



FRESHWATER ANGLING GUIDE and HUNTING GUIDE (NOC 6532)

Job Definition:

Freshwater angling guides organize and conduct fishing expeditions using their knowledge of fish species and their familiarity with local areas, rivers, lakes and streams. Freshwater angling guides may be self-employed, work as contractors or work as employees of fishing lodges and outfitters.¹

Hunting guides organize and conduct expeditions for hunters using their land skills, hunting skills and knowledge of wildlife species. Hunting guides may work as: contractors, hired by lodges and outfitters during busy hunting seasons to lead trips; sole operators who meet clients and lead hunting trips; or paid guides within an outfitting operation.²

The NOC group to which freshwater angling guide and hunting guide belong is "Outdoor sport and recreational guide".

Additional Occupational Information³:

Freshwater angling guides are skilled anglers who educate clients about fishing techniques and fish behaviour and habitats. They inform clients of fishing regulations and the equipment and supplies needed for a trip, and they also often operate watercraft. They always maintain an awareness of safety while responding to client needs, providing hospitality and sharing the fishing experience with others.

Hunting guides facilitate outdoor experiences and seek to meet clients' needs by providing professional hospitality and tailoring activities to meet client interests and provide personalized hunting experiences. Duties may include taking hunting clients to find game, providing care of harvested game, informing clients of hunting regulations, assembling equipment and supplies, taking care of transportation needs, setting up and breaking camp, and providing meals. As leaders of small and large groups, hunting guides must be aware of safety at all times.

¹ *Essential Skills Profile Update for Freshwater Angling Guide (NOC 6532)*, Canadian Tourism Human Resource Council, 2010

² *Essential Skills Profile Update for Hunting Guide (NOC 6532)*, Canadian Tourism Human Resource Council, 2010

³ *National Occupational Standards for Freshwater Angling Guide*, Canadian Tourism Human Resource Council, 2010; *National Occupational Standards for Hunting Guide*, 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 freshwater angling guides and hunting guides. The tasks are illustrative only, and do not provide a complete sample of what a freshwater angling guide or hunting guide 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 five key resources:

- the *Canadian Language Benchmarks 2000*, Centre for Canadian Language Benchmarks and Citizenship and Immigration Canada
- the *National Occupational Standards for Fresh Water Angling Guide*, Canadian Tourism Human Resource Council, 2010
- the *National Occupational Standards for Hunting Guide*, Canadian Tourism Human Resource Council, 2010
- the *Essential Skills Profile Update for Freshwater Angling Guide*, Canadian Tourism Human Resource Council, 2010
- the *Essential Skills Profile Update for Hunting Guide*, Canadian Tourism Human Resource Council, 2010.

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 + F (for Freshwater Angling Guide) or H (for Hunting Guide) + the first letters of the profile section	(ESF-DU) = Essential Skills Profile - Freshwater Angling Guide, Document Use section
National Occupational Standard	NOS + F or H + the section/subsection	(NOSH-B3.5) = National Occupational Standard for Hunting Guide, Major Category B, Skill 3; Subskill 5

The number of references adds to the complexity of coding and sequencing tasks in this OLA. The general order is:

- ESP references are listed before NOS references
- Tasks within one reference are listed in sequential order (i.e., in alpha/numeric order or the order in which they appear within the document)
- F examples are listed before H examples within the same statements

Comparative Ratings:

The following chart compares typical and most complex essential skills ratings for freshwater angling guide and hunting guide 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*⁴. These are general ranges and there may be some language tasks that fall outside of this range.

Skill Area	Typical		Most Complex	
	Essential Skills	CLB	Essential Skills	CLB
Speaking	1 - 2	5 - 8	2 - 3	6 - 10
Listening	1 - 2	5 - 8	2 - 3	7 - 10
Reading	1 - 2(F); 1-3(H)	3 - 6(F); 3 - 9(H)	2 - 3(F); 3(H)	6 - 9(F); 7 - 9(H)
Writing	1 - 2	4 - 7	2 - 3(F); 2(H)	6 - 8 (F); 6 - 7(H)

Common Conditions of Communication:

Condition	Description
Purpose	– teaching/leading clients during hunting and fishing trips; taking/giving directions to clients, service providers; advising/consulting employers and co-workers
Audience	– group and one-on-one interactions with: clients; service providers; co-workers; employers; regulatory officers; other resource users
Context	– varied and informal; often dynamic outdoor environments (wilderness, secondary roads, lakes and rivers); taking cues from clients (e.g. body language); occasionally stressful (e.g. bad weather, accidents)
Topic	– familiar; technical; interpretive topics from concrete to abstract; often routine; some problem-solving discussions
Mode	– face-to-face; in person; by telephone and computer (occasionally); infrequently using emergency equipment (e.g. two-way radios, long range walkie talkie, emergency locator transmitters, satellite GPS messengers)

⁴ *Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework*; Centre for Canadian Language Benchmarks, 2005

Skill: Speaking

I. Social Interaction

Interpersonal Competencies

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

- ❑ *greet clients as they arrive at camp (ESF-OC)*
- ❑ *greet clients (NOSF-B3.3); (NOSH-B3.3)*
- ❑ *welcome clients: shake hands firmly; smile; make self-introduction; address clients by name, if possible (NOSF-B6.1); (NOSH-B6.1)*

Open, close and respond to short casual small talk. (CLB 4)

- ❑ *take interest in clients, e.g. start conversations (NOSF-B6.1); (NOSH-B6.1)*
- ❑ *ask clients about day's activities (NOSF-E17.1); (NOSH-E18.1)*

Introduce two persons. (CLB 4)

- ❑ *introduce clients to key personnel (NOSF-D9.2); (NOSH-D9.2)*

Take leave appropriately. (CLB 4)

- ❑ *thank clients: shake hands; encourage clients to return (NOSF-F18.1); (NOSH-F19.1)*

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

- ❑ *ask clients if assistance is required (NOSF-B6.2); (NOSH-B6.2)*

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

- ❑ *provide positive reinforcement and feedback, e.g. recognize clients' accomplishments, congratulate clients on success (NOSF-B6.1);*
- ❑ *accept gratuities graciously, e.g. thank client directly (NOSF-B6.5); (NOSH-B6.5)*

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

- ❑ *speak positively about job (NOSF-B3.3); (NOSH-B3.3)*
- ❑ *speak positively about other guides and employer (NOSF-B3.3); speak positively about other guides, outfitter or employer (NOSH-B3.3)*
- ❑ *use consideration and discretion when discussing the harvested game with the client (NOSH-B3.3)*
- ❑ *use communication skills [to handle personal and client stress] e.g. discuss difficulties, seek suggestions from others (NOSF-B3.5); (NOSH-B3.5)*
- ❑ *calm agitated clients (NOSF-B3.5)*
- ❑ *speak openly and honestly with clients to determine how their experience can be facilitated and improved (NOSF-B6.2); (NOSH-B6.2)*
- ❑ *encourage clients, e.g. be optimistic (NOSF-E15.1); (NOSH-E16.1)*

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

- ❑ *find that a client is dissatisfied. They clarify the nature of the problem, identify potential solutions in consultation with the client (ESF-TS)*
- ❑ *interact with fur harvesters, commercial fishers and representatives of the anti-hunting movement to dispel misconceptions about the hunting industry and to resolve conflicts (ESH-OC)*
- ❑ *respond to all complaints; determine nature of complaint: investigate facts... inform client of action to be taken; follow up with client (NOSF-B6.6); (NOSH-B6.6)*
- ❑ *settle disagreement with co-workers away from clients (NOSF-B6.8); (NOSH-B6.8)*
- ❑ *respond to conflict with other outdoor resource users: apply conflict resolution techniques, e.g. discuss concern calmly, suggest that matter be taken up with employer rather than on the spot (NOSF-E14.2); (NOSH-E15.2)*

