HERITAGE INTERPRETER (NOC 5212)

Job Definition[1]:

A heritage interpreter classifies and catalogues museum and gallery artifacts; constructs and installs exhibits and displays; restores, maintains and stores museum and gallery collections; frames artwork; conducts guided tours; performs other functions in support of curatorial and conservation activities. They are employees in museums and galleries, interpretive centres, botanical gardens, cultural centres, nature sanctuaries, aquariums, zoos, industrial sites, science centres, adventure travel sites, historic and heritage sites and other locations.

Additional Occupational Information[2]:

Heritage interpreters are educators and may be employed by parks, museums, aquariums, art galleries, industrial sites, interpretive centres, adventure travel sites, tour companies, zoos, botanical gardens, and other businesses and organizations. They engage and enlighten participants about a specific subject area and its importance, as well as provide general information about the Canadian experience and our collective identity.

Through the work of heritage interpreters, participants gain an intellectual and emotional connection to the subject matter presented. To forge this connection, heritage interpreters use two types of products: personal and nonpersonal. A personal interpretive product is, for example, a guided hike or museum tour. An interpreter accompanies participants to give insight and perspective. Without an interpreter, but with publications, signs and/or exhibits, a tour is considered a nonpersonal interpretive product. Both types of products are developed by heritage interpreters through an ongoing process of research, planning, implementation, evaluation and revision.

---

[1] *Essential Skills Profile for Heritage Interpreters (NOC 5212),* Canadian Tourism Human Resource Council, 2010
[2] *National Occupational Standards for Heritage Interpreters, Canadian Tourism Human Resource Council, 2010*

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 heritage interpreters. The tasks are illustrative only, and do not provide a complete sample of what a heritage interpreter 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 Heritage Interpreters*, Canadian Tourism Human Resource Council
- the *Essential Skills Profile for Heritage Interpreters*, 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.

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-B3.1) = National Occupational Standard, Major Category B, Skill 3; Subskill 1

Note: In this national occupational standard, the word product refers not only to brochures and other documentation created by heritage interpreters; product also refers to programs developed by interpreters. All users of interpretive products (e.g. learners, students, guests, visitors) are referred to as participants.

Comparative Ratings:

The following chart compares typical and most complex essential skills ratings for heritage interpreter, 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*[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	2 - 3	5 - 10	3	9 - 10
Listening	2 - 3	5 - 10	3	9 - 10
Reading	2 - 3	6 - 9	4	10
Writing	2 - 4	4 - 8	4	9

Common Conditions of Communication:

Condition	Description
Purpose	— delivering programs; taking/giving directions or information; providing direct customer service
Audience	— one-on-one, or in groups; participants/clients (e.g., tourists, school groups, general public; co-workers, supervisors/managers)
Context	— environment is familiar but clientele and pace of work is dynamic; pace varies with peak periods
Topic	— presentations can be on a wide range of topics such as nature, history, or geology; routine work issues; abstract and specialized topics of complex and sequential nature; frequently concrete and evidence-based; factual
Mode	— face-to-face; in person; by phone (occasionally); by computer, e.g., webcam, email; through paper documentation; through audio/visual devices, e.g., touch-screen computers, portable CD or mp3 players, videos, slide shows, multimedia presentations, websites, podcasts, social networks

---

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

Skill: Speaking

I. Social Interaction

Interpersonal Competencies

Express and respond to compliments or congratulations. (CLB 5)
- ❑ *recognize others' achievements (NOS-D7.3)*

Open, maintain and close a short routine formal conversation. (CLB 6)
- ❑ *interact with co-workers, managers, suppliers and the public (ES-OC)*

Express and respond to gratitude, appreciation, complaint, disappointment, dissatisfaction, satisfaction and hope. (CLB 7)
- ❑ *acknowledge feedback, e.g. thank participant for responding (NOS-C6.2)*
- ❑ *provide positive reinforcement [to team] (NOS-D7.3)*

Respond to a minor conflict or complaint. (CLB 8)
- ❑ *handle complaints from customers (ES-TS)*
- ❑ *(talk to) unruly, uncooperative and interruptive participants (ES-TS)*
- ❑ *solve problems: take participants aside, if possible; focus on issues, not personalities; clarify details, seek to understand differences of view; confirm understanding (NOS-C6.3)*
- ❑ *discuss possible solutions…discuss action to be taken…confirm participant's satisfaction (NOS-C6.3)*
- ❑ *minimize discussions that could become emotional (NOS-D10.1)*

