



EVENT COORDINATOR (NOC 1226)

Job Definition¹:

An event coordinator assists an event manager by:

- coordinating and executing a detailed plan from established objectives and strategies
- training, motivating and leading staff and volunteers
- monitoring and evaluating the event and making the necessary recommendations.

An event coordinator may also be called an assistant event director or an assistant event producer.

Additional Occupational Information²:

Event coordinators are related to the NOC group “Conference and Event Planners”. Conference and event planners plan, organize and co-ordinate conferences, conventions, meetings, seminars, exhibitions, trade shows, festivals and other events. They are employed by tourism associations, trade and professional associations, convention and conference centres, governments and by conference and event planning companies.

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 (occupation)s. The tasks are illustrative only, and do not provide a complete sample of what an event co-ordinator 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 Event Coordinator*, 2nd Edition, Canadian Tourism Human Resource Council
- the *Essential Skills Profile for Special Events Co-ordinators and Special Events Managers* (posted as of November 25, 2005), Human Resources and Skills Development Canada

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: Event Co-ordinator*, 2nd Edition, Canadian Tourism Human Resource Council

² *Essential Skills Profile for Special Events Co-ordinator and Special Events Managers* (posted as of November 25, 2005) Human Resources and Skills Development Canada

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 event co-ordinators, 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	3	9 - 10
Listening	1 - 3	5 - 10	3	9 - 10
Reading	1 - 3	3 - 9	3	7 - 9
Writing	1 - 5	4 - 12	5	11 - 12

Common Conditions of Communication:

Condition	Description
Purpose	– taking/giving direction, marketing/selling, leading/directing, coordinating events
Audience	– VIPs, general public, clients, staff/volunteers, suppliers
Context	– changing venues, often stressful, work may be in public (on radio, in front of microphone)
Topic	– complex and multiple details of events which are immediate, proposed or planned
Mode	– face-to-face; in person, by phone, computer, radio

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

Skill: Speaking

I. Social Interaction

Interpersonal Competencies

Introduce a person (e.g., guest, speaker) formally to a small familiar group. (CLB 6)

- ❑ *introduce staff and volunteers to co-workers and supervisors (NOS-E2.1)*

Make or cancel an appointment or arrangement. (CLB 6)

- ❑ *call suitable applicants and arrange interviews (NOS-E1.1)*

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

- ❑ *cope with delays and slipped deadlines. They must consult with stakeholders and determine what must be done to get the event back on track (ES-TS)*
- ❑ *may have to handle customer complaints and disgruntled participants. They investigate the problems and take steps to resolve them (ES-TS)*

Express welcome, recognition, validation/acknowledgement/encouragement of individuals or groups, privately and in public, formally and informally. (CLB 12)

- ❑ *recognize team and individual achievements (NOS-E3.2)*

Conversation Management

Manage conversation. Check comprehension. (CLB 8)

- ❑ *paraphrase to confirm understanding, ask questions (NOS-F2.2)*

Recognize and prevent conflict-escalating language behaviour by reframing negative statements. (CLB 11)

- ❑ *interact with audience to field questions or handle complaints (ES-OC)*

Phone Competencies

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

- ❑ *call suppliers regarding food, beverages and equipment rentals (ES-OC)*
- ❑ *perform security checks with local authorities if possible (NOS-E1.1)*
- ❑ *check references and request police checks if required (NOS-E1.3)*
- ❑ *notify all unsuccessful applications promptly if required (NOS-E1.3)*

II. Instructions

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

- ❑ *communicate policies and procedures to staff and volunteers (NOS-A3.1)*
- ❑ *communicate budget parameters to committees and staff; prepare recommendations for future budgets (NOS-A3.2)*
- ❑ *inform staff and volunteers of services and facilities available for those with special needs (NOS-B1.8);*
- ❑ *inform staff and volunteers of: registration procedures; location of venue features, e.g., washrooms, meeting rooms, dining rooms; accreditation system (NOS-B1.13)*
- ❑ *communicate schedule and responsibilities to appropriate individuals, e.g. staff, suppliers (NOS-B1.20)*