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

- ❑ *reassure clients [after confrontation with a female bear protecting its cubs] (ESH-TS)*
- ❑ *calmly lead others and sustain life during emergency situations [such as extreme weather conditions or when clients are critically or fatally injured] (ESH-TS)*
- ❑ *console injured clients (NOSF-B3.3)*

- *respond appropriately to extreme weather and seasonal conditions: reassure clients and make them as comfortable as possible (NOSF-C7.3); (NOSH-C7.3)*
- *help relieve fears: for example: be calm and patient; share personal experiences of having been in similar circumstances before; reassure client; offer options or assistance, e.g. select alternative route or campsite (NOSF-E15.1); (NOSH-E16.1)*

Conversation Management

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

- *use nonverbal communication skills, for example: make eye contact, smile, maintain comfortable distance from listener, use hand gestures, demonstrate or use props to explain techniques (NOSF-B5.2); (NOSH-B5.2)*

Encourage conversation by adding supportive comments. (CLB 6)

- *show interest in topic, e.g., be attentive (NOSF-B5.1); (NOSH-B5.1)*
- *focus on purpose of discussion (NOSF-B5.2); (NOSH-B5.2)*

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 (NOSF-B5.1); (NOSH-B5.1)*

Use a number of strategies to keep the conversation going: hold the floor; resume after interruption; change topic. (CLB 7)

- *adjust to style and needs of listener, e.g. consider age, experience, degree of formality (NOSF-B5.2); (NOSH-B5.2)*
- *use verbal communication skills, for example: speak clearly and naturally; address listener by name; use humour appropriately (NOSF-B5.2); (NOSH-B5.2)*
- *speak directly to clients, e.g., make eye contact, if culturally appropriate (NOSF-D9.4); (NOSH-D9.4)*

Manage conversation. Check comprehension. (CLB 8)

- *ensure that messages are understood (NOSF-B5.2); (NOSH-B5.2)*
- *communicate with foreign language speaking clients [for example]: use simple, common words; speak using normal tone and volume (NOSF-B5.3); (NOSH-B5.3)*
- *check to see that clients [deaf and hearing-impaired] have understood what has been said (NOSF-B6.2); (NOSH-B6.2)*
- *follow up [after giving instructions]: ensure clients understand information, e.g., ask clients to demonstrate procedure; patiently explain again if clients misunderstand, using different approach (NOSF-D9.4); (NOSH-D9.4)*

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 (NOSF-B6.7); (NOSH-B6.7)*

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 short, one- to two-clause directions relating to movement and position in space. (CLB 3)

- *calmly tell the client exactly what to do [when confronted by a female bear protecting its cubs] (ESH-TS)*
- *notify others in the area that sighting is about to occur (NOSH-D9.5)*
- *(instruct) client [to] shoot at target (NOSH-D9.5)*
- *tell client to stop or to continue shooting (NOSH-E13.1)*

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

- *instruct clients on course of action, e.g., have all clients signal together when aircraft is overhead (NOSF-C8.5); (NOSH-C8.3)*
- *ask clients to remove and store unneeded items (NOSF-D9.5); (NOSH-D9.6)*
- *ask clients to collect personal belongings [after shore lunch] (NOSF-E12.3) [or to take down camp] (NOSH-E12.3)*
- *delegate tasks to clients willing to help, e.g. collect firewood, carry water (NOSF-E12.1)*

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

- *assign routine tasks to other workers (ESF-WWO); (ESH-WWO)*
- *instruct clients on appropriate behaviours (NOSH-B3.3)*
- *provide instruction and encouragement to inexperienced clients (NOSF-E15.1); (NOSH-E16.1)*

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)

- *interact with pilots to follow guidelines for loading and boarding aircraft (ESH-OC)*
- *communicate decisions [in a medical emergency] to other clients, delegating tasks as required (ESF-TS)*
- *inform other workers or demonstrate to them how tasks are to be performed (ESF-WWO); (ESH-WWO)*

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

- *provide instruction on angling techniques, conservation practices and safety procedures to individual clients and groups of clients. They tailor their messages to the experience levels of their clients. (ESF-OC)*
- *offer instructions on alternate hunting techniques to clients who are experiencing physical difficulties and discomfort (ESH-TS)*
- *provide instruction to clients when necessary (NOSF-B3.3); (NOSH-B3.3)*
- *communicate plan (for each day and each activity) to all individuals involved (NOSF-B6.9); (NOSH-B6.9)*
- *communicate (contingency) plan to clients [in emergency situations]; inform clients that you are in control of situation; delegate tasks (NOSF-C8.2); (NOSH-C7.8)*
- *instruct client in proper use of full-body fall-restraint apparatus (NOSH- C8.5) and hoist line (NOSH- C8.5)*
- *outline which decisions can be made by guide and which can only be made by outfitter, employer or head guide (NOSF-D9.3); (NOSH-D9.3)*
- *deliver instruction [to clients] for example: safety issues, e.g. fire, wildlife; freshwater angling topics, e.g. casting, fly fishing; ; angling procedures, e.g. applicable regulations, when to cast; employer's policies and procedures; technical skills, e.g. how to read fish finder; basic operation of boat in case guide gets hurt (NOSF-D9.4); game topics, e.g. proper shot placement, target identification; hunt procedures, e.g. applicable regulations, when to shoot, who shoots first; employer's policies and procedures, e.g. use of pack animals, hours of hunt, drug and alcohol use; technical skills, e.g. how to read compass, marksmanship, knot tying (NOSH-D9.4)*
- *provide (instruction) in logical sequence: introduce topic; develop details; summarize points (NOSF-D9.4); (NOSH-D9.4)*
- *ensure that client is informed about species-specific documentation required to meet regulations [concerning downed game] (NOSH-E13.2)*

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

- *interact with clients to determine their learning needs and deliver instruction in the area of gun safety, game identification and marksmanship (ESH-OC)*
- *orient new employees (ESF-WWO); (ESH-WWO)*
- *outline: lodge, employer and camp policies, as applicable, e.g. catch-and-release policy, creel limits, gratuity policy; applicable regulations; conservation practices (NOSF-D9.3); outline: camp policies; applicable regulations; conservation practices (NOSH-D9.3)*
- *outline: safety procedures, including: contingency plans, e.g., what to do if guide or client is injured or separated from group; safe angling [or hunting] guidelines; equipment safety, e.g. inform clients of location of first aid and survival kits; importance of notifying guide of intended whereabouts if leaving group (NOSF-D9.3); (NOSH-D9.3)*
- *discuss procedures with client in advance, regardless of tactic or set up, including: specify game to be hunted; determine right to first shot if more than one hunter; clarify: safety considerations; client expectations; when to load gun; distance at which client can shoot, considering marksmanship and weather conditions; when to stop shooting; what to do if game is wounded; how to approach downed game; use and placement of decoys (NOSH-E13.1)*

III. Suasion (Getting Things Done)

Ask and grant permission. (CLB 3)

- *obtain permission before checking clients' gear (NOSH-D9.6)*

Advise someone of danger. (CLB 3)

- *inform clients of potential danger, e.g. bears with cubs, rutting season, proximity to hibernation sites, Lyme disease, rabies, rattlesnakes (NOSF-C7.1); (and) regions where wildlife is habituated to human presence, possibility of shots attracting wildlife (NOSH-C7.1)*
- *[during pre-trip meeting] outline: possible dangers, e.g. wildlife encounters (NOSH-D9.3)*
- *advise client of potential danger to dogs, if client brings own dog (NOSH-E11.2)*

