



## FRESH WATER ANGLING GUIDE (NOC 6442)

### **Job Definition<sup>1</sup>:**

Freshwater Angling Guides are related to the group NOC 6442 “Outdoor Sport and Recreational Guides”. They organize and conduct trips or expeditions for sports enthusiasts, adventurers, tourists and resort guides. They are employed by private companies and resorts or may be self-employed.

### **Additional Occupational Information<sup>2</sup>:**

Freshwater angling guides work alone or independently most of the time. They have routines for their pre-trip, guiding and post-trip duties, but also variety in their work activities. There are recurring disruptions (e.g., fish population, poor weather) that require them to be flexible and adjust daily plans. Freshwater angling guides rely on their oral communication skills to develop good client relations, promote business and tourism to clients, provide outdoor leadership, handle complaints, etc.

### **Overview:**

This Occupational Language Analysis (OLA) presents Canadian Language Benchmarks (CLB) competencies and typical speaking, listening, reading and writing tasks performed at a competent level by freshwater angling guide. The tasks are illustrative only, and do not provide a complete sample of what a freshwater angling 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 Freshwater Angling Guides*, Canadian Tourism Human Resource Council
- the *Essential Skills Profile for Freshwater Angling Guides*, 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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<sup>1</sup> *Essential Skills Profile for Freshwater Angling Guides (NOC 6442)*, Human Resources and Skills Development Canada

<sup>2</sup> *National Occupational Standards for the Canadian Tourism Industry: Freshwater Angling Guide (2nd Edition)* and *Essential Skills Profile for Freshwater Angling Guides (NOC 6442)*, 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 (descriptors of work/job tasks) 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:

<b>Task Source</b>	<b>Reference</b>	<b>Example</b>
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 freshwater angling 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*<sup>3</sup>. These are general ranges and there may be some language tasks that fall outside of this range.

<b>Skill Area</b>	<b>Typical</b>		<b>Most Complex</b>	
	<b>Essential Skills</b>	<b>CLB</b>	<b>Essential Skills</b>	<b>CLB</b>
Speaking	1 - 2	5 - 8	2 - 3	6 - 10
Listening	1 - 2	5 - 8	2 - 3	7 - 10
Reading	1 - 3	3 - 9	3	7 - 9
Writing	1 - 2	4 - 7	2	6 - 7

## **Common Performance Conditions:**

<b>Condition</b>	<b>Comment</b>
Purposes of Communication	– working with clients to organize and conduct trips, and to entertain; interacting with outfitter/employer
Audiences	– usually individuals or small groups of clients, employers, guides, department officials, etc.
Context	– outdoor environment influenced by weather; variable pace of communication and variable levels of stress
Topic	– wide ranging: concrete to abstract; familiar and unfamiliar; some specialized, technical language relevant to occupation needed
Mode of Communication	– most commonly face-to-face; occasionally phone, walkie-talkie or two-way radio conversations

<sup>3</sup> *Canadian Language Benchmarks and Essential Skills Comparative Framework*, Centre for Canadian Language Benchmarks, 2005

# Skill: Speaking

## I. Social Interaction

### Interpersonal Competencies

#### **Open, close respond to short casual small talk. Take leave appropriately. (CLB 4)**

- ❑ *ask guests about day's activities (NOS-E9.1)*
- ❑ *take interest in clients, e.g., start conversations (NOS-B4.2)*

#### **Introduce two persons. (CLB 4)**

- ❑ *introduce clients to key personnel, e.g., other guides, outfitter/employer, cook (NOS-D1.2)*

#### **Extend, accept or decline an invitation or offer. (CLB 5)**

- ❑ *ask special-needs clients if assistance is required: allow client to be independent whenever possible (NOS-B4.3)*
- ❑ *accept gratuities graciously, e.g., say thank-you (NOS-B4.6)*
- ❑ *explain, if asked, that it is up to the client whether to give gratuity (NOS-B4.6)*
- ❑ *thank clients; encourage them to return (NOS-F1.1)*

#### **Express and respond to compliments or congratulations. (CLB 5)**

- ❑ *provide positive reinforcement/feedback, e.g., recognize clients' accomplishments, congratulate clients on success (NOS-B4.2)*

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

- ❑ *welcome clients by introducing self and addressing clients by name if possible (NOS-B4.2)*