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)

- ❑ *outline to staff and volunteers response procedures regarding, for example: crowd control ,e.g., demonstrations; terrorist activities, e.g. bomb threats; site evacuations; lost children; natural disasters, e.g. hail, storm, tornado; lost and found (NOS-B1.17)*

III. Suasion (Getting Things Done)

Request a word. Ask for and respond to recommendations or advice. (CLB 7)

- ❑ *gather feedback from staff and outside people, i.e., subcontractors, suppliers (NOS-A2.1)*
- ❑ *take direction willingly (NOS-F1.1)*

Propose/recommend that certain changes be made in a familiar area. (CLB 8)

- ❑ *communicate with event manager; identify issues that could threaten project goals or change critical path; make recommendations (NOS-A2.1)*
- ❑ *schedule ongoing budget reviews, e.g., with manager and committees; recommend new cost controls to manager (NOS-A3.2)*

Ask for agreement/commitment. (CLB 9)

- ❑ *encourage co-operation, support and feedback (NOS-E3.2)*

Negotiate a “mutual interests: solution to a problem. Get a concession from the other party through logical argumentation. (CLB 11)

- ❑ *confirm needs, e.g., block of rooms, hospitality room, dates required, release dates; negotiate when suitable (NOS-B1.3)*

Negotiate a contract/agreement. (CLB 12)

- ❑ *may face shifting client priorities and the resulting requirement to renegotiate a client contract at the last minute (ES-TS)*
- ❑ *discuss what is negotiable with event manager; clarify each party's position; set deadlines; strive to create partnership early; reach final agreement; strive for win-win outcomes; document discussions and decisions made and areas requiring follow up (NOS-A2.5)*
- ❑ *select suitable applicant: negotiate if necessary (NOS-E1.3)*
- ❑ *make offer to successful applicant: negotiate if necessary (NOS-E1.3)*

Manage and mediate a conflict/dispute between others. (CLB 12)

- ❑ *may deal with suppliers who have broken contracts. They investigate measures to recover any financial losses and put them into action (ES-TS)*
- ❑ *settle disputes among staff members. They use conflict resolution strategies to defuse these volatile situations (ES-TS)*
- ❑ *resolve conflicts; identify: nature of conflict, responsibility for resolution, provisions of contractual, collective, or volunteer waiver agreements; apply conflict-resolution techniques; obtain agreement for resolution and establish timeline (NOS-E3.4)*

IV. Information

Presentations

Describe, compare and contrast in detail two events, jobs or procedures. (CLB 7)

- ❑ *describe types of business documents (e.g., contract, meeting agenda, minutes, proposal) (NOS-A2.3)*

Give a demonstration, briefing, oral report or position paper. Argue a point. (CLB 9)

- ❑ *address audiences via public address system when conducting promotions (ES-OC)*
- ❑ *train staff in use of (communication systems) equipment; location of services; protocol, e.g., what is appropriate to relay by radio (NOS-B1.18)*
- ❑ *train staff in responsible beverage service (NOS-B1.9)*

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

- ❑ *conduct media interviews (ES-OC)*

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

- ❑ *make effective presentations; determine prospective audience's background and motivation for attending; research topic; organize material logically; use language appropriate to audience; use presentation aids, e.g., audio, visual, print; prepare support materials if necessary, e.g., brochures, pamphlets, registration forms; interact with audience, e.g., ask questions, make eye contact; keep presentation within time limit and on topic (NOS-F2.4)*

Interaction One-on-One

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

- ❑ *confer with security guards and insurance agents to plan for risks associated with specific events (ES-OC)*
- ❑ *monitor and report progress to manager (NOS-C1.1)*
- ❑ *visit other booths to determine possible marketing ideas; make contacts (NOS-C1.3)*

Discuss options. (CLB 8)

- ❑ *determine transportation options to get individuals to and from destination; consult with suppliers about, for example: available services, e.g., shuttle service, limousine, taxi, public transit; special rates; ability to meet unique needs (NOS-B1.15)*
- ❑ *identify and evaluate options for solving problem; select and follow through with best option within parameters or responsibility, e.g., make recommendations to manager and, when approved, take action (NOS-F1.4)*

