and academics encourage and enhance in their transfer of knowledge, understanding and skills.

This is a crucial relationship in the development of programmes and projects and in ensuring that students are **well prepared** for their future employability through the learning opportunities and experiences offered to them in the 3Economy+ Project.

As described in the following subheadings, specific competences in each of the 3Economy+ pillars, have been identified.

### 3.1 Competences in Economy

3economy will help to complete the academic record by developing the **most demanded competencies** by the companies: adaptation to changes, initiative, problem solving, decision making, planning and organization.

Of special importance in the framing of the 3economy+ was recognition of graduates' need to prepare for jobs that are rapidly changing in today's contemporary workplace. For this reason also includes the value-added **formative experiences** such as the possibility for placements and professional internships abroad international, participation in social responsibility project or and language level.

The economic block promotes aspects of the regional economy and specific aspects of business administration.

The study of economics necessitates an understanding of the principles that govern the operation of the economic system. This programme focuses attention on the aggregate (macro) relationships and gives attention to the central problems of economic organization, the economic role of government, the determination of national income and a brief glance at economic policy, principally to the European regional economic policy.

Introduces also the unique but fundamental aspects of the global economy, including the economic and political aspects of international trade and investment and emphasizes the study of cultural traditions other than one's own.

The **modern business environment** has changed drastically in a short time. Business technology has advanced business functions and operations to levels not previously believed possible. The role of accounting and business is perhaps one of the most reliable functions in business. While a few basic procedures or methods have changed, the purpose of accounting remains the same. Business owners use accounting to measure their company's financial performance and make business decisions.

The growth in **accounting** is often attributed to increasing government regulations and increasingly complex financial situations.

Business management studies help individuals increase their business skills: leadership, interpersonal communication, technology and other valuable character traits. These skills are commonly referred to as hard skills in the business environment.

Accounting and **finance** play an essential role in the management of any business. Companies operate on money, and if you don't control that money, you don't control your business. By understanding the flow of money through your business with proper accounting practices, you can begin budgeting. In budgeting, you anticipate revenues and use that knowledge to make decisions about how to maintain and grow your business. Budgets are the culmination of good financial record keeping.

The goal of most companies is to make a profit, but the road to get there is one you have to build yourself. Financial data from within your own company comprises one of the chief tools you have in understanding the economic landscape of the market you're operating in.

For it we consider to be necessary that they should know the new control instruments, software ERP (Enterprise Resource Planning), which allows to plan and manage the resources of all the areas of the company: from logistics to accounting, happening for the commercial department and of marketing, finance, production, management of projects, of the quality, maintenance or direction and general administration.

It will seek to improve those aspects that are less valued in relation to the stage of university education, and not only among graduates in Economics, they include, as expected, the limited opportunity to participate in projects, the lack of sufficient emphasis on research, few opportunities for internships in companies.

### 3.2. Competences in Marketing

The definition of marketing according to the Cambridge dictionary is 'the business activity that involves finding out what customers want, using that information to design products and services, and selling them effectively'. This concept has undergone through numerous changes due to the rapid technological progress becoming to be essential for the market. Indeed, the concept 'digital marketing' is gaining traction in this area.

Digital marketing has become the method of communicating with customers, with a new notion of speed, information, and convenience. It is a new way to create customer value and build long-lasting relationships among the clients. Nowadays, it is rare for a company not to have a digital presence, either with a website or on social networks (Kotler & Armstrong, 2012).

Degrees in Marketing involve the study of advertising and promotion, merchandising, statistical analysis, finances, public speaking, e-commerce, graphic design, sales, target market, languages, research and sale strategies, psychology to study the consumer behaviour, product innovation among many other subareas of Marketing. Moreover, it is a fact that Marketing is a study closely related to business as the students of marketing have to know how to manage relationships among business partners, business employees, and customers.

As the project seeks to improve their learning process with the newest and less valued aspects in marketing, the focus of this area was on digital marketing. Since, nowadays, it is a must to attend the continuous evolution of the consumer behaviour and it is not possible to do it if students only know about traditional marketing strategies. In the following table, the competences of this area are described.

### 3.3. Competences in Tourism

The term '**tourism**' refers to the activities and behaviours arising from the international and domestic movement of people away from their normal home environments for a variety of purposes.

The study of Tourism and the visitor economy draws on a wide range of multidisciplinary and interdisciplinary theoretical frameworks including, but not limited to: production, consumption, management, economics, marketing, development, mobility and migration, sustainability and ethics.

Tourism is an **internationally** recognised subject area that contributes to wider interdisciplinary understanding of the development and management of tourism and its broader contribution to understanding society as a whole.

The study of Tourism overlaps with subject domains. To some extent, this is reflected in the trend for some Tourism programmes to incorporate ideas and concepts drawn from, for example, social anthropology, sociology and cultural studies. Students may also study Tourism alongside a language or social science subject.