Comfort and reassure a person in distress. (CLB 8)
- ❑ *reassure participants [in emergency situations] (NOS-E10.3)*
- ❑ *maintain control in event of participant's death: keep group calm; be compassionate (NOS-E10.3)*

Conversation Management

Confirm own comprehension. (CLB 7)
- ❑ *confirm understanding, e.g. paraphrase (NOS-C6.3)*

Use a number of strategies to keep the conversation going: hold the floor; resume after interruption; change topic. (CLB 7)
- ❑ *stay on topic, i.e. bring topic back to discussion at hand if it digresses (NOS-C5.1)*

Manage conversation. Check comprehension. (CLB 8)
- ❑ *check that message is understood, e.g. ask for feedback (NOS-C5.1)*
- ❑ *highlight or recap important material to reinforce messages (NOS-C5.1)*

Use a variety of strategies to keep conversation going. (CLB 8)
- ❑ *communicate to facilitate interaction, discussion or thought processes, often using drama or storytelling (ES-OC)*
- ❑ *use a variety of language techniques, such as analogies, metaphors and poetry (ES-OC)*
- ❑ *personalize content for individuals, e.g. adapt information during conversation (NOS-A1.1)*
- ❑ *adapt communication to meet audience needs (NOS-C4.1)*
- ❑ *address barriers presented by receivers, for example: adapt to perceived problem; present information in several ways (NOS-C4.2)*
- ❑ *encourage speaker to elaborate, e.g. use probing questions to seek additional information (NOS-C4.3)*
- ❑ *diversify methods used to provoke participants (NOS-C5.1)*
- ❑ *relate materials to participants in age-appropriate manner, e.g. adjust level of language and examples used in descriptions; provide appropriate amount of information (NOS-C5.1)*
- ❑ *relate subject to participants' experiences (NOS-C6.1)*

Encourage others to participate. (CLB 8)
- ❑ *involve participants [when conducting personal interpretation] (NOS-A1.2)*
- ❑ *use interactive participation: facilitate hands-on, experiential activities (NOS-A1.2)*
- ❑ *encourage everyone to participate (NOS-C5.1)*
- ❑ *balance and facilitate dialogue between multiple points of view (NOS-C5.1)*
- ❑ *ask participants with first-person experiences or prior knowledge to share with group (NOS-D7.6)*

Phone Competencies

Carry on a brief phone conversation in a professional manner. (CLB 8)
- ❑ *schedule group sessions over the telephone (ES-OC)*
- ❑ *respond to enquiries, e.g., telephone (NOS-D7.9)*

II. Instructions

Give a set of instructions dealing with simple daily actions and routines where the steps are not presented as a point-form sequence of single clauses. (CLB 6)
- ❑ *instruct public and co-workers on various health and safety issues, e.g. provide instruction on topics such as camping etiquette, regulations and how to avoid bear attacks (ES-OC)*
- ❑ *assign routine tasks to other workers (ES-WWO)*
- ❑ *provide support, direction and information (NOS-A1.2)*
- ❑ *delegate tasks and/or responsibilities, when appropriate; follow up to ensure that tasks are completed (NOS-D7.5)*

Give/pass on instructions about an established familiar process or procedure (technical and non-technical). (CLB 8)
- ❑ *orient new employees (ES-WWO)*
- ❑ *communicate guidelines and legislation to participants (NOS-D8.1)*

III. Suasion (Getting Things Done)

Ask and grant permission. (CLB 3)
- ❑ *ask permission before entering private property (NOS-D8.1)*

Ask for, offer, and accept assistance. (CLB 3)
- ❑ *ask for assistance (NOS-E10.1)*

Call for emergency assistance. (CLB 5)
- ❑ *call emergency number or other authorities (NOS-E10.3)*
- ❑ *obtain assistance from tour staff [in emergency] (NOS-E10.3)*

Make a simple formal suggestion; provide reason. (CLB 6)
- ❑ *recommend information sources to participants so that they can seek additional information (NOS-A2.3)*
- ❑ *encourage participants to act after interpretive experience, for example: join organization; donate money; volunteer (NOS-B3.4)*
- ❑ *encourage participants to explore subjects beyond limits of product; direct participants to seek subsequent experiences that reinforce messages, for example: offer additional sources of information (NOS-C5.1)*
- ❑ *provide constructive criticism (NOS-D7.3)*
- ❑ *encourage commitment from participants [to sustainability]: attempt to gain long-term commitment beyond immediate experience; provoke further thought and actions; share factual information to dispel myths and change perceptions (NOS-D8.1)*
- ❑ *enhance participants' experiences by promoting, for example: sites; local, regional and national areas; return visits to sites (NOS-D9.1)*
- ❑ *set behavioural expectations at beginning of product: explain reasons, e.g. staying on path protects participants from contact with poisonous plants (NOS-E10.2)*
- ❑ *suggest participant seek medical treatment (NOS-E10.3)*