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

- ❑ *interact with entertainers, catering personnel, event committee members, volunteers and co-workers to plan events and coordinate activities (ES-OC)*
- ❑ *meet with clients to discuss the planning for upcoming events (ES-OC)*
- ❑ *contact authorities, e.g., fire, police, medical; inform them of event times, dates, and activities; provide regular updates (NOS-B1.17)*
- ❑ *request information about types and frequency of trade and consumer shows from, for example; business convention, and industry association; trade show management firms; chambers of commerce (NOS-C1.3)*
- ❑ *liaise with team members: clarify roles and responsibilities; create work plan (NOS-F1.3)*

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)

- ❑ *communicate with supervisors, clients and other public relations professionals to define the element of marketing plans and the content of all marketing materials (ES-OC)*
- ❑ *confirm event performers' participation e.g., speakers, entertainers: determine needs of event performer, e.g., security, audiovisual, food and beverage; review rider requirements (NOS-B1.4)*
- ❑ *set menu, service style, and pricing with food supplier (NOS-B1.9)*
- ❑ *ensure that staff and volunteers are trained to, for example: handle tickets; recognize accreditation; follow procedures for complimentary passes; apply admission rates; use cash registers; handle monetary transactions, e.g., credit cards; enforce security procedures, e.g., cash deposits, crowd control; provide customer service; handle difficult or dissatisfied attendees (NOS-B1.12)*
- ❑ *solicit legal advice for licenses, waivers and working of rules if necessary (NOS-C1.4)*
- ❑ *delegate tasks: determine when tasks should be delegated; determine to whom tasks should be delegated: recognize individual strengths and limitations; empower individuals to do tasks, e.g., give authority, indicate required accountability; follow up on delegated tasks (NOS-F1.3)*

Exchange/discuss detailed complex information to solve a problem, make a decision, supervise, motivate, discipline or evaluate performance. (CLB 11)

- ❑ *interact with volunteers to motivate, train or give recognition; to discuss event planning with clients and sponsors; to talk to very important persons (VIPs) to clarify roles (ES-OC)*
- ❑ *conduct interview: greet applicant and put at ease; review key information from application form; provide applicant with overview of organization; gain insight into applicant's personality and skills by asking, for example: open-ended questions; about strength and weaknesses; about long range plans; explain selection process (NOS-E1.2)*
- ❑ *motivate staff and volunteers; conduct staff performance reviews and volunteer evaluations; discipline staff and volunteers; respond to disciplinary situations immediately; ensure awareness of rules, regulations, policies, procedures, expectations; use positive reinforcement; report incidents and infractions to appropriate authority; use disciplinary measures, for example: warnings; suspensions; terminations; outline corrective strategy, e.g., additional training (NOS-E3.1)*
- ❑ *hold performance review: state purpose of performance review; compare performance to job requirements and personal performance goals; provide feedback regarding knowledge, skill and attitude (NOS-E3.5)*

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 formal group discussions with co-workers, supervisors and subordinates to discuss the allocation of responsibilities and appropriate work goals (ES-WWO)*

Contribute to a seminar, symposium or conference colloquium with unfamiliar participants. (CLB 11)

- *participate in professional industry associations (NOS-F1.1)*

Facilitate a discussion, seminar/formal meeting etc. Help participants clarify issues and reach set goals. (CLB 12)

- *conduct orientation: inform staff and volunteers about organization; conduct tour of workplace or event site; review job descriptions; clarify roles, responsibilities and authority; provide documentation; identify areas requiring training (NOS-E2.1)*

Skill: Listening

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. Instructions

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

- ❑ *implement activities of marketing plan as directed by manager (NOS-C1.1)*

Integrate several pieces of detailed extensive oral information to carry out multi-step complex instructions for a familiar process or procedure in a demanding and stressful situation. (CLB 10)