Degrees in Tourism often involve study of the following: the concepts and characteristics of tourism as an area of academic and applied study in relation to business, management and wider social science, and at local, national and global levels; destination management, development, policy, governance and strategy; tourism economics, economic impacts and contributions to society

(global to local); sustainability, ethics and well-being in tourism; security, safety, risk, resilience and crisis management on regional, national and international scales; the nature and characteristics of tourists and associated behaviour characteristics; tourism in the cultures, communities and environments that it affects; the role of technology, media and data in tourism production and consumption; the products, structure, operations and interactions within the tourism industry; professionalising the tourism industry as both processes and structures, and professional identity and business acumen in professional development; career development and learning opportunities in the tourism sector.

The **Curriculum content** in Tourism may include: sustainable tourism, strategic planning and development of tourism, geography of tourism, impacts of tourism, ethics, tourism and globalisation, operation of the tourism industry, passenger transportation, research methods, technology in travel and tourism, tourism and the natural environment, tourism economics, tourism marketing, tourism policy, entrepreneurship in tourism, and visitor management.

Tourism subject encompasses programmes of study aligned closely to the **service sector** and experience economy. The sector is one of the largest and fastest growing sectors of the global economy, representing a significant proportion of gross domestic product in most western nations including the partner countries, namely Spain, Malta and Portugal. Alongside this growth in economic impact, the sector has seen increasing professionalization of those employed within it. This is reflected in the number of programmes in this sector offered by higher education providers in the 3Economy+ partner countries, both universities and further education colleges, and which range from higher national awards to research degrees.

The research profile of Tourism subject has become firmly established, reflected in the establishment of dedicated academic journals and the award of funding from European and international bodies. Moreover, the multidisciplinary nature of the subject area means that research based upon tourism also contributes to building the body of knowledge in other subject areas, such as business and management.

Tourism has a long history of experience and expertise in working with industry and providing opportunities for work-based and work-related learning. Interaction between employers and higher education providers is a fundamental part of programmes in tourism, with the nature of engagement ranging from input to programme design and guest lectures, to offering placements or live

projects, through which students may learn and develop the particular applied professional and vocational skills and behaviours necessary for employment. In engaging with such opportunities, the focus is on the effective fusion of academic integrity and rigour with cutting edge occupational knowledge, and on developing the professional identity of students in order for them to go on and lead the industry. It is recognised that to achieve this, students need a critical, innovative, creative and entrepreneurial mind-set, which enables them to be responsive to change.

Tourism plays a crucial role in the health and well-being of society since it generates economic, social and cultural effects. Besides that tourism is particularly sensitive and responsive to changes in the world environment. This is reflected in the increasing inclusion in degree programmes of opportunities for students to consider the issues of internationalisation, environmental sustainability, ethical positioning, social responsibility and social justice, global security and risk, crisis management and other contemporary issues.

The role of technology, and the increasingly digital and mobile nature of society is also significant since tourism as a subject is well placed to inform the global debate and identify future areas of challenge.

### 3.4. Communicative Competences

Communicative competence within the 3Economy+ is a **transversal competence** aiming at providing students with the necessary skills to improve their economic, touristic and marketing profile in an international scenario, thus, English will become the **lingua franca** for business communication. In this respect, students will need to achieve a proficient use of the language within the specific field of Economics, Marketing and Tourism (henceforth, EM&T). EM&T topics will include: business organisations, industries and business sectors, finance and banking, production, international trade, sales and marketing, advertising and media, politics and economy. The subcompetences related to this area have been designed taking into consideration the Common European Framework for Languages (EU, 2001) descriptors for level C1 and C2.

Besides, basic competences in other languages such as Spanish and Portuguese will be promoted.

### 3.5. Soft skills

Soft skills related to the project are related to **personal** and **digital competences** within the Economy+, and they are to be considered equally

important to achieve a truly **competitive and international professional profile**. It is no longer sufficient for a new graduate to have knowledge of an academic subject; increasingly it is necessary for students to gain those skills, which will increase their chances of employment. Lately, companies have been claiming to the higher education sector a “personal skills gap” at the employer/graduate student. In this regard, students of this project are expected to develop and improve the following personal skills through practice and experiences within the specific field of Economics, Marketing and Tourism.

## 4. Methodology

The development of the 3Economy+ Curriculum was carried out by a group of work including representatives from the University of Granada (Spain), University of Malta (Malta), and the Instituto Politécnico de Portalegre (Portugal).

Once the learning outcomes and competences that are aimed to be attained in the 3Economy+ project were defined, the researchers from the Consortium considered that it was necessary to validate the final result of the competency scheme. To do that, a double process was carried out. First, the scheme was reviewed internally through an overall assessment by seven researchers from the Consortium and experts in the different areas. The modifications proposed by these internal experts were agreed upon and incorporated, where appropriate, into a second version of the competency scheme.

