



**Draft: A Comparative Study of
The Canadian Tourism Human Resource Council
And
CARIBCERT
Professional Certification Systems
Using Selected Occupations**

FOR:

THE CANADIAN TOURISM HUMAN RESOURCE COUNCIL

OCTOBER 17, 2005



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1.0 Introduction

1.1 Overview of Project

The goal of this study is to compare the CTHRC and CARIBCERT programs. This will be done by assessing the components of the two systems including two occupational standards and certification programs: Food and Beverage Server and Front Desk Agent.

This study will describe and compare development, management and governance of the CTHRC Standards and Certification Program to the Caribbean (CARIBCERT) Standards and Certification system for the hospitality and tourism industry.

1.2 The Canadian Tourism Industry

In Canada, tourism represents 2.3 percent of GDP and \$51.8 billion in total revenues in 2004 (Tourism Counts, 2003,p2). In 2004, there were 1.67 million people employed in the Canadian tourism industry, and that number is expected to increase by nearly 400,000 by 2015, according to the Total Tourism Employment in Canada: 2004 Update, conducted by the Canadian Tourism Human Resource Council. Canada's tourism industry is made up of almost 190,000 (2003 data) mostly small and medium-sized enterprises, operating in communities large and small, in every province and territory. These companies employ 583,400 full- and part-time workers directly (2004 data) and over a million individuals indirectly.

Tourism industry clients include visitors from around the world—almost 39 million non-resident travellers entered Canada in 2004—as well as Canadians travelling within the country. International and domestic business and leisure travellers spent a total of \$57.5 billion in Canada in 2004 alone. While Canadians account for some two-thirds of tourism spending, the amount spent here by foreign travellers makes tourism an important export industry. Globally, Canadian tourism ranks 12th for receipts and 10th for visitation, according to World Tourism Organization data.

Although suffering a down turn after 9/11 and SARS, the Canadian industry is anticipating a 50 percent increase in tourism revenue above 2003 to \$75 billion in 2010 (Tourism Counts, 2003,p2). Additionally, the Winter Olympics planned for British Columbia in 2010 are expected to create over 50,000 new jobs.

Canada is facing growing skill shortages across all sectors. According to the Conference Board of Canada, there will be a shortfall of 950,000 workers in the Canadian economy by 2020. Tourism may be especially at risk because it is a labour-intensive industry whose labour demand keeps rising thanks to economic growth and the industry's ongoing development. Tourism businesses are facing labour shortages due to an ageing population. At the same time, immigration policies do not reflect the industry's needs.

It is in response to the increasing demand for skilled employees and the desire to provide a high level of service within the tourism industry, that the CTHRC developed an industry Certification Program. Additionally CTHRC recognises that anticipated growth in employment may not simply be met by the current and future Canadian workforce, and that the industry would benefit from recognition of international skills and qualification levels encouraging mobility and transferability from foreign countries to meet future needs.

Numerous studies have indicated that employees value opportunities for continual learning, and formal recognition from their employer. An increasing number of employers are now advertising that they assist employees with expenses in furthering their formal education, or in obtaining industry credentials or Professional Certification. By showing a willingness to invest in the professional development of their people, companies are reinforcing the principle that they value the needs of their staff. The reward for companies that embrace continual learning a workforce that is better qualified, more loyal and more dedicated because their professional growth has been tied into the goals and ideals of the company.

1.2.1 *Canadian Tourism Human Resource Council (CTHRC)*

Since 1986 various stakeholders have worked together to develop national occupational standards and professional certification programs. The Tourism Industry Standards and certification Committee (TISCC) coordinated these efforts between 1987 and 1993.

The Canadian Tourism Human Resource Council (CTHRC), established in 1993, works on behalf of the 164,000 businesses that make up Canada's tourism industry. The CTHRC promotes professionalism throughout the industry and addresses key labour market issues. Collectively, Council members and the CTHRC bring together Canadian tourism businesses,

labour unions, associations, educators and governments to co-ordinate human resource development activities and contribute to a sustainable, globally competitive tourism industry.

More than 50 national occupational standards (*emerit*) for tourism professions have been developed since 1993 and there are currently 26 occupations for which certification is available. The CTHRC has chosen a professional recognition model to help raise the image and level of professionalism in the sector. Meaningful recognition options are available for all levels – from pre-employment to “professional”, and for front-line, supervisory and management. Based on a competency model and incorporating the principles of prior learning, the system facilitates learner and labour mobility.

CTHRC products and programs are based on industry-defined standards, which are recognized across Canada. The range of products is diverse, encompassing many professional positions in the tourism industry. The tools have been developed with strong involvement from tourism stakeholders.

1.3 Overview of *emerit* Professional Certification

Branded under the new *emerit* tourism training name, professional recognition is available at various stages in the career of a tourism employee. The pinnacle of recognition is National Professional Certification, an industry-recognized credential granted to candidates who successfully demonstrate competence as defined in National Occupational Standards. *emerit* tourism training is structured in a manner that recognizes and rewards people at various stages in their professional development. The recognition options include: Tourism Essential Certificate, Occupational Knowledge Certificate, Occupational Experience Certificate and Professional Certification Certificate.

CTHRC's Emerit Professional Certification Program recognizes individuals who perform competently on-the-job. The Certification Program aims to improve and reward professionalism in the industry with the ultimate goal of delivering high quality customer service.

emerit Certification Occupations

▶ Banquet Server	▶ Line Cook
▶ Bartender	▶ Tour Guide
▶ Campground Operator	▶ Reservation Sales Agent
▶ Casino Dealer	▶ Retail Sales Associate
▶ Casino Slot Attendant	▶ Sales Manager
▶ Food and Beverage Manager	▶ Event Coordinator
▶ Food and Beverage Server	▶ Event Manager
▶ Front Desk Agent	▶ Taxicab Driver
▶ Freshwater Angling Guide	▶ Tour Director
▶ Guest Services Attendant	▶ Tourism Supervisor
▶ Heritage Interpreter	▶ Tourism Trainer
▶ Housekeeping Room Attendant	▶ Tourism Visitor Information Counsellor
▶ Hunting Guide	▶ Wine Service

The CTHRC has developed certification for 30 occupations in Canada. Over 10,000 professionals are either certified or are working towards this important credential. Canada's system involves employers, employees, educators and students in a simple three-step process. Canada's tourism standards and certification programs are voluntary.

1.4 The Caribbean Tourism Industry

2004 Regional Statistics
GDP: 14.8%
Jobs: 2.4 million
% Total Employment: 15.5
Estimate 2014
GDP: 16.5%
% Total Employment: 17.1



Tourism is the most important economic activity in the Caribbean, contributing a high share of GDP, foreign exchange earnings, tax revenues, employment, and investment. The Caribbean Tourism Organization (CTO) estimated that total expenditure by visitors in 1997 was more than US\$16 billion, representing approximately one-third of all regional exports, compared to a world-wide average of 8.1 per-cent. A high growth rate of 5.5% in Caribbean tourism is forecast for the next decade with Bahamas, Jamaica, and Trinidad. This is well above world averages¹ and will contribute to the prioritization of tourism human resource development. There is little doubt that the Caribbean is more dependent upon tourism than any other region in the world, and the industry's importance to the region's economic development is likely to increase rather than diminish.

The development of a cadre of highly trained and qualified tourism personnel is a key element in a country's drive to provide a highly competitive tourism product and a workforce that meets international standards. As the most important economic generator in the Caribbean region, many resources have been dedicated to developing initiatives to improve all facets of tourism, including human resources.

Like Canada, the Caribbean hospitality industry is having difficulty attracting and retaining motivated employees. This is largely due to a perception that the industry offers low-pay, low-status jobs; has long, demanding working hours and difficult conditions; and few career advancement opportunities. Serious attention must be paid to the issue of employee and workforce sustainability: the pressure to improve efficiency and production must be balanced with the need for quality of work life and general quality of life for tourism workers.

Other challenges for the tourism industry in the Caribbean include:

- Lack of recognition within the industry of training and human resource development as a key component of the tourism product. This leads to a poor commitment within the industry to training and human resource development.
- Lack of sound human resource management in the tourism and hospitality industry. This leads to high staff turnover and other HR issues.

¹ "Caribbean Economic Impact Report", March 1999, World Travel & Tourism Council

- Changes in technology and industry direction. This leads to constantly evolving human resource needs and the inability for training institutions to adapt to these constantly changing industry needs.
- Industry growth rate that exceeds the capabilities of training and education resources, nationally, regionally and corporately.
- Skilled labour shortages throughout the industry.
- Tourism human resource development activity across political boundaries is often duplicative and uncoordinated, and does not properly utilize scarce resources.