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

- ❑ *recruit assistance from others, if required (NOSF-B3.5); (NOSH-B3.5)*
- ❑ *offer assistance to visually-impaired clients, for example: offer arm when walking (NOSF-B6.2); (NOSH-B6.2)*
- ❑ *offer to carry luggage and equipment (NOSF-D9.2); (NOSH-D9.2)*

Request, accept or reject goods or services, assistance or offer in a service or sales situation. (CLB 4)

- ❑ *interact with suppliers to purchase goods and exchange information on products (ESF-OC)*
- ❑ *encourage client participation in activities, e.g. wildlife viewing, collecting firewood (NOSF-B6.1); (NOSH-B6.1)*

Give and get permission. (CLB 5)

- ❑ *get permission to use private property or First Nations land claim areas (NOSF-B6.4); (NOSH-B6.4)*
- ❑ *obtain permission to erect tree stand (NOSH-C8.5)*
- ❑ *get permission from owner to cross or camp on land (NOSF-E13.1); get permission to use property from landowner or leaseholder, if required (NOSH-E13.1)*
- ❑ *obtain client's signed consent for use and release of photographs and videos, e.g. for marketing and advertisement purposes (NOSF-E16.1); (NOSH-E17.1)*

Call for emergency assistance. (CLB 5)

- ❑ *[in emergency situations] contact employer or appropriate authority as soon as possible (NOSF-C8.2); (NOSH-C7.8)*

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

- ❑ *may provide direction to junior guides (ESF-WWO)*
- ❑ *make suggestions on improving work processes (ESF-WWO); (ESH-WWO)*
- ❑ *communicate drug and alcohol policy to clients, noting possible consequences of not abiding by policy (NOSF-B3.6); (NOSH-B3.6)*
- ❑ *make appropriate suggestions, e.g. offer blanket or shelter if client is shivering (NOSH-B5.1)*
- ❑ *advise clients to carry licences and permits: if client will operate boats, ensure they have Pleasure Craft Operator Card (PCOC) or equivalent (NOSF-D9.3); advise clients to carry hunting licences and firearm permits (NOSH-D9.3)*
- ❑ *discreetly offer input to employer regarding teaming with clients, considering: guests' preferences; levels of experience; relationships, e.g., friends, family, spouses (NOSF-D9.3); (NOSH-D9.3)*
- ❑ *remind clients of benefits of catch and release policy (NOSF-E11.3)*
- ❑ *direct clients to employer for resolution [of concerns], as necessary (NOSF-F18.1); (NOSH-F19.1)*

Make a simple prediction of consequences. (CLB 6)

- ❑ *explain to clients implications of pursuing an activity that is illegal, e.g. court case, fines, seizure of watercraft and equipment, loss of licence, loss of job (NOSF-G19.2); (NOSH-G20.2)*
- ❑ *outline consequences if clients do not comply with regulations and employer's policies, e.g. termination of trip at client's expense, reporting of violations to wildlife service (NOSF-G19.2); (NOSH-G20.2)*

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

- ❑ *communicate additional transportation support requests to co-workers or outfitters (ESH-TS)*
- ❑ *get checklist [for equipment and supplies] from employer (NOSF-D9.1); (NOSH-D9.1)*

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

- ❑ *in event of confrontation [with wildlife] calmly tell clients what to do (NOSF-C7.1); (NOSH-C7.1)*
- ❑ *to load and board aircraft safely, caution clients about potential hazards; prohibit smoking near aircraft; ensure that clients do not touch aircraft at dock, unless instructed to do so (NOSF-C7.7); (NOSH-C7.7)*
- ❑ *if client brings own dog, ensure that client is informed of organizational policies (NOSH-E11.2)*
- ❑ *make procedures and conditions very clear [concerning hunt] (NOSH-E13.1)*

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

- ❑ *may discuss repairs of angling and boating equipment with servicers (ESF-OC)*
- ❑ *may consult their employers for additional assistance [after discussion of possible solutions with a dissatisfied client] (ESF-TS)*
- ❑ *review client comments with their employer to determine methods and approaches that could improve the quality of their guiding services (ESH-TS)*
- ❑ *conduct informal post-trip review with client; encourage clients' informal feedback regarding trip; seek to address clients' concerns immediately (NOSF-F18.1); (NOSH-F19.1)*
- ❑ *seek advice and solutions to problems (NOSH-F18.2); (NOSH-F19.2)*

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

- ❑ *identify solutions [to complaints from clients], e.g., ask client for suggestions; discuss situation with other guides, or employer, recommend that client discuss complaints with employer (NOSF-B6.6); (NOSH-B6.6)*
- ❑ *make recommendations and suggestions for improvements (NOSH-F18.2); (NOSH-F19.2)*

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

- ❑ *report serious conflicts immediately to employer (NOSH-B3.5)*
- ❑ *report conflict [with other outdoor resource users] and actions taken to employer and to local authority (NOSF-E14.2); (NOSH-E15.2)*

IV. Information

Presentations

Describe briefly a person, object, situation and daily routine. (CLB 3)

- ❑ *[in the event of challenging weather conditions] communicate the changes to planned trips to clients to keep them informed (ESH-TS)*
- ❑ *advise employer about deviations from schedule (NOSF-B6.9); (NOSH-B6.9)*

Relate a sequence of events in the present, past or future. (CLB 5)

- ❑ *inform other members of group [of natural or accidental death of client] (NOSF-C8.3); (NOSH-C7.9)*
- ❑ *explain situation [of conflict with other outdoor resource users] to clients (NOSF-E14.2); (NOSH-E15.2)*

Tell a detailed story/report an incident (CLB 5)

- ❑ *[in the event of a natural or accidental death] contact employer and local authorities (NOSH-C7.9)*

Describe a scene or picture. (CLB 5)

- ❑ *inform clients of special facilities and services available (NOSF-B6.2); (NOSH-B6.2)*
- ❑ *familiarize clients with site, e.g., point out location of washrooms, eating areas and garbage cans (NOSF-D9.2); (NOSH-D9.2)*

Describe a daily routine. (CLB 5)

- ❑ *discuss activities and schedule, e.g., shore lunch, pre-trip meeting (NOSF-D9.2), discuss activities and schedule, e.g., lunch, pre-trip meeting (NOSH-D9.2)*

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

- ❑ *provide information about the: business's product; business's operation; benefits of guided experiences (NOSF-B6.3); provide information about the: business's product; business's operation; area (NOSH-B6.3)*
- ❑ *represent product honestly (NOSF-B6.3); (NOSH-B6.3)*
- ❑ *point out interesting natural features and share knowledge of them, relate positive anecdotes about previous visits to the area (NOSH-B6.3)*
- ❑ *offer information to enhance experiences, e.g. talk about folklore, relate cultural facts (NOSF-B6.4); (NOSH-B6.4)*

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

- ❑ *answer clients' questions [about local wildlife, e.g. fish, game, birds and angling equipment and techniques] accurately (NOSF-A2.1)*
- ❑ *promote: outdoor wilderness experiences; wilderness management and conservation; understanding of historical guiding traditions; wildlife as valuable, renewable and unique (NOSF-B3.1); promote: outdoor wilderness experiences; wilderness management and conservation; understanding of historical guiding traditions; North American model for wildlife management efforts; wildlife as valuable, renewable and unique (NOSH-B3.1)*
- ❑ *communicate benefits of guided trips to clients and potential clients (NOSF-B3.1)*
- ❑ *discuss history and resources of area (NOSF-B3.3); (NOSH-B3.3)*
- ❑ *speak positively and otherwise show respect for wildlife, the environment and the hunting industry (NOSH-B3.3)*
- ❑ *promote sustainable tourism, for example: respond to clients' ecotourism interests, educate clients on local ecological systems (NOSF-B4.1), (NOSH-4.2)*
- ❑ *promote business and geographic area (NOSF-B4.1); promote business and geographic area, e.g. educate clients on additional hunting opportunities (NOSH-4.2)*
- ❑ *explain local cultural protocols, e.g. subsistence fishing, meat caches, cultural norms and taboos (NOSF-B6.1); (NOSH-B6.1)*

