

national occupational standards

Setting the standard.

The standards in this document are the most exacting standards in the country for tourism professions. When employees meet these standards, they meet the best. In turn, they rank among the best in their profession in the nation. The skills, knowledge and attitudes needed are all carefully outlined. They also guide training, evaluation and selection of staff.

These high standards are possible because they were designed in consultation with people who work in the tourism industry every day, right across the country. The goal was to establish the country's most demanding standards for dozens of tourism occupations.

FRESHWATER ANGLING GUIDE SECOND EDITION

The results businesses have seen? A customer-focused, service-consistent staff that increases earning power by bringing back customers, getting more word-of-mouth referrals and increasing incremental spending among loyal customers. As well, employees experience increased confidence through recognition for their hard work, increased skills and better work-place relationships.

It's been proven – adhering to these nationally recognized standards works.



**For more information,
please contact:**

Your local Tourism Industry Association
or Tourism Education Council
1.800.486.9158 www.emerit.ca

For a print copy of this publication, please contact:

emerit tourism training
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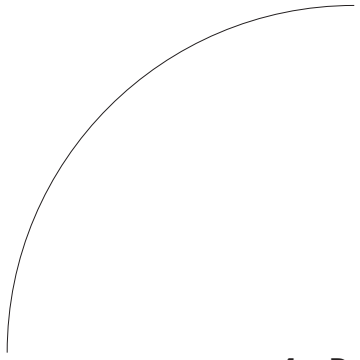
**CANADIAN TOURISM
HUMAN RESOURCE
COUNCIL**

**CONSEIL CANADIEN DES
RESSOURCES HUMAINES
EN TOURISME**

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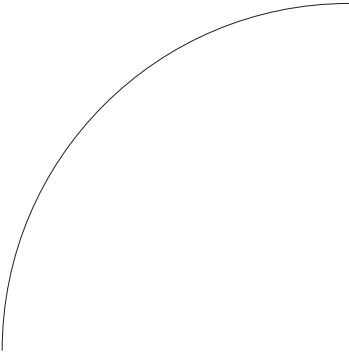
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DIRECTORY – TOURISM EDUCATION ASSOCIATIONS

INTRODUCTION

In Canada, the tourism industry employs 1.3 million people. Worldwide, tourism is one of the largest and fastest growing industries. It is a dynamic and competitive industry, offering a variety of employment opportunities. The Canadian Tourism Human Resource Council (CTHRC) serves as a national forum to facilitate human resource development activities that support a globally competitive and sustainable Canadian tourism industry.

The Council's objectives include setting vision and direction for tourism human resource development in Canada, promoting a training culture in the tourism industry, and co-ordinating national occupational standards and certification. The Council acts as an advocate on tourism human resource development issues at the national and international level.

The Council works closely with business, labour, provincial and territorial tourism education councils, national industry associations, the education and training community, and governments across the country. These tourism partners share resources and jointly develop and implement national projects and programs in the tourism industry.

National, provincial, and territorial tourism industry associations have worked together since 1987 to achieve industry-based occupational standards and certifications that are recognized across Canada. The Canadian Tourism Human Resource Council co-ordinates the efforts of the provincial and territorial councils. This encourages the sharing of information and ideas, while ensuring that consistency of product and quality is maintained and duplication of effort is avoided. This process supports the development of only one national standards and certification program for any tourism occupation.

This occupational standards document represents the knowledge, skills, and attitude required to be considered competent in this occupation. Developed 'by the industry, for the industry,' these standards represent the collective expertise of industry professionals across Canada who work in this occupation. The standards are designed to be used by industry and educational institutions in the training, professional development, and certification of industry professionals.

For more information on how you can benefit from these standards, please contact the tourism education council in your province or territory. The addresses and phone numbers are listed at the end of this document.

STANDARDS OVERVIEW

WHAT ARE STANDARDS?

Standards are statements outlining the knowledge and performance required of an individual to be considered competent in an occupation. By learning and mastering the content of these standards, your knowledge and performance will meet industry expectations.

WHY DEFINE STANDARDS?

Central to the mandate of the Canadian Tourism Human Resource Council (CTHRC) is the enhancement of the image of hospitality within both the industry and the general public. Defining standards is one way to help increase understanding of the broad range of skills required of those working within this industry.

WHO BENEFITS FROM STANDARDS?

Eventually, all will benefit from the monitoring of performance in relation to industry standards. As standards gain recognition, industry professionals will be able to increase their skills and knowledge and be recognized for their abilities. This will benefit local and visiting consumers and increase satisfaction within the hospitality and tourism industries.

Specific groups that can benefit from standards are:

▣ *Industry Professionals*

- Standards help to identify career paths.
- Standards enhance the public and professional image of tourism careers.
- Standards provide a basis for challenge, self-improvement, and advancement.
- Standards provide the basis for certification, based upon competent performance.

▣ *Employers and Owners*

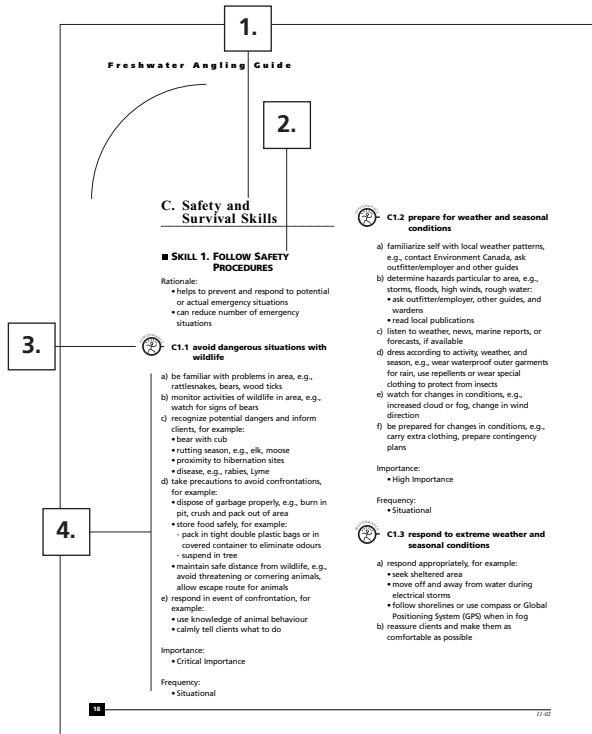
- Standards define areas where employees must be proficient, which assists in recruiting, training, and development of staff.
- Standards provide employers and owners with a highly trained workforce, which can increase productivity and decrease costs incurred by high staff turnover, translating into an improved bottom line.

▣ *Educators*

- Standards provide the basis for curriculum and program development.
- Standards identify areas where educational expertise is needed and applicable.

▣ *Students*

- Standards form the basis of curriculum in tourism programs and facilitate training to accepted industry levels.
- Standards help to promote the tourism industry as a viable and fulfilling career choice.
- Standards clarify career options within the tourism industry.



HOW ARE STANDARDS USED?

First, read each standard and determine how it compares with your knowledge and/or the way you currently perform the activity. Determine areas where you need improvement. Then, use a highlighter pen and mark the areas you want to learn and practice. Next, study the knowledge skills and practice the performance skills in the standards. Ask your employer or a peer for assistance, if possible. Obtain other materials to support the standards, for example, books or videos. Finally, check off the activities as you master them.

HOW DO STANDARDS RELATE TO CERTIFICATION?

If industry representatives want a system of professional recognition for their occupation, a certification process is developed. The standards are the basis for the development of the certification tools. The certification process is made up of three steps. Successful completion of a performance review and of a written exam allows the candidate to proceed to the final step, a performance evaluation conducted by an industry evaluator. Upon successful completion, industry professionals receive certificates and pins in recognition.

HOW DOES HOUSE POLICY RELATE TO STANDARDS?

The CTHRC recognizes that an establishment may have internal policies that affect the way in which a skill is performed. The standards provide a general base of information upon which house policies may be built. The knowledge portion of standards should still be learned, as it is the typical generic policy with which professionals should be familiar. By learning or demonstrating an accepted generic standard, professionals gain the advantage of greater job mobility, as well as an appreciation of other ways of accomplishing tasks.

HOW ARE STANDARDS READ?

1. **Major Category** – identifies a general activity within the occupation.
2. **Skill** – identifies a general skill within the general activity.
3. **Subskill** – identifies a specific activity within the general skill. Subskills are defined as either a performance or knowledge standard.