1.4.1 Caribbean Hotel Association (CHA)

The Caribbean Hotel Association (CHA) was founded in 1962 to address the needs of the Caribbean hospitality industry. It is chartered as a not-for-profit limited liability corporation registered in the Cayman Islands, with offices in San Juan, Puerto Rico, and Miami, Florida. It is dedicated to excellence in hospitality, leadership in marketing and sustainable growth in tourism, to benefit members and the wider Caribbean community.

The CHA is a federation association governed by a board of directors elected by the member national hotel associations, according to their size. Two directors are elected to represent airlines, five to represent other allied members, one to represent restaurants, one to represent chain hotels, and one each to represent the Caribbean Society of Hotel Association Executives (CSHAE), the Caribbean Association of Industry and Commerce (CAIC), the Caribbean Council for Europe (CCE), and the Caribbean/Latin American Action (C/LAA). The Caribbean Tourism Organization (CTO) appoints three representatives to the board.

One of its goals is to foster the international competitiveness of the industry by providing human resource development opportunities for all staff in hotel-related areas. Members are offered a wide selection of programs specially designed for the development of human resources, including the CHA Foundation, which awards scholarship assistance for emerging tourism professionals, and the Caribbean Hospitality Training Institute (CHTI) which is involved in a wide range of training and human resource development activities throughout the Caribbean.

1.4.2 Overview of CARIBERT

CARIBCERT's overall goal is to improve the level of professionalism in the Caribbean tourism industry by providing a program vehicle that will help to increase self-esteem, pride and morale through professional recognition.

CARIBCERT is one component of the overall Caribbean Tourism Credentialing project (CTCP), jointly funded by the Caribbean Hotel Association (CHA) and the Multilateral Investment Fund (MIF) of the Inter-American Development Bank (IDB). The countries involved in the program are Barbados, Bahamas, Jamaica, Trinidad and Tobago, and the Organization of Eastern Caribbean States (OECS), comprising Antigua and Barbuda, St Vincent and the Grenadines, Dominica, Grenada, Montserrat, St Kitts and Nevis, and St Lucia.

The overall goals of all of the components of the CTCP program are to improve the competitiveness of the industry by raising the level of professionalism in the Caribbean tourism industry through the development and implementation of various human resource development programs. Besides Certification, the programs that have and will be developed and implemented include the Association of Caribbean Tourism Professionals (ACTP), workplace train-the-trainer programs, career awareness programming for students, and lastly, a demonstration project for culinary skills and demonstration projects for the OECS countries involved in the CTCP project.

The CARIBCERT program is a professional certification program that provides all Caribbean tourism industry professionals with an opportunity to become certified in an occupation or multiple occupations. CARIBCERT Certification is awarded to individuals, not organizations, and will be recognized throughout the Caribbean region and worldwide as a symbol of professional status and commitment to excellence. The program is open to all who serve any sector of the industry or strive to serve the industry including tourism owners, operators, entrepreneurs, managers, supervisors, line staff and tourism students.

CARIBCERT is a web-based tourism certification system capable of further development and automated maintenance. It is a multi-user/multi-level system that accesses a database with multiple report generating capabilities.

The website and database allow for candidate registration and tracking, administrative functions, exam generation and scoring and many other functions. The entire CARIBCERT system also exists in a traditional paper-based format which is managed within the administrative module of the on-line database.

CARIBCERT content is a collection of standards-based certification programs that measure both a person's knowledge and performance skills in the chosen skill or occupational area. The program materials include occupational standards, performance checklists and examination banks along with all of the support documentation necessary for the certification system. CARIBCERT Certification encompasses 50 specific occupations in the tourism/hospitality industry (Please see Appendix A for a description of the scope). The certification programs are distance delivery programs available for registration and distribution through a web-based system and traditional paper-based format.

CARIBCERT is increasingly gaining ground in the tourism industry, as the number of certified people continues to grow and local strategic alliances expand. A year after its official launch in June 2003, some 1,500 employees in Antigua, Bahamas, Barbados, Dominica, Grenada, Jamaica, Montserrat, St. Kitts and Nevis, St. Lucia, St. Vincent & The Grenadines, and Trinidad & Tobago had been certified in their respective positions at line, supervisory, and management levels.

This number is likely to grow quickly in the months to come, as the Dominican Republic, St Maarten, and Curaçao have recently launched CaribCert at a national level, through strategic alliances between CHA and local institutions. The implementation of the program is also in negotiation in three additional Caribbean destinations.

1.5 Tourism Sectors

The tourism and hospitality industry in Canada and the Caribbean comprise eight different sectors. Hospitality accounts for two of these sectors, accommodation and food beverage. The eight industry sectors include the following:

Accommodation - hotels, inns, resorts, campgrounds, time-shares and bed and breakfasts.

Food and Beverage - restaurants, coffee shops, fast food outlets, pubs, and club facilities.

Adventure Tourism and Recreation - sport fishing, golf and tennis, ecotourism, water sports, marine tourism, guiding, and outfitting.

Transportation - air carriers, motor coaches, railways, car rentals, ferries, recreational vehicles, taxis, and gas stations.

Travel Trade - travel agents, tour wholesalers, tour operators, tour guides.

Events and Conferences - special events, meetings and conferences, conventions, festivals, and trade shows.

Attractions - attractions, museums, galleries, parks and gardens, interpretive centres, cultural tourism, and industrial tourism.

Tourism Services - reservation services, advertising agencies, trade press, marketing associations, professional associations, government tourism agencies, consultants, research services, information centres, tourism educators, tourism suppliers, and retail operations.

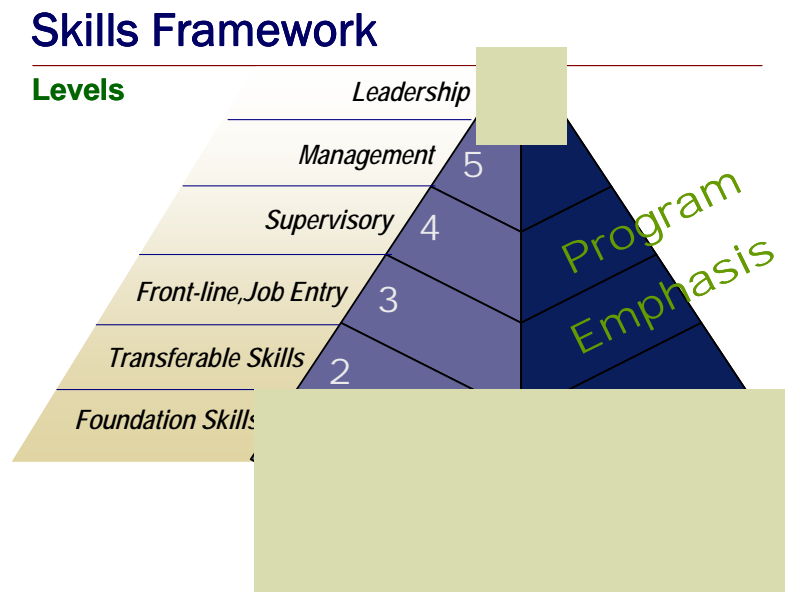
OCCUPATIONAL STANDARDS

“Occupational Standards are defined as the skills, knowledge and attitudes an individual must demonstrate to be considered competent in the chosen occupation. Standards are a job analysis or profile that contains criteria based performance statements and knowledge requirements for the job.” (CTHRC, 2004, p1)

2.0 CTHRC National Occupational Standards (emerit standards)

Professional certification is based upon Occupational Standards that meet industry needs by building in the skills, knowledge and attitudes expected of a person in a particular occupation.

2.1.1 CTHRC Skills Framework



- Each successive level represents an increasing level of specialty and experience.
- Individuals that succeed at a one level gain credit towards the next. This is a core principle of the Credit Transfer System. At the same time, individuals may ‘enter’ at any level... each level defines a target market, so learners will target the appropriate level that matches their current skills, knowledge and experience.

Description of Skill Levels

Foundation Skills

- These include, for example: language skills, literacy skills, basic life management skills. (CTHRC works with agencies that specialize in services geared at supporting learner needs associated with these skills.)

Transferable Skills

- Essential employability skills for entry and front-line workers in tourism.
- Informed by, and aligned with: Essential Skills (HRSDC), Employability Skills (CBoC); and based on an earlier CTHRC standard entitled "Entry Level Skills".
- These skills form the basis of programs that prepare individuals for work. The skills are transferable - that is, they apply to any front-line employment opportunity/job, and the skills are also relevant to many other entry-level jobs in other sectors.

Front-Line, Job Entry Skills

- The knowledge, performance skills, and attitudes required of individuals in front-line or entry-level jobs. These are profiled for each occupation. Although there are some common skills that are inherent in several occupations, the context in which these skills apply will differ.

