Tourism Researcher (NOC 4163)

Job Definition[1]:

Tourism researchers collect, analyse and disseminate information about the multiple aspects of tourism. They also conduct research to generate a body of knowledge about the phenomenon of tourism. They are employed by government departments responsible for tourism planning, facilities, marketing and economic development. They are also employed by private research companies and universities.

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 tourism researchers. The tasks are illustrative only, and do not provide a complete sample of what a tourism researcher does on the job. Other essential skills such as numeracy and computer skills are beyond the scope of the OLA. The content of the OLA was validated by people employed in the occupation and by CLB experts. It was developed by a Registered OLA Analyst using three key resources:

- the *Canadian Language Benchmarks 2000*, Centre for Canadian Language Benchmarks and Citizenship and Immigration Canada

- the *National Occupational Standards for Tourism Researcher*, Canadian Tourism Human Resources Council

- the *Essential Skills Profile for Tourism Researcher*, 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.

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[1] *Essential Skills Profile for Tourism Researcher (NOC 4163),* 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 Tourism Researcher, based on the Essential Skills Profile, to the corresponding range of CLB ratings, as suggested in *Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework*[2]. 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	2 - 3	6 -10	4	11 - 12
Listening	2 - 3	7 - 10	4	11 - 12
Reading	2 - 4	6 - 10	4	10
Writing	2 - 5	6 - 12	5	10 - 12

Common Conditions of Communication:

Condition	Description
Purpose	— to gather or share information; project management; programme management
Audience	— group interactions; other researchers; project managers; clients; research respondents
Context	— may work on teams but usually perform tasks independently; spend much of their time at computers; regularly challenging; stressful; varied; informal to formal; in public; variable pace
Topic	— specialized topics of complex and sequential nature; frequently concrete and evidence-based; factual
Mode	— face-to-face; in person; by telephone; by video conferencing; webinars

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[2] *Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework*; Centre for Canadian Language Benchmarks, 2005

Skill: Speaking

I. Social Interaction

Interpersonal Competencies

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.

Conversation Management

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.

Phone Competencies

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

Give/pass on instructions about an established familiar process or procedure (technical and non-technical). (CLB 8)
- ❑ *inform other workers or demonstrate to them how tasks are performed (ES-WWO); train interviewers (NOS-D2.2h)*

III. Suasion (Getting Things Done)

Request a word. Ask for and respond to recommendations or advice. (CLB 7)
- ❑ *seek feedback from respondents and interviewers about the tool (NOS-D2.2i)*

Make an extended suggestion on how to solve an immediate problem or make an improvement. (CLB 7)
- ❑ *deal with other workers' grievances or complaints (ES-WWO)*

Propose/recommend that certain changes be made in a familiar area. (CLB 8)
- ❑ *make suggestions on improving work processes (ES-WWO)*

Formally raise an issue with an individual or a group in authority. (CLB 9)
- ❑ *share constructive comments about team members' work (NOS-A1.2h)*

Ask for agreement/commitment. (CLB 9)
- ❑ *explain the benefits of tourism research to those who could potentially: seek out and use research in their work; allocate resources to support tourism research (NOS-C1.2); garner support and obtain resources (NOS-C1.4)*

IV. Information

Presentations

Give a presentation to describe and explain a complex structure, system or process based on research. Use a diagram to support the explanations. (CLB 8)
- ❑ *make presentations to groups about research findings. Tourism researchers identify the research findings that are most relevant to the audience and use appropriate phrasing and audiovisual materials to make presentations meaningful and interesting (ES-OC); make presentations to various audiences to demonstrate the value of tourism research (NOS-C1.4a)*

Give a demonstration, briefing, oral report or position paper. Argue a point. (CLB 9)
- ❑ *clearly communicate information relating to research by using commonly accepted language (NOS-D1.13)*
- ❑ *present and substantiate arguments, e.g., make business cases (NOS-E1.2g)*

Interaction One-on-One

Ask for and provide information related to routine daily activities (e.g., personal, family, others, work). (CLB 5)

- *inform the person requesting the information about whether the request can be fulfilled, and if so, in what time frame (NOS-B2.2c)*

Ask for and provide information in an interview related to daily activities. (CLB 6)
- *interview respondents in person or over the telephone to complete questionnaires (ES-OC)*
- *answer frequently asked questions about tourism phenomena (ES-TS)*

Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements. (CLB 7)
- *seek information from subject matter experts, such as librarians and authors, to locate and clarify information found in secondary research resources (ES-OC); seek information from subject matter or methodological experts (ES-TS)*
- *clearly communicate information related to tourism by using commonly accepted language (NOS-B1.1)*