- ❑ describe business competition fairly, if asked: be familiar with competitors' products and services; be factual (NOSF-B6.3); (NOSH-B6.3)

Describe a simple process. (CLB 6)

- ❑ share expertise, e.g. angling tips, outdoor cooking techniques (NOSF-B6.1); (NOSH-B6.1); share knowledge of cooking techniques and recipes (NOSH-12.2)

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

- ❑ interact with clients to share stories and knowledge of the area such as history, fishing and flora information and local attractions. They offer the information to clients to demonstrate their professionalism and persuade clients to return to the area. (ESF-OC)
- ❑ share stories and knowledge of area, e.g. history, culture, angling and hunting information, flora and fauna (NOSF-B6.1); (NOSH-B6.1)

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

- ❑ identify goals with clients, e.g. (ask) what clients would consider successful angling trip (NOSF-B6.7) or successful hunting trip (NOSH-B6.7); review available trip-related alternatives to achieve goals; determine consequences of alternatives; select best alternative with clients (NOSF-B6.7); (NOSH-B6.7)

Describe a moderately complex process. (CLB 7)

- ❑ present hunting information to clients. For example, interact with clients to share expertise about animal tracking and impart knowledge about the area's culture and topography (ESH-OC)
- ❑ communicate decisions [about guided trips] to clients and co-workers: explain how decisions will be carried out (NOSF-B6.7); (NOSH-B6.7)
- ❑ communicate contingency plan and safe travel guidelines to clients (NOSF-C7.6); (NOSH-C7.8)

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)

- ❑ provide orientation information [to clients at pre-trip meetings] and carry out a discussion about the role of the outfitter and guide in controlling hunt activities, setting hunting guidelines and organizing the schedule (ESH-OC)
- ❑ provide information [instruction on safety issues; freshwater angling topics and procedures, employer's policies and procedures, technical skills, game topics, hunt procedures] in logical sequence: introduce topic; develop details; summarize points (NOSF-D9.4); (NOSH-D9.4)

Interaction One-on-One

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

- ❑ explain employer policy regarding gratuities, for example: explain that it is the client's choice to give gratuities; explain that gratuities are included in package price (NOSF-B6.5); (NOSH-B6.5)
- ❑ report damaged or defective equipment to employer (NOSF-E17.1); (NOSH-E18.1)
- ❑ inform employer of personal situations, e.g., personal abilities, physical limitations, health (NOSF-G20.1); (NOSH-G21.1)

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

- ❑ interact with other resource users such as hunters and local residents to exchange information about local conditions (ESF-OC)
- ❑ conduct informal post-trip interviews with clients (ESH-TS)
- ❑ discuss proper conduct with other guides (NOSH-B3.3)
- ❑ confirm clients' needs with employer (NOSF-B6.2)
- ❑ discuss concerns about gratuities with employer, if necessary (NOSF-B6.5); (NOSH-6.5)
- ❑ lead without dominating: accommodate clients' requests whenever possible, communicate with clients on ongoing basis, e.g. keep clients informed of decisions (NOSF-B6.7); (NOSH-B6.7); verify clients' satisfaction (NOSH-B6.7)
- ❑ ask about and clarify employer's policies, for example, regarding: dress code, e.g. need to purchase seasonal clothing or clothing with company logo; gratuities; smoking; socializing with clients; communications, e.g. use of telephone or two-way radio; use of equipment, e.g. vehicle or aircraft procedures, fuel usage, mileage (NOSF-G20.1); (NOSH-G21.1)

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

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

- ❑ *interact with outfitters and employers to confirm trip details, obtain information about clients, arrange communication systems and discuss policies and procedures (ESH-OC)*
- ❑ *[in the event they find recreational anglers using their angling areas] speak to them to explain rights to use the site and persuade them to move to another area (ESF-TS)*
- ❑ *notify employer [about complaints], if necessary;... report problem and action taken to employer (NOSF-B6.6); (NOSH-B6.6)*
- ❑ *[in the event of extreme weather and seasonal conditions] report situation and plan of action to employer; request assistance, if required (NOSF-C7.3); (NOSH-C7.3)*
- ❑ *inform employer or authorities of: destination; route and alternate route; planned date and time of return; number in party; transportation details, e.g., aircraft chartered, watercraft used, all-terrain vehicle (NOSF-C7.6); (NOSH-C7.6)*
- ❑ *[in pre-trip meeting with employer] plan trip details, for example: services to be included; schedule; length of trip; areas to be fished; species to be fished; camp locations; adequate food supplies for duration of trip; equipment and supplies required (NOSF-D9.1); and areas to be hunted; wildlife to be hunted (NOSH-D9.1)*
- ❑ *arrange communication systems and timelines, for example: set up time and method of contact, e.g. radio every evening; set up contingency plan, e.g. two regular contacts missed means send help; determine type of emergency signal, e.g. flag hung (NOSF-D9.1); (NOSH-D9.1)*
- ❑ *inform employer of equipment or maintenance problems promptly (NOSF-E10.1); (NOSH-E10.1)*
- ❑ *coordinate activities with other users to practice minimum impact land-use (NOSF-E13.1); (NOSH-E14.1)*
- ❑ *direct media inquiries about incidents of conflict or perceived conflict to employer (NOSF-E14.1)*
- ❑ *report potential or real conflicts [with other outdoor resource users] to employer or to local authority, if required (NOSF-E14.1); (NOSH-E15.1)*
- ❑ *report violations or infractions by other outdoor resource users to appropriate authorities (NOSF-E14.2)*
- ❑ *inform clients of legislation pertaining to angling activity, e.g., hand out copy of angling regulations (NOSF-G19.1); inform clients of legislation pertaining to activity e.g., hand out copy of hunting regulations (NOSH-G20.1)*
- ❑ *report details of violations [of applicable regulations and employer's policies] by clients and other users to employer as soon as possible: report date, time and location of violations to authorities, as required (NOSF-G19.2); (NOSH-G20.2)*
- ❑ *discuss and clarify details of employment (NOSF-G20.1); (NOSH-G21.1)*

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

- ❑ *[to judge the suitability of equipment choices] discuss equipment performance with experienced anglers and guides to determine equipment suitability for particular angling methods (ESF-TS)*
- ❑ *discuss trip [in post-trip meeting with employer]: clients' comments, e.g. complaints, concerns, compliments; observations, e.g. wildlife, pollution; personal impressions of trip; length and timing of trip; highlights (NOSH-F18.2); (NOSH-F19.2) condition of equipment; problems, e.g. broken equipment, lack of fish in area (NOSH-F18.2); supplies left in cache or stockpiled; operational malfunctions or damage to camps or sites; condition of equipment and animals; problems, e.g. dangers or poor condition of route, lack of wildlife in area (NOSH-F19.2)*

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 (ESF-OC)*
- ❑ *invite all clients to join in group conversations (NOSF-B3.3); (NOSH-B3.3)*
- ❑ *describe trip [at pre-trip meeting with clients]: type, e.g. walking, angling, boating, hunting, photography; camp policies; natural features to be encountered, e.g. rapids, portages; weather forecast; 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 (NOSF-D9.3); and type, e.g. hunting, photography; expectations, e.g. type of game clients wish to hunt (NOSH-D9.3)*

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

- ❑ *interact with other guides and co-workers to plan and conduct trips (ESF-OC)*
- ❑ *discuss operations, regulations and violations with enforcement officers . For example they interact with enforcement offices and government officials to demonstrate that hunting activities are being carried out according to the law (ESH-OC)*