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

- ❑ *encourage clients' feedback regarding trip, for example: success and enjoyment of trip; satisfaction with equipment and supplies; suitability of environment; inconsistencies between trip and expectations; suggestions for improvement (NOS-F1.1)*
- ❑ *use communication skills and strategies to handle stress management, e.g., discuss difficulties, seek suggestions from others (NOS-B1.6)*
- ❑ *focus on positive aspects of trip, especially if expectations are not met. Encourage clients, e.g., say, "Hold on, we'll be there soon." (NOS-E7.1)*

#### **Respond to a minor conflict or complaint (CLB 8)**

- ❑ *a client makes a complaint. Freshwater angling guides must clarify the nature of the problem, and identify potential solutions in consultation with the client (ES-TS)*
- ❑ *consider seriously and respond to all complaints (NOS-B4.7)*
- ❑ *remain neutral, e.g., do not argue, agree, disagree, antagonize client, or promise what cannot be delivered, when handling complaints (NOS-B4.7)*

#### **Comfort and reassure a person in distress (CLB 8)**

- ❑ *help client relieve fears, for example: ask client to describe fears; explain own experiences in similar circumstances; reassure client (NOS-E7.1)*
- ❑ *respond to extreme weather and seasonal conditions by reassuring clients and making them as comfortable as possible (NOS-C1.3)*

#### **Express and respond to expressions of respect, friendliness, distance and indifference. (CLB 9)**

- ❑ *adjust to style and needs of listener, e.g., consider age, degree of formality (NOS-B3.3)*
- ❑ *provide positive reinforcement/feedback, e.g., recognize clients' accomplishments, congratulate clients on success (NOS-B4.2)*

## **Conversation Management**

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

- ❑ *show professional attributes by communicating in a manner that is attentive, compassionate, confident, considerate, cooperative, courteous, diplomatic, enthusiastic, ethical, flexible, friendly, honest, knowledgeable, loyal, non-judgmental, optimistic, outgoing, patient, polite, and service-oriented (NOS-B1.4)*
- ❑ *focus on purpose of discussion (NOS-B3.3)*
- ❑ *show interest in topic, e.g., be attentive (NOS-B3.2)*

### **Encourage conversation by adding supportive comments. (CLB 6)**

- ❑ *interact with clients to develop rapport by responding to their expectations, needs and limitations (ES-OC)*

### **Confirm own comprehension. (CLB 7)**

- ❑ *respond to what has been said, for example: nod in agreement, confirm understanding, e.g., paraphrase, ask questions to clarify information (NOS-B3.2)*

### **Use a number of strategies to keep the conversation going (CLB 7); change topic. (CLB 7)**

- ❑ *avoid conflicts with clients; avoid criticizing previous clients; avoid criticizing outfitter/employer (NOS-B4.2)*
- ❑ *avoid use of insensitive descriptors, e.g., "crippled" (NOS-B4.3)*

### **Use appropriate non-verbal behaviour. (CLB 7)**

- ❑ *use non-verbal communication skills, for example: make eye contact, smile, maintain comfortable distance from listener, use hand gestures, demonstrate or use props to explain techniques (NOS-B3.3)*

### **Manage conversation. Check comprehension. (CLB 8)**

- ❑ *ensure message is understood; consider possible impact of message on listener, e.g., listener may become anxious or excited (NOS-B3.3)*
- ❑ *communicate with foreign language-speaking clients: determine extent of communication possible, e.g., what languages are spoken, how well these are spoken; us[e] simple, common words and a normal tone and volume (NOS-B3.4)*
- ❑ *adapt communication for deaf and hard-of-hearing clients, for example: face client and make eye contact when speaking, speak slowly and clearly, check to see that client has understood what has been said (NOS-B4.3)*

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

- ❑ *maintain control: establish leadership at pre-trip meeting; do not let clients control situations, e.g., do not let clients make schedule changes (NOS-B4.9)*
- ❑ *lead without dominating: accommodate clients' requests whenever possible; communicate with clients on ongoing basis, e.g., keep clients informed of decisions (NOS-B4.9)*

## **Phone Competencies**

### **Take live phone messages with five to seven details (7); carry on a brief phone conversation in a professional manner. (CLB 8)**