The competence scheme was then proposed to a variety of external experts, who offered their opinion through the survey technique. The invited sample was made up of 30 Spanish stakeholders related to the professional areas of the students. Finally, the participating sample was made up of 21 professionals. We assume that in the Likert scale from 1 to 5, the items must have at least a score of 3.5 to be validated. In this sense, the averages obtained by blocks were the following:

Table 1

Results obtained in the validation of the competency scheme

BUSINESS	4,149659864
MARKETING	4,003968254

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UNIVERSIDAD  
DE GRANADA



TOURISM	3,841269841
LANGUAGES	4,354497354
SOFT-SKILLS	4,511904762

As it can be seen from table 1, all the areas obtained a score above 3,5. Nonetheless, all the modifications suggested by the professionals of the different areas were taken into account and a third version of the document was made. The final result of this competency framework is included in section II.

## SECTION II. List of competences and learning outputs

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These competences have been validated internally by the Consortium specialists and externally by professional stakeholders related to the 3Economy+ field.

### 3ECONOMY+ PROJECT – COMPETENCES

#### COMPETENCES IN ECONOMICS

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Manage a company interpreting and/or understanding the information of its competitive location and identifying its strengths and weaknesses.

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Integrate into any functional area of a company organization and perform with ease any management work entrusted.

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Plan and control the global management or of the diverse functional areas of the company.

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Assess the situation and foreseeable evolution of a company and issue reports on specific situations of companies.

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Know the new control instruments, software ERP (Enterprise Resource Planning), CRM (Customer Relationship Management) and BI (Business Intelligence)

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Understand the fundamental elements of the national and international economics environment in which the company develops its.

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Develop relevant economics and financial information for decision-making.

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#### COMPETENCES IN MARKETING

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Design, implement and follow up business plans

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Design strategic business plans

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Make market analyst and research

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Create marketing plans and innovation systems

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Digital Marketing Manager (Digital Marketing Software: SEMrush, HubSpot, Google analytics)

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Promote external and internal relations

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Create advertising

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Manage merchandising and promotions

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Develop direct marketing plans

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Develop product, service and brands

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Manage products, service and brands

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Manage CRM (Customer Relationship Management)

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Manage sales team

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## COMPETENCES IN TOURISM

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Describe, synthesize the information and data related to tourism related topics

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Create, manage and evaluate activities using appropriate techniques and procedures in tourism related topics

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Complete a sustainable work which plans, designs, critically assesses and evaluates evidence in tourism related topics

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Demonstrate communication skills related to tourism related topics

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Demonstrate the numeracy skills required to manage budgets and analyse data related to tourism

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Know about management, administrative and operational processes in the field of hotels, restaurants, transport, leisure and intermediation

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Plan and manage the human resources of tourism organizations

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Propose alternative and creative solutions to management, business planning and tourism products

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Handle software programs for the management of hotels, restaurants, transportation intermediaries or agencies

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Know how to adapt or work in international contexts

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Have flexibility to adapt to schedules whose services are often considered 24/7

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Know about assertiveness techniques in dealing with customers and solving problems

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Have general knowledge of History, Culture, Traditions, Tourist Attractions, etc

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## ADDITIONAL SKILLS

### COMMUNICATIVE COMPETENCES

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1. Speaking skills:

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- Produce a coherent and cohesive formal speech on EM&T appropriate to the context.
  - Give a fluent spoken presentation on themes related to EM&T.
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2. Spoken interaction:

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- Express on spontaneous conversations with people related to the context of EM&T respecting politeness rules and managing features of conversations.
  - Understand and express shades of meaning in conversations.
  - Use language flexibly for social and professional purposes.
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3. Listening skills:

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- Understand extended natural speech of spoken discourse, even when it is not clearly structured, on topics related to EM&T.
  - Understand broadcasted or natural spoken discourse, conferences, on topics related to EM&T.
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4. Reading skills:

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- Understand specialised written text related to the field of EM&T.
  - Understand articles on EM&T.
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5. Writing skills:

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- Express in clear, well-structured texts related to EM&T, such as formal letters or emails, brochures, financial summaries, business projects, economic reports, etc.
  - Fill in specific forms related to EM&T.
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## SOFT SKILLS

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1. Interpersonal abilities:

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- Relate well to others.
  - Build working relationships.
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2. Self-motivation:

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- Commit to personal or organisational goals and improve certain personal standards.
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3. Initiative:

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- Act on opportunities
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4. Problem solving skills/creativity:

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- Make logical and informed decisions to the best abilities
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5. Critical thinking:

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- Assess the evidence and identify spurious or illogical reasoning.
  - Create strong arguments based on the evidences.
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6. Flexibility:

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- Get used to the changes.
  - Take on projects outside of their scope and shift their schedule.
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7. Leadership and management:

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- Motivate and inspire others
  - Provide a solid foundation for teamwork.
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8. Teamwork:

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- Work well with others while pursuing a common goal.
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9. Self-criticism:

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- Take and demonstrate proactive responsibility for their own learning
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## DIGITAL SKILLS

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1. Information processing:

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- Use a variety of search engines to find information, which is compared and classified so as to use it efficiently.
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2. Content creation:

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- Produce digital content in different formats, using templates and basic formatting.
  - Reference information and media so as to follow copyright conventions.
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3. Digital communication:

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- Manage different communication and collaboration tools.
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- Use online services.
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- Know the netiquette and is respectful in online communication.
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4. Problem solving:
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- Solve frequent problems in digital technologies.
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- Regularly update digital skills.
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## 3ECONOMY+ PROJECT – LEARNING OUTPUTS

### Learning Outcomes in Economics and business

Regarding the learning outcomes in Economics, once the project is finished the students participating in the project 3Economy+ will be able to:

1. Understand the current economic issues and economic principles and methods, including real-world applications and elements of macroeconomics.
2. Study the core elements of management knowledge and skill, including accounting, organizational behaviour, economic theory, finance and strategy.
3. Gain an understanding of core elements of organizational finance decisions, including accounting and financial statement analysis, principles of finance, investments, corporate finance, and business evaluations.
4. Build advanced knowledge of economic theory, corporate finance, mergers and acquisitions, international markets, and risk management.
5. Develop quantitative and problem-solving skills in resolving complex financial decisions through a local, regional, and global lens.
6. Develop an advanced understanding of leadership, corporate responsibility, digital media, and business communications, including mediation and negotiation.
7. Gain insight into the latest management theories and practices through case studies, instructor lectures, group projects, and active learning experiences.

8. Gain a deepened knowledge in focused topic areas, such as economics of financial markets, economic strategy and competitiveness, and economics of emerging markets.
9. Develop the knowledge of economic perspective on the nature, scale, and organization of businesses and the role of information and transaction costs in internal and external markets.
10. Manage budgets.
11. Oversee day-to-day operations in business.
12. Learn how to integrate economic principles and business concepts and you build understanding of the role of local, national, and global economies and their influence on business, commerce, trade, and government.
13. Advance a career in business, finance, a multinational corporation, trade, or international development.
14. Gain a solid grounding in management theory and practice through foundational subjects, including economics, accounting, finance, strategy, organizational behaviour, and management.

### Learning Outcomes in Marketing

With regard to the learning outcomes in Marketing, once the project is finished the selected students should be able to demonstrate an understanding of the concepts and characteristics of marketing, including being able to:

1. Analyse and evaluate the concepts and characteristics of marketing in different contexts (domestic and international contexts).
2. Critique and challenge the definitions, nature and operations of marketing.
3. Demonstrate an awareness of marketing proposes in different societies.
4. Evaluate the intercultural dimensions in marketing.
5. Demonstrate an understanding of technology and media and how it influences and changes the marketing rules.
6. Critique the stakeholder relationships involved in different contexts.
7. Evaluate the products, services and marketing policies.
8. Understand the cultural significance in the marketing.
9. Analyse relations between consumers in different environments.
10. Understand the issues and principles of sustainability and social responsibility in the marketing.

## Learning Outcomes in Tourism

Regarding the learning outcomes in Tourism, once the project is finished the students participating in the project 3Economy+ will be able to:

1. Analyse and evaluate the concepts and characteristics of tourism as an area of academic and applied study in relation to business, management and wider social science.
2. Explain and challenge theories and concepts which are used to understand tourism in domestic and international contexts.
3. Use a range of source material in investigating tourism.
4. Critique and challenge the nature and characteristics of tourists and associated behaviour characteristics.
5. Explain, assess and challenge theories of sustainability and ethics in the production and consumption of tourism.
6. Evaluate the intercultural dimensions of tourism.
7. Demonstrate an understanding of technology and media and how these influence and change tourism products, operations, processes and behaviours.
8. Critique the stakeholder relationships involved in destination management, development, policy, governance and strategy.
9. Understand the cultural significance of tourism for tourists and societies.
10. Demonstrate an understanding of the structure, operation and organisation of the public, private and not-for-profit sectors and their activities.
11. Analyse relations between consumers of tourism and the providers of tourism services.
12. Analyse the role of Government and policy makers in the development and management of destinations.
13. Evaluate the contribution and impacts of tourism in social, economic, environmental, political, cultural and other terms.

## Learning outcomes in communicative competence

With regard to the learning outcomes in communicative competence, once the project is finished the selected students should be able to demonstrate an understanding of the four skills (including the spoken interaction) in English. Moreover, the

languages of Spanish and Portuguese should be also acquired in a lower level, but they should be able to communicate actively and effectively in conversations related to Economy, Marketing and Tourism (EM&T henceforth).

