



TOUR GUIDE (NOC 6441)

Job Definition¹:

A Tour Guide is an individual in a front-line position who leads participants (individuals or groups) on tours, ensures that itineraries are followed, provides commentary in an informative and entertaining manner, and creates positive experiences for tour participants. There are three types of tour guides:

- driver guide: operates vehicle while providing commentary
- on-site guide: conducts sightseeing and educational tours through site of interest
- step-on guide: conducts tours and provides commentary while traveling on a vehicle.

A tour guide may also be known as a tourist guide, a tour leader or a docent (on-site volunteer).

Additional Occupational Information²:

The National Occupational Classification to which tour guides relates is NOC #6441 Tour and Travel Guides. Tour and travel guides escort individuals and groups on trips, on sightseeing tours of cities and on tours of historical sites and establishments such as famous buildings, manufacturing plants, cathedrals and theme parks. They also provide descriptions and background information on interesting features. Tour and travel guides are employed by tour operators, resorts and other establishments, or may be self-employed.

Overview:

This Occupational Language Analysis (OLA) presents Canadian Language Benchmarks (CLB) competencies and typical listening, speaking, reading and writing tasks performed at a competent level by tour guides. The tasks are illustrative only, and do not provide a complete sample of what a tour guide does on the job. Other essential skills such as numeracy and computer skills are beyond the scope of the OLA. The OLA was validated by a panel of people employed in the occupation and by CLB experts. It was developed by CLB experts using three key resources:

- the *Canadian Language Benchmarks 2000*, Centre for Canadian Language Benchmarks and Citizenship and Immigration Canada
- the *National Occupational Standards for Tour Guide/Director, Second Edition*, Canadian Tourism Human Resource Council
- the *Essential Skills Profile for Tour Guides*, Human Canadian Tourism Human Resource Council

For a more complete picture of the competencies that are needed to perform this occupation, refer to these source documents.

¹ *National Occupational Standards for the Canadian Tourism Industry: Tour Guide/Director, Second Edition*, Canadian Tourism Human Resource Council
Essential Skills Profile for Tour Guides (NOC 6441), Canadian Tourism Human Resource Council

² *Essential Skills Profile for Tour Guides (NOC 6441)*, Canadian Tourism Human Resource Council

How to Read this Occupational Language Analysis:

The titles, numbers and sequence of categories are based on the *Canadian Language Benchmarks 2000*, which address four major skill areas Speaking, Listening, Reading and Writing. CLB competencies (language descriptors) are entered at the left margin and followed by a number indicating the benchmark level (1 - 12) for each competency. Sample occupational tasks (work/task descriptors) drawn from the Essential Skills Profile or the National Occupational Standards are indented and italicized underneath each competency and referenced to their source, as follows:

Task Source	Reference	Example
Essential Skills Profile	ES + the first letters of the profile section	(ES-DU) = Essential Skills Profile, Document Use section
National Occupational Standard	NOS + the section/subsection	(NOS-B2.5) = National Occupational Standard, Major Category B, Skill 2; Subskill 5

Comparative Ratings:

The following chart compares typical and most complex essential skills ratings for tour guides, based on the Essential Skills Profile, to the corresponding range of CLB ratings, as suggested in the *Canadian Language Benchmarks and Essential Skills Comparative Framework*³. These are general ranges and there may be some language tasks that fall outside of this range.