- ❑ *tour stage area with appropriate person (e.g. technician, stage manager) to ensure that requirements have been met for: stage, lighting and audiovisual, stage security and safety, storage area and security (NOS-B1.6)*

III. Suasion (Getting Things Done)

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

- ❑ *consult with special needs associations and/or appropriate individuals to determine requirements, for example: seating; services; access (NOS-B1.8)*
- ❑ *consult with local authorities, e.g., to determine power and water capabilities, rates, and costs (NOS-B1.10)*
- ❑ *request information about types and frequency of trade and consumer shows from, for example; business convention, and industry association; trade show management firms; chambers of commerce or boards of trade; exhibit centers (NOS-C1.3)*

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

- ❑ *identify specific tasks or projects required e.g., consult with manager (NOS-A1.2)*
- ❑ *confirm event performers' participation e.g., speakers, entertainers: determine needs of event performer, e.g., security, audiovisual, food and beverage; review rider requirements (NOS-B1.4)*
- ❑ *tour stage area with appropriate person (e.g. technician, stage manager) to ensure that requirements have been met for: stage, lighting and audiovisual, stage security and safety, storage area and security (NOS-B1.6)*
- ❑ *confirm details about booth, for example: amenities and limitations, e.g., tables, electricity, internet hook ups; appearance; cost; staffing requirements (NOS-C1.3)*

Evaluate the validity of a suggestion or proposed solution. (CLB 8)

- ❑ *gather feedback from staff and outside people, e.g., subcontractors, suppliers (NOS-A2.1)*
- ❑ *consult with suppliers about, for example: available services, e.g., shuttle service, limousine, taxi, public transit; special rates; ability to meet unique needs (NOS-B1.15)*
- ❑ *ensure that legal requirements are met, e.g., valid license, registration, and insurance (NOS-B1.15)*
- ❑ *seek input, feedback, and discussion (NOS-E3.5)*

Evaluate extended oral suggestions for solutions to problems, recommendations and proposals in relation to their purpose and audience. (CLB 9)

- ❑ *determine what is negotiable, e.g., discuss with event manager, clarify each party's position; strive for win/win outcomes (NOS-A2.5)*

Identify, analyse and evaluate values and assumptions in oral suasive discourse (where obvious from the stated and unstated clues in the text). (CLB 10)

- ❑ *gain insight into applicant's personality and skills by asking, for example: open-ended questions; about strengths and weaknesses; about long range plans (NOS-E1.2)*

IV. Information

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)

- ❑ *attend industry meetings, seminars and workshops (ES-CL)*
- ❑ *participate in professional development activities through the associations to which they belong (ES-CL)*
- ❑ *solicit legal advice for licenses, waivers and working of rules if necessary (NOS-C1.4)*

Demonstrate critical comprehension of an extended oral exchange between several speakers: identify main ideas, bias and statements of fact and opinion for each speaker; summarize and evaluate development of positions. (CLB 9)

- ❑ *participate in professional industry associations (NOS-F1.1)*
- ❑ *participate in educational opportunities, e.g., take courses, attend seminars and workshops (NOS-F1.1)*

Skill: Reading

I. Social Interaction Texts

Identify factual details in moderately complex notes, e-mail messages, letters and announcements containing cancellations of arrangements, apologies. (CLB 6)

- ❑ *read letters and memos from clients and tourism personnel (ES-RT)*

II. Instructions

Follow formal instructions of advisory, instructional texts, and instructions for a familiar process/procedure that require integration of several pieces of information. (CLB 9)

- ❑ *follow directives in contingency plan (NOS-D1.3)*

Summarize complex instructional texts in continuous prose into comprehensive multi-step instructions for a familiar process or procedure; summarizing the text requires integration of several extensive detailed pieces of information. (CLB 10)

- ❑ *read manuals, specifications, regulations to scan for or locate specific information to skim for overall meaning; to read the full text to understand (ES-RT)*

III. Business/Service Texts

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

- ❑ *read tables, schedules or other table-like text (e.g., read work shift schedules) (ES-DU)*