- *participate in pre-trip and post-trip discussions with outfitters, their employers and co-workers to discuss trip details (ESF-WWO); (ESH-WWO)*
- *may participate in discussions about methods for improving work processes, product quality, allocation of responsibilities and operational goals (ESF-WWO)*
- *participate in formal discussions about work processes or product improvement (ESF-WWO); (ESH-WWO)*
- *participate in group discussions with co-workers and employers to review hunting experiences, client satisfaction and the allocation of responsibilities (ESH-WWO)*

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

- *handle anti-angling sentiments, e.g. provide details and evidence to counter incorrect information (NOSF-B3.1); handle anti-hunting sentiment: dispel misconceptions; provide details and evidence to counter incorrect information (NOSH-B3.1)*

Skill: Listening

I. Social Interaction

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

- ❑ *interact with clients to determine their learning needs in the area of gun safety, game identification and marksmanship (ESH-OC)*
- ❑ *respond to client interests, e.g. respond to clients' questions regarding other activities in the area (NOSH-B4.2)*
- ❑ *(listen to) determine clients' trip goals and expectations, for example: identify species they would like to catch; find out if they want to retain fish (NOSF-B6.1)*
- ❑ *(listen to) get regular feedback from clients (NOSF-B6.1); (NOSH-B6.1)*
- ❑ *identify goals with clients, e.g., (ask) what clients would consider a successful angling trip or a successful hunt (NOSF-B6.7); (NOSH-B6.7)*
- ❑ *request information about clients, for example: number of clients; names; ages; home origin; languages spoken; medical conditions, prescription medications and physical limitations; special dietary requirements; experience levels; goals, e.g. species of fish they would like to catch, preference to retain or release fish (NOSF-D9.1); and goals, e.g. game they would like to hunt (NOSH-D9.1)*
- ❑ *respond to special requests (NOSF-D9.2); (NOSH-D9.2)*
- ❑ *discreetly determine clients' abilities and needs: physical, e.g. fitness level, physical limitations; medical, e.g. medical conditions, prescription medications used, location of medications, signs and symptoms of conditions; experience, e.g. previous trips; dietary, e.g. food allergies (NOSF-D9.3); (NOSH-D9.3)*
- ❑ *confirm client expectations, e.g., harvested size expectations (NOSH-D9.3)*
- ❑ *ask clients about day, interpret clients' feedback (NOSF-E17.1); (NOSH-E18.1)*

Identify specific factual details and inferred meanings in dialogues containing openings and closings, making and cancelling of appointments, apologies, regrets, excuses, problems in reception and communication. (CLB 6)

- ❑ *[to communicate with foreign language speaking clients] determine extent of communication possible, i.e. determine what languages are spoken and how well these languages are spoken (NOSF-B5.3); (NOSH-B5.3)*

Identify mood/attitude of participants. (CLB 6)

- ❑ *consider clients' comments, body language, interest and willingness to participate in the hunt and other camp activities, to assess clients' levels of engagement, enjoyment and satisfaction with the hunting expedition (ESH-TS)*
- ❑ *observe and respond to body language: validate concerns with client; make appropriate suggestions, e.g. offer to go back to shore to warm up if client is shivering (NOSF-B5.1)*
- ❑ *recognize impact of message on listeners, e.g., listener may become anxious or excited (NOSF-B5.2); (NOSH-B5.2)*
- ❑ *be sensitive to: clients' moods (NOSF-B6.1); (NOSH-B6.1)*

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)

- ❑ *find that a client is dissatisfied. They clarify the nature of the problem, identify potential solutions in consultation with the client (ESF-TS)*
- ❑ *(listen) to constructive criticism and client concerns (NOSF-B3.3);(NOSH-B3.3)*
- ❑ *listen to complaint in private, if possible (NOSF-B6.6); (NOSH-B6.6)*
- ❑ *respond to conflict with other outdoor resource users, (using) conflict resolution techniques, e.g. listening to other party, staying calm (NOSF-E14.2); (NOSH-E15.2)*
- ❑ *(listen to) clients' feedback regarding trip (NOSF-F18.1); (NOSH-F19.1)*

II. Instructions

Follow two- to four-clause directions relating to movement and position in space, and to weights, measures, amounts and sizes. (CLB 3)

- ❑ *use cameras according to client's instructions; ask for additional instructions, if required (NOSF-E16.1); (NOSH-E17.1)*

Follow sets of sequentially presented four- to five-clause everyday instructions and directions relating to movement and position in space, manner, frequency and duration. (CLB 4)

- ❑ *ask clients with identified medical conditions for location of personal medication and instructions for use in case of emergency (NOSF-D9.5); (NOSH-D9.6)*
- ❑ *comply with client's requests [concerning photographs and video] (NOSF-E16.1); (NOSH-E17.1)*

Understand a range of spoken everyday instructions on step by step procedures. (CLB 5)

- ❑ *ask employer or other guides for assistance [to learn the operational functions of communication devices] (NOSF-B5.5), (NOSH-B5.5)*

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

- ❑ *interact with pilots to follow guidelines for loading and boarding aircraft (ESH-OC); follow instructions from pilots, camp managers and loading managers to load and board aircraft safely (NOSF-C7.7); (NOSH-C7.7)*
- ❑ *[to maintain equipment] ask employer or other guides (NOSF-E10.1); (NOSH-E10.1)*

Understand simple directions on the phone. (CLB 7)

- ❑ *(listen) to employers from remote camps using a cellular or satellite telephone (ESF-OC); (ESH-OC)*
- ❑ *use two-way radios on watercraft to speak to emergency responders (ESF-OC); communicate with their employer over the radio [two-way] from a boat or from a remote camp (ESH-OC)*

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

- ❑ *(take) optional training, e.g. angling, customer service, power boat safety, swimming, wilderness first aid and survival, safe food handling (NOSF- A1.2); (take) optional training in areas that apply to guide's operation, e.g. hunting techniques, customer service, equine training, swimming, wilderness first aid and survival, safe food handling, Workplace Hazardous Materials Information System (WHMIS) (NOSH-A1.2)*
- ❑ *take firearm safety course (NOSH-C7.10)*
- ❑ *[to maintain equipment] attend training sessions (NOSF-E10.1); (NOSH-E10.1)*

III. Suasion (Getting Things Done)

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

- ❑ *get permission to use private property or First Nations land claim areas (NOSF-B6.4); (NOSH-B6.4)*
- ❑ *get permission from owner to cross or camp on land (NOSF-E13.1); get permission to use property from landowner or leaseholder, if required (NOSH-E13.1)*

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

- ❑ *listen to and act upon suggestions, be willing to change plans (NOSF-B3.3); (NOSH-B3.3)*
- ❑ *be open to feedback from employer (NOSF-B5.4); (NOSH-B5.4)*
- ❑ *(listen to and) address clients' concerns immediately (NOSF-F18.1); (NOSH-F19.1)*

IV. Information

Get the gist, key information and important factual details in a story about a personal experience; a description of a person, an object, a situation, a scene, or a daily routine. (CLB 3)

- ❑ *find information about the location of fish by speaking with area residents (ESF-TS)*

Demonstrate comprehension of mostly factual details and some inferred meanings in a story about obtaining goods or services; a report or a forecast; a news item. (CLB 4)

- ❑ *interact with suppliers to purchase goods and exchange information on products (ESF-OC)*
- ❑ *interact with other resource users such as hunters and local residents to exchange information about local conditions (ESF-OC)*
- ❑ *interact with outfitters and employers to obtain information about clients (ESH-OC)*
- ❑ *find information about weather, hazards and seasonal conditions: (from) employer, other guides, conservation officers and wardens; check weather forecasts, news and marine reports (NOSF-C7.2); (NOSH-C7.2)*