- ❑ *take telephone message (NOS-B3.3)*

## **II. Instructions**

### **Give clear instructions and directions related to moderately complex familiar technical and non-technical tasks. (CLB 7)**

- ❑ *communicate (travel) plan to all individuals involved and follow plan: be on time, e.g., begin fishing trip when scheduled; monitor activities and adjust plan as necessary (NOS-B4.11)*
- ❑ *interact with clients to provide instruction on conservation techniques and safety procedures (ES-OC)*

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

- ❑ *communicate contingency plan and safe travel guidelines to clients (NOS-C1.6)*

**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)**

- ❑ *a medical emergency arises when a client is injured. Freshwater angling guides assess the situation and develop possible contingency plans, considering resources available (e.g., radio, signaling equipment). They choose the best course of action and communicate this to clients, delegating tasks as required. Freshwater angling guides...contact the appropriate authorities (ES-TS)*
- ❑ *communicate emergency plan and action to clients: inform clients that you are in control of situation; delegate tasks; emphasize that will to live is of prime importance for survival, if situation is extreme (NOS-C2.2)*

### **III. Suasion (Getting Things Done)**

**Give sets of simple everyday instructions and directions. (CLB 4)**

- ❑ *ask clients to collect personal belongings while cleaning up after shore lunch (NOS-E4.3)*

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

- ❑ *seek local knowledge and information from, for example: experienced guides, conservation officers, outfitters/employers, fisheries' biologists, local residents, e.g., elders (NOS-A2.1)*
- ❑ *freshwater angling guides speak with area residents and observe other anglers to find out where the fish are (ES-TS)*
- ❑ *obtain local knowledge by exploring the area, e.g., alone or with experienced guide (NOS-A2.1)*

**Make an extended suggestion on how to solve an immediate problem or make an improvement. (CLB 7)**

- ❑ *inform client of action to be taken, when handling complaints (NOS-B4.7)*
- ❑ *report problem and action taken to outfitter/employer (NOS-B4.7)*
- ❑ *instruct clients on course of action in order to signal for help, e.g., have all clients signal together when aircraft is overhead (NOS-C2.5)*

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

- ❑ *discuss aspects of trip during post-trip meeting with outfitter/employer, for example: clients' comments; observations; personal impressions of trip; condition of equipment; problems; length and timing of trip; highlights (NOS-F1.2)*
- ❑ *determine nature of complaints: investigate facts; notify outfitter/employer if necessary (NOS-B4.7)*
- ❑ *identify solutions, e.g., ask client for suggestions, discuss situation with other guides, when handling complaints (NOS-B4.7)*
- ❑ *report conflict with other outdoor resource users, and actions taken to outfitter/employer and /or to local authority (NOS-E6.3)*

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

- ❑ *make decisions by identifying goals with client, e.g., what client would consider successful angling trip (NOS-B4.9)*
- ❑ *communicate decisions to clients and co-workers: explain how decision will be carried out (NOS-B4.9)*
- ❑ *make decisions by selecting best alternatives with client (NOS-B4.9)*

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

- ❑ *discuss aspects of trip during post-trip meeting with outfitter/employer. Make recommendations and suggestions for improvements, for example: additional equipment required; alternate food items; changes to route (NOS-F1.2)*

### **IV. Information**

#### **Presentations**

**Tell a detailed story/report an accident. (CLB 5)**

- ❑ *inform outfitter/employer of equipment or maintenance problems (NOS-E1.1)*

**Describe a scene or picture. (CLB 5)**

- ❑ *inform special-needs clients of facilities and services available e.g., special equipment, location of access ramps (NOS-B4.3)*

**Relate a detailed sequence of events from the past; tell a detailed story, including reasons and consequences. (CLB 6)**

- ❑ *explain a local situation of conflict with other outdoor resource users to clients (NOS-E6.3)*

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

- ❑ *identify tourism resources to clients, for example: major attractions, e.g., national parks, festivals, events; services, e.g., accommodation, transportation; community information, e.g., history, population, major industries; natural environment, e.g., geography, climate (NOS-B4.5)*
- ❑ *offer information to clients to enhance experiences, e.g., folklore, culture (NOS-B4.5)*
- ❑ *share information/expertise with others; ensure same information is given to all clients, e.g., size of record catch (NOS-B4.9)*
- ❑ *explain local cultural protocols to clients about angling practices, e.g., subsistence fishing, and cultural norms and taboos (NOS-B4.2)*