Skill Area	Typical		Most Complex	
	Essential Skills	CLB	Essential Skills	CLB
Speaking	1 - 3	5 - 10	2 - 3	6 - 10
Listening	1 - 3	5 - 10	2 - 3	7 - 10
Reading	1 - 2	3 - 6	2 - 4	6 - 10
Writing	1 - 2	4 - 7	2 - 3	6 - 8

Common Conditions of Communication:

Condition	Description
Purpose	–teaching/leading tour participants; taking/giving direction to drivers and passengers; social interaction
Audience	–tour participants/passengers; drivers; tour directors; customs officers; employers
Context	– planned but constantly changing; often noisy, dynamic environments (traffic, public settings); able to interpret modes, attitudes, and cues from audience (e.g. body language)
Topic	– formal presentations based on research; topics often specialized, concrete to abstract
Mode	– public presentations using public address system; broad range of communication vehicles (phone, computer, radio, face to face)

³ *Canadian Language Benchmarks and Essential Skills Comparative Framework*, Centre for Canadian Language Benchmarks, 2005

Skill: Speaking

I. Social Interaction

Interpersonal Competencies

Greet, introduce self and ask about the other person. (CLB 3)

- *greet participants; ask questions about origins, occupations, interests and reasons for being on tour (NOS-E3.4)*

Introduce two persons. (CLB 4)

- *make introductions (NOS-E3.5)*

Take leave appropriately. (CLB 4)

- *take leave of group: thank participants for joining tour ((NOS-Driver Guide-1.9)*

Express and respond to gratitude, appreciation, complaint, disappointment, dissatisfaction, satisfaction and hope. (CLB 7)

- *thank participants for joining tour; invite participants to return (NOS-Driver Guide-1.9)*

Respond to a minor conflict or complaint. (CLB 8)

- *be diplomatic, e.g., explain reasons for policies without offending listener (NOS-B1.1)*
- *ask participant for possible solutions; thank participant for bringing issue to your attention; implement solution (NOS-F1.2)*

Comfort and reassure a person in distress. (CLB 8)

- *respond to emergencies: remain calm and reassure participants (NOS-F1.5)*
- *reassure sick or injured participant (NOS-F1.6)*
- *offer assistance and condolences to companion (in event of participant's death) (NOS-F1.7)*

Respond to perceived hostility, blaming, putdowns, sarcasm, sabotage, condescension/patronizing or lies in social interaction. (CLB 10)

- *resolve conflict and/or negotiate with angry or belligerent passengers (ES-OC)*

Conversation Management

Encourage others in a conversation by showing interest. (CLB 5)

- *show interest in what is being said: acknowledge speaker's message; use gestures; make eye contact when culturally appropriate (NOS-D1.3)*

Avoid answering a question. (CLB 6)

- *do not become sidetracked by questions (NOS-E3.4)*

Manage conversation. Check comprehension. (CLB 8)

- *allow speaker to finish message: do not interrupt (NOS- D1.3)*
- *confirm understanding e.g., paraphrase (NOS-D1.3)*
- *respond to all questions; ensure question has been answered satisfactorily, e.g., say "Does that answer your question?"(NOS- D1.4)*

Encourage others to participate. (CLB 8)

- *involve participants, e.g., ask questions, encourage comments, allow participants with tour-related expertise to supplement commentary; acknowledge contributions (NOS-E3.4)*

Contribute to/co-manage a discussion or debate in a small formal group (work meeting, seminar). (CLB 9)

- *participate in group discussion, to discuss (exchange information, opinions), to persuade, to negotiate, resolve conflict (ES-OC)*

Phone Competencies

Carry on a brief phone conversation in a professional manner. (CLB 8)

- *contact supplier to confirm details of reservation; use most effective method, e.g., 1-800 number, calling card; obtain additional information as required (NOS-E1.2)*

II. Instructions

Give an extended set of sequentially presented simple clause instructions/directions on daily routine actions. (CLB 5)

- ❑ indicate location of ramps, elevators and specially-equipped washrooms (NOS-B1.7)
- ❑ identify location of washrooms, garbage disposal areas, exits, safety equipment, smoking areas (NOS-E3.3)
- ❑ be clear and specific, e.g., say “Turn left at Charleswood Street; it’s two blocks from here.”, use route numbers or street names; use driver’s left or right rather than north and south; give one set of directions at a time (NOS-Step-On Guide-1.8)