- ❑ *confirm condition and availability of equipment (NOSF-D9.1); confirm condition and availability of equipment prior to hunt (NOSH-D9.1)*

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

- ❑ *listen without interrupting, e.g., hear entire message before offering solution or advice (NOSF-B5.1); (NOSH-B5.1)*

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

- ❑ *interact with clients to provide information during pre-trip and post-trip meetings (ESF-OC)*
- ❑ *interact with other guides and co-workers to plan and conduct trips (ESF-OC); interact with other guides and camp cooks to collaborate in planning and operating trips (ESH-OC)*
- ❑ *may discuss repairs of angling and boat equipment with servicers (ESF-OC)*
- ❑ *discuss spawning runs and fish migration with other guides and environmental specialists (ESF-TS)*
- ❑ *learn by talking to other guides, outfitters, co-workers and recreational anglers (ESF-CL); learn by talking to other guides, employers, outfitters, co-workers and clients (ESH-CL)*
- ❑ *discuss operations, regulations and violations with enforcement officers (ESH-OC)*
- ❑ *discuss hunting activities with other resource users (ESH-OC)*
- ❑ *speak with other experienced guides and local residents to find information about unfamiliar species and habitats requested by clients (ESH-TS)*
- ❑ *ask [clients] questions to clarify information (NOSF-B5.1); (NOSH-B5.1)*
- ❑ *ask [employer] about policies, for example: fishing limits; socializing; alcohol use; gratuities; emergency plan (NOSF-B5.4); ask [employer] about policies, for example: socializing; alcohol use; gratuities; emergency plan; risk management plan (NOSH-B5.4)*
- ❑ *discuss issues with employer (NOSF-B5.4); (NOSH-B5.4)*
- ❑ *[in post-trip meeting with employer] seek advice and solutions to problems (NOSF-F18.2); (NOSH-F19.2)*
- ❑ *clarify applicable regulations from available sources, e.g. employer, department biologists, conservation officers (NOSF-G19.1); (NOSH-G20.1)*
- ❑ *ask about and clarify employer's policies, for example, regarding: dress code, e.g. need to purchase seasonal clothing or clothing with company logo; gratuities; smoking; socializing with clients; communications, e.g. use of telephone or two-way radio; use of equipment, e.g. vehicle or aircraft procedures, fuel usage, mileage (NOSF-G20.1); (NOSH-G21.1)*

Demonstrate comprehension of mostly factual details and some inferred meanings in an extended description, report or narration when events (or stages) are reported out of sequence. (CLB 7)

- ❑ *obtain information (from) local residents, conservation officers, fisheries biologists, First Nations Elders, clients, other guides about fish feeding and spawning habits; habitat and migratory patterns; factors influencing angling; local knowledge (NOSF-A2.1)*
- ❑ *obtain information (from) professional associations, biologists, conservation officers, First Nations, Elders, local residents, clients, other guides about wildlife, for example: sex differentiation and species at risk; feeding habits; ranges and migratory patterns; signs, e.g. tracks, droppings, browse; vital target areas; mating behaviours and rutting seasons (NOSH-A2.1)*
- ❑ *obtain information (from) professional associations, biologists, conservation officers, First Nations, Elders, local residents, clients, other guides about habitat, for example: wildlife management zones and protected areas, e.g. Treaty Land Entitlement (TLE); topography; difference between breeding and wintering grounds; seasonally specific regions where animals can be found (NOSH-A2.1)*
- ❑ *obtain information (from) professional associations, biologists, conservation officers, First Nations, Elders, local residents, clients, other guides) about environmental issues, e.g. water contamination, forest fires, fluctuating water levels (NOSH-A2.1)*

Identify main idea (which is not explicitly stated) organization and specific details in extended oral presentations. (CLB 8)

- ❑ *(take) training ... required for guiding in province/territory, for example: cardiopulmonary resuscitation (CPR) certification; first aid; provincial/territorial guide exam, if applicable; provincial/territorial guiding certificate or licence; federal requirements for boat operation (NOSF-A1.1); and hunters' safety certificate; cardiopulmonary resuscitation (CPR) certification; first aid certification; possession and acquisition licence (PAL) (or equivalent) for firearms; provincial training course or guide exam, if applicable (NOSH-A1.1)*

- ❑ *obtain information from a variety of sources about hunting firearms and ammunition, for example: firearm operation and maintenance, e.g. muzzleloader, centre-fire, shot gun; ballistics, trajectories and wind deflection, e.g. bullet and calibre capabilities; legal and safety requirements for use, transportation and storage; firearms and ammunition best suited for game being hunted; factors affecting firearm or ammunition performance, e.g. altitude, weather; patterning and shot size (NOSH-A2.2)*
- ❑ *obtain information from a variety of sources about bow and crossbow hunting, for example: broadheads, e.g. fixed-blade, expandable blade; feasibility of shots, e.g. positioning of shots, effect of draw weights; legal and safety requirements, e.g. tree stand safety; portable stands; effect of wind direction; special gear, e.g. camouflage, lures, scents; equipment maintenance; types of bows and limitations, e.g. long bows, recurves, compounds (NOSH-A2.3)*

Skill: Reading

I. Social Interaction Texts

Get information from personal notes, e-mail messages and letters. (CLB 4)

- ❑ read e-mail messages from clients looking for further information about guided angling trips (ESF-RT); read e-mail messages written by employers and clients requesting information about hunting trips (ESH-RT)
- ❑ may read letters received from past clients describing guides' professionalism, positive attitude and overall good work (ESF-RT)
- ❑ (read) e-mail messages (ESH-CU)

II. Instructions

Follow one- to five-step common everyday instructions and instructional texts. (CLB 3)

- ❑ read posted notices to understand restrictions on land (ESH-RT)

Follow one- to six-step common everyday instructions and instructional texts. (CLB 4)

- ❑ add halazone tablets as directed (NOSF-C8.5); (NOSH-C8.5)
- ❑ prepare emergency rations according to instructions (NOSF-C8.6); (NOSH-C8.4)

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

- ❑ (read about) operational functions of [communication] devices [e.g. cellular and satellite telephones, two-way radios, emergency radio transmitters, satellite Global Positioning System (GPS) messengers, satellite personal tracker]; read manual (NOSF-B5.5)
- ❑ follow manufacturer's instructions [for flares] (NOSF-C8.5); (NOSH-C8.3); [for strobes] (NOSF-C8.5); (NOSH-C8.3)
- ❑ operate radio or emergency communication devices: follow manufacturer's instructions (NOSF-C8.5); operate emergency locator and communications equipment: follow manufacturer's instructions (NOSH-C8.3)

Follow a set of written instructions on 10- to 13- step everyday procedures related to simple technical and non-technical tasks. (CLB 7)

- ❑ operate [equipment] according to manufacturers' instructions (NOSF-C7.4); handle equipment safely [e.g. firearms] and operate according to manufacturers' instructions (NOSH-C7.4)
- ❑ read operating manuals; follow operating and maintenance requirements [to maintain equipment] (NOSF-E10.1); (NOSH-E10.1)
- ❑ familiarize self with the operation of all-terrain vehicles, for example: read operating and safety manuals (NOSH-E10.3)

Follow everyday instructional texts. (CLB 7)

- ❑ use cameras according to manual (NOSF-E16.1); (NOSH-E17.1)

Follow an extended set of multi-step instructions for established process. (CLB 8)