### **Tell a story, including a future scenario. (CLB 7)**

- ❑ *during pre-trip meeting with clients, describe trip, for example: type, e.g., walking, climbing, angling, boating; camp policies; features, e.g., rapids; schedule; activities; length of trip; available options; points of interest; expectations, e.g., type of fish clients wish to catch, how far clients wish to travel (NOS-D1.3)*

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

- ❑ *promote business to clients during trips by providing information about the operation, for example: types of trips available; length of trips; location of camps and meeting areas; physical exertion required; access to site, e.g., nearest airport; available accommodation, e.g., tents, lodges (NOS-B4.4); philosophy, e.g., catch and release; history, e.g., past owners, length of time in operation (NOS-B4.4)*
- ❑ *promote business to clients during trips by providing information about the area, for example: culture, e.g., tradition, cuisine; history, e.g., natural exploration; populations of surrounding towns and cities; local attractions; geography, e.g., terrain, elevation, unique scenery; climate; sunrise and sunset times; dangers or hazards, e.g., wildlife, swamps; wildlife, e.g., species, habitat (NOS-B4.4)*
- ❑ *present information about business competition fairly if asked: be familiar with competitors' products and services; be factual, e.g., do not criticize (NOS-B4.4)*

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

- ❑ *interact with clients to share stories and knowledge of the area (e.g., history, fishing information, flora) (ES-OC); share stories and knowledge of area with clients, for example: history, culture, angling information, flora and fauna (NOS-B4.2)*

## **Interaction One-on-One**

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

- ❑ *familiarize clients with camp, e.g., point out location of washrooms, eating areas, and garbage cans (NOS-D1.2)*
- ❑ *ask for additional instructions and comply with client's requests while taking photographs and video footage. If necessary, advise client of need to clean up before taking photographs or videos, e.g., wash blood off hands (NOS-E8.2)*

### **Ask for and provide information in an interview related to daily activities. (CLB 6)**

- ❑ *interact with suppliers to purchase goods and exchange information on products (ES-OC)*
- ❑ *interact with other resource users such as hunters and local residents to exchange information about local conditions (ES-OC)*

### **Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements. (CLB 7/8)**

- ❑ *inform outfitter/employer of personal situations, e.g., personal abilities, physical limitations, health (NOS-G2.2)*
- ❑ *ask employer about policies, for example: lights out; camp fishing limits; smoking; dress code; socializing; alcohol; gratuities; telephone; emergency plan (NOS-B3.6); substance use and abuse; communications; use of equipment (NOS-G2.2)*
- ❑ *inform clients of government legislation pertaining to activity (NOS-G1.2); prevent violations of legislation by explaining implications of activity, for example: guide and/or employer could lose licence and/or job (NOS-G1.3)*
- ❑ *in the case of a natural or accidental death, notify outfitter/employer and local authorities, e.g., doctor, police (NOS-C2.3)*
- ❑ *determine equipment maintenance/troubleshooting requirements for transportation equipment, communications equipment, camp equipment, angling equipment, etc. by asking outfitter/employer or other guides*

**Discuss options. (CLB 8)**

- ❑ *discuss package details with employer, e.g., services included (NOS-B3.5)*
- ❑ *discuss needs and expectations of employer and employee, e.g., responsibilities, additional training (NOS-B3.5)*
- ❑ *discuss short-and long-term plans with employer, e.g., availability for leading future trips, personal goals (NOS-B3.5)*
- ❑ *discuss details of terms of employment, including: job description, needs and expectations; short- and long-term plans; working agreement or contract (NOS-G2.2)*

**Interaction in a Group****Participate in a small group discussion/meeting on non-personal familiar topics and issues: express opinions, feelings, obligation, ability, certainty. (CLB 6)**

- ❑ *interact with clients to provide information during pre-trip and post-trip meetings (ES-OC)*
- ❑ *interact with co-workers (e.g., other guides) to collaborate in planning and operating trips (ES-OC)*

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

- ❑ *Freshwater angling guides participate in formal pre-trip and post-trip discussions with their outfitters/employers and co-workers to discuss methods for improving work processes, product quality, allocation of responsibilities and goals (ES-WO)*