Supervisory Skills

- Transferable skills for individuals that work at an entry level management position and report to another level of management. People in this position are responsible for supervising others, directing customer service, and ensuring that an organization's policies and procedures are implemented.

Management Skills

- The knowledge, performance skills, and attitudes required of individuals in management jobs. These are profiled for each occupation.

Leadership Skills

- Leadership skills relate to tenured professionals. They are individuals that have knowledge, beliefs, and practices that are highly praised and sought after. Leaders have a selfless willingness to contribute serve the industry. (CTHRC programs do

not focus on this level.)

Essential skills underpin all levels.

Although the context in which these skills may differ, and the level of complexity will generally increase as work experience and job skill become more complex - Essential Skills are a common currency.

CTHRC has developed the Essential Skills Profiles for some of its occupations (i.e. where funding was made available). In these cases the links have been mapped across occupations. This work informed the scope established in the Transferable Skills, and is integral to the *credit transfer system*.

The CARIBCERT standards have been used as the basis of core tertiary-level education in a Caribbean project to establish a Caribbean Tourism Learning System (CTLS). The CTLS is the focus of a corollary CTHRC research project.

3.0 CHA Occupational Standards

CHA occupational standards are statements outlining the knowledge and performance required of an individual to be considered competent in an occupation. All people in an industry 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.

The CHA occupational standards are divided into 5 main categories:

1. Core standards for Line level and Supervisory/Management levels:
 - The Core analysis is comprised of skills that are common to all tourism occupations. There are an estimated 365 occupations in all nine sectors in the Caribbean tourism industry
 - The core serves as the BASIS for all of the occupation specific standards. Therefore, the complete standards for an occupation include the Core + Occupation Specific
2. Food and Beverage Service standards for Line level and Supervisory/Management levels
3. Food Preparation standards for Line level and Supervisory/Management levels

4. Housekeeping standards for Line level and Supervisory/Management levels
5. Front Operations for Line level and Supervisory/Management levels

The occupational scope of the standards across the five areas encompasses the competency-based standards for 50 distinct occupations.

4.0 Standards Development

4.1 CTHRC National Occupational Standards Development Approach

Development of national occupational standards involves four general phases, described below. This standards development process is effectively able to use input from the tourism industry to produce realistic and comprehensive occupational standards. The process results in measurable, competency-based standards designed by industry. It provides the industry with a practical tool that can be used for human resource development and the participants come away from the process with a deeper understanding and appreciation of the occupation.

4.1.1 Recruit Subject Matter Experts

Different panels of job incumbents (or subject matter experts) are recruited from across Canada to serve on working committees. One panel is referred to as an industry committee, and is the core group responsible for initially defining the occupation and eventually validating the standards. This group is responsible for attending meetings and contributing to the development of the standards. The validation committee is another example of groups of subject matter experts asked to provide feedback on draft standards. The rationale for this committee is that it allows impartial feedback from beyond the industry committee, thus helping to ensure that sufficient scope of the occupational domain is captured and that content is relevant.

Scope

- Pan-Canadian
- Small and large operations/ business settings
- English and French
- 80% 'experts'; 15% immediate supervisors; 5% educators

The core industry committees are generally comprised of eight to 15 members per occupation. Industry committee members are selected on the basis of their expertise and commitment to the task of developing occupational standards. Another distinct industry committee is established as a *validation or ratification group*. It is generally comprised of 15 to 30 members per occupation. This committee reviews the draft standard (sent to them by e-mail, mail, or courier) and sends comments back on how they think the standard should be revised to more accurately reflect what is expected of a competent individual in the occupation.

4.1.2 Defining the Occupational Standards

The process begins with a facilitated group session, where Developing a Curriculum (DACUM) and Competency Analysis Profile System (CAPS) methodologies help to establish the groundwork. The DACUM methodology is commonly used in Canada for competency-based education and training development.

	<i>Emphasis, Purpose</i>	<i>What's defined</i>	<i>Main data source</i>
DACUM Competency Analysis	Curriculum	Knowledge, skills, attitudes required to perform the job	Job incumbent
Functional Job Analysis	Performance standards	Functional job tasks Complexity rating: things, data, people...	Job incumbent Employer Job analyst
Task Analysis	Performance standards	Job functions & roles, characteristics: effective & ineffective	Job incumbent Supervisors, HR Educators
Job Element	Selection Measure performance	Elements of successful performance: barely adequate → superior	Supervisors Employers
MAPS	Learning plans Program decisions	Achievable goals, skills, challenges... individualized plans	Learner/student Parent Teacher

The DACUM development process is based on the assumptions that: competent workers can best describe their occupations, and jobs can be defined in terms of knowledge, skills, and attitudes (or traits) that a successful worker demonstrates. A criticism of the DACUM model is that it does not adequately include the ideas of other stakeholders, and so the analysis may not address what *should* be included in the occupation from the perspective of other stakeholders.

The Competency Analysis Profile System (CAPS) method provides further detail of the skills initially captured by the DACUM approach. Using the skills profiled in the DACUM approach, subject matter experts are asked to further define how a skill is performed or what specific knowledge is required. Emphasis is placed on capturing behavioural evidences and examples.

Profile Meeting

The industry committee meets to develop occupational standards that reflect competence and are acceptable to the industry. During the meeting, facilitators work with participants to develop the data that will form the standards.

4.1.3 Prepare Draft Document

The information generated at the profile meeting and through the research process is compiled into a draft occupational standards document. The draft is edited to based on the CTHRC in-house style guide

4.1.4 Review of Draft Standards

A review of the standards can take place by way of: a regional standards review meeting or a mail-out to the validation committee. Participants are asked to record their comments directly in the document and once completed, to return them. The development team collates and/or rationalizes all of these feedback comments.

4.1.5 Validate the Standards

The industry validation committee meets to review changes to the standards noted during the review. The standards are reviewed in detail and the committee works to clarify, refine, and elaborate details or level of specificity, where possible. The standards are then updated with the agreed upon revisions and mailed out for ratification.

4.1.6 *Adapting the Standards*

The final phase of standards development is to adapt the completed document into the second official language. The process to adapt includes translation, editorial, and validation procedures.

4.1.7 *Preparing the Standards for Distribution*

Before national occupational standards are ready for publication and distribution, they are first edited. The standards are then formatted to ensure they are functional and user-friendly, and that can be printed on demand (i.e., via electronic means on an as-needed basis).

The document is priced according to the Pricing Policy. The CTHRC portfolio of products is updated to include the new standards.

4.2 *CARIBCERT Occupational Standards Development Approach*

The process to create regional occupational standards for the CARIBCERT program was complex. Prior to the conceptualizing and implementation of the CARIBCERT program, many of the countries involved in the project had already initiated and in some cases completed occupational standards development projects either as industry driven models or as government initiatives. For example, Jamaica through their NTA Heart Trust - NCTVET program had fully developed competency analyses using the Functional Job Analysis process that encompassed many tourism occupations.

Similarly, the governments in Trinidad and Barbados were also in the early stages of developing standards using Functional Job Analysis. In Bahamas, a project was underway in which the Bahamas Hotel Association was developing occupational standards in a process similar to the DACUM process. In addition to these existing country standards, the CHA, for the purposes of the CARIBCERT project had licensed a body of task analysis work from the Freeman Group in the United States as background intellectual capital. (Note: Tourism Training Canada with the permission of the CTHRC presented an unsuccessful bid to the CHA's CTCP project for the licensing of the Canadian occupational standards)

The terms of reference then, for the development of CARIBCERT occupational standards included an analysis and incorporation of as much of the existing content as possible in order to create synergies and buy-in with stakeholder groups in the project countries.

A hybrid occupational analysis system was devised particularly for the CARIBCERT program. The methodology incorporated elements of two respected and widely-used occupational analysis methodologies:

Functional Analysis (used in the National Vocational Qualifications (NVQ) and used in many countries for certification systems). Organizing the standards using the Functional Analysis approach provides a structure for the job and task analysis that is highly flexible, easily converts to a database, and has a familiar structure for the end users.

2. Develop a Curriculum (DACUM)/Competency Analysis Profile (CAPS) (used for Canada's tourism standards and around the world for education and industrial training, evaluation and measurement). The DACUM/CAPS model captures the required level of detail required for a relevant and effective certification process.

The rationale for creating the hybrid approach is based on the requirements of the client and the realities of the region:

- The end use of the standards is for competency-based certification and training and education development.
- The materials must be "web-based" requiring that the standards be housed in a database.
- The functional analysis approach is widely used by the participating countries in the project.