- ❑ read equipment manuals. For example, they may read outboard engine manuals to follow manufacturers' instructions and troubleshoot mechanical problems (ESF-RT)
- ❑ refer to repair manuals to troubleshoot equipment failures (ESH-RT)
- ❑ read technical manuals, for example, they may read manuals describing firearms and ammunition, types of bows, or standards for trophy quality (ESH-RT)
- ❑ may read operational and procedural manuals at work (ESF-CL); may read technical manuals at work (ESH-CL)
- ❑ (read) about hunting firearms and ammunition, for example: firearm operation and maintenance, e.g. muzzleloader, centre-fire, shot gun (NOSH-A2.2)
- ❑ (read) about bow and crossbow hunting, for example: broadheads, e.g. fixed-blade, expandable blade; equipment maintenance (NOSH-A2.3)

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

- ❑ scan Material Safety Data Sheets (MSDS) to learn about hazardous materials under the Workplace Hazardous Materials Information System (WHMIS) (ESH-DU)

III. Business/Service Texts

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

- obtain data on game tags (ESH-RT)
- obtain information from clients' hunting licences and game tags to ensure that they are current and appropriate (ESH-DU)
- scan labels, for example, scan labels on ammunition boxes to confirm they have the correct bullets for their firearms (ESH-DU)
- validate tags for downed game, as required (NOSH-E13.2)

Get information from short business brochures, notices, form letters and flyers. (CLB 3)

- read signs at docks that describe proper boat washing techniques and specify any invasive species that may be transported to and from the body of water (ESF-DU)
- interpret signs to obtain information on directions and cautions (ESH-DU)

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

- may read lists of required equipment and gear on pre-trip forms (ESH-RT); obtain data from equipment and gear inventory lists (ESH-DU)
- obtain data from client information on outfitter waiver forms (ESH-RT)
- scan names, experience levels and medical conditions of clients in completed pre-trip forms (ESF-DU)
- obtain data from itineraries and work schedules for hunting trips (ESH-DU)
- read temperatures in weather forecasts (ESF-N); read temperature forecasts (ESH-N); read the percent chance of precipitation during a hunting expedition (ESH-N)
- cross-check names of clients with list supplied by employer (NOSF-D9.2); (NOSH-D9.2)
- complete dockside boat operation checklist with clients who do not have Pleasure Craft Operator Card (PCOC) (NOSF-D9.3)
- use checklist to determine equipment and clothing requirements (NOSF-D9.6); gather supplies, equipment and personal gear according to checklists (NOSF-D9.6); (NOSH-D9.7)
- complete maintenance checklist [to maintain equipment] (NOSF-E10.1); (NOSH-E10.1)
- complete safety checklist [for the use of tree stands] (NOSH-C8.5)
- perform inventory check [to ensure] adequate food supplies for duration of trip (NOSH-D9.1)

Get information from short business brochures, notices, form letters and flyers. (CLB 4)

- read prices in angling equipment brochures (ESF-N); review equipment brochures (ESF-TS)

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

- read percentages in data tables that report declines and increases in fish species populations (ESF-N)
- compare catch data to that in previous years (ESF-N)
- (read to) adhere to legislation for transportation, storage and use of fuel (NOSF-C7.5); (NOSH-C7.5)
- [read client] comment cards and evaluation forms (NOSH-F18.1; (NOSH-F19.1)

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

- (read) about hunting firearms and ammunition, for example: ballistics, trajectories and wind deflection, e.g. bullet and calibre capabilities; patterning and shot size (NOSH-A2.2)
- (read) about bow and crossbow hunting, for example: broadheads, e.g. fixed-blade, expandable blade; feasibility of shots, e.g. positioning of shots, effect of draw weights; portable stands; effect of wind direction; special gear, e.g. camouflage, lures, scents; types of bows and limitations, e.g. long bows, recurves, compounds (NOSH-A2.3)

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

- locate conservation data such as creel counts and fish counts in tables in government reports (ESF-DU)

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

- (read) guidelines and policies regarding use of drugs and alcohol (NOSF-B3.6); (NOSH-B3.6)

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 and interpret legislation and regulations. For example, they may read and interpret provincial legislation to determine if water bodies are open or closed to angling activities. They interpret legislation and regulations to ensure they comply with municipal, provincial, territorial and federal requirements. (ESF-RT)*
- ❑ *read government legislation and regulations to comply with them. For example, they may read provincial regulations regarding health and safety, animals in season and hunting licences, or read federal legislation regarding the registration and transportation of firearms and the trading of animal parts from endangered species. (ESH-RT)*
- ❑ *(read) current and updated legislation such as the Environment Protection Act and the Fisheries Act (ESF-CL)*
- ❑ *may read amendments to other provincial and territorial regulations they must adhere to such as the Fish and Wildlife Conservation Act, the Coastal Fisheries Protection Act and Clean Water Act (ESF-CL)*
- ❑ *(read) about hunting firearms and ammunition, for example: legal and safety requirements for use, transportation and storage (NOSH-A2.2)*
- ❑ *(read) about bow and crossbow hunting, for example: legal and safety requirements, e.g. tree stand safety; (NOSH-A2.3)*

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

- ❑ *(read and) apply fishing regulations for species in area (NOSF-A2.1)*
- ❑ *(read) federal and provincial/territorial regulations regarding use of drugs and alcohol (to follow and communicate to clients) (NOSF-B3.6); (NOSH-B3.6)*
- ❑ *(read and) adhere to legislation and employer policies regarding use of communication devices (NOSF-B5.5); (NOSH-B5.5)*
- ❑ *(read) and follow applicable provincial/territorial regulations [and] employer's emergency policies (concerning natural or accidental death) (NOSF-C8.3); (NOSH-C7.9)*
- ❑ *(read and) comply with applicable provincial/territorial land use regulations (NOSF-E13.1)*
- ❑ *(read to) observe provincial/territorial regulations regarding hunting game and land access (NOSH-E13.1)*

IV. Informational Texts

Use standard reference texts: dictionaries, maps and diagrams. (CLB 3)

- ❑ *[to communicate with foreign language speaking clients] use other methods if unable to communicate verbally, for example, by using: foreign language dictionaries (NOSF-B5.3); (NOSH-B5.3)*

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

- ❑ *interpret maps and scale drawings. For example, they locate distances expressed as scale measurements on maps to determine landmarks (ESF-DU); use scales of maps to determine real distances and land elevations (ESF-N)*
- ❑ *interpret the distances in actual kilometres [using maps] to determine how long it may take to travel to back roads, isolated streams and across large bodies of water (ESF-DU); may calculate distances from lakes, rivers and streams to the nearest walking path or road using scales on maps (ESF-N)*
- ❑ *may locate changes in water temperatures in their local lakes, rivers and streams from graphs in magazine articles and professional association newsletters (ESF-DU)*
- ❑ *obtain and interpret data from topographical maps to determine locations and destinations (ESH-DU)*
- ❑ *use a map... to determine present location [during trips] (NOSF-C7.6); (NOSH-C7.6)*

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

- ❑ *read articles in industry magazines and tourism handbooks. For example, they may read an article in Canadian Fly Fisher magazine to learn about upcoming angling events in their areas. (ESF-RT)*
- ❑ *may read provincial and territorial tourism handbooks to learn about angling activities in other provinces and territories (ESF-RT)*
- ❑ *find information about fish species and their angling seasons by reviewing government publications and angling licence documents (ESF-TS)*
- ❑ *read magazines to keep up with current issues and topics of interest to clients (ESH-TS)*
- ❑ *read local publications to prepare for weather and seasonal conditions (NOSF-C7.2); (NOSH-C7.2)*

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

- ❑ *read schedules (ESF-DU); (ESH-DU)*

- ❑ *may check monthly moon phases and associated tidal data [in schedules] to determine when fish may travel in and out of bays and estuaries (ESF-N)*