Ask for and/or provide detailed information related to personal needs, varied daily activities and routine work requirements. (CLB 8)
- *informing respondents of the right to confidentiality and informing users of the research of the margin of error (ES-TS)*
- *communicate regularly with project team members via telephone or in-person to provide each other with updates, pose and respond to questions, share ideas and discuss issues (ES-OC)*
- *become aware of legislation…contact relevant associations, e.g., MRIA (Marketing Research and Intelligence Association) (NOS-A2.1b)*
- *educate users and respondents about the characteristics of legitimate research (NOS-C1.4)*

Provide, obtain and discuss detailed complex information and opinions with individuals in order to coordinate teamwork assignments/tasks. (CLB 9)
- *meet with clients at the beginning of projects to define the client's information needs and research objectives…They state observations about the nature of the problem and suggest how to express it as a research objective in order to generate focussed and meaningful results (ES-OC)*
- *evaluate the information provided by clients during initial discussions about their needs…follow up with probing questions to define the scope of the project and research objectives (ES-TS)*
- *consult with legal counsel to obtain advice related to how a law is interpreted or applied (NOS-A2.1 Notes)*
- *consult with the client to ensure that needs and expectations are mutually understood (NOS-D.2.1d)*

Interaction in a Group

Participate in a small group discussion/meeting: express opinions and feelings; qualify opinion, express reservations, approval and disapproval. (CLB 7)
- *use a variety of sources to keep current, for example: meetings (NOS-B2.1e)*

Participate in a debate/discussion/meeting on an abstract familiar topic or issue. (CLB 8)
- *develop and maintain relationships with representatives of other tourism research organizations to share expertise and information and to identify opportunities for partnerships in projects of mutual interests. These conversations can occur in person or over the telephone, and vary in duration (ES-OC)*
- *interact with research partners to design surveys and questionnaires. They discuss each other's needs and build consensus. To achieve this, tourism researchers need to address the interests of others and at the same time, explain and lobby for their own interests (ES-OC)*
- *participate in webinars (online seminars) to gather or share information (ES-OC)*
- *participate in formal discussions about work processes or product improvement (ES-WWO)*

Contribute to a seminar (presentation of research and challenge and defence discussion) with familiar participants. (CLB 10)
- *respond to audience members who are displeased with the research findings…use their understanding of the research results and their communication skills to address audience members in an informed and professional manner (ES-TS)*

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

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.

III. Suasion (Getting Things Done)

Demonstrate comprehension of details and speaker's purpose in directive requests, reminders, orders and pleas. (CLB 7)
- *listen and ask probing questions to facilitate the identification and understanding of the information gap (ES-OC)*

Evaluate the validity of a suggestion or proposed solution. (CLB 8)
- *assess colleagues' feedback about research reports to determine which suggestions to incorporate…consider the body of knowledge that exists around the issue in question and assess how the suggestions would impact the research findings or the communication of the findings (ES-OC)*

IV. Information

Identify main idea (which is not explicitly stated), organization and specific details in extended oral presentations. (CLB 8)
- *gather information on trends in tourism by attending industry conferences (ES-TS)*
- *[take] training offered in the workplace (ES-CL)*

Identify facts, opinions and attitudes in conversations about abstract and complex ideas on a familiar topic. (CLB 8)
- *[listen to] committee members lobby for different questions or wording to be included in questionnaires (ES-TS)*
- *use a variety of sources to keep current, for example: meetings (NOS-B2.1e)*

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)
- *use a variety of sources to keep current, for example: conferences; briefings or updates; courses (NOS-B2.1e)*

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)
- *evaluate the information provided by clients during initial discussions about their needs. Initially, the tourism researchers assess the information provided by clients to determine if their needs can be met through research (ES-OC)*

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

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.

III. Business/Service Texts

Find information in formatted texts: forms, tables, schedules, directories. (CLB 4)
- ❑ *read simple tables, such as one showing the number of passengers boarding flights at an airport for the purpose of a transferring flight (ES-DU)*
- ❑ *read signs, labels or lists (ES-DU)*

Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts. (CLB 5)
- ❑ *review lists of potential resources to identify those with applicable information for a research project (ES-DU)*
- ❑ *read tables, schedules or other table-like text (ES-DU)*

Identify factual details and some inferred meanings in moderately complex texts containing advice, requests, specifications. (CLB 6)
- ❑ *read survey questionnaires to familiarize themselves with content in preparation for interviews (ES-RT)*
- ❑ *read emails from team members and clients seeking or providing information related to research projects (ES-RT)*
- ❑ *read completed forms containing check boxes, numerical entries, phrases, addresses, sentences or texts of a paragraph or more (ES-DU)*