Knowledge standards contain information with which you need to be familiar.



Performance standards indicate that the information in the standard not only needs to be known, but also performed in order for you to be considered competent in this occupation.

4. **Details of the Standard** – outline how the subskill can be achieved.

A. Training

■ SKILL 1. IDENTIFY REQUIRED PREREQUISITES

Rationale:

- adds to the base of knowledge and skills
- enhances guide's ability to provide safe angling experience



A1.1 identify required prerequisites

- a) cardiopulmonary resuscitation (CPR)
- b) first aid
- c) Pleasure Craft Operator Card (if born after 1983)

■ SKILL 2. OBTAIN KNOWLEDGE OF SPECIES

Rationale:

- helps guide make decisions throughout angling trip
- contributes to safe and successful angling experience



A2.1 obtain knowledge of species

- a) identify species of wildlife in area, e.g., fish, big game, migratory birds, game birds
- b) identify information required about species of fish, for example:
 - spawning habits
 - feeding habits
 - habitat, e.g., weed beds, steep drop off points, deep water
 - migratory patterns
 - factors influencing angling, e.g., water temperature, time of day, weather
- c) identify sources of information, for example:
 - courses and training programs
 - fish and wildlife department
 - field guides

- films and television programs
 - outfitter/employer
 - trade publications
- d) identify types of local knowledge, for example:
 - geography, e.g., locations of bays, streams, and rocks
 - weather patterns, e.g., fog, rain, wind
 - hazards, e.g., rapids, currents, rocks, underwater logs
 - landmarks, e.g., marker system, distinctive islands, trappers' cabins, aboriginal lands
 - culture and history, e.g., heritage sites, local folklore and traditions
 - fish habits and migration routes
 - environmental issues, for example:
 - mercury contamination
 - water contamination affecting spawning
 - forest fires affecting spawning creeks
 - fluctuating water levels
 - fishery closures
 - e) obtain local knowledge, for example:
 - read, e.g., provincial angling guidebooks, maps, books, Internet materials
 - explore area, e.g., alone or with experienced guide
 - experiment with different angling equipment and techniques, e.g., depth sounder, jig, troll
 - seek information from, for example:
 - experienced guides
 - conservation officers
 - outfitters/employers
 - fisheries' biologists
 - local residents, e.g., elders
 - f) become familiar with fishing regulations that apply to species in area

Importance:

- Critical Importance

Frequency:

- Ongoing

■ SKILL 3. IDENTIFY OPTIONAL TRAINING

Rationale:

- adds to base of knowledge and skills
- enhances guide's ability to find employment and provide safe and effective angling experience



A3.1 identify optional training

optional training should be pursued in areas that apply to guide's operation, for example:

- a) Pleasure Craft Operator Card (if born before 1983)
- b) angling education training program
- c) tourism awareness and hospitality, e.g., SuperHost, SERVICE BEST
- d) power squadron boating safety course
- e) map and compass use
- f) swimming
- g) wilderness first aid and survival
- h) swift water rescue and water safety
- i) radio/telephone operation
- j) small engine repair/maintenance
- k) fly tying and knots
- l) angling equipment repair/maintenance
- m) fly casting
- n) angling techniques, e.g., river/stream, lake/pond, fish handling, catch and release methods
- o) watercraft operation/repair/maintenance
- p) Global Positioning System (GPS)
- q) photography/video techniques
- r) Workplace Hazardous Materials Information System (WHMIS)
- s) safe food handling

B. Professionalism

■ SKILL 1. BE PROFESSIONAL

Rationale:

- creates positive trip impressions and impacts angling experiences
- contributes to clients' satisfaction and comfort



B1.1 show commitment to freshwater angling industry

- a) take pride in occupation and industry
- b) be familiar with:
 - restricted areas, e.g., native lands, parks, private property
 - freshwater angling issues and trends
- c) understand challenges of freshwater angling industry, for example:
 - requires:
 - physical stamina and strength
 - that guide be away from home
 - ability to adjust to:
 - › seasonal nature of work and income
 - › long hours during season
 - › ability to handle anti-angling sentiment
- d) recognize importance of freshwater angling, for example:
 - generates revenue, e.g., job creation, community benefits, taxes
 - promotes:
 - outdoor wilderness experiences
 - wilderness management and conservation
 - understanding of historical guiding traditions
 - wildlife as valuable, renewable, and unique
 - helps with maintenance of fishery and wilderness through data collection and fishery management

- e) respect other user groups, e.g., aboriginal anglers and subsistence fishers, resident anglers, commercial fishers, hikers, boaters, canoeists, sailors

Importance:

- High Importance

Frequency:

- Ongoing



B1.2 describe positive attitude

expectation, under any circumstances, of positive experiences when approaching tasks, people, or situations



B1.3 describe impact of positive attitude

- a) makes you feel:
 - good about self and others
 - energetic
 - enthusiastic
 - optimistic
 - worthwhile
- b) allows one to:
 - be open to new ideas
 - be approachable
 - be likeable
 - make and keep friendships
 - communicate more effectively
 - experience greater job satisfaction
 - complete tasks more efficiently
 - make most of situations
 - deal more effectively with stress
 - enjoy better health
- c) creates more positive experiences for clients by:
 - meeting or exceeding expectations
 - creating potential for developing greater interest, understanding, and acceptance of other cultures

d) affects business by:

- encouraging new and repeat business, e.g., through positive word-of-mouth advertising
- increasing revenue
- building strong business reputation



B1.4 show professional attributes

- a) participate in ongoing personal and professional development, e.g., increase knowledge of area and activity
- b) use tact and discretion in angling activities:
 - do not waste fish
 - do not interfere with other anglers
 - treat all fish with respect, no matter what size
- c) be, for example:
 - attentive, e.g., monitor well-being of clients, respond to special needs
 - compassionate, e.g., console injured clients
 - confident, e.g., take lead when confronted with challenging situations
 - considerate of environment
 - co-operative, e.g., share work with camp workers and shore staff
 - courteous, e.g., serve clients first, do not exclude clients from conversation
 - creative, e.g., improvise repairs, prepare special meals
 - diplomatic, e.g., use discretion in uncomfortable situations
 - efficient, e.g., change technique if better method is discovered
 - enthusiastic, e.g., show enjoyment of outdoors, speak positively about job
 - ethical, e.g., adhere to rules of conduct
 - flexible, e.g., adjust schedule or route as conditions require, listen to and act upon suggestions, be willing to change plans
 - friendly, e.g., smile

- honest, e.g., do not create false expectations; answer questions truthfully; if you do not know answer, say so and find answer, if possible
 - knowledgeable, e.g., be able to discuss history and resources of area
 - logical, e.g., use common sense
 - loyal, e.g., speak positively about outfitter/ employer, follow outfitter/employer's guidelines
 - non-judgmental, e.g., appreciate client's fish regardless of size
 - observant, e.g., monitor weather
 - optimistic, e.g., keep morale up when situation is less than ideal
 - outgoing, e.g., enjoy dealing with clients, associate with co-workers
 - patient, e.g., adjust activities to clients' pace, provide instruction when necessary
 - polite, e.g., greet clients, do not criticize client's abilities
 - punctual, e.g., arrive for work early or on time
 - reliable, e.g., carry out duties and responsibilities
 - respectful, e.g., treat others as you wish to be treated
 - self-motivated, e.g., be energetic, work without direction
 - service-oriented, e.g., take action to ensure that clients enjoy angling trip
 - team oriented, e.g., work toward meeting team goals
 - tolerant, e.g., accommodate clients' prejudices, attitudes, and beliefs
- d) wear clothing with company name/logo, if necessary

Importance:
• High Importance

Frequency:
• Ongoing



B1.5 maintain personal hygiene and appearance

- a) maintain personal hygiene, for example:
 - control body odour, e.g., bathe regularly
 - keep hair clean and controlled
 - clean hands and fingernails, e.g., wash hands before and after handling food or preparing fish for meals or packaging
 - brush teeth regularly
- b) maintain appearance, e.g., clean and repair clothing and footwear as required

Importance:
• High Importance

Frequency:
• Daily



B1.6 handle stress

- a) watch for potential sources of personal and client stress, for example:
 - personal problems
 - quick temper
 - edgy clients
 - unexpected situations, e.g., emergency, weather change
- b) use stress management strategies, for example:
 - be organized
 - pace self, e.g., ensure all tasks can reasonably be completed in time allotted
 - work as team member
 - use communication skills, e.g., discuss difficulties, seek suggestions from others