Give/pass on instructions about an established familiar process or procedure (technical and non-technical). (CLB 8)

- ❑ tell participants what clothing to wear and what environmental conditions to expect, for example, on glacier walks (ES-OC)
- ❑ inform participants of procedures; advise of consequences of non-compliance (NOS-B3.1)
- ❑ orient participants to itinerary at beginning of tour: outline activities and times in detail; note changes from previous discussions (NOS – E3.1)
- ❑ announce to participants safety precautions, for example: keep heavy objects and breakables on floor; remain seated while vehicle is moving; stay on designated pathways (NOS-E3.3)

Give clear, detailed oral information to someone to carry out complex multi-step instructions for a familiar technical/non-technical process. (CLB 9)

- ❑ communicate safety instructions to drivers and passengers. This can include information on emergency procedures, precautions for stowing gear or reacting to dangerous wildlife and environmental dangers and instructions about how to get on a helicopter safely or use life jackets and parachutes (ES-OC)

Give instructions for carrying out very important procedures; give complex multi-step instructions for a familiar process or procedure in a demanding and stressful situation. (CLB 10)

- ❑ if leaving area without participant: inform local authorities, e.g., police, park wardens; inform others of situation as tour proceeds along route; contact tour operator; provide itinerary to contact person where participant went missing, including how you can be reached, and locations and times of upcoming stops; at each stop, call contact person to determine whether participant has been located (NOS-F1.8)

III. Suasion (Getting Things Done)

Ask for, offer, and accept assistance. (CLB 3)

- ❑ assist with boarding (NOS-Driver Guide-1.5)
- ❑ offer to assist participant, e.g., if luggage is lost, help to obtain temporary supplies (NOS-F1.1)
- ❑ ask for assistance in locating (missing) individual (NOS-F1.8)

Give and get permission. (CLB 5)

- ❑ ask permission before entering private property or taking audio/visual recordings (NOS-A1.3)

Call for emergency assistance. (CLB 5)

- ❑ call emergency number, e.g., 911; call tour operator; report emergency, e.g., to driver, site personnel, emergency personnel and/or tour director (NOS-F1.5)

Make a simple formal suggestion; provide reason. (CLB 6)

- ❑ make recommendations, if asked: be honest and diplomatic (NOS-D1.4)
- ❑ encourage purchase of locally made products (NOS-A1.3)
- ❑ (advise visitors regarding) wearing apparel appropriate for activity, e.g., footwear appropriate for walking, parkas or jackets in cold weather (NOS-On-Site Guide-1.3)

Make a simple prediction of consequences. (CLB 6)

- ❑ inform participant of meal stop times so blood sugar levels can be managed (NOS-B1.7)
- ❑ explain consequences of non-compliance (NOS-F1.3)

Make a verbal request for an item. (CLB 6)

- ❑ alert suppliers of special needs, e.g., physical, dietary (NOS-B1.7)

Give and respond to a warning; discourage others. (CLB 7)

- ❑ *inform participant of potential problems before departing, for example: high altitude passes; rugged terrain or icy conditions; inaccessible bathroom facilities; time change for those taking medications (NOS-B1.7)*
- ❑ *remind participants of risk of leaving personal belongings in vehicle; to watch step (NOS-Driver Guide-1.7)*

Indicate problems and solutions in a familiar area. (CLB 8)

- ❑ *advise suppliers of delayed arrival or changes in itinerary as soon as possible (NOS-E3.1)*

Formally raise an issue with an individual or a group in authority. (CLB 9)

- ❑ *insist that participant seek medical treatment if condition adversely affects tour; ask participant to sign release in event of disagreement about need for medical assistance (NOS-F1.6)*

IV. Information

Presentations

Describe and compare people, places etc. (CLB 6)

- ❑ *explain local customs and terms (NOS-B1.2)*
- ❑ *provide information that promotes local area (NOS – B1.8)*
- ❑ *may talk to the authorities, such as the police, to file a report.(ES-OC)*