Locate three or four pieces of information in moderately complex formatted texts. (CLB 7)
- ❑ *read complex tables, such as one showing key drivers for consumer choices (ES-DU)*
- ❑ *monitor the budget and schedule to ensure that the project is within budget, and that tasks are progressing according to the proposed timelines (ES-N)*

Locate and integrate three or four pieces of information contained in moderately complex formatted texts. (CLB 8)
- ❑ *scan databases to observe key characteristics, such as minimum and maximum values, percentage of respondents and levels of confidence (ES-DU)*

Obtain information for key work/business tasks by locating and integrating several pieces of information in complex prose texts and formatted texts. (CLB 9)
- ❑ *read business plans that describe the organization's research objectives for the upcoming year to learn what the priorities will be and what their role is in achieving them (ES-RT)*

IV. Informational Texts

Demonstrate comprehension of standard maps, basic diagrams, basic graphs. (CLB 5)
- ❑ *read graphs, such as pie charts, showing variations in employment levels according to age group, or line graphs showing average customer service ratings for each quarter in the last five years (ES-DU)*

Demonstrate comprehension of a one- or two-page moderately complex extended description, report or narration on a familiar topic. (CLB 7)
- ❑ *read press releases and industry newsletters to keep current on industry and global issues (ES-RT)*
- ❑ *use a variety of sources to keep current, for example: industry publications, e.g., newsletter (NOS-B2.1e)*

Demonstrate comprehension of moderately complex tables, graphs, diagrams, and flow charts. (CLB 7)
- ❑ *use forecast models to make predictions, such as market loss or gain due to gasoline prices…Although computer software is used to perform the calculations, tourism researchers need to understand the meaning of what they are inputting…[and] examine the results to ensure that they are logical and are in line with other findings (ES-N)*

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)

- ❑ *assess information found during literature reviews to determine which is most valid, current and relevant (ES-TS)*
- ❑ *ensure clear, coherent [research] messages that effectively reach target audiences…identify the information that supports the message (NOS-E1.2d)*

Identify main idea(s) and identify ways in which the supporting details develop the main idea(s) in complex texts by reorganizing the text into an outline format. (CLB 9)

- ❑ *read research reports to gather information for secondary research or professional development. They assess the appropriateness of the research approach and findings (ES-RT); use a variety of sources to keep current, for example: [read] research reports (NOS-B2.1e)*
- ❑ *read draft research reports written by team members. They review the drafts to identify weaknesses and provide feedback about grammar, completeness, clarity and the appropriateness of conclusions (ES-RT)*
- ❑ *conduct a literature review: review the methods used in previous research; identify existing information about the topic; identify gaps in existing research (NOS-D2.1g)*
- ❑ *verify and edit the communication tool: ensure that the content is: easy to understand; coherent; grammatically correct (NOS-E1.3e)*

Trace, summarize and evaluate the development of arguments in complex expository or argumentative texts (e.g., in a rational inquiry paper or in a problem-solution paper). (CLB 10)

- ❑ *read academic journal articles to gather information for secondary research or professional development. The articles cover topics such as research methodologies and models, case studies, research findings and applied statistical analysis. They often contain technical statistical information (ES-RT)*
- ❑ *access information for research and professional development from peer-reviewed articles in academic journals. These journals often…require an understanding of specialized terminology, research methodologies and statistical analysis (ES-TS); use a variety of sources to keep current, for example: journals; books (NOS-B2.1e)*
- ❑ *find messages in data: link findings from the research analysis to the research objectives; identify and articulate implications and recommendations (NOS-D2.5f)*
- ❑ *extract the information that is relevant to each audience from the research data (NOS-E1.2b)*

Information Literacy/Reference and Study Skills Competencies

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)

- ❑ *when asked by other parties for information that does not exist or that the tourism researchers do not have…find related information that meets the need (ES-TS)*
- ❑ *use search engines and links on websites to find specific information…scan through sites to identify relevant information (ES-TS)*
- ❑ *access appropriate government information sources, e.g., federal department websites; resources available in libraries (NOS-A2.1b)*

Access/locate several pieces of information in on-line electronic reference sources. (CLB 8)

- ❑ *seek information in databases, such as the TSRC (Travel Survey of Residents of Canada) and ITS (International Travel Survey), to use in secondary research. These databases can be simple to complex…Simple to complex analyses may be performed with the data (ES-TS)*

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)