JTA Steps

Comparative analysis of standards:

Regional Training Session for Job and Task Analysis Validators

Job and Task Analysis Validation Process

4.2.1 Comparative Analysis of Standards

The consultant team conducted a comparative analysis of the existing Caribbean standards and the background intellectual property was conducted by the consultant team for the project within the context of identifying the best and most relevant content to match against the list of 45 occupations that formed the scope of the terms of reference. The Freeman Group skill statements were used as the base intellectual property and then a new standards format was synthesised that incorporated parts of the content, format and concepts from the existing Caribbean standards. Please see Attachment _ for the standards matrix that shows how the various standards were incorporated into the CARIBCERT occupational standards.

Gaps were identified in the final analysis and research was conducted to find intellectual property to fill the gaps. For example, content was identified and used with permission from the occupational standards of the Canadian Tourism Human Resource Council. For some skill areas, subject matter experts were consulted in Canada and the Caribbean to provide the content for the CARIBCERT occupational standards. In the final draft, content and format from occupational standards including those from:

- Jamaica
- Trinidad & Tobago
- Bahamas
- Barbados
- Freeman Group (licensed by CHA for the project)
- Other comparative materials including some standards developed by the Canadian Tourism Human Resource Council

4.2.2 Regional Training Session for Job and Task Analysis Facilitators

The development consultant worked with the CHA and the hotel associations in the project countries as well as the CTCP office (for OECS) to identify and recruit regional facilitators to conduct the standards validation sessions in their respective countries.

All of the facilitators chosen to work on the project had experience in validating standards and certification programs and/or experience in human resource development for the tourism industry. They were well respected in their country and industry and had the contacts and skills to ensure the product would be Caribbean-based, rather than imposed from the outside.

Facilitators travelled to and attended a one-week training session regarding the process for validating the standards. The preparation for the validation training required the development of all of the relevant materials. The training included thorough background on the project, information on occupational standards and validation techniques. The training materials were also interactive to motivate the facilitators and to keep them fully engaged.

4.2.3 *Job and Task Analysis Validation Process*

Each country and team of facilitators recruited industry participants to attend focus groups, or to be interviewed regarding the draft standards. The minimum number of industry reviewers and in each country was set at 30. During these sessions, the facilitators asked each participant to complete a Certification questionnaire and a "Relative Importance" Survey instrument. The purpose of the certification questionnaire was to gather input from the industry on what they wanted to see in a certification program. The relative importance survey provided a picture of the weighting of the standards used in the design of measurement and evaluation tools for the certification programs. Once the feedback was collected from the industry participants, the facilitators entered the suggested revisions into an electronic copy of the work unit data.

As well, the terms of reference for the validation team in each country included a summary report and contact information for individuals involved in the validation process.

Once the facilitators completed the review, they sent the electronic copy of the files, the certification questionnaires and the relative importance surveys back to the consulting team for analysis.

4.3 Comparison

As defined in the previous sections, there are differences in the development approach and methodology between the CTHRC system and the CARIBCERT system. This is largely at the profiling stage because the CARIBCERT system, of necessity and as a regional system, had to include content from various existing sources. The following chart compares the standards development processes between the CTHRC process and the process used for CARIBCERT:

CTHRC	CARIBCERT
DEVELOPMENT PROCESS	
Profile Meeting Draft Standards	Analysis of existing material, SME consultation and synthesis of draft
Review Meeting(s) Validation Meeting	Review and Validation Meetings
Revisions, Edit	Revisions, Edit
Ratification	Ratification
Adapt to Second Language	AdHoc translation to Spanish and Creole languages

The scope of the CTHRC standards and the CARIBCERT standards is similar in that they capture required skills at front line, supervisory and management levels although the CARIBCERT standards do not include essential skill profiles. The outcomes or content of the standards of the CTHRC process and the CARIBCERT program are quite similar in that they describe the skills required to be considered competent in an occupation. Another similarity is level of detail provided in the standard.

The following chart summarizes the comparison of the scope of skills covered in the CTHRC standards and the CARIBCERT standards.

Scope of Skills	
Foundation Skills Transferable Skills	Some transferable skills included in Core
Front-Line, Job Entry Skills	Core Skills Line and Line – level Occupation-specific skills
Supervisory Skills	Core Skills Supervisory/Management and Occupation-specific skills
Management Skills	Core Skills Supervisory/Management and Occupation-specific skills
Leadership Skills – not focused	Leadership Skills – not focused

The body of CTHRC work encompasses at least in part all of the eight tourism sectors while the CARIBCERT system only focuses on the Accommodation and Food and Beverage sectors of the industry. The following chart compares at a superficial level, the occupational and skill areas covered by the CTHRC standards and the CARIBCERT standards.

Notes on chart:

1. The chart indicates standards matches, and is not intended to indicate equivalency of certification programs – rather a comparison of the documents in the CTHRC and CARIBCERT programs.
2. While this chart reflects more or less direct ‘occupational’ matches – in many cases when looked at modularly, there will be a lot of matches/possible credit between occupations. For instance, to look at it from a certification perspective, someone who has a CARIBCERT certificate in Bar Assistant will have proven competency in many of the skills needed towards CTHRC Bartender. The PLAR can be done on a subskill by subskill basis quite easily.

3. The Core Line and Core Supervisory/Management CARIBCERT Skill sets underlie all occupations in tourism, as do the CTHRC standards in this area.
4. In cases where 'no match' is indicated it is referring to the specific technical skills in the occupation – the skills necessary for hospitality, supervision, etc, are covered in the Core Line, Core Sup/Mngt or Transferable Skills/Sup Skills
5. The CARIBCERT program has so far focused on hospitality occupations – largely those involved in hotel and food and beverage. This may be expanded in the future.

CTHRC	CARIBCERT
Transferable Skills	Core Line
Supervisory Skills	Core Supervisory/Management
Banquet Manager	Food and Beverage Manager
Banquet Server	Junior Waiter/Waitress
Bartender	Bartender
Campground Operator	No Match
Casino Dealer	No Match
Casino Slot Attendant	No Match
Catering Manager	Food and Beverage Manager
Director of Sales and Marketing	No Match
Door Staff	No Match
Event Coordinator	No Match
Event Manager	No Match
Food & Beverage Manager	Food and Beverage Manager
Food & Beverage Server	Junior Waiter/Waitress Senior Waiter/Waitress
Food Server Counter Attendant	Snack Bar Attendant
Freshwater Angling Guide	No Match
Front Desk Agent	Front Desk Agent
Golf Club General Manager	No Match
Guest Services Attendant (Bellhop)	Bell Person
Heritage Interpreter	No Match
Housekeeping Room Attendant	Room Attendant
Hunting Guide	No Match

In-room Dining Server	Room Service Server Room Service Order Taker/Cashier Room Service Bus Person
Kitchen Helper	Cooks' Helper/Assistant
Line Cook	Cook
Night Auditor	Night Auditor
Outdoor Adventure Guide	No Match
Professional Cooking	Bakery Cook Pastry Cook Garde Mange
Reservation Sales Agent	Reservations Agent
Retail Sales Associate	No Match
Sales Manager	No Match
Ski Area/Resort Operations	No Match
Small Business Owner/Operator	No Match
Snowmobile Industry	No Match
Taxicab Driver	No Match
Ticket Agent	No Match
Tour Director	No Match
Tour Guide	No Match
Tour Operator	No Match
Tourism Trainer	No Match
Tourism Visitor Information Supervisor	No Match
Tourism Visitor Information Counsellor	No Match
Travel Counsellor	No Match
Wine Service	Senior Waiter/Waitress Bartender
No Match	Banquet Porter
No Match	Bar Assistant
No Match	Bus Person
No Match	Butcher
No Match	Concierge/Guest Services Agent

No Match	F&B Cashier
No Match	Host/Hostess
No Match	Houseman
No Match	Maintenance Worker
No Match	PBX Operator
No Match	Steward
No Match	Valet Parking Attendant
No Match	Bell Captain
No Match	Beverage Service Supervisor
No Match	Environmental Co-ordinator
No Match	Food Preparation Supervisor
No Match	Front Desk Supervisor
No Match	Hotel Nurse
No Match	Housekeeping Supervisor
No Match	PBX Supervisor
No Match	Reservations Supervisor
No Match	Room Service Supervisor
No Match	Steward Supervisor
No Match	Transportation Supervisor
No Match	Chief Steward
No Match	Executive Chef
No Match	Executive Housekeeper
No Match	Front Office Manager
No Match	Rooms Division Manager

From the superficial scan, there seems to be a good match of the CTHRC occupational standards and the CARIBCERT occupational standards.

CERTIFICATION

5.0 The Certification Process

5.1 CTHRC

The emerit certification program provides professional recognition to tourism employees. Standards are the basis of certification. Certification compares an individual's knowledge and skills against a standard and provides recognition that the individual has the required knowledge, skills and attitude to perform all of the tasks needed in a particular position or skill area.