Describe a moderately complex process. (CLB 7)

- ❑ *explain limitations of taking prohibited/restricted products out of Canada (NOS-A1.3)*
- ❑ *explain limitations of transporting food across international borders (NOS-B1.7)*

Tell a story, which includes an anecdote. (CLB 8)

- ❑ *be entertaining, e.g., tell amusing anecdotes related to what participants are seeing, maintain interest of group (NOS-B1.1)*
- ❑ *tell stories and legends; read poems, use anecdotes and humour (NOS-E3.5)*

Give a seminar-style presentation on a researched topic; explain complex concepts and ideas, by using analogy, examples, anecdotes and diagrams. (CLB 10)

- ❑ *deliver a prepared commentary during each tour (ES-OC)*
- ❑ *present information to a large group (ES-OC)*
- ❑ *(give) presentations: communicate clearly; vary tone, volume and pace; emphasize points; evoke emotion, e.g., build suspense or excitement; maintain interest, e.g., avoid lecturing; project voice so that all participant can hear; use variety of words and phrases as descriptors; use local, colourful language and terms in appropriate manner and ensure explanation is provided; stay on topic (NOS-D1.1)*

Give effective presentations that meet the needs of diverse audiences. (CLB 11)

- ❑ *deliver commentary; maintain interest of the group: tailor amount of detail to group; use prop kit; use variety of content, e.g., humour, legends, history, statistics, questions, personal anecdotes; improvise, e.g. spontaneously incorporate topics of current interest into commentary; consider needs and wishes of participants (NOS-E3.4)*

Interaction One-on-One

Ask for and/or provide detailed information related to personal needs, varied daily activities and routine work requirements. (CLB 8)

- ❑ *know product, know how to find answers; be able to direct participants to sources of further information (NOS-B1.2)*
- ❑ *inform participants of restricted items (NOS-B2.1)*
- ❑ *ask for feedback, ensure physical comfort, ask if participants are comfortable (NOS-B1.2)*

Discuss options. (CLB 8)

- ❑ *share concerns, provide options (NOS-B1.2)*

Provide, obtain and discuss detailed complex information and opinions with individuals in order to coordinate teamwork assignments/tasks. (CLB 9)

- ❑ *interact with experts when doing research (ES-OC)*
- ❑ *network with industry colleagues, e.g., share knowledge and experience (NOS-C1.3)*
- ❑ *discuss with group leader: tour timing and itinerary; duties that each should manage, e.g., safety, tour procedures, itinerary, finance, tipping (NOS-E3.6)*

Provide, obtain and discuss detailed complex information and opinions with an individual in a peer or superior relationship in order to coordinate work, train in established procedures, delegate, solve a problem or conflict, or make a decision. (CLB 10)

- ❑ *confirm details of tour with tour operator, including: names and phone numbers of contacts, suppliers and emergency personnel; group profile (for example: number and origin of participants; type of group, theme of tour, (e.g., Viking, mystery); cultural considerations; route, tour timing and special requests; company policies (NOS-E1.1)*

Interaction in a Group

Participate in a small group discussion/meeting: express opinions and feelings; qualify opinion, express reservations, approval and disapproval. (CLB 7)

- ❑ *participate in group discussion; present information to a small group (ES-OC)*

Express or ask about possibility, probability. (CLB 7)

- ❑ *advise passengers that there may be serious penalties for breaking laws, e.g., transport of firearms, undeclared goods (NOS-Driver Guide-1.8)*

Express doubts and concerns; oppose or support a stand or a proposed solution. (CLB 8)

- ❑ *participate in formal group discussions concerning methods for improving work processes or product quality and the allocation of responsibilities. These groups may include co-workers only, or co-workers and managers or supervisors and people supervised by the guides (ES-WWO)*