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

- ❑ *read short reports. For example, they may read reports written by scientists, biologists and environmental experts to learn about freshwater habitat sustainability and indications of fish population increases and decreases in nearby water bodies. (ESF-RT)*
- ❑ *scan reports and trade publications to acquire information on industry trends and issues (ESH-RT)*
- ❑ *read articles about current fishing and angling trends (ESF-TS)*
- ❑ *stay current with knowledge of hunting firearms and ammunition, e.g. read books (NOSH-A2.2)*
- ❑ *stay current with knowledge of, and changes to, bow and crossbow hunting, e.g. read books (NOSH-A2.3)*
- ❑ *(read) about hunting firearms and ammunition, for example: firearms and ammunition best suited for game being hunted; factors affecting firearm or ammunition performance, e.g. altitude, weather (NOSH-A2.2)*

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

- ❑ *read assembly drawings (e.g., those found in service and parts manuals) (ESF-DU)*
- ❑ *review trajectory diagrams to inform best placement of blinds and to ensure the safe use of firearms and ammunition (ESH-DU)*

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)

- ❑ *find information about hunting techniques, equipment and species by browsing the Internet (ESH-TS); use keyword searches and Internet browsers to visit various related websites when researching new hunting equipment, species and regulation changes (ESH-CU)*
- ❑ *use reference materials to find information about unfamiliar species and habitats requested by clients (ESH-TS)*
- ❑ *search for angling equipment and supplies on suppliers' websites (ESF-CU)*
- ❑ *obtain updates to legislation and regulations by visiting government websites (ESF-CU)*
- ❑ *read information on websites and in trade magazines on their own time (ESF-CL); (ESH-CL)*
- ❑ *[access online sources of information: to] obtain information about fish, for example: feeding and spawning habits; habitat and migratory patterns; factors influencing angling (NOSF-A2.1)*
- ❑ *[access online sources of information: to] obtain information about wildlife, for example: sex differentiation and species at risk; feeding habits, ranges and migratory patterns; signs, e.g. tracks, droppings, browse; vital target areas; mating behaviours and rutting season; obtain information required about habitat, for example: wildlife management zones and protected areas, e.g. Treaty Land Entitlement (TLE); topography; difference between breeding and winter grounds; seasonally specific regions where animals can be found; obtain information about environmental issues, e.g. water contamination, forest fires, fluctuating water levels (NOSH-A2.1)*
- ❑ *check websites [to] prepare for weather and seasonal conditions (NOSF-C7.2); (NOSH-C7.2)*

Skill: Writing

I. Social Interaction

Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to invitations, quick updates, feelings. (CLB 5)

- ❑ *communicate with clients through post-trip emails, letters or holiday cards (NOSH-B6.1)*

Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to congratulations, thanks, apology or offer of assistance. (CLB 6)

- ❑ *write e-mail messages to co-workers, employers and clients. For example, they may write e-mail messages to past clients to keep in touch and promote return trips (ESF-W)*
- ❑ *(write) e-mail messages to employers, clients and other anglers using Outlook and Internet mail clients (ESF-CU); send and receive e-mail messages (ESH-CU)*

II. Recording/Reproducing Information

Copy short texts from dictionaries, directories, schedules, instructions. (CLB 3)

- ❑ *may label and tag clients' big game trophies or meat cuts to prepare for transportation (ESH-DU)*
- ❑ *label container according to fuel type or mix (NOSF-C7.5); (NOSH-C7.5)*
- ❑ *record measurements [of downed game]; record size (NOSH-E13.2)*
- ❑ *label and tag individual items, e.g., meat quarters: identify with client's name and tag number (NOSH-E13.2)*

III. Business/Service Messages

Fill out simple forms. (CLB 3-4)

- ❑ *enter data into forms. For example, they add names, dates and identifying information in fishing licences and application forms (ESF-DU)*
- ❑ *record number of fish caught (ESF-N)*

Convey simple business messages as written notes. (CLB 3-4)

- ❑ *may write short notes to outfitters to share information prior to departure (ESH-W)*
- ❑ *write messages when necessary (NOSF-B5.2); (NOSH-B5.2)*
- ❑ *[for] deaf and hearing-impaired clients...communicate in writing, if necessary (NOSF-B6.2); (NOSH-B6.2)*

Fill out forms. (CLB 5)

- ❑ *create gear and equipment checklists for clients to use when packing and loading gear before angling trips (ESF-DU); write lists of required supplied and equipment to prepare for trips (ESF-W)*
- ❑ *enter data in tables and schedules, for example, they add dates and times into angling trip schedules and document hours they work (ESF-DU)*
- ❑ *create checklists to organize supplies and equipment (ESH-DU)*
- ❑ *may record data in government surveys to provide conservation information (ESF-W)*
- ❑ *may write supplies and equipment check lists to prepare for hunting trips (ESH-W)*
- ❑ *record catches in specific bodies of water during specific seasons (ESF-N)*
- ❑ *record fish sizes caught during varying time periods and ... compare the data to other seasons (ESF-N)*

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

- ❑ *create schedules for angling trips that describe locations, times and angling activities (ESF-DU)*
- ❑ *write comments and descriptive notes in logbooks and camp or hunting journals (ESF-W); (ESH-W); record daily catch sizes, numbers and weather conditions in camp journals to share with other anglers (ESF-W)*
- ❑ *write e-mail messages to respond to outfitter and client requests for information (ESH-W)*
- ❑ *record information in daily logbook: weather conditions; unusual incidents; reminders, e.g. supplies required, tasks to be done, suggestions from clients; problems, e.g. safety concerns, emergencies; encounters with others not part of the client group (NOSF-E17.1); (NOSH-E18.1); [also] fish taken, e.g. species, size, date caught; names of clients who caught fish; angling*

violations observed, e.g. date, time, description of incident (NOSF-E17.1); [also] game taken, e.g. wildlife, size, date, hunter's name; game violations observed, e.g. date, time, description of incident (NOSH-E18.1)

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

- complete accident report forms to document incidents as required for legal or insurance purposes (ESF-DU)
- create trip schedules to establish times for departure, travel, fishing or hunting activities, meals and return (ESF-N; ESH-N).
- complete hunt report forms. For example, they write descriptive text into hunt report forms including details about the game area hunted, the species hunted, whether animals were killed, how many animals were seen, the age and sex of animals, and personal contact information. (ESH-DU)
- help with maintenance of fishery and wilderness through data collection (NOSF-B3.1); help with maintenance of wildlife and wilderness through data collection (NOSH-B3.1)
- complete maintenance checklist [to maintain equipment] (NOSF-E10.1); (NOSH-E10.1)
- complete safety checklist [for the use of tree stands] (NOSH-C8.5)

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

- may write e-mail messages to outfitters asking about guiding opportunities (ESF-W)

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)

- write short notes, letters and trip observations using basic functions of word processing software such as Word (ESF-CU)
- produce informal letters, memos and reports (ESH-CU)
- provide written account of the incident (natural or accidental death) as soon as possible (NOSF-C8.3); (NOSH-C7.9)

IV. Presenting Information

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

- write hunt reports, for example, they may write descriptive summaries about hunting trips, including details about the areas and species hunted, weather conditions, trail or route conditions, relations with clients, and any injuries, violations or incidents (ESH-W)

Write a paper, essay, report or story to narrate a sequence of events from the past. (CLB 9)

- may write promotional material and advertising. For example, self-employed freshwater angling guides write about their guiding services and describe their personal expertise and experiences on brochures and websites. They write persuasively to attract clients. (ESF-W)

For more information about:

Canadian Language Benchmarks or
Occupational Language Analyses

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National Occupational Standards for Tourism

Canadian Tourism Human Resource Council,
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Essential Skills Profiles

Human Resources and Skills Development Canada,
Skills Information Division
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http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml



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