Every Certification Program contains a series of requirements which a candidate must meet in order to attain certification. These include a minimum passing score for a written examination, a passing score for the industry evaluation and a minimum amount of relevant practical experience. In some instances pre-requisites such as first aid or food handling may be required (CTHRC, 2002, p12).

The candidate is provided with all of the learning materials necessary to complete the certification process. When candidates have completed all of the steps of the process, they are issued national certificates and pins by the certifying body testifying that they are certified industry professionals. Certified professionals are encouraged to stay involved with this industry-driven process and may be trained as certification evaluators.

Recognition tools for a candidate who has been certified are a pin specific to the occupation and a certificate. In addition certified individuals may have the right to title for example "Certified Tourism Manager". CTHRC Certification Programs are supported by training materials including assessment, training and professional development materials as well as career awareness materials.

As the programs are reviewed periodically, candidates are encouraged to update their certification when new versions are released.

5.1.1 Performance Review

Mastery of the performance skills is required for the occupation. The performance review consists of all the performance skills from the standards in a self-study format. It is intended to be used in the workplace with a supervisor or experienced co-worker who is willing to help the candidate practice the skills and provide feedback for improvement. Once the candidate has mastered all the performance skills, s/he is ready to write the examination.

5.1.2 Written Examination

This is a multiple-choice exam based on the knowledge content in the standards.

5.1.3 On-The-Job Evaluation

A trained evaluator observes the candidate and completes the on-the-job evaluation form. Assessors conduct performance evaluations according to defined processes through one or more of the following:

- Incognito observation
- Direct observation
- Interview
- Case study
- Role play

A qualified assessor as a minimum will have the required amount of experience in the relevant occupation and be certified in that occupation. In addition they must have gone through training conducted by a TEC. Personal attributes which relate to professional conduct and communication skills are also required of an assessor.

5.2 CARIBCERT

The process to become certified using CARIBCERT is driven by the candidate and workplace supervisors and employers. Candidates are able to start and complete CARIBCERT programs while working on the job.

The entire CARIBCERT system is a dynamic system managed through an on-line database that enables multiple administrators to manage the administration of candidates in the various CARIBCERT countries. The CARIBCERT certification process is based entirely on the CARIBCERT standards and the standards are also managed by the on-line database. The CARIBCERT system is designed to recognize prior learning and certification. For example, when a candidate is certified in an occupation, they have been assessed against the core line and-or the core supervisory/management skills as well as the relevant occupation-specific skills. The CARIBCERT system will recognize any skill which the candidate has been assessed against in subsequent certifications so that the candidate need only be assessed against incremental occupation-specific skills. The performance checklists and exams created by the system are specific to the candidate and will only contain the checklist and exam items relevant to the occupation and that have not already been assessed.

Candidates are recognized for prior learning within the CARIBCERT system. The “Core” or overlapping content and content already assessed will not need to be repeated from one occupation to another or between work units within the system.

From time to time, and in the case of suspicious circumstances, CARIBCERT will conduct audits of certification candidates. A CARIBCERT representative will review the certification file for (a) candidate(s) to ensure that the process was not compromised. Additionally, a CARIBCERT representative could conduct an independent performance evaluation of a candidate. This system of checks and balances is clearly communicated to candidates and their supervisors/employers. This audit function maintains using the integrity of the system performance checklist as a tool.

The CTCP project development included the development of a train-the-trainer program. The train-the-trainer includes a component for coaching, mentoring and assessing CARIBCERT candidates as well as other content. This program has been pilot-tested and is now ready for delivery. Businesses supportive of CARIBCERT are strongly encouraged to enrol supervisors in the train-the-trainer program.

Six of the CARIBCERT programs have been translated into Spanish and are being implemented in the Dominican Republic. Translation of other programs is ongoing. Plans for translation into other Caribbean languages are being considered.

5.2.1 Registration

Candidates register on-line, by fax to the CHA or through a CARIBCERT delivery partner such as the local hotel association or educational institution. Payment for registration is either made by credit card on-line or by cheque or money order to the CARIBCERT secretariat. Registrations are vetted/processed by CARIBCERT.

Candidates, employers or delivery partners are able to download the program materials for a candidate from the website. Each candidate is issued a password for the CARIBCERT website to access the specific program materials (Note: - if the candidate has NO Internet access or lacks computer literacy, CARIBCERT will provide materials - either directly to the candidate by post, or through a local delivery partner. The size and number of the documents will vary depending on the occupation. Respondents to the Certification Business Plan Survey indicated a preference for larger documents to be divided into modules for ease of use.

5.2.2 Performance Checklist

Candidates work with their supervisor(s)/employers to complete a performance checklist (the CTCP programs available through CHA include a Train-the-Trainer program for supervisors that when fully implemented and available will assist them in working with CARIBCERT candidates). The candidate and the supervisor must sign each skill/task in the checklist indicating that the candidate has mastered the skill/task. In the absence of a supervisor, the CHA or delivery partner may assign a qualified assessor or approve of an assessor put forward by the candidate (It is envisioned that this will only likely be necessary if the candidate is a manager and does not report to a supervisor).

The candidate can take as long as twelve months to complete the performance checklist and to study the content. If CARIBCERT has not heard from a candidate or supervisor within twelve months they are contacted by CARIBCERT and encouraged to maintain momentum in the process or they are deactivated from the system.

When the performance checklist is complete and the signatory page has been signed by the candidate and the candidate's supervisor and submitted to CARIBCERT, the candidate will choose an exam date.

5.2.3 Examination

CARIBCERT exams are comprised of multiple-choice questions and a few true/false

questions. The candidate will complete the exam at the local hotel association or through another CARIBCERT delivery partner such as an educational institution (or potentially the human resource department of their employer). All CARIBCERT exam sites are pre-approved by CARIBCERT and all CARIBCERT exams are invigilated. Exams will either be completed on-line with a computer connected to the Internet or as a paper-based exam. Oral exams may also be an option in cases where low levels of literacy are an issue.

6.0 Development

6.1.1 CTHRC

The Canadian tourism industry has been developing occupational standards and certification and related training resources since 1989. Over 35 professional certification programs have been developed, validated and implemented. The development and validation of certification programs in Canada is time and people intensive. It is a requirement of a Certification Program that it be “defensible”. Underpinning a Certification Program therefore must be the notions of validity, reliability, fairness and respect (CTHRC, 2002, p29). . Each Certification Program is subject to review every five years.

6.1.2 Recruit Subject Matter Experts

Different panels of job incumbents (or subject matter experts) are recruited from across Canada to serve on working committees. One panel is referred to as an industry committee, and is the core group responsible for initially defining the occupation and eventually validating the standards. This group is responsible for attending meetings and contributing to the development of the standards. The validation committee is another example of groups of subject matter experts asked to provide feedback on draft standards. The rationale for this committee is that it allows impartial feedback from beyond the industry committee, thus helping to ensure that sufficient scope of the occupational domain is captured and that content is relevant.

Scope

- Pan-Canadian
- Small and large operations/ business settings
- English and French
- 80% 'experts'; 15% immediate supervisors; 5% educators

The core industry committees are generally comprised of eight to 15 members per occupation. Industry committee members are selected on the basis of their expertise and commitment to the task of developing a valid certification program. A distinct industry committee is established as a *validation or ratification group*. It is generally comprised of 15 to 30 members per occupation. This committee reviews the certification tools (sent to them by e-mail, mail, or courier) and sends comments back on how they think the tools should be revised to more accurately reflect what is expected of a competent individual in the occupation.

6.1.3 Develop the Draft Exam

Using the blueprint provided by the committee in the standards development process, professional writers draft a multiple-choice exam. Development of the multiple-choice examinations undergoes a process of validation. A "test blueprint" of the examination is established for each occupation which determines the design and weighting for an exam. The CTHRC uses a series of rules to develop the multiple-choice test item and the bank of test questions. Underpinning these rules are four of the six levels of Blooms Taxonomy: which include knowledge, comprehension, application and evaluation (Bloom et al, 1956).

6.1.4 Pilot Test the Exam

Industry and control groups pilot-test the draft exam. Statistics are generated on the performance of the exam items.

6.1.5 Design and Validate Testing Tools

Industry experts participate in a meeting to review and revise each test item and assign a level of performance. The performance skills from the standards are also reviewed and behavioural indicators are added. The industry sets any pre-requisites required for certification, e.g. work experience.

Finally, the committee designs an on-the-job evaluation defining the skills which are “the essence of the occupation”. They also define how these skills can be observed by an evaluator. The evaluation is drafted, practiced and revised until the committee is confident it is a fair but rigorous evaluation tool. The testing tools are validated.