Skill: Listening

I. Social Interaction

Identify factual details and inferred meanings in dialogues containing compliments, invitations, and offers; discussion of interests, likes/dislikes and preferences. (CLB 5)

- ❑ *be attentive; e.g., listen to participants (NOS-B1.1)*
- ❑ *focus on details of what is being said and what is being implied (NOS-D1.3)*

Identify mood/attitude of participants. (CLB 6)

- ❑ *be perceptive, e.g., identify and react appropriately to the mood of the group (NOS-B1.1)*
- ❑ *be sensitive to individual and group moods (NOS-B1.2)*
- ❑ *assess needs of participants periodically, e.g., ask if participants are comfortable, observe non-verbal behaviour (NOS-E3.4)*

Identify stated and unspecified details, facts and opinions about situation and relationship of participants containing expression of and response to gratitude and appreciation, complaint, hope, disappointment, satisfaction, dissatisfaction, approval and disapproval. (CLB 7)

- ❑ *be empathetic, e.g., listen to and acknowledge concerns of participants (NOS-B1.1)*
- ❑ *listen to entire complaint, in private if possible; empathize with participant; repeat details to confirm understanding (NOS-F1.2)*
- ❑ *solve problems regarding: lost items or lost people; dissatisfied customers or co-workers; interpersonal conflicts (ES-T)*

II. Instructions

Understand sets of instructions related to simple technical and non-technical tasks. (CLB 7)

- ❑ *follow directions of tour operator (NOS-F1.3)*

Understand simple directions on the phone. (CLB 7)

- ❑ *phone ahead to site to determine: hours of operation; parking availability; location; admission costs; capacity of attraction (NOS-E3.1)*

Integrate several detailed and extensive pieces of oral information to carry out multi-step complex instructions for a familiar process or procedure. (CLB 9)

- ❑ *ensure accuracy of itinerary, routing and reservations (NOS-B1.1)*
- ❑ *(contact, obtain information from) media; television; industry associations; chambers of commerce, visitor/convention bureaus, and tourism/visitor information centres; government departments; auto associations (NOS-C1.1)*

III. Suasion (Getting Things Done)

Identify expressions used to ask and grant permission; advise of danger; ask for, offer, and accept assistance. (CLB 3)

- ❑ *(receive) permission before entering private property or taking audio/visual recordings (NOS-A1.3)*

Demonstrate comprehension of details and speaker's purpose in suggestions, advice, encouragements and requests. (CLB 6)

- ❑ *(obtain participant) feedback (NOS-B1.2)*
- ❑ *use feedback to identify areas for improvement (NOS-B1.5)*
- ❑ *(consult with) content experts, e.g., weather bureau, geologist, forester (NOS-C1.1)*

Demonstrate comprehension of details and speaker's purpose in directive requests, reminders, orders and pleas. (CLB 7)

- ❑ *discuss/clarify details of tour: itinerary, routing, drop-off points; clarify roles and responsibilities of driver, tour guide and tour director (NOS-On-Site Guide-1.1)*

Identify stated and unspecified meanings in extended warnings, threats, suggestions and recommendations. (CLB 8)

- ❑ *accept constructive criticism and use as an opportunity to broaden knowledge and skills (NOS-B1.5)*
- ❑ *(gain general knowledge from) media; television; industry associations; chambers of commerce, visitor/convention bureaus, and tourism/visitor information centres; government departments; auto associations (NOS-C1.1)*

IV. Information

Demonstrate comprehension of the gist, factual details and some inferred meanings by listening to a descriptive or narrative text. (CLB 5)

- ❑ *listen to (participants') stories (NOS-B1.1)*
- ❑ *focus on details of what is being said and what is being implied (NOS-D1.3)*

Identify main ideas, supporting details, statements and examples in a descriptive or narrative presentation, or in a group interaction (e.g., meeting, discussion). (CLB 6)