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

- ❑ *read forms and labels to scan for or locate specific information (ES-RT)*
- ❑ *use media directories (ES-DU)*

Find two or three pieces of information in moderately complex formatted texts. (CLB 6)

- ❑ *read function sheets for banquets and other events (ES-DU)*
- ❑ *monitor income and cash flow statements and balance sheets for ongoing projects (ES-DU)*
- ❑ *arrange for drivers: obtain driver abstract; ensure that legal requirements are met, e.g., valid license, registration, and insurance (NOS-B1.15)*

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

- ❑ *review applications to ensure that minimum qualifications are met (NOS-E1.1)*

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 contractors' proposals and tenders to evaluate them (ES-RT)*
- ❑ *refer to laws and regulations, such as labour laws and those concerning use of public property when planning events (ES-TS)*
- ❑ *(read) legislation, e.g., liquor, public health (NOS-B1.9)*
- ❑ *keep up to date with changes in legislation (NOS-D1.1)*
- ❑ *review job description, including job title; summary of duties; required qualifications; level of responsibility, authority, and accountability; wages or benefits; hours of work or time commitment required; grooming and dress code (NOS-E1.1)*

Locate and integrate three or four pieces of information contained in moderately complex formatted texts. (CLB 8)

- ❑ *read notes, letters, memos to scan for or locate specific information; to skim for overall meaning; to read the full text to understand, critique or evaluate (ES-RT)*
- ❑ *monitor actual revenues, expenditures and activities against monthly budgets and schedules (ES-N)*
- ❑ *use business directories to research potential sponsors and partners for events (ES-TS)*
- ❑ *scan industry newsletters, electronic bulletin boards, and convention center schedules to find out about other events that might conflict with an event they are planning or provide opportunities to promote their event (ES-TS)*

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 (e.g. blueprints or maps) (ES-DU)*
- ❑ *review business plan including mission, goals, and objectives of event (NOS-A1.1)*
- ❑ *review marketing plan (NOS-C1.1)*

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 insurance documents and other legal documents for risk management (ES-RT)*
- ❑ *read and interpret contracts (ES-RT)*
- ❑ *read and interpret permits, proposals and grants for employees and funding (ES-RT)*
- ❑ *read mission statements, constitutions, annual reports and other foundation documents to find out about policies that affect particular events they are planning (ES-TS)*
- ❑ *review interview notes: rank applicants according to job description and interviews (NOS-E1.3)*
- ❑ *research existing programs, e.g., those offered by tourism and business associations and private consultants (NOS-E2.2)*

IV. Informational Texts

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

- ❑ *read industry publications, press releases, economic-impact reports and newspaper articles (ES-RT)*

Demonstrate comprehension of moderately complex tables, graphs, diagrams, and flow charts. (CLB 7)

- ❑ *interpret floor plans and site maps (ES-DU)*
- ❑ *interpret information on graphs or charts (ES-DU)*
- ❑ *obtain information from sketches, pictures or icons (e.g. computer tool bars) (ES-DU)*
- ❑ *obtain specific information from graphs or charts (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)

- ❑ *review industry publications to acquire the latest thinking in the field (ES-CL)*
- ❑ *review evaluations that been used in past (NOS-B1.21)*

Demonstrate comprehension of rating scales and evaluation grids by expressing them in alternate forms. (CLB 11)

- ❑ *record comments and rating based on evaluation criteria, i.e., use standardized interview form (NOS-E1.2)*

Information Literacy/Reference and Study Skills Competencies

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)

- ❑ *read reports, books, journals to scan for or locate specific information to skim for overall meaning; to read the full text to understand, critique or evaluate (ES-RT)*

Skill: Writing

I. Social Interaction

Write a note to express thanks, state acceptance and acknowledgement in a business/academic environment. (CLB 9)

- *recognize efforts by providing, for example: letter; certificate of achievement (NOS-E3.3)*

Write press/news/media releases and public relations materials to foster goodwill for a company, project, initiative, campaign. (CLB 12)

- *compose media releases and public service announcements (ES-W)*

II. Recording/Reproducing Information

Write summaries and summary reports of longer texts. (CLB 9)