6.1.6 *Revise Testing Tools*

The testing tools are revised according to the feedback received from the industry. The materials are finalized and published and preparations are made to open the occupation for certification.

6.1.7 *Revise the On-The-Job Evaluation*

The evaluation is tested over a three-month period and revised again if necessary.

6.2 CARIBCERT

The CARIBCERT certification development process differed from the CTHRC process largely because of time and budgetary constraints within the CTCP project. The tools were designed by a consultant team. They were validated with industry across the Caribbean between June 2001 - April 2002. The deliverables for the project were accepted in draft by the client in June 2002. The outcome of the development process resulted in the creation and validation of occupational standards and certification tools for 45 occupations. Between September 2001 and August 2002, 700 Caribbean tourism professionals committed 5,000 hours of volunteer time to validate the program components and criteria of the CARIBCERT program.

The objective of the CARIBCERT program was to test the outputs of the development process including the standards and the certification tools and the delivery and tracking systems. Therefore, it was determined that the CARIBCERT Certification process would be tested in as many occupations and in as many project countries as possible.

6.2.1 *Drafting the Certification tools*

The certification tools were designed by a consultant team. The tools were created based on sound testing principles and were criterion-referenced to the CARIBCERT standards.

6.2.2 *Regional Training Session for Certification Facilitators*

The development consultant worked with the CHA and the hotel associations in the project countries as well as the CTCP office (for OECS) to identify and recruit regional facilitators to conduct the certification validation sessions in their respective countries. All of the facilitators chosen to work on the project had experience in validating standards and certification programs and/or experience in human resource development for the tourism industry. They were well respected in their country and industry and had the contacts and skills to ensure the product would be Caribbean-based, rather than imposed from the outside.

Facilitators travelled to and attended a one-week training session regarding the process for validating the certification tools. The preparation for the validation training required the development of all of the relevant materials. The training included thorough background on the project, information on certification principles, tools, and validation techniques. The training materials were also interactive to motivate the facilitators and to keep them fully engaged.

6.2.3 *Certification Validation Process*

Each country and team of facilitators recruited industry participants to attend focus groups regarding the draft certification tools. The minimum number of industry reviewers and in each country was set at 30. Once the feedback was collected from the industry participants, the facilitators entered the suggested revisions into an electronic copy of the data.

As well, the terms of reference for the validation team in each country included a summary report and contact information for individuals involved in the validation process.

6.2.4 *CARIBCERT Field Test*

Preparation and Recruitment

The consultant team contacted all validation participants, conference contacts and stakeholders to participate. Once contact was made and interest determined, all potential field-test candidates and employers were invited to an orientation session in the appropriate country.

Potential candidates were also provided with information pieces on CARIBCERT Certification and the Field-Test process.

Delivery partners in each participating country were recruited to:

- disseminate program promotional and other information
- download/print and/or distribute printed CARIBCERT program materials
- Invigilate CARIBCERT paper-based and/or on-line examinations

Candidate/Delivery Partner Orientation

Orientation sessions were arranged in each location from which candidates were recruited. Altogether, approximately 200 industry professionals attended orientation sessions. At the orientation sessions, the consultant team presented the CARIBCERT certification process.

CARIBCERT Registration

Registration for the CARIBCERT Field-test opened on May 10 2002 and closed on June 11 2002. Registration was available in both paper format and on-line. Three hundred and four registrations were received from Antigua, Bahamas, Barbados, Grenada, Jamaica, St. Lucia and Trinidad & Tobago.

Candidates were required to identify their experience on the CARIBCERT registration form (paper and on-line) and they were required to identify contact details of a person who could verify this experience.

The CARIBCERT standards and certification database is linked to the on-line and administrative registration modules. A vetted registration was required in order to create candidate records and generate pass codes to access instructions, study-guide standards, checklists and exams. Whether a candidate registers on-line or is entered from the administrative site, a username and pass code is generated. Every candidate was given this information so they could access materials or check their status on the CARIBCERT website.

Materials Distribution

The performance checklists were printed by occupation with either the Core-Line or the Core Supervisory/Management standards accordingly in the front section of every booklet. Each book also contained an introduction, instructions for the candidate, a signatory page and acknowledgements. Candidates worked with their supervisors to sign-off each task in the manual.

Examination

The exam items for the CARIBERT exam forms were chosen according to the blueprint for the occupation. The matrix in the standards for each work unit identified which Task Statements applied to each occupation and the blueprint for the exams were developed based on the matrix identification of the Task Statements.

All exams were invigilated by a delivery partner. Delivery partners were required to identify specific individuals as invigilators. Delivery partners were supplied with invigilator instructions for both paper and on-line exams.

The psychometric consultant on the consultant team also analyzed the performance of some of the items that appeared on the CARIBCERT exams. Every item that appeared on more than one exam was analyzed. Items were analyzed for item difficulty, discrimination and alternative

The CARIBCERT exam passing score was determined by analysing the following:

1. survey to certification validation participants at the end of the validation meeting to determine what they thought the passing score should be for the exam
2. survey question for the field-test candidates based on the "Angoff" approach – "Out of 100 candidates, how many would pass this exam?"
3. actual results from the candidate exams

Survey

All candidates, employers and delivery partners who took part in the CARIBCERT field-test were asked to complete a survey. Generally, CARIBCERT candidates, employers and supervisors and delivery partners/exam sites were happy with all components of the CARIBCERT program and had a positive experience.

6.3 Governance and Administration

6.3.1 CTHRC

Board of Directors

Ultimately the CTHRC Certification Program is directed by the CTHRC Board of Directors which consists of representatives from across industry including associations, tourism education councils and government. The 2003-2004 board is comprised of:

Business Members (voting)

Air Canada (Dorval)
Cara Operations Limited (Head Office)
Fairmont Hotels & Resorts
Delta Hotels Corporate Office
Saskatchewan Gaming Corporation

Labour Members (voting)

UNITE HERE
Syndicat des Métallos S.L. 9400
United Food & Commercial Workers Union
(UFCW Canada)
Fédération du commerce inc. (CSN)

National Association Members (voting)

Hotel Association of Canada
Canadian Institute of Travel Counsellors
Canadian Association of Foodservice
Professionals
Canadian Restaurant and Foodservices
Canadian Culinary Institute
Canadian Culinary Federation
Tourism Industry Association of Canada

Equity (voting)

Aboriginal Tourism Canada
Canada CHRIE (Education and Training)
Ryerson Polytechnic University
National Tourism Authority (non-voting)
Canadian Tourism Commission

Human Resources and Skills Development Canada

Provincial/Territorial Governments and Tourism Authorities (non-voting)

Tourism Saskatchewan

Tourism & Culture, Nova Scotia

Department of Tourism & Culture, Yukon Department of Resources, Wildlife & Economic Development, NWT

Department of Tourism, Culture & Recreation,
Newfoundland & Labrador /

Ministry of Tourism & Recreation, Ontario

Tourism British Columbia

Tourism Associations (voting)

go2

Tourism Industry Association of Prince Edward Island

Saskatchewan Tourism Education Council

Ontario Tourism Education Corporation

Manitoba Tourism Education Council

Tourism Industry Association of New Brunswick

Yukon Tourism Education Council

Hospitality Newfoundland & Labrador

Conseil québécois des ressources humaines en tourisme

Nova Scotia Tourism

Tourism Industry Association of Nova

The Standing Committee on Issues (SCI)

The Standing Committee on Issues (SCI) is responsible for planning and making policy recommendations to the Board of Directors associated with Occupational Standards, Certification Programs and national training issues.

Tourism Education Councils

Canadian certification programs are administered by Tourism Education Councils (TECs).

The TECs:

- are involved in the development and piloting of the programs
- are responsible for candidate services which include the application process and
- manage a Certification Program database to track applicants in the system
- award the pins and certificates which designate certification
- manage the examination and industry evaluation of a candidate including:
 - hiring and monitoring of examination proctors and training of assessors

6.3.2 CARIBCERT

Management Committee

CARIBCERT is overseen by a management committee made up of national representatives of the program and the CHA. The committee purpose is to provide stewardship for the CARIBCERT program in order for it to become a fully sustainable program in the Caribbean within a five year period. Membership is primarily made up of CHA (as the owner of the program) and national association representatives who have an agreement in place to operate the CARIBERT program.

The committee will have a maximum of nine members, but may coopt other members for specific purposes/tasks as designated by the committee. The membership will remain as indicated above for at least 2 years. New/replacement members will nominated by the committee and approved by acclamation.