In relation to the *speaking skills*, the students will be able to:

6. Produce a coherent and cohesive formal speech on EM&T appropriate to the context.
7. Give a fluent spoken presentation on themes related to EM&T.

In relation to *spoken interaction*, the students will be able to:

- Express on spontaneous conversations with people related to the context of EM&T respecting politeness rules and managing features of conversations.
- Understand and express shades of meaning in conversations.
- Use language flexibly for social and professional purposes.

In relation to *listening skills*, the students will be able to:

- Understand extended natural speech of spoken discourse, even when it is not clearly structured, on topics related to EM&T.
- Understand broadcasted or natural spoken discourse, conferences, on topics related to EM&T.

In relation to *reading skills*, the students will be able to:

- Understand specialised written text related to the field of EM&T.
- Understand articles on EM&T.

In relation to *writing skills*, the students will be able to:

- Express in clear, well-structured texts related to EM&T, such as formal letters or emails, brochures, financial summaries, business projects, economic reports, etc.
- Fill in specific forms related to EM&T.

## Learning outcomes in soft skills

### Personal skills

Interpersonal abilities:

- Relating well to others.
- Building working relationships.

Self-motivation:

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- Committing to personal or organisational goals and improve certain personal standards.

Initiative:

- Acting on opportunities

Problem solving skills/creativity:

- Making logical and informed decisions to the best abilities

Critical thinking:

- Assessing the evidence and identify spurious or illogical reasoning.
- Creating strong arguments based on the evidences.

Flexibility:

- Getting use to the changes.
- Taking on projects outside of their scope and shift their schedule.

Leadership and management:

- Motivating and inspiring.
- Providing a solid foundation for teamwork.

Teamwork:

- Working well with others while pursuing a common goal.

Self-criticism:

- Taking and demonstrating proactive responsibility for their own learning

### Digital skills

Information processing:

- Use a variety of search engines to find information, which is compared and classify so as to use it efficiently.

*Content creation:*

- Produce digital content in different formats, using templates and basic formatting.
- Reference information and media so as to follow copyright conventions.

*Digital communication:*

- Manage different communication and collaboration tools.
- Use online services.
- Know the netiquette and is respectful in online communication.

*Problem solving:*

- Solve frequent problems in digital technologies.
- Regularly update digital skills.

## SECTION III. CV Guidelines

The **CV guidelines** is to allow applicants seeking forms of engagement to link their CV to **experiences** gained through projects like 3Economy+, other Erasmus+ projects and EU programmes in general when focusing on the building of capacity in relation to economy, marketing and tourism. As a suggestion, part of the **CV guidelines** could link up automatically the experience listed by the applicant to the codes, websites, project reports, publications, other forms of research, and IT tools (e.g. online maps) that exist online in order to make their references easily checked, verified and expanded upon.

In terms of **visual display**, the CV Guidelines allow applicants to be concise, precise and clear. In relation to **language**, the CV fosters a diversity of languages to be used, allowing for links between references in different languages.

The CV guidelines should be operable with other **EU tools** such as ESCO compliance and Europass. It should also address the recognition and framework provided by the European Qualification Framework. Competences should be related to European frameworks of competences, such as ENTRECOMP for entrepreneurial skills and DIGICOMP for digital skills.

### 1. VISION

The 3Economy+ vision allows this CV guidelines to present the **strengths** and **opportunities** that the applicant can bring to the organisation/position provider by focusing on those skills and competencies that stem from experience and knowledge in the fields of economy, tourism and marketing. The CV guidelines allows for a modular approach highlighting the applicants' experience and knowledge. Furthermore, this information can be presented in a combined way to bring out and highlight the synergies between experience in and knowledge of the three areas of **economics**, **tourism** and **marketing**. Finally, in a way that completes the **SWOT** (Strengths, Weaknesses, Opportunities, Threats) approach, the applicant may choose to touch upon the weak spots

they feel they have, which they wish to address through further exposure to the fields of economics, tourism and marketing, and work on in order to develop their own skills for the benefit of the organisation/position provider.

## 2. AIMS

The CV aims for the **integration** between skills and contents provided by the project.

## 3. OBJECTIVES

The CV can reach its aims by adopting a dual approach: i. providing the applicant with a clear yet flexible structure that allows them to highlight their **strong points** ii. do so by linking the content of their application to **life experiences** that may be both personal and professional. The aim of this approach is to provide evaluators of the CV with material that is strong both in content and form, allowing them to catch a glimpse of the person behind the application.

## 4. STRATEGIES

The impact being sought is one of crafting a story about the applicant's trajectory in terms of their **professional development**, and doing so in relation to the organisation being approached for employment or other forms of engagement (e.g. internship). Applicants need to be encouraged to remember that the main question to be answered here is '**What is in it for my employer/organisation I am applying to?**' because this is the main question the prospective employer/position provider is interested in. Therefore, the CV guidelines proposed here is special because it allows the applicant to combine their priorities with those of their prospective employer/position provider, and finding common points and strengths. In other words, an applicant would be looking to present a **win-win situation**.