- ❑ *(obtain information from) courses and seminars; content experts; colleagues and local contacts (NOS-C1.1)*
- ❑ *ask other participants where and when participant was last seen; obtain description of participant, including clothing worn (NOS-F1.8)*
- ❑ *confirm details of tour with tour operator, including: names and phone numbers of contacts, suppliers and emergency personnel; specific times and locations of pick up and drop off; itinerary (NOS-E1.1)*

Identify facts, opinions and attitudes in conversations about abstract and complex ideas on a familiar topic. (CLB 8)

- ❑ *(contact, obtain information from) media; television; industry associations; chambers of commerce, visitor/convention bureaus, and tourism/visitor information centres; government departments; auto associations (NOS-C1.1)*
- ❑ *keep up to date with changes in legislation, for example: liaise with other tour guides/tour directors; seek advice from legal and professional sources (NOS – B2.1)*

Demonstrate critical comprehension of a lecture or presentation by one speaker: identify the main idea(s) and identify ways in which the supporting details develop the main idea(s). (CLB 9)

- ❑ *take training courses, e.g., public speaking, languages, geography, history, first aid, CPR (NOS-B1.5)*

Skill: Reading

I. Social Interaction Texts

No communication tasks for this category were found in the source documents. These tasks may, in fact, exist for this occupation and will require individual assessment in each work context.

II. Instructions

Follow a set of common everyday instructions (up to 10 steps) when not presented completely in point form: sequence/order must be inferred. (CLB 6)

- follow manufacturer's instructions for operation of vehicle (NOS – Driver Guide – 1.1)
- review company policies, including payment procedures at stops, e.g., vouchers, cash; reporting procedures, e.g., for emergencies (NOS-E1.1)

Follow everyday instructional texts. (CLB 7)

- (follow) telephone procedures, for example: local calling card use; least expensive way to call; how to contact multilingual international operator (NOS-C1.2)

Integration of several pieces of information. (CLB 9)

- comply with municipal/provincial/territorial and federal legislation...review pertinent legislation; apply legislation to activities, including: obtaining permits, where applicable; informing participants of restricted items; keep up to date with changes in legislation (NOS-B2.1)

III. Business/Service Texts

Find information in formatted texts: forms, tables, schedules, directories. (CLB 3)

- read luggage tags and street signs (ES-DU)
- consult the calendar for special days (ES-DU)

Find information in formatted texts: forms, tables, schedules, directories. (CLB 4)

- read temperature charts (ES-DU)
- read forms, to scan for specific information/to locate information; to skim for overall meaning, to get the gist (ES-RT)
- read signs, labels or lists (ES-DU)
- read completed forms containing check boxes, numerical entries, phrases or addresses (ES-DU)
- read tables, schedules, passenger tickets (e.g. for ferry, plane, etc.) or other table-like texts (ES-DU)
- obtain information from sketches, pictures or icons (ES-DU)
- refer to medical forms or participant profile forms (NOS-B1.7)

Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts. (CLB 5)

- read visitor guides early in the year, and then refer to them frequently for information (ES-RT)
- read participant lists and accommodation guides (ES-DU)
- read notes, letters and memos (ES-RT)

Identify factual details and some inferred meanings in moderately complex texts containing assessments, evaluations, advice. (CLB 7)

- review post tour debriefing and comment forms (NOS-B1.5)

Locate three or four pieces of information in moderately complex formatted texts. (CLB 7)

- refer to company manuals (ES-RT)
- (read) employee handbook (NOS-C1.1)

Identify factual and inferred meanings in written proposed solutions, recommendations and proposals; and in statements of rules, regulations, laws and norms of behaviour. (CLB 8)

- read manuals, specifications, regulations to scan, skim, read the full text to understand or to learn (ES-RT)

Obtain information for key work/business tasks by locating and integrating several pieces of information in complex prose texts and formatted texts. (CLB 9)