## Skill: Listening

### I. Social Interaction

#### Identify mood/attitude of participants. (CLB 6)

- ❑ *There are no fish to be found in a bay where they are usually plentiful. Freshwater angling guides have to [listen to clients and] find fish while maintaining the group's energy and enthusiasm (ES-TS)*

#### 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)

- ❑ *A client makes a complaint. Freshwater angling guides must [listen to] clarify the nature of the problem, and identify potential solutions in consultation with the client (ES-TS)*

### II. Instructions

#### Understand a set of instructions when not presented completely in point form: sequence/order must be inferred from the text. (CLB 6)

- ❑ *ask client [and listen] for location of personal medication and instructions for use in case of emergency (NOS-D1.5)*

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

- ❑ *learn how to use and familiarize self with communication devices, e.g., cellular/satellite telephone, two-way radio, mobile telephone, radio transmitter, walkie-talkie by asking outfitter/employer and other guides (NOS-B3.6)*
- ❑ *determine equipment maintenance/troubleshooting requirements for transportation equipment, communications equipment, camp equipment, angling equipment, etc. by asking outfitter/employer or other guides (NOS-E1.1)*

#### Follow an extended set of multi-step instructions on technical and non-technical tasks for familiar processes or procedures. (CLB 8)

- ❑ *determine equipment maintenance/troubleshooting requirements for transportation equipment, communications equipment, camp equipment, angling equipment, etc. by attending training sessions (NOS-E1.1)*

### III. Suasion (getting things done)

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

- ❑ *Freshwater angling guides participate in formal pre-trip and post-trip discussions with their outfitters/employers and co-workers to discuss methods for improving work processes, product quality, allocation of responsibilities and goals (ES-WO)*
- ❑ *be open to feedback from employer (NOS-B3.5)*

### IV. Information

#### Demonstrate comprehension of the gist, factual details and some inferred meanings by listening to a descriptive or narrative text (CLB 5); or in a group interaction (e.g., meeting, discussion). (CLB 6)

- ❑ *listen to weather, news, marine reports, or forecasts, if available (NOS-C1.2)*



# Skill: Reading

## 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

**Understand and follow moderately complex written instructions for seven to 10-step procedures. (CLB 5)**

- ❑ *ensure a safe supply of drinking water. To purify water, if necessary, they boil it for 10 minutes, or add halazone tablets or iodine as directed (NOS-C2.6)*

**Follow a set of written instructions on 10- to 13- step everyday procedures related to simple technical and non-technical tasks (CLB 7); follow everyday instructional texts (CLB 7); follow an extended set of multi-step instructions for established process. (CLB 8)**

- ❑ *learn how to use and familiarize self with communication devices, radio transmitter, walkie-talkie by reading manuals (NOS-B3.6)*
- ❑ *handle equipment safely and operate according to: manufacturer's instructions; employer's recommendations; training provided (NOS-C1.4)*
- ❑ *use flares in order to signal for help by following manufacturer's instructions (NOS-C.2.5); use signaling mirror in order to signal for help by following manufacturer's instructions (NOS-C2.5)*

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

- ❑ *search equipment manuals (e.g. motor) to follow manufacturer's instructions and troubleshoot mechanical problems (ES-RT)*
- ❑ *interpret legislation and regulations to comply with provincial (e.g., licensing, angling) and federal (e.g., Fisheries Act, Canada Customs) requirements (ES-RT)*

## III. Business/Service Texts

**Understand very short basic common forms, simplified maps and diagrams, signs, labels, tables, schedules. (CLB 2)**

- ❑ *skim forms, labels, notes, letters, memos for overall meaning, to get the 'gist' (ES-RT)*

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

- ❑ *gather supplies, equipment, and gear according to checklists (NOS-D1.6); use checklist to determine personal gear requirements, for example: toiletries; clothing; sunglasses; medications; insect repellent and sunscreen (NOS-D1.6)*
- ❑ *cross-check names of clients with list supplied by outfitter/employer (NOS-D1.2)*

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

- ❑ *read completed forms containing check boxes, numerical entries, phrases, addresses, sentences or texts of a paragraph or more (ES-DU)*

**Identify factual details and some inferred meanings in moderately complex texts containing advice, requests, specifications. (CLB 6)**

- ❑ *read industry magazines to promote their professional development (ES-RT)*
- ❑ *read training materials to learn new skills and knowledge (ES-RT)*
- ❑ *read provincial angling guides to increase knowledge of local areas (ES-RT)*