## 5. GUIDELINES EXPLAINED

These guidelines are to be taken by the applicant as a set of parameters to be included in their model of CV so as to cover the new skills and competences acquired during the project 3Economy+.

### 5.1. Assessment item: Position sought

- **Employment sought:** This space allows for description of employment (position) being sought by the applicant.
- **Motivation for consideration:** This level allows the applicant to explain why they want to be considered for this employment opportunity.

### 5.2. Assessment item: Information on applicant

- **Profile:** This is a means of presenting oneself in terms of personal & professional profile in an executive summary manner.
- **Skills & Competencies:**
  - Follow annex I to complete this section.
  - This section is arguably the most important. Prospective employers need to understand and evaluate, quickly, what skills, competencies and capacities are being gained by the engagement and employment of the applicant. Therefore, this space allows the skills presented to be the priority, rather than the actual employment history, which will follow. It is suggested applicants link their skills to context. In other words, skills gained and explained in this section may be linked to contexts of time and/or place. This link allows for two things: i. one an explanation of how they were acquired ii. the applicant may connect that experience to the situation of employment being sought, applying their skills to what they think they can contribute to the position being sought.
  - Some of the skills & competencies listed may also be highlighted in order to emphasise the appropriateness of the skill to the position being sought. A few examples, including exchange of best practice, developing research tools & employability, thus the CV may include skills related to: leadership skills; teamwork; management skills; research; IT tools. The CV guidelines may be flexible enough to allow for additions to be made, as in the case of the Language Skills below.

- The CV guidelines may also allow the candidate to emphasise skills and competencies, rather than a chronological history of employment or other experiences, in order to bring to the fore experiences gained during studying periods, including abroad, as well as benefiting from voluntary services and experiences. The CV guidelines would allow the applicant to present themselves in the strongest and most relevant light possible, by focusing on skills and competencies across different areas of their personal and professional development.

### 5.3. Assessment item: Further information on applicant

#### 5.3.1. Employment History

This space allows for the listing of **employment history**. This need not be the most important section. Therefore it may feature later in the CV, or brought forward, as necessary.

#### 5.3.2. Languages

This section allows the applicant to list their **language skills**, the degree of knowledge and use in work situations, and link them to real life contexts (e.g. having learnt a language through their upbringing or travel during internships, study visits or leisure travel with family or friends). The aim is to further the approach of their application that may be both personal and professional, and furthermore, combining both aspects to allow the applicant, through the application, to stand out. In the project, English has been used as Lingua Franca and activities have been designed to promote advance communicative skills related to the three main areas of study of the project. Besides, basic knowledge of Spanish and Portuguese has been developed through online activities and intensive programmes.

#### 5.3.3. References

These should be concise and restrict themselves to names of **mentors or guides** in the development of the applicant's personal and professional formation. They may include contact details, information about their latest position, and a note about why they are important to the applicant.



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#### 5.3.4. Affiliations or Memberships

This section may allow the applicant to list those **organisations** they belong to and how membership or affiliation helps them develop their competencies in the fields of economics, marketing and tourism. Furthermore, they may allow the applicant to explain how their connections, networks and other relations may help them contribute further to the organisation they are aiming to join through this application.

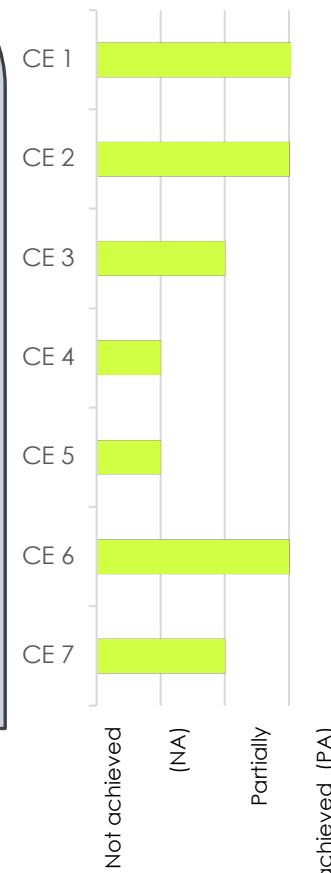
## SECTION IV. CV Template

These are the competences and skills I have developed in the **3economy+** Project<sup>1</sup>.

### CORE COMPETENCES

#### Competences in Economics (CE)

1. Manage a company interpreting and/or understanding the information of its competitive location and identifying its strengths and weaknesses.
2. Integrate into any functional area of a company organization and perform with ease any management work entrusted.
3. Plan and control the global management or of the diverse functional areas of the company.
4. Assess the situation and foreseeable evolution of a company and issue reports on specific situations of companies.
5. Know the new control instruments, software ERP (Enterprise Resource Planning), CRM (Customer Relationship Management) and BI (Business Intelligence)
6. Understand the fundamental elements of the national and international economics environment in which the company develops its.
7. Develop relevant economics and financial information for decision-making.