- ❑ *interpret scale drawings (ES-DU)*

Obtain information in key work/business tasks by locating and integrating several pieces of explicit and implied information in multiple, complex prose texts and in complex forms and graphic displays. (CLB 10)

- ❑ *read a variety of materials when doing research, (which) may include scientific texts on specific topics, journals, trade magazines, brochures, history books, almanacs, children's books, archival books, natural history books, encyclopaedia/glossaries and health information. They also read documents taken from the Internet. (ES-RT)*

IV. Informational Texts

Demonstrate comprehension of standard maps, basic diagrams, basic graphs. (CLB 5)

- ❑ *read a wide variety of maps and legends...interpret floor plans (ES-DU)*
- ❑ *use maps; familiarize yourself with legend, scale and direction; identify: present location; stops and destination; hazards and restrictions; determine route (NOS – C1.5)*

Show comprehension of a one-page moderately complex descriptive/narrative text on a familiar topic. (CLB 6)

- ❑ *read newspaper articles to keep current and to find information (ES-RT)*
- ❑ *read local newspapers (NOS-B1.1)*

Demonstrate comprehension of a cycle diagram, flow chart and a timeline/schedule. (CLB 6)

- ❑ *consult ferry and bus schedules. Read schedules for local attractions. Read tide tables when touring in some locations (ES-DU)*

Demonstrate comprehension of factual details and inferred meanings in an extended description, report or narration when events are reported out of sequence. Draw conclusions. (CLB 8)

- ❑ *read interpretive guides such as language reference guides and guide books for information (ES-RT)*
- ❑ *read publications, e.g., newspapers, trade journals, association newsletters daily (NOS-B2.1)*

Information Literacy/Reference and Study Skills Competencies

Access and locate information through tables of content, indexes and glossaries. (CLB 5)

- ❑ *read directories, such as hotel and campground directories, telephone directories, menus, lists of tourism information centres and price lists and consult dictionaries for terminology (ES-DU)*

Access and locate three or four pieces of information in on-line electronic reference sources (e.g., World Wide Web, library databases), if available, or from print reference sources. (CLB 7)

- ❑ *research destinations before embarking (NOS-B1.1)*
- ❑ *read books, journals, and current newspapers, e.g., about local information, flora and fauna, history, or geography (NOS-B1.5)*
- ❑ *read reference material, e.g., go to library, search Internet (NOS-B1.6)*
- ❑ *locate legislation, e.g., in library or on Internet, at Queen's Printer (NOS – B2.1)*

Access and locate several pieces of information involving a complex search of on-line electronic reference sources (e.g., library databases) and of traditional sources. (CLB 10)

- ❑ *find out information and conduct research to prepare their commentary for each tour (ES-T)*
- ❑ *(obtain and review) types of information required for tour; information about: employer and company; other local tours; natural environment; culture; economic and social environment; local information; location, hours of operation, access and applicable costs of services, events and attractions (NOS-C1.2)*
- ❑ *carry out research using Internet resources (ES-T)*

Skill: Writing

I. Social Interaction

No communication tasks for this category were found in the source documents. These tasks may, in fact, exist for this occupation and will require individual assessment in each work context.

II. Recording/Reproducing Information

Copy short texts to record information for personal use, or to complete tasks, or to learn information. (CLB 4)

- ❑ *write reminder notes to themselves and notes about changes (ES-W)*

Take live phone messages, voice mail messages or pre-recorded information with five to seven details. (CLB 5)

- ❑ *record time and date of confirmation; name and telephone number of person contacted (NOS-E1.2)*

Take notes in point form from an oral presentation. (CLB 7)

- ❑ *write reminder notes to themselves and notes about changes (ES-W)*
- ❑ *(take notes in) training offered in the workplace; off-site training (ES-CL)*

Write an outline or a summary of a longer text. (CLB 8)

- ❑ *develop information file; gather information (from) articles, stories, photographs; literature from tourism/visitor information centres; organize information, for example: alphabetically, according to sequence of tour; topics; file information, using for example: computer, filing cabinet...update periodically (NOS-C1.3)*