Give and respond to a warning; discourage others. (CLB 7)
- ❑ *remind groups of sensitive areas and may speak to individuals directly to reiterate the importance of staying on trails (ES-TS)*
- ❑ *respond to inappropriate behaviours (ES-TS)*
- ❑ *inform participants of restrictions (NOS-D7.8)*
- ❑ *provide accurate information about hazards; communicate potentially dangerous situations to participants and supervisor (NOS-E10.1)*

Request a word. Ask for and respond to recommendations or advice. (CLB 7)
- ❑ *seek supervisory/organizational feedback and approval (NOS-B3.4)*
- ❑ *research cultural norms: talk to group leader (NOS-D7.6)*
- ❑ *keep up to date with legislation: seek advice from professional sources (NOS-D7.8)*
- ❑ *seek counseling (NOS-E10.1)*

Make an extended suggestion on how to solve an immediate problem or make an improvement. (CLB 7)
- ❑ *in products for specific groups…(suggest) possible changes (ES-TS)*
- ❑ *suggest alternatives for activities that are not working well (ES-TS)*
- ❑ *offer feedback to support co-workers in the development of accurate, articulate and engaging products (ES-TS)*
- ❑ *make suggestions to create or improve sustainability (NOS-D8.1)*

Indicate problems and solutions in a familiar area. (CLB 8)
- ❑ *repeat request to discontinue behaviour, if undesirable behaviour continues; follow up as needed, e.g. ask participant to leave (NOS-C6.4)*

Propose/recommend that certain changes be made in a familiar area. (CLB 8)
- ❑ *suggest alternatives for activities that are not working well (ES-TS)*

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)
- ❑ *communicate historical, scientific and technical information, using a variety of techniques, to groups and individuals, e.g. present public talks using illustrative media (ES-OC)*
- ❑ *lead guided tours (ES-OC)*
- ❑ *present learning sessions to children on field trips (ES-OC)*
- ❑ *provide presentations at predetermined times and places, e.g. amphitheatre, campfire, auditorium (NOS-A1.1)*
- ❑ *conduct personal interpretation via: outreach, e.g. classroom programs, via webcam (NOS-A1.1)*
- ❑ *(lead) hikes, boat tours, themed walks or museum tours (NOS-A1.1)*
- ❑ *give information about character and setting; describe way of life; discuss clothing, dialect, objects or artifacts (NOS-A1.2)*
- ❑ *demonstrate effective public speaking skills, for example: use correct pronunciation and articulation; avoid using fillers, such as um, uh, ah; adapt communication to meet audience needs (NOS-C4.1)*
- ❑ *engage audience by demonstrating enthusiasm, exuberance and passion (NOS-C5.1)*
- ❑ *facilitate clear understanding [when delivering interpretive product] (NOS-C5.1)*
- ❑ *deliver oral presentations with help of visual aids; describe process while demonstrating; deliver presentation while circulating artifacts among participants (NOS-C5.1)*
- ❑ *(deliver) community presentations to encourage understanding and awareness (NOS-D9.1)*

Give a demonstration, briefing, oral report or position paper. Argue a point. (CLB 9)
- ❑ *(give verbal) demonstrations, e.g. cannon firing, maple syrup production, archaeological restoration (NOS-A1.2)*
- ❑ *describe process while demonstrating (NOS-C5.1)*

Interaction One-on-One

Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements. (CLB 7)
- ❑ *share feedback with appropriate colleagues, e.g. co-workers, supervisors (NOS-C6.2)*
- ❑ *debrief [safety] situations with supervisor (NOS-E10.1)*

Ask for and/or provide detailed information related to personal needs, varied daily activities and routine work requirements. (CLB 8)
- ❑ *conduct market research by…talking to colleagues (ES-TS)*
- ❑ *report evaluation results to supervisor (NOS-B3.6)*
- ❑ *keep up to date with changes in legislation: liaise with supervisor, other interpreters (NOS-D7.8)*