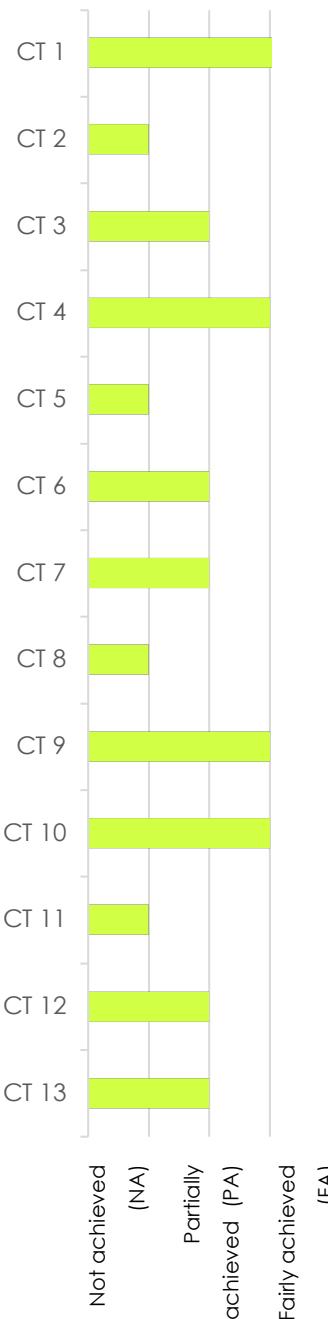


<sup>1</sup> Action KA203 - Strategic Partnerships for Higher Education. This project has been funded with support from the European Commission. This product reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein. Project number: 2017-1-ES01-KA203-038141

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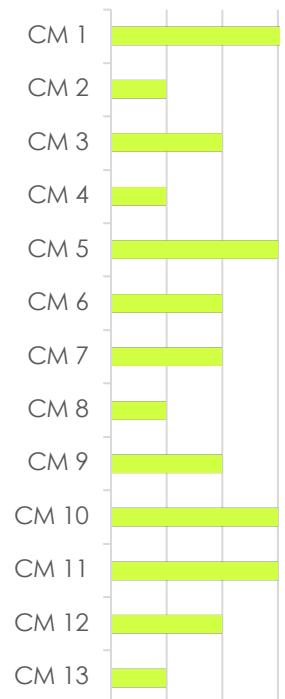
## Competences in Tourism (CT)

1. Describe, synthesize the information and data related to tourism related topics
2. Create, manage and evaluate activities using appropriate techniques and procedures in tourism related topics
3. Complete a sustainable work which plans, designs, critically assesses and evaluates evidence in tourism related topics
4. Demonstrate communication skills related to tourism related topics
5. Demonstrate the numeracy skills required to manage budgets and analyse data related to tourism
6. Know about management, administrative and operational processes in the field of hotels, restaurants, transport, leisure and intermediation
7. Plan and manage the human resources of tourism organizations
8. Propose alternative and creative solutions to management, business planning and tourism products
9. Handle software programs for the management of hotels, restaurants, transportation intermediaries or agencies
10. Know how to adapt or work in international contexts
11. Have flexibility to adapt to schedules whose services are often considered 24/7
12. Know about assertiveness techniques in dealing with customers and solving problems
13. Have general knowledge of History, Culture, Traditions, Tourist Attractions, etc



## Competences in Marketing (CM)

1. Design, implement and follow up business plans
2. Design strategic business plans
3. Make market analyst and research
4. Create marketing plans and innovation systems
5. Digital Marketing Manager (Digital Marketing Software: SEMrush, HubSpot, Google analytics)
6. Promote external and internal relations
7. Create advertising
8. Manage merchandising and promotions
9. Develop direct marketing plans
10. Develop product, service and brands
11. Manage products, service and brands
12. Manage CRM (Customer Relationship Management)
13. Manage sales team



Not achieved (NA)  
Partially achieved (PA)  
Fairly achieved (FA)

## ADDITIONAL SKILLS

### Language Skills (LS)

8. Speaking skills:

- Produce a coherent and cohesive formal speech on EM&T appropriate to the context.
- Give a fluent spoken presentation on themes related to EM&T.

9. Spoken interaction:

- Express on spontaneous conversations with people related to the context of EM&T respecting politeness rules and managing features of conversations.
- Understand and express shades of meaning in conversations.
- Use language flexibly for social and professional purposes.