Committee Responsibilities:

- **Oversee the implementation of the annual business plan and budget through the regional service provider**
- **Provide representation on the Caribbean Hotel Foundation**
- **To monitor business plan and fundraising activities**
- **Make recommendations to the Hotel Foundation on use of funds disbursed through the foundation as per the agreed CARIBCERT Donation/Sponsorship criteria**
- **Review reports provided by CARIBCERT fund recipients to ensure that funds are used as per the budget and business plan agreed with the Caribbean Hotel Foundation**
- **Make recommendations/approve changes and improvements to CARIBCERT and its implementation**
- **Provide input on national training programs and share best practices**
- **Deal with disputes over certification/registration**
- **To coordinate efforts for the development and sharing of CARIBCERT training curriculum**
- **Review and approve requests for 'special needs' funding**
- **Review and approve regional marketing of CARIBCERT**

- Make recommendations to Caribbean Hotel Foundation BOTs relating to CARIBCERT scholarships
- Provide updates/communications to other stakeholder groups
- To make recommendations to CHA on the licensing performance of the regional service provider

Meetings occur quarterly by teleconference/web conference. There is also one meeting per year at the Caribbean Hotel Industry Conference.

Regional Service Provider

The regional service provider:

- reports to the Management Committee
- develops specific MOU's with each interested national hotel association (NHA) to meet the individual needs of country (the national hotel association will have right of first refusal).
- provides critical program services to the National Hotel Associations and maintain the CARIBCERT database including:
- Conducting maintenance of the CARIBCERT tools including a statistical analysis of the exam banks based on the 3000 candidates who have written CARIBCERT examinations and collating comments on requested changes to the CARIBCERT standards for presentation to the CARIBCERT Management Committee and standards committees
- Oversee the establishment of CARIBCERT Subject Matter Expert Committees by work unit
- Printing and distributing CARIBCERT manuals, certificates and producing certification pins
- Training the NHA CARIBCERT co-ordinators in the use of the database

- Coordinate fundraising efforts including the development and validation of donor principles, identification of potential donors, approach to donors and development of donor agreements.

Caribbean Hotel Association (CHA)

The CHA:

- Develops a Memorandum of Understanding (MOU) designating the regional services provider.
- Allows and lends their good name for the CARIBCERT program.
- Promotes the program under the CHA umbrella at conferences, on the CHA website and on program and services collateral.
- Facilitates delivery of new training programs related to key CARIBCERT occupations as developed.
- Continues to seek other potential opportunities to support and enhance the implementation of the CARIBCERT program.
- Chairs and participates in the CARIBCERT Management Committee.
- Facilitates the process to establish means and ways for the deposit and disbursement of CARIBCERT donation and sponsorship monies .

National Hotel Associations (NHA)

The NHAs:

- Implement and administer CARIBCERT locally, including:
- register candidates,
- distribute and order materials,
- market and publicize program,
- set-up and invigilate exams,
- receive and distribute certificates and pins,
- ensure recognition of successful candidates, and
- arrange for and delivering relevant training.

- The role and scope of the NHA may change and the responsibilities are dependant on the MOU developed between TTC and the NHA.

6.4 Comparison

The CARIBCERT program (Job and Task Analysis and Certification System) was developed between May 2001 and May 2002. The program consists of occupational standards and measurement and evaluation tools encompassing 50 occupations and the web-based system to manage the tools, administer the program, maintain the programs and track the users. The development process includes comparing/benchmarking against international standards and validating all content with local industry. The development of a standards and certification program of this scope in this short a time frame is unprecedented anywhere in the world.

By comparison, the Canadian tourism industry has been developing occupational standards and certification and related training resources since 1989. Over 50 occupational standards profiles have been developed and validated and over 35 professional certification programs have been developed, validated and implemented. In the Canadian experience, the creation of occupational standards for one occupation covers a time span of six to eight months, involves over 100 subject matter experts (per occupation) and costs approximately \$50,000. USD to the print-ready stage (per occupation). The development and validation of certification programs in Canada is even more time and people intensive and more costly than standards development. Utilizing every cost saving measure possible, the hard cost of this long term initiative in Canada has been over 20 million dollars USD. In-kind contributions have at least doubled that investment.

The CTHRC system of Occupational standards and certification and the CARIBCERT system have many common objectives components and practices.

Both the Canadian and Caribbean organizations mandate, loyalty and responsibility to their industry and emphasize the importance of the involvement of the industry with regard to the development and implementation of occupational standards and recognition.

The roles of stakeholder groups and industry involvement are clearly defined and planned. Stakeholders play important roles during the development process and may also remain involved once the program or standard is implemented.

Both organizations reference recognition programming to occupational standards and use the standards as criteria for assessment. During the development process of the standards studied, the CTHRC and the CHA determined the scope of the occupation and the level of detail necessary for occupational standards and recognition programs. They also shared a similar process to review and validate occupational standards and recognition programs. Reviews and validations are carried out in multiple phases to ensure an appropriate number of stakeholders participate.

Candidates in both systems must meet specific criteria i.e. work experience to participate in certification. This experience is checked in both programs by a member of the administration team.

Both systems ensured the validity and reliability of their assessment tools through the adoption of accepted psychometric principles during development, in combination with intense industry involvement in the assessment tool validation process.

In addition, the CTHRC and CARIBCERT have the following in common:

- “cost recovery” strategies in place for the implementation of occupational standards and recognition programs.
- flexibility in recognition processes through Prior Learning Assessment
- innovative online products and services to increase scope of accessibility

6.5 Key Differences

CARIBCERT receives no government support. They rely on fundraising and CHA funds. Certification candidates are charged a fee of \$55 USD to register, which includes access to the standards for their occupations. The registration fee is scheduled to increase to \$100 USD in November 2005. Individuals who are not enrolled in the program may request the standards and are charged a small fee to pay for the cost of printing.

The CTHRC receives funds from the Government of Canada, Human Resources and Skills Development Canada branch. Other revenue is generated by product and program sales through the Tourism Education Councils.

6.6 Components

The CTHRC and CARIBCERT certification processes have more similarities than differences; however, the differences could be construed as significant. The following chart compares the certification process components:

CTHRC	CARIBCERT
Written Examination consisting of multiple choice exams generated from item banks according to a blueprint	Written Examination consisting of multiple choice exams and some true/false questions generated from item banks according to a blueprint
One-page Performance Checklist that indicates a candidate is competent that is verified by a supervisor	Performance Checklist based on the entire standards that must be completed on the job and includes a verification from a supervisor
Work Experience Criteria	Work Experience Criteria
Performance Evaluation for every candidate by an independent evaluator using a standards-based tool for objectivity	Optional audit by an independent evaluator using a standards-based tool for objectivity

6.7 Process

The following table compares the Certification process that candidates must undergo in order to be certified:

CTHRC	CARIBCERT
Registration	Registration
Completion of Examination in a controlled environment	Completion of Examination in a controlled environment
Knowledge Certification	NA
Experience Acquisition	Experience Acquisition
Completion of performance checklist (one page by skill category, signed by candidate and supervisor)	Completion of performance checklist consisting of entire skill descriptions with each skill signed by candidate and supervisor
Experience Certification	NA
Undergo Evaluation	Optional Audit
Performance Certification	NA
Professional Certification (Certificate and Pin)	Professional Certification (Certificate and Pin)

6.8 Development

The development processes for CARIBCERT and the CTHRC are similar in many respects. A comparison of the development processes is provided in the following table:

CTHRC	CARIBCERT
Use of job incumbents/subject matter experts for review of all certification materials	Use of job incumbents/subject matter experts for review of all certification materials
Use of testing/psychometric experts to develop, pilot and report on assessment tools	Use of testing/psychometric experts to develop, pilot and report on assessment tools
Use of modified Angoff methodology for setting examination passing scores in a controlled environment	Use of modified Angoff methodology for setting examination passing scores in an un-controlled environment

6.9 Administration & Governance

All concerned and responsible certifying bodies and educational institutions conduct analysis and make adjustments to student/candidate examination success rates. This activity is inextricably linked to the right and responsibility of being a certifying body. The CTHRC and the CHA both undertake this analysis.

The administration and governance of the CTHRC programs and the CARIBCERT programs have many similarities as shown in the following table:

CTHRC	CARIBCERT
Governed overall by an industry-driven council	Governed overall by an industry-driven committee
Administered provincially by an industry-driven council	Administered nationally by an industry-driven association
On-going review of assessment tools	On-going review of assessment tools
Approved policies in place for all aspects of administration and implementation	Approved policies in place for all aspects of administration and implementation
Administered through use of a database	Administered through use of a database
*Require information	Regional 5 year business plan with marketing and promotional plan
Public sector supported for long-term implementation	Fundraising plan in pace to build sustainability fund

7.0 Assessing Equivalency

Two Canadian Occupational Standards have been selected for the purposes of this comparison, Front Desk Agent and Food and Beverage Server. Equivalent CARIBCERT standards in the same occupations have been selected for comparison purposes. The selected competencies are matched using the modules and sub skills detailed within the CTHRC Occupational Standard in Appendix 1

Comparison between the occupational standards for Food and Beverage Server (Appendix A) and Front Desk Agent (Appendix B) demonstrates equivalent Caribbean Competency Standards can be determined for all areas.