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 those they supervise and co-workers, managers or supervisors (ES-WWO)*
- ❑ *discuss methods of improving work processes, product quality and allocation of responsibilities (ES-WWO)*
- ❑ *participate in formal discussions about work processes or product improvement; have opportunities to make suggestions on improving work processes (ES-WWO)*
- ❑ *share knowledge; show respect for team members' ideas; support team decisions and teamwork (NOS-D7.3)*
- ❑ *communicate with co-workers and supervisor to: coordinate efforts (NOS-D7.5)*

Participate in a debate/discussion/meeting on an abstract familiar topic or issue. (CLB 8)

- ❑ *lead participatory workshops (ES-OC)*
- ❑ *participate in professional organizations related to interpretation, for example: Interpretation Canada, Canadian Museums Association; Interpretive Guides Association; Association Québécoise d'Interprétation du Patrimoine; National Association of Interpretation (NOS-D7.7)*
- ❑ *participate in workshops, seminars, courses and conferences (NOS-D7.7)*

Skill: Listening

I. Social Interaction

Identify verbal and non-verbal details of social exchanges, including styles of greetings, leave-taking and introductions. (CLB 3)
- ❑ *listen until message is complete (NOS-C4.3)*

Identify factual details and inferred meanings in dialogues containing compliments, invitations, and offers; discussion of interests, likes/dislikes and preferences. (CLB 5)
- ❑ *determine participants' time restrictions (NOS-C6.1)*

Identify mood/attitude of participants. (CLB 6)
- ❑ *assess participants' levels of interest and engagement in product. For example, they consider participants' body language, eye contact (ES-TS)*
- ❑ *watch for nonverbal behaviours that may indicate speaker's feelings (NOS-C4.3)*
- ❑ *watch nonverbal behaviours (NOS-C5.1)*
- ❑ *assess nonverbal behaviours, e.g. nodding may indicate interest (NOS-C6.1)*

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)
- ❑ *listen to complaints, explore solutions and try to resolve issues (ES-TS)*
- ❑ *(listen to) observations and comments from past participants (NOS-B3.1)*

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 suggestions, advice, encouragements and requests. (CLB 6)
- ❑ *(use) active listening, e.g. nod, use encouraging words, empathize with speaker (NOS-C4.3)*
- ❑ *confirm understanding, e.g. paraphrase (NOS-C4.3)*
- ❑ *respond to questions (NOS-C5.1)*
- ❑ *determine participants' needs and expectations: (listen) to group leader, teacher or translator (NOS-C6.1)*

IV. Information

Identify main idea (which is not explicitly stated) organization and specific details in extended oral presentations. (CLB 8)
- ❑ *take appropriate safety training, e.g. first aid, Workplace Hazardous Materials Information System (WHMIS) (NOS-E10.2)*

Identify facts, opinions and attitudes in conversations about abstract and complex ideas on a familiar topic. (CLB 8)
- ❑ *obtain current data from scientists, e.g. biologists, archeologists, historians, curators (ES-DU)*
- ❑ *obtain oral histories from community members (ES-DU)*
- ❑ *listen attentively and…participate in product questions and answers (ES-TS)*
- ❑ *conduct product development research by…conducting interviews (ES-TS)*
- ❑ *acquire information about subject area: conduct interviews (NOS-B3.3)*

I. Social Interaction Texts

Get information from personal notes, e-mail messages and letters. (CLB 4)
- *read correspondence (ES-RT)*
- *receive email messages (ES-CU)*

Identify factual details in moderately complex notes, e-mail messages, letters and announcements containing cancellations of arrangements, apologies. (CLB 6)
- *read email messages, weblogs and electronic postings written by co-workers and colleagues (ES-RT)*

II. Instructions

Understand and follow moderately complex written instructions for seven to 10-step procedures. (CLB 5)
- *scan material safety data sheets (MSDS), information cards and posters to learn about hazardous materials covered by Workplace Hazardous Materials Information System (WHMIS) (ES-DU)*

Follow a set of written instructions on 10- to 13- step everyday procedures related to simple technical and non-technical tasks. (CLB 7)
- *refer to maintenance or operating manuals that give information about how to install, operate, maintain and repair equipment (ES-RT)*
- *[read] site emergency plan [instructions] (NOS-E10.2)*

Follow coherent extended instructional directions. (CLB 8)
- *read technical manuals… providing instructions on how to assemble exhibits (ES-RT)*
- *read product content, such as scripts, dialogues, directions, workshop outlines, instructions for guided walks and travel directions to specific locations (ES-RT)*