Importance:
• Moderate Importance

Frequency:
• Situational



B1.7 follow guidelines regarding use of drugs and alcohol

- a) never be impaired by drugs or alcohol while at work
- b) never operate equipment or drive motor vehicles while under influence of alcohol
- c) ensure clients never operate equipment or drive motor vehicles while under influence of alcohol
- d) communicate drug and alcohol policy to clients, if necessary
- e) be aware of possible consequences of alcohol use, e.g., insurance coverage is void if client or guide is under influence of alcohol

Importance:

- High Importance

Frequency:

- Ongoing

■ SKILL 2. DESCRIBE TOURISM

Rationale:

- encourages understanding of how industry impacts occupation, community, province/territory, and country



B2.1 describe tourism

- a) industry that provides services and products that enhance experiences of people travelling for business or pleasure
- b) involves participation of entire community



B2.2 outline benefits of promoting tourism

- a) generates revenue to local area, zone/region, province/territory, and country
- b) provides opportunities for employment and new business
- c) encourages local residents to stay in area
- d) encourages development of new facilities and infrastructure

- e) increases clients' satisfaction
- f) improves image of area
- g) generates new and return visits
- h) generates educational and multicultural experiences for residents and clients
- i) fosters community spirit
- j) increases residents' pride in and awareness of community strengths



B2.3 identify negative effects of tourism

- a) increases potential for environmental damage, for example:
 - pollution
 - over-use of resources
 - displacement of wildlife
 - changes to cultural and heritage sites
- b) can increase cost of living in area

■ SKILL 3. USE COMMUNICATION SKILLS

Rationale:

- impacts understanding of and ability to meet and exceed clients' expectations



B3.1 outline importance of good listening skills

- a) allows for sharing of information
- b) increases understanding of:
 - clients' needs, expectations, skill levels, and concerns
 - needs and expectations of co-workers and outfitter/employer



B3.2 use listening skills

- a) show interest in topic, e.g., be attentive
- b) be open minded, e.g., hear entire message before offering solution or advice
- c) listen without interrupting
- d) respond to what has been said, for example:
 - nod in agreement
 - confirm understanding, e.g., paraphrase
 - ask questions to clarify information

- e) observe speaker's body language to gain additional meaning, e.g., interest in topic seen through facial expressions or nodding

Importance:

- High Importance

Frequency:

- Ongoing



B3.3 use communication skills

- a) consider possible impact of message on listener, e.g., listener may become anxious or excited
- b) focus on purpose of discussion
- c) use verbal communication skills, for example:
- speak clearly and naturally
 - pace speech, e.g., do not speak too slowly or too quickly
 - adjust to style and needs of listener, e.g., consider age, degree of formality
 - address listener by name
 - avoid use of slang, jargon, or profanity
 - ensure message is understood
 - use humour
- d) 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
- e) write messages, if necessary, e.g., leave note for client, take telephone message

Importance:

- High Importance

Frequency:

- Ongoing



B3.4 communicate with foreign language-speaking clients

- a) determine extent of communication possible, e.g., what languages are spoken, how well these are spoken
- b) use simple, common words
- c) speak using normal tone and volume
- d) use other methods, if unable to communicate verbally, for example, use:
- gestures and sign language, e.g., point to specific item
 - documents available in foreign language, e.g., translation of regulations
 - written notes
 - props
 - foreign language dictionaries
- e) be sensitive to cultural differences:
- direct eye contact is not always acceptable

Importance:

- High Importance

Frequency:

- Ongoing



B3.5 communicate with employer

- a) be open to feedback from employer
- b) encourage communication with employer:
- discuss, for example:
 - package details, e.g., services included
 - needs and expectations of employer and employee, e.g., responsibilities, additional training
 - short- and long-term plans, e.g., availability for leading future trips, personal goals
 - ask about policies, for example:
 - lights out
 - camp fishing limits
 - smoking
 - dress code
 - socializing

- alcohol
- gratuities
- telephone
- emergency plan

Importance:

- High Importance

Frequency:

- Ongoing



B3.6 use communication devices

- familiarize self with communication devices, e.g., cellular/satellite telephone, two-way radio, mobile telephone, radio transmitter, walkie talkie:
 - determine capabilities and limitations of communication devices, e.g., range, impact of weather
 - learn how to operate communication devices:
 - read manual
 - ask outfitter/employer or other guides
- adhere to legislation and outfitter/ employer policies regarding use of communication devices

Importance:

- Moderate Importance

Frequency:

- Situational

■ SKILL 4. DEVELOP GOOD CLIENT RELATIONS

Rationale:

- contributes to quality of angling experience
- increases clients' satisfaction
- can lead to added value for clients and guide
- can increase repeat business



B4.1 describe importance of good client relations

- leaves lasting, positive impression
- contributes to increased business by encouraging:
 - positive word-of-mouth advertising
 - return visits
- compensates for difficulties in other areas, e.g., transportation, weather
- increases job satisfaction
- increases potential for gratuities



B4.2 develop good relations with clients

- welcome clients:
 - shake hands firmly
 - smile
 - introduce self
 - address clients by name, if possible
- take interest in clients, e.g., start conversations
- share stories and knowledge of area, for example:
 - history
 - culture
 - angling information
 - flora and fauna, i.e., plants and wildlife
- explain local cultural protocols:
 - angling practices, e.g., subsistence fishing
 - cultural norms and taboos
- encourage participation in activities, e.g., angling, collecting wood, hiking
- share expertise, e.g., angling tips, cooking techniques
- avoid:
 - conflicts with clients
 - criticizing previous clients
 - criticizing outfitter/employer
- create positive memories, e.g., help with taking photographs, give souvenirs

- i) provide positive reinforcement/feedback, e.g., recognize clients' accomplishments, congratulate clients on success
- j) make clients' needs a priority throughout trip:
 - get regular feedback from clients
- k) be sensitive to:
 - physical and other limitations
 - clients' expectations and needs
 - clients' egos
 - language barriers
 - cultural and religious differences, e.g., avoid offensive comments
 - clients' moods
 - possible conflicts between clients, or between clients and guide

Importance:

- High Importance

Frequency:

- Ongoing



B4.3 respond to clients with special needs

- a) make special-needs clients feel welcome, but do not make them uncomfortable, e.g., do not single out special-needs individuals
- b) inform clients of special facilities and services available, e.g., special equipment, location of access ramps
- c) ask clients if assistance is required:
 - allow client to be independent whenever possible
- d) avoid use of insensitive descriptors, e.g., crippled
- e) offer assistance to:
 - visually-impaired clients, for example:
 - offer arm when walking
 - speak quietly when approaching
 - inform when leaving

- deaf and hard-of-hearing clients, for example:
 - use basic sign language or diagrams
 - face client and make eye contact when speaking
 - speak slowly and clearly
 - use hand gestures
 - communicate in writing, if necessary
 - check to see that client has understood what has been said
- clients with mental disabilities, e.g., simplify instructions
- clients with physical disabilities, e.g., offer assistance getting in and out of watercraft
- children and elderly clients, for example:
 - be aware of limitations
 - offer assistance getting in and out of watercraft

Importance:

- High Importance

Frequency:

- Situational



B4.4 promote business to clients during trip

- a) provide information about:
 - product, 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
 - operation, for example:
 - philosophy, e.g., catch and release
 - history, e.g., past owners, length of time in operation
 - 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

- represent product honestly, e.g., do not exaggerate
- present competition fairly if asked:
 - be familiar with competitors' products and services
 - be factual, e.g., do not criticize

Importance:

- Moderate Importance

Frequency:

- Situational



B4.5 be ambassador for area, country, and activity

- 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
- offer information to enhance experiences, e.g., folklore, culture
- provide requested information or refer clients to information sources
- follow land use guidelines, e.g., get permission to use private property or native land claim areas

Importance:

- Moderate Importance

Frequency:

- Situational



B4.6 follow guidelines for accepting gratuities

- accept gratuities graciously, e.g., say thank you
- if asked, explain that it is up to client whether to give gratuity
- do not:
 - solicit cash or in-kind gratuities
 - raise subject of gratuities
 - discuss previous gratuities
- inform client, if gratuities are included in package

Importance:

- High Importance

Frequency:

- Situational



B4.7 handle complaints

- do not take complaint personally
- seriously consider and respond to all complaints
- listen to complaint in private, if possible
- determine nature of complaint:
 - investigate facts
 - notify outfitter/employer if necessary
- remain neutral, e.g., do not argue, agree, disagree, antagonize client, or promise what cannot be delivered
- take action on complaint as soon as possible
- identify solutions, e.g., ask client for suggestions, discuss situation with other guides
- consider possible consequences of each solution
- select and implement best solution
- inform client of action to be taken
- ensure problem has been resolved, if possible

- l) report problem and action taken to outfitter/employer
- m) take steps to prevent re-occurrence of problem

Importance:
 • High Importance

Frequency:
 • Situational



B4.8 define outdoor leadership

- a) ability to take initiative and responsibility in planning, organizing, and conducting meaningful, safe, and enjoyable outdoor and wilderness experiences while respecting natural environment
- b) ability to make experiences educational, fun, and/or good for client's health



B4.9 provide leadership

- a) maintain control:
 - establish leadership at pre-trip meeting
 - do not let clients control situations, e.g., do not let clients make schedule changes
- b) lead without dominating:
 - accommodate clients' requests whenever possible
 - communicate with clients on ongoing basis, e.g., keep clients informed of decisions
- c) make decisions:
 - identify goals with client, e.g., what client would consider successful angling trip
 - review available alternatives to achieve goals
 - determine consequences of alternatives
 - select best alternative with client
 - communicate decision to client and co-workers:
 - explain how decision will be carried out

Importance:
 • High Importance

Frequency:
 • Ongoing



B4.10 promote teamwork

- a) be courteous, e.g., wait your turn, share supplies and equipment
- b) divide tasks equally:
 - consider abilities
 - carry share of workload
- c) encourage participation until task is complete
- d) share information/expertise with others:
 - ensure same information is given to all clients, e.g., size of record catch
- e) settle disagreements with co-workers away from clients
- f) be co-operative
- g) respect all personal property and equipment

Importance:
 • High Importance

Frequency:
 • Ongoing



B4.11 use time management skills

- a) establish plan for each day and each activity:
 - set goals
 - identify tasks to achieve goals
 - prioritize tasks
 - consider constraints, e.g., daylight, darkness, weather
- b) communicate plan to all individuals involved
- c) follow plan:
 - be on time, e.g., begin fishing trip when scheduled
 - monitor activities and adjust plan as necessary

Importance:
 • High Importance

Frequency:
 • Situational

C. Safety and Survival Skills

■ SKILL 1. FOLLOW SAFETY PROCEDURES

Rationale:

- helps to prevent and respond to potential or actual emergency situations
- can reduce number of emergency situations



C1.1 avoid dangerous situations with wildlife

- a) be familiar with problems in area, e.g., rattlesnakes, bears, wood ticks
- b) monitor activities of wildlife in area, e.g., watch for signs of bears
- c) recognize potential dangers and inform clients, for example:
 - bear with cub
 - rutting season, e.g., elk, moose
 - proximity to hibernation sites
 - disease, e.g., rabies, Lyme
- d) take precautions to avoid confrontations, for example:
 - dispose of garbage properly, e.g., burn in pit, crush and pack out of area
 - store food safely, for example:
 - pack in tight double plastic bags or in covered container to eliminate odours
 - suspend in tree
 - maintain safe distance from wildlife, e.g., avoid threatening or cornering animals, allow escape route for animals
- e) respond in event of confrontation, for example:
 - use knowledge of animal behaviour
 - calmly tell clients what to do

Importance:

- Critical Importance

Frequency:

- Situational



C1.2 prepare for weather and seasonal conditions

- a) familiarize self with local weather patterns, e.g., contact Environment Canada, ask outfitter/employer and other guides
- b) determine hazards particular to area, e.g., storms, floods, high winds, rough water:
 - ask outfitter/employer, other guides, and wardens
 - read local publications
- c) listen to weather, news, marine reports, or forecasts, if available
- d) dress according to activity, weather, and season, e.g., wear waterproof outer garments for rain, use repellents or wear special clothing to protect from insects
- e) watch for changes in conditions, e.g., increased cloud or fog, change in wind direction
- f) be prepared for changes in conditions, e.g., carry extra clothing, prepare contingency plans

Importance:

- High Importance

Frequency:

- Situational



C1.3 respond to extreme weather and seasonal conditions

- a) respond appropriately, for example:
 - seek sheltered area
 - move off and away from water during electrical storms
 - follow shorelines or use compass or Global Positioning System (GPS) when in fog
- b) reassure clients and make them as comfortable as possible

- c) reroute, postpone, or cancel trip if conditions pose threat to safety

Importance:

- Critical Importance

Frequency:

- Situational



C1.4 handle equipment safely

- a) ensure equipment is in good repair before use, for example:
 - check fuel lines and fittings for leaks
 - sharpen axes and knives
- b) operate equipment according to:
 - manufacturers' instructions
 - employer's recommendations
 - training provided
- c) use equipment that is suitable for type of work
- d) store equipment as directed, e.g., place blades in sheaths

Importance:

- High Importance

Frequency:

- Situational



C1.5 handle fuel safely

- a) adhere to legislation for transportation, storage, and use of fuel, for example:
 - use approved containers
 - label container according to fuel type or mix
- b) follow camp procedures for handling fuel
- c) do not allow smoking near fuel tanks
- d) know location of fire extinguishers
- e) filter fuel before use:
 - check for water and contaminants in fuel container

- f) use or determine designated area for storage of fuel:
 - choose area safe distance from living quarters and water

- g) store fuel tanks properly, for example:
 - store on angle so water does not collect on lids
 - ensure:
 - lids are tight and gaskets are in place
 - animals cannot access fuel tanks

- h) avoid spills:
 - deal with accidental spills correctly

- i) when refueling:
 - refuel in ventilated areas away from open flame or lit smoking materials
 - use metal instead of plastic funnels where possible:
 - avoids potential explosions resulting from static electricity
 - remove fuel tanks from watercraft before refueling, whenever possible:
 - ensure all passengers vacate watercraft before refueling, if removing fuel tanks is not possible

Importance:

- High Importance

Frequency:

- Situational



C1.6 travel safely

- a) carry survival kit, safety equipment, and navigational equipment at all times:
 - be familiar with use
- b) inform outfitter/employer or authorities of:
 - destination
 - route and alternate route
 - planned date and time of return
 - number in party
 - transportation details, e.g., aircraft, watercraft

- c) communicate contingency plan and safe travel guidelines to clients
- d) follow schedule and route
- e) establish contingency plan, e.g., alternate methods of transportation, signal system, extra supplies
- f) keep track of all members in group:
 - do not leave anyone alone or behind
- g) use map, Global Positioning System (GPS), compass, and other navigational skills (e.g., use natural signs, such as position of sun and stars, and inclination of trees from prevailing winds) to determine location and destination
- h) be familiar with terrain and conditions
- i) adapt route as necessary, e.g., use islands for protection, travel along protected shorelines
- j) slow down when travelling in rough water
- k) do not exceed limitations (e.g., weight capacity, number of people) of method of transportation
- l) use caution around aircraft, boats, and other motorized vehicles

Importance:

- Critical Importance

Frequency:

- Daily



C1.7 load and board aircraft safely

- a) follow pilot's instructions
- b) caution clients about potential hazards, e.g., propellers, flaps, struts, tail rotors
- c) do not allow smoking near aircraft

Importance:

- High Importance

Frequency:

- Situational



C1.8 use rope skills

- a) be able to identify:
 - types and characteristics of ropes
 - uses for rope, e.g., towing, lifting people, tying aircraft/watercraft
- b) be able to:
 - splice ropes, e.g., eye splice, end splice, rope splice
 - tie knots, e.g., bowline, reef, figure eight, sheet bend
 - store and care for ropes properly

Importance:

- Low Importance

Frequency:

- Situational



C1.9 follow guidelines for safe angling

- a) practice safe casting techniques, e.g., recognize limit of back cast, determine closeness to other anglers
- b) wear protective clothing, e.g., eye protection, hat
- c) use caution when handling fish, e.g., be careful of spines, teeth, and lures
- d) use proper techniques for removing hooks from human flesh:
 - seek medical attention, if necessary
- e) drink enough water to avoid dehydration

Importance:

- High Importance

Frequency:

- Daily

■ SKILL 2. USE BUSH AND SURVIVAL SKILLS

Rationale:

- enables guide to more effectively deal with survival/emergency situations



C2.1 maintain first aid and survival kits

- a) ensure survival kit:
- contains survival manual
 - contains items appropriate to region, season, activity, and size of group, for example:
 - waterproof matches or lighter
 - flint and steel with cotton tinder
 - radio equipment
 - space blanket
 - flares
 - signal mirror
 - duct tape
 - emergency locator transmitter
 - is available at all times
- b) ensure first aid kit:
- contains items appropriate to region, season, activity, and size of group
 - matches guide's level of first aid training and expertise
 - is available at all times

Importance:

- High Importance

Frequency:

- Ongoing



C2.2 handle emergency situations

- be aware of employer's guidelines on how to handle emergency situations
- identify nature of emergency, e.g., fire, injury, motor breakdown
- assess situation
- identify possible courses of action, considering resources available, e.g., signalling equipment, transportation, first aid kit, survival kit, radio

- choose best course of action
- ensure emergency plan and actions are being followed
- communicate plan 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
- account for all clients
- ensure safety of clients and guides
- administer first aid where appropriate
- adjust course of action as needed
- document emergency and steps taken as soon as possible, e.g., take photograph of accident site
- contact employer or appropriate authority as soon as possible:
 - do not admit liability

Importance:

- Critical Importance

Frequency:

- Situational



C2.3 handle natural or accidental death

- secure and dignify body, if possible:
 - protect from animals and elements
 - do not move body unless necessary, pending investigation
- inform other members of group as soon as possible
- notify:
 - outfitter/employer
 - local authorities, e.g., doctor, police
- gather person's belongings in presence of witness:
 - ensure belongings are secure
 - make itemized list of belongings and keep copy
 - send belongings to authorities, e.g., police, coroner

- e) record details of death and report to:
 - outfitter/employer
 - local authorities
- f) do not admit or suggest death may be result of negligence

Importance:

- High Importance

Frequency:

- Situational



C2.4 set up emergency shelter

- a) identify type of shelter that will best protect from elements
- b) consider needs, e.g., fire, water
- c) select location, e.g., near clearing to signal for help
- d) use materials available, e.g., tarps, space blankets, snow, branches of trees
- e) use appropriate method of construction

Importance:

- High Importance

Frequency:

- Situational



C2.5 signal for help

- a) instruct clients on course of action, e.g., have all clients signal together when aircraft is overhead
- b) operate radio or emergency locator transmitter (ELT):
 - follow manufacturer's instructions
 - keep equipment upright
 - place on reflective surface, if possible
 - conserve batteries, e.g., keep warm
 - transmit signal from high ground, e.g., stay clear of obstructions
 - leave radio or ELT on until rescued

c) use flares:

- follow manufacturer's instructions
- fire only when search craft is sighted
- fire in field of view of search craft

d) build fire to create smoke during daylight, for example:

- burn green trees or grass to produce white smoke in summer
- burn oil or rubber to produce black smoke in winter
- use smoke signals

e) use light at night, for example:

- shine light (e.g., aircraft landing lights, flashlight, strobe light) on reflective surface
- place light inside tent shelter
- set fire to isolated tree when search craft is sighted

f) use recognized ground-to-air signalling methods [e.g., refer to Emergency Measures Organization (EMO) Search and Rescue card], for example:

- evergreen boughs or tramped snow
- white rocks or fresh peeled logs set against dark background
- strips of contrasting material fastened to ground, e.g., black tarp on snow
- watercraft on water
- signalling mirror:
 - use according to manufacturer's instructions
- international signal for help, i.e. three of anything, e.g., fire three shots, build three fires in straight line or triangle
- sound, e.g., whistle, shout

Importance:

- Critical Importance

Frequency:

- Situational



C2.6 ensure safe supply of drinking water and food

- a) find drinking water:
 - identify water sources, for example:
 - running water, e.g., springs, rivers
 - standing water, e.g., lakes, sloughs
 - rainwater
 - melted snow and ice:
 - › avoid eating snow or ice whenever possible
 - purify, if necessary, for example:
 - boil for at least ten minutes
 - add halazone tablets as directed
 - add iodine, e.g., nine drops per quart
 - filter or let settle to remove sediment
 - if unpalatable, add charcoal and let stand
- b) manage food resources:
 - consume most perishable foods first
 - prepare emergency rations according to instructions
 - supplement rations, if necessary, for example:
 - use knowledge of edible and medicinal plants in local area
 - snare animals
 - gather berries and nuts
 - exercise caution when supplementing rations:
 - positively identify any plants before consuming them
 - be aware of animal diseases, e.g., trichinosis
 - clean and cook fish thoroughly before eating

Importance:
• Critical Importance

Frequency:
• Situational

D. Trip Preparation

■ SKILL 1. PREPARE FOR TRIPS

Rationale:

- allows guide to organize and provide necessary supplies and equipment for safe and successful trip



D1.1 hold pre-trip meeting with outfitter/employer

- a) confirm trip details, for example:
 - clients' expectations
 - services included
 - schedule
 - length of trip
 - areas to be fished
 - species to be fished
 - camp locations
 - equipment and supplies required, e.g., first aid and survival kits, camera, filleting knife:
 - get checklist from outfitter/employer
 - confirm condition and availability of equipment prior to fishing trip
 - consider number of clients and length of trip
 - angling regulations
- b) request information about clients, for example:
 - number of clients
 - names
 - ages
 - origin/culture
 - languages spoken
 - medical conditions or physical limitations
 - special dietary requirements
 - experience levels

- c) arrange communication systems, 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 plane
 - determine type of emergency signal, e.g., fly flag

Importance:

- High Importance

Frequency:

- Situational



D1.2 greet clients when they arrive in camp

- welcome clients
- cross-check names of clients with list supplied by outfitter/employer
- assist clients, for example:
 - offer to carry luggage and equipment
 - help to settle into accommodations
 - respond to special requests
- discuss activities and schedule, e.g., shore lunch, pre-trip meeting
- familiarize clients with camp, e.g., point out location of washrooms, eating areas, and garbage cans
- introduce clients to key personnel, e.g., other guides, outfitter/employer, cook
- allow clients to become familiar with surroundings

Importance:

- High Importance

Frequency:

- Situational



D1.3 hold 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
- set guidelines, for example:
 - advise clients to carry angling licences
 - outline:
 - possible dangers, e.g., wildlife encounters
 - safety procedures, for example:
 - › contingency plans, e.g., what to do if guide or client is injured or separated from group
 - › safe angling guidelines
 - › equipment safety
 - › importance of notifying guide of intended whereabouts if leaving group
 - camp policies
 - relevant regulations
 - conservation practices
 - which decisions can be made by guide and which can only be made by outfitter/employer or head guide
- discreetly determine clients' abilities and needs, for example:
 - physical, e.g., fitness level, medical conditions, physical limitations
 - experience, e.g., previous trips
 - dietary, e.g., food allergies

- d) ensure proper teaming of clients and guides, considering, for example:
 - guests' preferences
 - levels of experience
 - relationships, e.g., friends, family, spouses
- e) supply support materials, e.g., map, trip schedule

Importance:

- High Importance

Frequency:

- Situational



D1.4 give instructions to clients

- a) determine what client needs to know, for example:
 - safety issues, e.g., fire, wildlife
 - freshwater angling topics, e.g., casting, fly fishing
 - angling procedures, e.g., regulations, when to cast
 - outfitter's/employer's policies and procedures
 - technical skills, e.g., how to read fish finder
 - basic operation of boat in case guide gets hurt
- b) plan instruction:
 - determine information to be presented
 - prioritize information
 - select method best suited to provide information, e.g., demonstration, verbal instruction
 - be creative, e.g., use photographs or videos to help identify species
- c) deliver instruction:
 - select suitable place, e.g., in camp
 - ensure clients are receptive, e.g., rested, prepared

- provide information in logical sequence:
 - introduce topic
 - develop details
 - summarize points
- speak directly to clients, e.g., make eye contact, if culturally appropriate

d) follow up:

- ensure clients understand information, e.g., ask clients to demonstrate procedure:
 - patiently explain again, using different approach, if clients misunderstand
- watch clients' performance

Importance:

- Moderate Importance

Frequency:

- Situational



D1.5 check clients' personal gear

- a) ensure that clients' personal gear is adequate and appropriate for conditions, e.g., ensure proper equipment for area and type of angling
- b) ensure gear is packed properly for transportation:
 - ask client to remove and store unneeded items
 - help client, if necessary
- c) provide missing items, if possible, e.g., rain gear
- d) ask client for location of personal medication and instructions for use in case of emergency