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

- ❑ *read local publications to determine hazards particular to area, e.g., storms, floods, winds, rough water (NOS-C1.2)*
- ❑ *determine equipment maintenance/troubleshooting requirements for transportation equipment, communications equipment, camp equipment, angling equipment, etc. by reading operating manuals (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 the full text in manuals, specifications, regulations, reports, books, journals to understand or to learn (ES-RT)*
- ❑ *be familiar with applicable government regulations, for example: licensing; angling regulations; outfitter and guide regulations; seasonal restrictions; health; landowner's rights; limits of operating area; litter control; parks; crown land; forest restrictions; liquor/alcohol control; Fisheries Act; marine regulations; customs; crown land; aboriginal land (NOS-G1.2)*
- ❑ *become familiar with fishing regulations that apply to species in area (NOS-A2.1)*

## **IV. Informational Texts**

### **Informational texts**

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

- ❑ *obtain local knowledge by reading maps (NOS-A2.1)*

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

- ❑ *read tables, schedules or other table-like text (ES-DU)*

**Demonstrate comprehension of a one- or two-page moderately complex extended description, report or narration on a familiar topic. (CLB 7)**

- ❑ *obtain local knowledge by reading provincial angling guidebooks (NOS-A2.1)*

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

- ❑ *read tables in government reports to obtain conservation data such as creel counts and fish counts (ES-DU)*

### **Information literacy/reference and study skills competencies**

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

- ❑ *refer to books to identify fish species, flora and fauna (ES-DU)*
- ❑ *refer to pictures in angling guides and books to learn about local species of fish (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)**

- ❑ *obtain local knowledge by reading books and internet materials (NOS-A2.1)*

## 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

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

- ❑ *take telephone message (NOS-B3.3)*

### III. Business/Service Messages

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

- ❑ *label containers according to fuel type or mix (NOS-C1.5)*

**Convey business messages as written notes. (CLB 5-6)**

- ❑ *write supplies and equipment check lists to prepare for trips (as required) (ES-W)*
- ❑ *write notes to remember ideas and comments (ES-W)*
- ❑ *write messages, if necessary, e.g., leave note for client (NOS-B3.3)*
- ❑ *adapt communication for deaf and hard-of-hearing clients, for example: use basic sign language or diagrams or communicate in writing, if necessary (NOS-B4.3)*

**Fill out forms. (CLB 5)**

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

**Fill out moderately complex forms. (CLB 6-7)**

- ❑ *issue fishing licences to comply with legal requirements (ES-DU)*
- ❑ *record data in government surveys to provide conservation information (as required) (ES-W)*

**Convey business messages as written notes to pass on routine information, make requests, or respond to recommendations and warnings. (CLB 7)**

- ❑ *report violations of legislation (e.g., date, time, and location) to employer and/or authorities as soon as possible (NOC-G1.3)*

**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)**

- ❑ *record information in daily logbook, for example: fish taken; angling violations observed; unusual incidents; reminders; problems; encounters with others (NOS-E9.1)*
- ❑ *in the case of a natural or accidental death, record details of death and report to: outfitter/employer and local authorities (NOS-C2.3)*
- ❑ *A medical emergency arises when a client is injured. Freshwater angling guides assess the situation and develop possible contingency plans, considering resources available (e.g., radio, signaling equipment). They choose the best course of action and communicate this to clients, delegating tasks as required. Freshwater angling guides document the emergency and steps taken. (ES-TS)*
- ❑ *report conflict with other outdoor resource users, and actions taken to outfitter/employer and/or to local authority (NOS-E6.3)*

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

- ❑ *complete accident report forms to document incidents as required for legal or insurance purposes (ES-DU)*
- ❑ *plan trip schedules to establish times for departure, travel, fishing activities, meals and return (ES-N)*

### IV. Presenting Information and Ideas

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.

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**For more information about:**

Canadian Language Benchmarks or Occupational Language Analyses

**Contact:**

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National Occupational Standards for Tourism

Canadian Tourism Human Resource Council,  
151 Slater St., Suite 603  
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Fax: (613) 231-6853  
Email: [cthrc@cthrc.ca](mailto:cthrc@cthrc.ca)

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

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**Registered in Ottawa this 8 day of May 2005**