Follow formal instructions of advisory, instructional texts, and instructions for a familiar process/procedure that require integration of several pieces of information. (CLB 9)
- *read curriculum materials, such as textbooks and online educational resources, to prepare product (ES-RT)*

III. Business/Service Texts

Find information in formatted texts: forms, tables, schedules, directories. (CLB 3)
- *access contact information for other interpretive sites within contact databases (ES-CU)*

Get information from short business brochures, notices, form letters and flyers. (CLB 3)
- *[read] print materials, e.g. brochures, pamphlets (NOS-A1.3)*

Find information in formatted texts: forms, tables, schedules, directories. (CLB 4)
- *obtain data from collection management sheets and inventory lists (ES-DU)*

Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts. (CLB 5)
- *obtain data from itineraries, timesheets and work schedules for events (ES-DU)*
- *scan…calendar, diary and day-planner entries (ES-DU)*
- *[read] interpretive signs, e.g. plaques, road signs, trail signs, panels (NOS-A1.3)*

Identify factual details and some inferred meanings in moderately complex texts containing assessments, evaluations, advice. (CLB 7)
- *review ratings and statements in completed comment cards to determine the effectiveness of delivery approaches (ES-TS)*
- *[use style manuals such as] Canadian Style: a Guide to Writing and Editing (NOS-C4.4)*

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 training manuals in order to train staff (ES-RT)*
- *read federal and provincial/territorial legislation that pertains to operation of sites and product (ES-RT)*
- *[read and] apply policies (ES-TS)*
- *locate appropriate legislation; review pertinent legislation (NOS-D7.8)*

Locate and integrate three or four pieces of information contained in moderately complex formatted texts. (CLB 8)
- ❑ *read technical manuals. For example…manuals describing historic weapons (ES-RT)*

IV. Informational Texts

Get the gist, key information, and important detail of simple explicit one- to two-paragraph texts. (CLB 3)
- ❑ *check short- and long-term [weather] forecasts (ES-TS)*

Demonstrate comprehension of standard maps, basic diagrams, basic graphs. (CLB 5)
- ❑ *conduct market research by scanning tourism statistics (ES-TS)*

Demonstrate comprehension of a one- or two-page moderately complex extended description, report or narration on a familiar topic. (CLB 7)
- ❑ *read museum notes for background information on exhibits (ES-RT)*
- ❑ *refer to field guides to obtain information and updates (ES-RT)*
- ❑ *read magazines to keep up with current issues and topics of interest to the public (ES-TS)*
- ❑ *conduct market research by…reading industry newsletters (ES-TS)*

Demonstrate comprehension of moderately complex tables, graphs, diagrams, and flow charts. (CLB 7)
- ❑ *obtain data from trail maps, geological maps and topographical maps (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)
- ❑ *scan research reports and scientific and scholarly journals for information (ES-RT)*
- ❑ *obtain data from archival documents, such as cryptic text and historical documents that are difficult to understand (ES-DU)*
- ❑ *read relevant and current publications, including specific programming information and general trends in industry (NOS-D7.7)*
- ❑ *read publications, e.g. newspapers, trade journals, association newsletters (NOS-D7.8)*

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], analyze, synthesize and evaluate information found in reference materials and insert findings into product (ES-TS)*
- ❑ *acquire information about subject area: read original documents; review onsite materials and training products (NOS-B3.3)*

Comprehension of complex process flow charts, graphs, pictographs and diagrams by expressing them in alternate forms. (CLB 9)
- ❑ *interpret data in scale drawings and historical construction drawings to create and manipulate displays and to direct facility renovations (ES-DU)*
- ❑ *interpret data in graphs and tables. For example, they scan migration tables, timeline representations and other visual presentations (ES-DU)*

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 detailed field reports and lengthy research reports to obtain historical and contextual information with which to supplement presentations (ES-RT)*

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)
- ❑ *use reference materials to find information requested by customers (ES-TS)*
- ❑ *conduct product development research by reading (ES-TS)*
- ❑ *use research tools, e.g. Canadian Tourism Commission (CTC) nine types of travellers, Canadian Association of Zoos and Aquariums (CAZA) segmenting tool (NOS-C6.1)*
- ❑ *read current reference materials [about cultural norms] (NOS-D7.6)*
- ❑ *maintain personal resource file (NOS-D7.7)*
- ❑ *research demographics, e.g. age, income, gender, culture; research tourism trends (NOS-D9.1)*