III. Business/Service Messages

Fill out simple forms. (CLB 4)

- ❑ *complete forms by marking check boxes, recording numerical information or entering words, phrases or sentences (ES-DU)*

Convey simple business messages as written notes. (CLB 4)

- ❑ *send and receive email (ES-CU)*

Fill out moderately complex forms. (CLB 6)

- ❑ *complete invoices, vouchers, credit card slips, itineraries, passenger lists and reservation forms (ES-DU)*
- ❑ *enter information in tables, schedules or other table-like texts (ES-DU)*
- ❑ *do expense reports (ES-N)*

Convey business messages as written notes, memoranda, letters of request, or work record log entries, to indicate a problem, to request a change, or to request information. (CLB 8)

- ❑ *document time and location; nature of emergency; names of parties involved, emergency procedures followed (NOS-F1.5)*

Fill out forms and other materials in pre-set formats with required brief texts. (CLB 8)

- ❑ *produce schedules for passenger; produce maps for their tour create translation lists two or three times a year (ES-DU)*
- ❑ *fill out forms as required, e.g. vehicle log book, daily report, wildlife report form (NOS-E4.1)*
- ❑ *complete insurance claim form (NOS-F1.1)*

Write short suggestions and reports as memos and pre-set form reports. (CLB 9)

- ❑ *maintain accurate records, e.g., personal receipts, hours worked, invoices, tour reports, incident reports, visitor numbers, comments from participants, documented delays, recommendations for improvement (NOS-E4.1)*

IV. Presenting Information and Ideas

Write a paragraph to relate/narrate a sequence of events; to describe a person, object, scene, picture, procedure or routine; or to explain reasons. (CLB 5)

- ❑ *write texts requiring less than one paragraph...to organize/remember;; to keep a record/document; to inform/request information; to persuade/justify a request (ES-W)*

Write two or three paragraphs to narrate a familiar sequence of events from the past; to tell a story; or to provide a detailed description, comparison. (CLB 7)

- ❑ *write texts rarely requiring more than one paragraph – to organize/remember; to keep a record/document; to inform/request information; to persuade/justify a request (ES-W)*
- ❑ *may write a tour summary after each tour. A form is provided for this summary (ES-W)*

Write three or four paragraphs to narrate a historical event; to tell a story; to express or analyse opinions on a familiar abstract topic; or to provide a detailed description and explanation of a phenomenon or a process. (CLB 8)

- ❑ *may write research notes and a commentary for each tour (ES-W)*

Write a paper, essay, report to describe and compare complex ideas, phenomena or processes. (CLB 9)

- ❑ *develop commentary: identify core message or theme; assemble required materials; design commentary, considering amount of time available; tailor commentary to the group; prepare text, using variety of words and phrases as descriptors, involve all senses in descriptions; practice and revise commentary as necessary (NOS-E2.1)*

For more information about:

Contact:

Canadian Language Benchmarks or Occupational Language Analyses

Centre for Canadian Language Benchmarks,
400 - 294 Albert Street
Ottawa, ON K1P 6E6
Ph. (613) 230-7729
Fax: (613) 230-9305
info@language.ca

National Occupational Standards for Tourism

Canadian Tourism Human Resource Council,
151 Slater Street, Suite 608
Ottawa, Ontario
K1P 5H3
Tel: (613) 231-6949
Fax: (613) 231-6853
Email: cthrc@cthrc.ca

Essential Skills Profiles

Human Resources and Skills Development Canada,
Skills Information Division
Human Resources Partnerships
112 Kent Street, Tower B, 21st floor
Ottawa, Ontario
K1A 0J9

<http://www5.hrsdc.gc.ca/NOC/English/NOC/2011/Welcome.aspx>



Registered in Ottawa this 9 day of May 2005