- *confirm needs, e.g., block of rooms, hospitality room, dates required, release dates; research options; negotiate when suitable; summarize information; present overview to event manager for final decisions (NOS-B1.3)*

Write minutes of a meeting. (CLB 9)

- *record committee decisions and communicate these to all (NOS-A1.3)*

III. Business/Service Messages

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

- *enter information on tables, schedules or other table-like text (ES-DU)*
- *complete forms by marking check boxes, recording numerical information or entering words, phrases, sentences or text of a paragraph or more. The list of specific tasks varies depending on what was reported (ES-DU)*

Write letters to request and to respond to requests for information, directions, service/product, clarification, permission. (CLB 9)

- *write business letters and memos (ES-W)*
- *they prepare reports and correspondence (ES-CU)*

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

- *write job descriptions, including those developed for volunteers (ES-W)*
- *record comments and rating based on evaluation criteria, i.e., use standardized interview form (NOS-E1.2)*

Write instructions and instruction letters. (CLB 10)

- *create operational guidelines regarding, for example: roles and responsibilities; communication procedures; prepare information in format best suited to message and audience (NOS-A1.3)*

Write semi-formal reports and proposals. (CLB 10)

- *create a letter of agreement that both parties sign to ensure that terms and conditions are in writing (NOS-A2.4)*

Write formal business reports, requests for proposals and formal proposals. (CLB 11)

- *write project proposals, grant applications and project evaluations (ES-W)*
- *prepare contract, and confidentiality and privacy forms (NOS-E1.3)*

Create forms and other materials in pre-set formats to collect and record complex information in a standard way. (CLB 11)

- *create production schedules and critical paths and read them to evaluate project status, set task priorities and determine whether adjustments to work plans are required (ES-DU)*
- *create planning documents such as function sheets, floor plans for seating at special events and budgets (ES-DU)*
- *create tables, schedules or other table like text (ES-DU)*
- *develop contest entry forms requesting name, address and telephone number of contestants (NOS-C1.4)*
- *prepare for interview; prepare questions and evaluation criteria (NOS-E1.2)*
- *prepare detailed production schedule (NOS-B1.19)*

Write manuals, procedures, training materials and other formal documentation. (CLB 12)

- ❑ *develop and publicize context rules and regulations (NOS-C1.4)*
- ❑ *prepare event packages for applicants, including for example: statement of purpose, identifying mission, goals and objectives of event; organizational overview; relevant event policies/procedures; promotional materials; job description; time expectations (NOS-E1.1)*
- ❑ *prepare training program, including: subject; method of delivery; opportunities for practice; length of program; time, date, and location; instructors; methods of evaluation (NOS-E2.2)*

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 photo captions and other short texts (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)

- ❑ *create job description, including: job title; summary of duties; required qualifications; level of responsibility, authority, and accountability; wages or benefits; hours of work or time commitment required; grooming and dress code (NOS-E1.1)*
- ❑ *develop clear message: research if necessary; identify key points; simplify message if possible; assemble in logical order; use language appropriate for audience; select presentation format, e.g., letter, email; edit and proof read material: ensure that original objective has been met (NOS-F2.3)*

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

- ❑ *write resource development material for sponsorship and individual fundraising (ES-W)*
- ❑ *prepare (evaluation) reports (NOS-B1.21)*

Create very complex original texts containing complex detailed ideas to inform and persuade. (CLB 12)

- ❑ *create marketing materials, scripts, speeches and feature articles (ES-W)*
- ❑ *write program brochures and articles for newsletters (ES-W)*

For more information about:**Contact:**

Canadian Language Benchmarks or Occupational Language Analyses

Centre for Canadian Language Benchmarks,
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National Occupational Standards for Tourism

Canadian Tourism Human Resource Council,
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Essential Skills Profiles

Human Resources and Skills Development Canada,
Skills Information Division
Human Resources Partnerships
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<http://www5.hrsdc.gc.ca/NOC/English/NOC/2011/Welcome.aspx>



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