Access/locate several pieces of information in on-line electronic reference sources. (CLB 8)
- ❑ *conduct product development research by…researching using the Internet (ES-TS)*
- ❑ *use keyword searches and Internet browsers to visit various historical websites when conducting research for product (ES-CU)*
- ❑ *(access) information…through reputable websites (NOS-B3.3)*

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

Reduce a page of information to a list of seven to 10 important points. (CLB 5)
- *cite sources according to organizational citation protocol (NOS-A2.1)*
- *credit sources (NOS-C4.4)*

III. Business/Service Messages

Convey simple business messages as written notes. (CLB 3-4)
- *create labels and lists (ES-DU)*

Fill out forms. (CLB 5)
- *complete expense claim forms (ES-DU)*
- *record statistics; complete forms (NOS-D7.9)*

Convey business messages as written notes. (CLB 5-6)
- *produce pamphlets, overheads and other product materials (ES-CU)*
- *produce letters, memos and reports (ES-CU)*

Fill out moderately complex forms. (CLB 6-7)
- *create work schedules for staff, and operational schedules for facilities and exhibits (ES-DU)*
- *create itineraries and timelines for events (ES-DU)*
- *create attendance records using tables and graphs (ES-DU)*
- *develop schedules to meet the needs of participants, clients and supervisors (ES-TS)*
- *create spreadsheets with attendance statistics (ES-CU)*
- *establish schedule (NOS-D7.5)*
- *record and confirm bookings (NOS-D7.9)*

Convey business messages as written notes to pass on routine information, make requests, or respond to recommendations and warnings. (CLB 7)
- *write form letters and standardized memos to accompany forms, such as evaluation forms (ES-W)*
- *write information updates for staff and information centres (ES-W)*
- *record details [of conflict] (NOS-C6.3)*
- *document problem and steps taken [after responding to undesirable behaviour] (NOS-C6.4)*
- *report damage, loss or deterioration of sites or artifacts (NOS-D8.1)*
- *document [safety] situations (NOS-E10.1)*
- *document [emergencies, including]: time and location of incident; nature of emergency; names of parties involved, e.g. witnesses, driver, injured participants; emergency procedures followed (NOS-E10.3)*

Fill out forms and other materials in pre-set formats with required brief texts. (CLB 8)
- *write sections of job descriptions and operational policies and procedures (ES-W)*

Write short suggestions and reports as memos and pre-set form reports. (CLB 9)
- *write evaluations for interpretive product (ES-W)*
- *write interpretive concepts and plans (including interpretive and text strategies) for sites and interpretive product (ES-W)*
- *write proposals, e.g. those working in specialized, rural sites may write proposals to acquire funding for projects (ES-W)*
- *conduct audience research by designing…participant surveys (ES-TS)*
- *design evaluation, e.g. develop questions to ask participants (NOS-B3.6)*

IV. Presenting Information

Write a short text about a personal or familiar situation. (CLB 3)
- *create signs for trails, and labels for slides and exhibits (ES-DU)*

Write one or two paragraphs to: relate a familiar sequence of events, tell a story; provide a detailed description and comparison of people, places, objects and animals, plants, materials, or routines; or to describe a simple process. (CLB 6)
- *write comments and notes in logbooks, journals and daily reports (ES-W)*
- *write comments about [tourism] products on social media postings (NOS-D9.1)*

Write three or four paragraphs to narrate a historical even; 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 and edit public service announcements (ES-W)*
- *write content for exhibit materials, displays and signs (ES-W)*
- *write text for brochures (ES-W)*
- *prepare interpretive materials and presentations for other interpreters' work (ES-TS)*

Write a paper, essay, report or story to narrate a sequence of events from the past. (CLB 9)
- *write pre- and post-visit activities for product (ES-W)*
- *write seasonal and annual reports (ES-W)*

Write a paper, essay, report to describe and compare complex ideas, phenomena or processes. (CLB 9)
- *write scenarios for product targeted to specific audiences, including school groups (ES-W)*
- *write product materials and scripts (ES-W)*
- *write research papers (ES-W)*
- *develop introduction, body and conclusion [for interpretive product] (NOS-B3.4)*
- *use interpretive writing techniques; write clear and engaging products (NOS-C4.4)*

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 www.itsessential.ca
National Occupational Standards for Heritage Interpreters	Canadian Tourism Human Resource Council, 151 rue Slater Street, Suite/bureau 608 Ottawa, Ontario K1P 5H3 Tel: (613) 231-6949 Fax: (613) 231-6853 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

Registered in Ottawa this 30th day of March 2012