10. Listening skills:

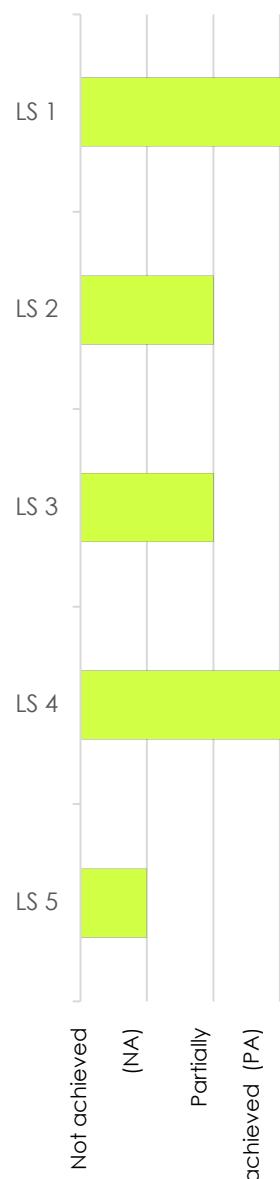
- Understand extended natural speech of spoken discourse, even when it is not clearly structured, on topics related to EM&T.
- Understand broadcasted or natural spoken discourse, conferences, on topics related to EM&T.

11. Reading skills:

- Understand specialised written text related to the field of EM&T.
- Understand articles on EM&T.

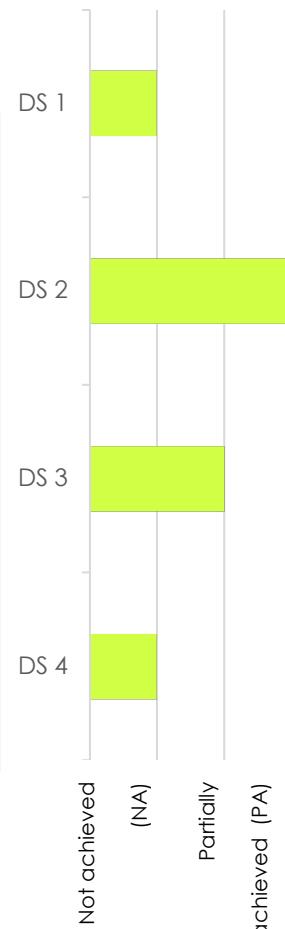
12. Writing skills:

- Express in clear, well-structured texts related to EM&T, such as formal letters or emails, brochures, financial summaries, business projects, economic reports, etc.
- Fill in specific forms related to EM&T.



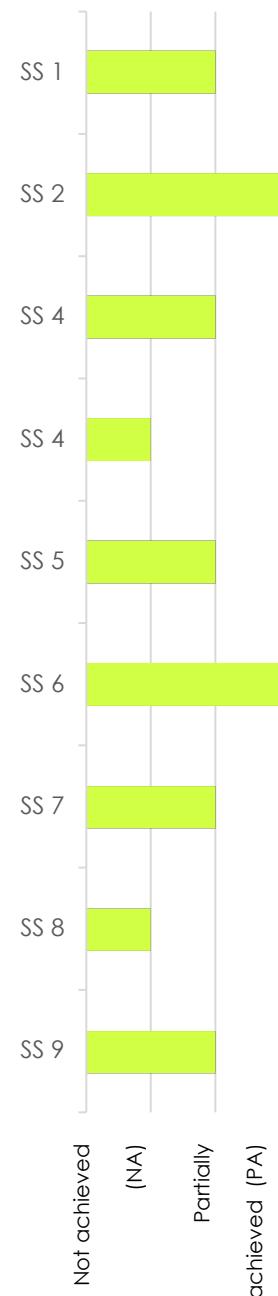
## Digital Skills (DS)

5. Information processing:
  - Use a variety of search engines to find information, which is compared and classify so as to use it efficiently.
6. Content creation:
  - Produce digital content in different formats, using templates and basic formatting.
  - Reference information and media so as to follow copyright conventions.
7. Digital communication:
  - Manage different communication and collaboration tools.
  - Use online services.
  - Know the netiquette and is respectful in online communication.
8. Problem solving:
  - Solve frequent problems in digital technologies.
  - Regularly update digital skills.



## Soft Skills (SS)

10. Interpersonal abilities:
  - Relate well to others.
  - Build working relationships.
11. Self-motivation:
  - Commit to personal or organisational goals and improve certain personal standards.
12. Initiative:
  - Act on opportunities
13. Problem solving skills/creativity:
  - Make logical and informed decisions to the best abilities
14. Critical thinking:
  - Assess the evidence and identify spurious or illogical reasoning.
  - Create strong arguments based on the evidences.
15. Flexibility:
  - Get use to the changes.
  - Take on projects outside of their scope and shift their schedule.
16. Leadership and management:
  - Motivate and inspire others
  - Provide a solid foundation for teamwork.
17. Teamwork:
  - Work well with others while pursuing a common goal.
18. Self-criticism:
  - Take and demonstrate proactive responsibility for their own learning



Not achieved (NA)  
Partially achieved (PA)