Importance:

- Critical Importance

Frequency:

- Daily



D1.6 gather supplies, equipment, and own personal gear

- a) use checklist to determine personal gear requirements, for example:
 - toiletries
 - clothing
 - sunglasses
 - medications
 - insect repellent and sunscreen
- b) gather supplies, equipment, and gear according to checklists
- c) check quality and condition of supplies, equipment, and gear
- d) pack for transportation, e.g., in waterproof containers, in rod tubes

Importance:

- High Importance

Frequency:

- Daily

E. Conduct Trip

■ SKILL 1. OPERATE AND MAINTAIN EQUIPMENT

Rationale:

- reduces possibility of accidents and equipment failure



E1.1 maintain equipment

- a) identify types of equipment that need to be maintained, for example:
 - transportation equipment, e.g., outboard motor
 - communications equipment, e.g., two-way radio, mobile phone
 - camp equipment, e.g., stoves
 - angling equipment, e.g., dip nets, cradles, fish finders, reels
- b) determine maintenance/troubleshooting requirements, for example:
 - read operating manuals
 - ask outfitter/employer or other guides
 - attend training sessions
- c) carry tools and critical parts necessary for operation and repair
- d) follow operating and maintenance requirements
- e) treat equipment with care, for example:
 - perform daily checks
 - check fluid levels
 - store properly
- f) inform outfitter/employer of equipment or maintenance problems

Importance:

- High Importance

Frequency:

- Daily



E1.2 operate watercraft

- a) identify operating requirements, e.g., read owner's manual, ask other guides
- b) familiarize self with capabilities and limitations of watercraft, for example:
 - handling characteristics and techniques
 - balance
 - carrying capacity
 - emergency repairs and start-up procedures
 - electronics, e.g., radio, fish finders
 - horsepower
- c) follow operating requirements
- d) adhere to safety guidelines, for example:
 - keep regulated safety equipment on board
 - perform safety check before departure
 - load watercraft safely:
 - ensure load is within weight restrictions
 - distribute load evenly
 - stay within horsepower capacity
 - operate watercraft responsibly:
 - follow water safety rules
 - wear, and ensure passengers wear, proper personal floatation devices
- e) be aware of watercraft and float plane traffic in area
- f) read the water:
 - recognize potential hazards
 - interpret currents, e.g., depth and speed of water
- g) use proper anchoring techniques, or tie boat securely to dock
- h) use greater caution in unknown areas:
 - slow down
 - watch carefully for hazards
- i) help clients in and out of boat:
 - help load or unload clients' gear

Importance:
• High Importance

Frequency:
• Daily

SKILL 2. HELP CLIENT TO CATCH AND RETAIN FISH

Rationale:

- enhances clients' angling experiences
- helps clients to meet their expectations



E2.1 list angling equipment and techniques

- a) angling equipment, for example:
 - rods
 - reels
 - lures
 - flies
 - dip nets
 - tailing gloves
 - lines and leaders
 - dry fly dressing
 - wire cutters
 - needle nose pliers
 - measuring tape
 - fish cradle
- b) angling techniques, for example:
 - casting, e.g., spin, fly, bait
 - trolling
 - drifting
 - downrigging
 - vertical jigging
 - knots, e.g., line, leaders, tippets



E2.2 help client catch and retain fish

- a) use appropriate angling equipment and techniques
- b) help client to hook and play fish, if necessary
- c) land client's fish with net, cradle, or hand
- d) de-hook fish
- e) kill fish
- f) keep fish cool

- g) prepare fish for eating (e.g., clean, fillet) or for taxidermy, e.g., do not clean, take length and girth measurements, photograph as soon as possible

Importance:

- High Importance

Frequency:

- Daily

■ SKILL 3. USE CATCH AND RELEASE GUIDELINES

Rationale:

- helps to ensure viability of operation and fish population



E3.1 describe benefits of conservation techniques

- reducing catch limits lowers kill rate
- adhering to slot limits:
 - protects:
 - brood stock
 - genetic pool
 - maintains trophy fishery
- adhering to seasonal closures protects spawning fish
- using barbless hooks:
 - eases removal from fish, clothing, or skin
 - reduces injury to and mortality of fish
- using catch and release methods preserves natural fish stock by limiting harvest and/or promoting selective harvest



E3.2 follow guidelines for catch and release

- play, de-hook, measure, and release fish as quickly as possible to increase fish's chances of survival
- when catching fish:
 - match equipment to species being fished
 - use barbless hooks
 - bring fish to surface slowly when in deep water

- remove hook while fish is still in water
- land fish by hand, or by using fish cradle or fine-meshed dip net of soft cotton fibre or rubber

c) when handling fish:

- minimize contact
- use appropriate handling method for species
- keep fingers out of gills and eyes
- do not squeeze fish
- avoid rough and repeated handling:
 - will destroy slime and scales
- do not allow fish to flop around on bottom of boat:
 - keep fish in water as much as possible
 - hold fish horizontally by holding tail with one hand and supporting belly weight with other hand
- measure length and girth immediately
- estimate weight, i.e. do not hang fish on scale

d) when de-hooking fish:

- gently remove hook with long-nosed pliers, i.e. do not tear hook out of fish
- cut line and leave hook in deeply-hooked fish

e) keep non-releasable fish (e.g., deeply-hooked, bleeding, or bloated fish) where regulation allows

f) when releasing fish:

- return fish to water as soon as possible
- hold fish in its natural swimming position and facing into current
- help fish until it can swim away:
 - move water through fish's gills in forward direction only, i.e., hold fish in water by supporting belly and gently move it forward so that water goes in its mouth and passes through its gills, providing oxygen to fish
- release fish when it seems stable

Importance:

- High Importance

Frequency:

- Daily

■ SKILL 4. PROVIDE SHORE LUNCH

Rationale:

- enhances angling experience



E4.1 set up for shore lunch

- select site, considering comfort, safety, and environmental impact, for example:
 - on sand beach or rocks to eliminate fire hazard
 - on dry, level ground whenever possible
- delegate tasks to clients willing to help, e.g., carry water
- secure and care for transportation, e.g., tie up watercraft or airplanes
- following minimum impact guidelines to:
 - establish toilet pit
 - select fire site
- build fire:
 - collect dry, dead moss, bark, and small branches
 - pile fuel and light fire
 - build fire up gradually, e.g., add larger pieces of wood
- set up equipment, e.g., stove
- protect food from wildlife and spoilage, e.g., keep covered and in watercraft
- protect equipment from elements, e.g., cover with tarp

Importance:

- High Importance

Frequency:

- Daily



E4.2 prepare shore lunch

- be familiar with outdoor cooking methods, e.g., open fire or stove, traditional cooking:
 - be able to cook fish in different ways
- adhere to proper hygiene and sanitation procedures, e.g., wash hands before cooking

c) consider:

- resources available, e.g., water, equipment
- time available
- weather conditions
- number of clients
- food allergies of clients

d) prepare and cook food

e) heat water, e.g., for tea, coffee, and clean up

f) serve shore lunch:

- ensure attractive presentation

Importance:

- High Importance

Frequency:

- Daily



E4.3 clean up after shore lunch

- wash pots and dishes promptly
- ask clients to collect personal belongings
- pack supplies and equipment for transportation
- clean site, for example:
 - pick up garbage and ensure that it is burned or packed out
 - bury waste and remove all signs of toilet pit
 - store unused firewood in dry site
 - ensure that fire is out
 - dispose of used cooking oil in appropriate manner, e.g., burn, bury, or pack out
- conduct circle tour of site, e.g., look for and pick up garbage and misplaced equipment

Importance:

- High Importance

Frequency:

- Daily

■ SKILL 5. MINIMIZE IMPACT

Rationale:

- protects resources
- maintains natural quality of resources
- enables users to continue to benefit from resources



E5.1 describe concept of carrying capacity

maximum number of wildlife, fish, and people that can be sustained by area over specific time period without negatively impacting local culture, residents, environment, wildlife and fish populations, and experiences of clients



E5.2 describe minimum impact/no trace land use

practices that decrease effects of human population on land through increased awareness, understanding, and respect for natural environment and local culture



E5.3 practice minimum impact/no trace land use

when:

- a) camping, for example:
 - use existing shelters whenever possible
 - build new shelter with as little impact on environment as possible, e.g., use dead wood
 - b) travelling, e.g., keep vehicles on designated routes or trails
 - c) disposing of garbage, for example:
 - use reusable or environmentally-friendly materials, e.g., metal utensils rather than disposable plastic ones
 - discard fish offal according to legislation
 - dispose of monofilament line properly, e.g., burn, cut up, carry out with garbage, recycle
- carry out everything that was carried in, e.g., cigarette butts, juice boxes
 - ensure petroleum products do not contaminate land or water, e.g., carry used oil to disposal site
 - leave site cleaner than it was found, e.g., pick up garbage left by others
- d) disposing of human waste and toilet paper, e.g., bury
 - e) washing, for example:
 - set up wash area away from water supply or source
 - use biodegradable soap, i.e., soap that does not harm environment
 - dispose of grey water away from water supply or source
 - f) using open fires, for example:
 - be aware of local fire restrictions
 - use existing fire pit or fire box, whenever possible
 - build fire away from roots, moss, and overhanging branches
 - guard against flying embers, e.g., shelter fire from wind
 - use driftwood or deadfall, whenever possible
 - use only as much firewood as necessary for cooking and comfort
 - extinguish fire completely:
 - burn down to ashes, if possible
 - pour water or snow on coals or ashes
 - rake coals or ashes
 - add more water or snow to coals or ashes
 - ensure coals or ashes are cold, e.g., put hand close to coals
 - g) using private property, e.g., get permission from owner
 - h) protecting flora, fauna, and heritage sites, for example:
 - show respect for ecologically sensitive areas, e.g., nesting and spawning areas, sediment in streams, fragile plants and wildflowers
 - maintain distance from swimming animals

- report uncontrolled fires immediately or extinguish, if possible
- consider carrying capacity of area, e.g., limit access and number of clients, co-ordinate activities with other users
- promote:
 - proper catch and release angling techniques
 - replica trophy mounts

Importance:

- High Importance

Frequency:

- Ongoing

■ SKILL 6. RESPOND TO RESOURCE USERS

Rationale:

- helps to avoid and respond to conflicts
- enables guide to develop and maintain good relationships with other resource users



E6.1 identify outdoor resource users

- a) aboriginal people
- b) anglers
- c) government, e.g., researchers
- d) hunters
- e) industry, e.g., forestry, mining, trapping, commercial fishing
- f) recreational users, e.g., canoeists, kayakers, rafters, swimmers
- g) residents/landowners
- h) visitors/non-residents
- i) wildlife



E6.2 avoid conflict with other outdoor resource users

- a) be able to identify types of conflict:
 - direct, for example:
 - recreational users versus anglers
 - anglers versus other anglers, e.g., use of motorized versus non-motorized watercraft

- residents versus non-residents
- landowners versus anglers
- aboriginal versus non-aboriginal anglers
- commercial fishermen versus recreational anglers
- outfitter versus outfitter
- environmental activists blocking access to area

• indirect, for example:

- clear-cutting affects wildlife habitat
- road closure affects access

b) minimize confrontation, for example:

• avoid:

- busy times and areas, if possible
- taking anglers to fishing spots where there are commercial nets
- easily accessible areas on weekends when there may be more users
- areas used by residents
- areas impacted by noise, e.g., logging, mining

c) report potential conflicts to outfitter/ employer and/or to local authority

Importance:

- High Importance

Frequency:

- Ongoing



E6.3 respond to conflict with other outdoor resource users

- a) assess situation, e.g., identify possible danger to clients
- b) consider alternatives
- c) select and implement best alternative, e.g., remove self and clients from danger
- d) explain situation to clients
- e) report conflict and actions taken to outfitter/employer and/or to local authority

Importance:

- High Importance

Frequency:

- Situational

■ SKILL 7. MAINTAIN WELL-BEING OF CLIENTS

Rationale:

- contributes to safe and successful angling experiences



E7.1 maintain well-being of clients

- a) adapt activities to accommodate clients, considering:
 - levels of experience, e.g., increase challenges for experienced clients, provide instruction and attention to inexperienced clients
 - physical limitations
 - age, e.g., take longer rest breaks when guiding seniors
 - reasons for trip, for example:
 - angling success
 - adventure
 - education
 - photography
 - relaxation
 - characteristics of area
 - social contact, e.g., organize social activities
 - interest and energy levels, e.g., take breaks or change activities as needed
 - comfort, e.g., travel more slowly in rough water
- b) focus on positive aspects of trip, especially if expectations are not met
- c) keep morale high, for example:
 - maintain clients' energy and comfort levels, e.g., ensure clients stay warm and dry
 - display endurance, e.g., continue activity even when tired or discouraged
 - encourage clients, e.g., say, "Hold on, we'll be there soon."
- d) monitor clients regularly for signs of difficulties, for example:
 - fatigue
 - sore back
 - laboured breathing
 - hypothermia/freezing

- heat exhaustion
 - injury
 - drug or alcohol abuse
- e) help relieve fears, for example:
 - be calm and patient
 - ask client to describe fears
 - explain own experiences in similar circumstances
 - reassure client
 - do not rush client into feared activity
 - offer options or assistance, e.g., select alternate route
 - f) help client with medical conditions or physical limitations, for example:
 - for fatigue, take rest stops and supply high-energy foods
 - for hypothermia, provide shelter from elements and keep client warm
 - for dehydration, supply water
 - g) change or cancel trip before condition of client becomes life threatening, or if client is in extreme physical or emotional discomfort

Importance:

- Critical Importance

Frequency:

- Ongoing

■ SKILL 8. TAKE PHOTOGRAPHS/VIDEOS

Rationale:

- provides clients with souvenirs and visual reminders of angling experiences



E8.1 identify importance of taking photographs/videos

- a) reinforces positive aspects of trip
- b) provides permanent record that may be used for future promotional materials, guest information files, taxidermy, and record books



E8.2 take photographs and video footage for clients

- a) handle equipment with care
- b) use cameras according to manual or client’s instructions
- c) ask for additional instructions, if required
- d) comply with client’s requests
- e) advise client of need to clean up before taking photographs or videos, if necessary, e.g., wash blood off hands
- f) for catch and release:
 - properly display, photograph, and release fish as quickly as possible, e.g., hold fish horizontally, with tail held by one hand and belly supported by other hand
- g) compose picture, for example:
 - show trophy and client
 - use sky or water as background
- h) respect fish, for example:
 - wash off blood
 - use natural setting
- i) be aware of potential misuse of photographic/video records:
 - recording live wildlife may be considered harassment

Importance:

- Moderate Importance

Frequency:

- Situational

SKILL 9. CONDUCT END-OF-DAY ACTIVITIES

Rationale:

- allows effective closure to day’s activities
- prepares for next day’s activities



E9.1 conduct end-of-day activities

- a) accompany guests to camp:
 - help with gear as necessary
 - ask guests about day

- b) clean, refuel, and resupply equipment and vehicles
- c) fillet or clean fish as necessary
- d) package fish according to regulations, for example:
 - ensure number of fish and lengths can be easily identified
 - leave some skin attached for species identification
 - include appropriate documentation
- e) cook, refrigerate, or freeze fish as soon as possible:
 - freeze trophy fish whole and flat:
 - protect fins and tail
- f) pack fish for transportation from camp:
 - ensure regulations are followed
- g) report damaged or defective equipment to outfitter/employer
- h) record information in daily logbook, for example:
 - fish taken, e.g., species, size, date, angler’s name
 - angling violations observed, e.g., date, time, description of incident
 - unusual incidents:
 - report to outfitter/employer
 - reminders, e.g., supplies required, tasks to be done, suggestions from clients
 - problems:
 - safety concerns
 - emergencies
 - encounters with others

Importance:

- High Importance

Frequency:

- Daily

F. Conclude Trip

■ SKILL 1. PERFORM POST-TRIP DUTIES

Rationale:

- contributes to positive conclusion of clients' trip
- provides important feedback to outfitter/employer



F1.1 help with clients' departures

- a) 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
- b) tend to clients' needs, for example:
 - locate transportation
 - help with luggage
 - help with preparation of fish for shipping
- c) thank clients:
 - shake hands
 - encourage clients to return

Importance:

- Moderate Importance

Frequency:

- Situational



F1.2 hold post-trip meeting with outfitter/employer

- a) discuss trip, for example:
 - clients' comments, e.g., complaints, concerns, compliments
 - observations, e.g., wildlife, pollution
 - personal impressions of trip
 - condition of equipment
 - problems, for example:
 - broken equipment
 - lack of fish in area
 - length and timing of trip
 - highlights
- b) make recommendations and suggestions for improvements, for example:
 - additional equipment required
 - alternate food items
 - changes to route
- c) seek advice and solutions to problems

Importance:

- High Importance

Frequency:

- Situational

G. Legal and Employment Contract Issues

■ SKILL 1. FOLLOW REGULATIONS

Rationale:

- helps to ensure that activities are conducted in legal manner
- helps to preserve fishery
- helps to maintain operating licences and privileges of outfitter/employer and guide in good standing
- helps to protect clients' interests



G1.1 identify importance of following regulations

failure to do so may jeopardize operation or liability of outfitter, guide, or client, and may result in fines, lawsuits, or loss of guide's or outfitter's/employer's operating licence



G1.2 follow applicable regulations

- a) be familiar with pertinent regulations, for example:
 - local/district, for example:
 - land use
 - private land
 - provincial/territorial, for example:
 - licensing, e.g., client, guide, outfitter/ employer
 - angling regulations
 - outfitter and guide regulations
 - seasonal restrictions
 - health, e.g., food preparation, drinking water, sewage
 - landowner's rights
 - limits of operating area
 - litter control

- parks
 - crown land
 - forest restrictions, e.g., fire regulations
 - liquor/alcohol control
 - federal, for example:
 - Fisheries Act
 - marine regulations, e.g., watercraft
 - customs
 - crown land
 - aboriginal land
 - client licences, e.g., national parks
 - international, e.g., boundary waters
- b) identify overlapping jurisdictions, e.g., angling in national parks is affected by provincial and federal legislation
 - c) seek clarification from available sources, if necessary, for example:
 - manager/outfitter
 - department officials, e.g., biologists
 - enforcers, e.g., game or park wardens, conservation officers
 - d) inform clients of legislation pertaining to activity, e.g., give client copy of angling regulations

Importance:

- Critical Importance

Frequency:

- Ongoing



G1.3 prevent violations

- a) recognize illegal activities of clients or other users in area
- b) explain implications of activity, for example:
 - guide and/or employer could lose licence and/or job
 - clients could be fined or lose property, e.g., have watercraft and equipment seized, face court case

- c) report violations (e.g., date, time, and location) to employer and/or authorities as soon as possible
- d) cancel activity if clients do not comply with regulations

Importance:

- Critical Importance

Frequency:

- Ongoing

■ SKILL 2. DETERMINE TERMS OF EMPLOYMENT

Rationale:

- allows guide to understand expectations of outfitter/employer and what is expected in return



G2.1 identify content of employment agreement/contract

- a) job description, e.g., duties and responsibilities
- b) conditions of employment, for example:
 - wage and pay period
 - length of workday



G2.2 determine terms of employment

- a) be aware of labour standards that apply
- b) be aware of guide's potential legal liability, e.g., civil, criminal
- c) discuss details of employment, including:
 - job description, e.g., duties, tasks
 - needs and expectations, e.g., responsibilities, additional training
 - short- and long-term plans, e.g., availability for leading future angling trips
 - working agreement or contract, for example:
 - transportation/room and board
 - equipment to be provided by guide
 - termination conditions
 - duration of employment
 - hours of work
 - wages and benefits
 - Workers' Compensation coverage
- d) ask about policies, for example:
 - substance use and abuse, e.g., drugs and alcohol
 - dress code
 - gratuities
 - smoking
 - socializing with guests
 - communications, e.g., use of telephone or two-way radio
 - use of equipment, e.g., vehicle or aircraft procedures
- e) inform outfitter/employer of personal situations, e.g., personal abilities, physical limitations, health

Importance:

- High Importance

Frequency:

- Situational

GLOSSARY

- Ambassador** person who positively represents area, region, and country
- Angling** fishing
- Casting** throwing fishing line by means of rod or reel
- Client** also referred to as customer, guest, or visitor
- ELT** emergency locator transmitter; device that broadcasts an electronic signal to indicate its location; signal can then be tracked by search and rescue personnel
- Fish cradle** type of net used to remove fish from water
- Fish offal** fish entrails, i.e., guts
- Migratory** species that travel from one region to another as seasons change
- Replica trophy mount** mount of fish made from synthetic plastic and/or fibreglass using photos and/or measurements of actual catch
- Rutting season** period of sexual activity for species of wildlife
- Slot limits** minimum and maximum length restrictions for fish that are legal to retain
- WHMIS** Workplace Hazardous Materials Information System; certification related to workplace safety through the proper identification and handling of hazardous materials

APPENDIX A

STANDARDS AND CERTIFICATION DEVELOPMENT PROCESSES

STANDARDS DEVELOPMENT PROCESS

There are essentially six steps to the standards development process:



The process is organized so that all participating provinces' and territories' industry members have an opportunity to provide equal input into the final standards. The first meeting, a PROFILE MEETING, is held in the host province/territory (participating provinces/territories negotiate the role of host). At this meeting, approximately 12 industry professionals, referred to as the Industry Validation Committee (IVC), are lead through an intensive two-day brainstorming session that provides the development team with a comprehensive inventory of the knowledge, skills, and attitude required to be considered competent in the occupation.

After the meeting, when all relevant information regarding what to know, be, and do to be an industry professional in this occupation has been collected, the development team compiles the information into a first draft of the standards. The draft is then mailed out for review to the host IVC and the corresponding committees in the participating provinces/territories.

After committees have had a chance to read through the draft standards, one member of the development team travels to each participating province/territory in order to facilitate the REVIEW MEETINGS. The purpose of the review meetings is to gather the members of the provincial/territorial committees together to share feedback and refine the standards.

The final meeting in the standards development process is a VALIDATION MEETING, held in the host province/territory. At this meeting, the host IVC members are asked to listen to and incorporate into the standards, or otherwise respond to, suggestions presented by the participating provinces/territories, as represented by the development team member who facilitated the review meeting in that province/territory.

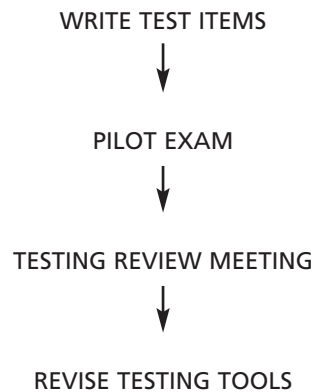
There are substantial revisions at this stage and the host IVC is ultimately charged with obtaining consensus from the group and for producing a set of standards that accurately reflect the knowledge, skills, and attitude of a competent member of the occupation.

After the validation meeting, the development team makes the revisions and edits the standards document, which is then sent out to all committee members in the participating provinces/territories for their final ratification. Once ratified, the standards are deemed to be VALIDATED and are printed and made available to the industry.

Industry expertise is the key component of the standards and certification development processes. The standards development process effectively uses input from tourism industry professionals to produce realistic and comprehensive occupational standards. The process permits the development team to obtain the detailed data required to write measurable behavioural standards while maintaining industry ownership of the product. It provides the industry with a practical tool that can be used for human resource development. IVC members have a sense of ownership of the standards, as well as a more concrete understanding and appreciation of their own occupation.

CERTIFICATION DEVELOPMENT PROCESS

The certification development process uses the same principle of industry contribution as the standards development process does. An occupation opens for certification after completion of the following steps:



The development team writes multiple-choice test items, based on the information in the validated standards. The IVC and participating provincial/territorial committees augment and improve the authenticity of the test item bank by submitting as many items as they can.

The completed bank of test items (usually 300-500 items) is test-piloted across the participating provinces/territories with control and industry groups. The scores achieved generate statistics that reflect the validity and accuracy of the test items.

The meeting that takes the most time and produces the bulk of the testing tools for certification is the TESTING REVIEW MEETING. This three- or four-day meeting assembles three representatives from each participating province/territory in the host province or territory. The development team facilitates the meeting and ensures that each test item is reviewed and revised, that the performance review is analyzed, and that the skills and strategy that will become the industry evaluation are generated. Once the testing tools have been refined, finalized, and formatted, the occupation is deemed open for certification.

The certification process is accepted and recognized across Canada, which allows greater mobility for certified professionals. It also allows employers insight into a prospective employee's skills prior to hiring. Certification indicates that an individual has attained a level of skill and knowledge accepted by the industry, which can ultimately save an employer time and money in recruiting and/or training staff.

APPENDIX B

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