- ❑ *gather information about tourism indicators (such as occupancy rates, gate counts and visitor numbers at ports of entry) from organizations…The information varies in quality, format (e.g., paper or electronic) and ease of access. Information may be available from one source or compiled from numerous sources (ES-TS)*
- ❑ *find information about a wide range of issues and events that affect tourism, such as government policy changes, the state of national economies, political stability, acts of terrorism and epidemics…Researchers use this information in complex forecasting formulas (ES-TS)*

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

Write summaries and summary reports of longer texts. (CLB 9)
- ❑ *convert complex data into the language of the audience (NOS-E1.2e)*

Reduce and synthesize very complex and extensive information from multiple sources into a variety of formats (e.g., point-form notes, minutes, outlines, summaries, reports, abstracts, charts, tables, graphs). (CLB 11)
- ❑ *create slide presentations with text and graphics to summarize findings for research stakeholders (ES-DU)*
- ❑ *create communication tools…to ensure that the message is accurate and easily understood by the audience (NOS-E1.3)*

III. Business/Service Messages

Fill out forms. (CLB 5)
- ❑ *complete forms by marking check boxes, recording numerical information or entering words, phrases and sentences (ES-DU); enter information on tables, schedules or other table-like text (ES-DU)*

Convey business messages as written notes. (CLB 5-6)
- ❑ *[send] messages to colleagues and clients by email (ES-CU)*

Fill out moderately complex forms. (CLB 6-7)
- ❑ *input data into a data file following the coding guide (NOS-D2.4c)*

Write short suggestions and reports as memos and pre-set form reports. (CLB 9)
- ❑ *write terms of reference to clarify project needs when hiring subcontractors. The terms of reference often include a description of the scope of the project, the contractor's and subcontractor's responsibilities, a project work plan, a timeline and a list of deliverables (ES-W)*

Write instructions and instruction letters. (CLB 10)
- ❑ *develop policies and procedures for committee decision-making (ES-TS)*

Write semi-formal reports and proposals. (CLB 10)
- ❑ *develop a work plan and operational protocol (NOS-D2.1)*

Write formal business reports, requests for proposals and formal proposals. (CLB 11)
- ❑ *write research proposals that clarify research problems and viable solutions through the articulation of research objectives and recommended methodologies…This task requires the ability to summarize information, to customize findings and support information for various audiences (ES-W)*

Create forms and other materials in pre-set formats to collect and record complex information in a standard way. (CLB 11)
- ❑ *develop survey forms to gather information from respondents. As part of creating surveys, they write directions, research statements and questions, provide response formats and lay out content in an easy-to-read and concise format (ES-DU); develop, post and collect survey data online (ES-CU)*
- ❑ *design questionnaire and data-processing protocol (NOS-D2.2)*
- ❑ *write questionnaires to gather the information needed to solve a research problem. They must phrase questions that are clear in their intent and do not lead respondents (ES-W); develop or select scales and questions (NOS-D2.2c)*

IV. Presenting Information

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)
- ❑ *write interview guides to ensure interviewers deliver questionnaires correctly and consistently. The guides are unique to each project and clarify the data needed for each question (ES-W)*

Write a paragraph to relate/explain information in a table, graph, flow chart or diagram. (CLB 8)

❑ *create slide shows that include text, tables and graphics to share research findings (ES-CU)*

Write an expository paper, report or essay to explain causal and logical relationships between facts, phenomena and events. (CLB 10)

❑ *write reports to communicate the results of research and how it relates to the needs of a client or other stakeholders…relate the essence of findings in a language suited to the audience (ES-W); write, format and edit long research reports that include text, graphs, tables of contents and appendices (ES-CU)*

❑ *summarize the research project: prepare research findings for dissemination (NOS-D2.6)*

For more information about:	Contact:
Canadian Language Benchmarks or Occupational Language Analyses	Centre for Canadian Language Benchmarks, 803 – 200 Elgin Street, Ottawa, ON K2G 6Z2 Ph. (613) 230-7729 Fax: (613) 230-9305 info@language.ca www.itsessential.ca
National Occupational Standards for Tourism Researcher	Canadian Tourism Human Resource Council, 151 rue Slater Street, Suite/bureau 608 Ottawa, ON K1P 5H3 Tel: (613)-231-6949 Fax: (613) 231-6853 info@cthrc.ca www.cthrc.ca
Essential Skills Profiles	Human Resources and Skills Development Canada, Skills Information Division Human Resources Partnerships Human Resources and Skills Development Canada 112 Kent Street, Tower B, 21st floor Ottawa, Ontario K1A 0J9 http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml

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