It is evident from the above analysis that the CARIBCERT system is compatible with the majority of the development and management features of the Canadian system. In addition, the matrices for the two example occupations demonstrate that competencies can be matched in a clear and relatively straightforward way.

8.0 Conclusion

This study has demonstrated that there are significant equivalencies between the CARIBCERT and CTHRC Certification Programs. The Australian/Canadian comparison study recommended that, “where a system can show sound management and planning systems, a platform for industry consultation, a structure of assessment at the administrative level systems can be considered equivalent.” According to these criteria, the CARIBCERT system could be considered equivalent to the CTHRC system.

Appendix A: Comparison Matrix – Occupational Standards

Occupation: Food and Beverage Server

CTHRC		CARIBCERT	
A. Tourism Awareness			
1. Promote Tourism	1.1 Define tourism	Core Function 5. Promote Tourism	5.1 Describe tourism
	1.2 Outline the benefits of promoting tourism		
	1.3 Identify tourism sectors		
	1.4 Access tourism information		
	1.5 Promote local area, region, province/territory, and country	Core Function 5. Promote Tourism	5.2 Promote tourism 5.3 Provide community information
B. Professionalism			
1. Present Positive Attitude	1.1 Develop positive attitude		
	1.2 Describe impact of positive attitude		
	1.3 Maintain positive attitude		
		Core Function 3. Provide Hospitality	3.1 Describe hospitality 3.2 Promote hospitality in the workplace 3.3 Promote hospitality with guests
2. Be Professional	2.1 Behave in professional manner	Core Function 1. Act Professionally	1.3 Demonstrate good work habits
	2.2 Use time effectively		
	2.3 Acquire knowledge of operation's history, services, and procedures		
	2.4 Adhere to etiquette of professional service	Core Function 1. Act Professionally	1.1 Maintain good grooming 1.2 Maintain professional appearance
	2.5 Participate in professional development		

CTHRC		CARIBCERT	
3. Handle Problems and Special Situations	3.1 Identify reasons for guest dissatisfaction	Core Function 3. Provide Hospitality	3.6 Outline reasons for guests' complaint behaviour
	3.2 Outline benefits of properly resolving guest complaints or concerns	Core Function 3. Provide Hospitality	3.7 Describe importance of resolving guest complaints
	3.3 Resolve guest complaints or concerns	Core Function 3. Provide Hospitality	3.5 Handle guest inquiries/requests 3.8 Handle guests' complaints
		Senior Waiter/Waitress Serve Guests Function 5. Monitor Service	5.13 Handle guest complaints
	3.4 Respond to difficult situations		
	3.5 Assist guests with special needs	Core Function 3. Provide Hospitality	3.4 Serve guests with special needs
C. Interpersonal Skills			
1. Communicate Effectively	1.1 Listen actively		
	1.2 Define non-verbal communication		
	1.3 Use effective verbal communication	Core Function 2. Communicate Effectively	2.1 Speak effectively 2.4 Supply/respond to information
	1.4 Display effective telephone etiquette	Core Function 2. Communicate Effectively	2.6 Answer telephones courteously
		Core Function 2. Communicate Effectively	2.5 Store information 2.7 Use two-way radio
2. Be Effective Team Member	2.1 Demonstrate teamwork		
	2.2 Identify roles of team members		
		Core Function 2. Communicate Effectively	2.8 Attend shift briefing

CTHRC		CARIBCERT	
D. Food and Beverage Product Knowledge		Serve Guests Function 1. Have Background Knowledge	1.1 Possess menu knowledge
1. Have Basic Meat, Poultry, and Seafood Information	1.1 Describe basic meat service		
	1.2 Identify types of poultry meat		
	1.3 Describe basic fish cuts		
	1.4 Identify shellfish and other seafood		
2. Describe Basic Soups and Sauces	2.1 Describe basic soup types		
	2.2 List ingredients of common sauces		
3. Define Common Food Preparation Terms	3.1 Define common food preparation terms		
	3.2 Define basic cooking methods		
4. Describe Knowledge of Beverages	4.1 Define basic bar terms		
	4.2 Identify product information required to describe beverage items		
	4.3 Describe storage of beer		
	4.4 Describe styles of beer		
	4.5 Identify alcohol content categories for beer		
	4.6 Identify major types of wine		
	4.7 Define sweetness of wine		
	4.8 Define sweetness terms for Champagne and other sparkling wines		
	4.9 Identify common wine-producing countries		
	4.10 Identify information found on wine and Cognac labels		
	4.11 Describe storage of wine		

CTHRC		CARIBCERT	
	4.12 Identify general guidelines for serving temperature of wine		
	4.13 Describe whisky		
	4.14 Describe rum		
	4.15 Describe vodka		
	4.16 Describe gin		
	4.17 Describe tequila		
	4.18 Describe brandy		
	4.19 Identify common aperitifs		
	4.20 Identify common after-dinner drinks		
	4.21 Identify major classifications of liqueurs		
	4.22 Identify common beverage garnishes		
		Serve Guests Function 1. Have Background Knowledge	1.2 Prepare drinks
E. Tools and Equipment			
1. Identify Tableware	1.1 Identify cutlery		
	1.2 Identify plateware		
	1.3 Identify types of glassware		
2. Identify Bar Tools and Equipment	2.1 List parts of bar		
	2.2 List bar tools and equipment		
F. Service Support Duties			
1. Prepare for Shift	1.1 Prepare for shift	Pre-Service Duties Function 1. Prepare for Service	1.1 Arrive for shift 1.2 Check setup

CTHRC		CARIBCERT	
		Pre-Service Duties Function 2. Prepare for Food Service	2.1 Stock china 2.2 Stock flatware/silverware 2.4 Set up butters 2.5 Stock condiments 2.6 Prepare breakfast juices 2.7 Set up breakfast condiments 2.8 Set up breakfast syrup 2.9 Set up dressings/sauces 2.10 Fill salt and pepper shakers
		Pre-Service Duties Function 3. Set Up Stations	3.1 Set up side station 3.2 Set up bread/toast station 3.3 Set up cereal station 3.4 Prepare coffee stations 3.5 Set up afternoon tea station 3.6 Prepare hot tea station 3.7 Set up dessert trolley 1.8 Check set up of host stand
		Senior Waiter/Waitress Pre-Service Duties Function 5. Anticipate Business Levels	5.1 Review reservations, house count and group activities 5.2 Complete station plans/assignments
2. Maintain and Set Tables	2.1 Set tables	Pre-Service Duties Function 1. Prepare for Service	1.3 Set place settings 1.4 Set up linen 1.5 Fold napkins
		Pre-Service Duties Function 1. Prepare for Service	1.9 Set up coffee breaks, corporate level a.m. and hospitalities

CTHRC		CARIBCERT	
	2.2 Bus tables	Post-Service and Side Duties Function 1. Maintain Environment	1.1 Clear tables 1.2 Lift large trays 1.3 Lift small trays 1.4 Break down tray 1.5 Wipe and reset table 1.6 Maintain carpet/floor 1.7 Handle dirty linen 1.9 Monitor par levels and machine paper
	2.3 Load buspans and trays		
	2.4 Perform table maintenance during service		
3. Perform Other Duties	3.1 Perform ongoing duties		
		Post-Service and Side Duties Function 2. Clean and Break Down Areas	2.1 Break down creamers, butters, jellies, syrups, juices and condiments 2.2 Break down continental breakfast station 2.3 Clean bread station 2.5 Clean coffee machines 2.6 Clean iced tea dispenser 2.7 Clean ice bins 2.8 Clean and restock side stations
		Senior Waiter/Waitress Pre-Service Duties Function 6. Prepare for Cash Handling	6.1 Pick up bank 6.2 Set up cashier stand
	3.2 Perform closing duties	Post-Service and Side Duties Function 4. Complete Closing Duties Senior Waiter/Waitress Post-Service and Side Duties Function 4. Complete Closing Duties	4.5 Clean at closing time 4.1 Maintain log book 4.6 Do walk-through at closing time

	3.3 Participate in inventory control	Core Function 4. Maintain Safety and Security	4.15 Assist with inventory

CTHRC		CARIBCERT	
G. Providing Service			
1. Use Service Knowledge	1.1 Define service styles	Serve Guests Function 1. Have Background Knowledge	1.3 Describe service sequence for breakfast 1.4 Describe service sequences for lunch/dinner 1.5 Describe service sequence for formal dining
		Serve Guests Function 2. Seat Guests	2.2 Accommodate special needs 2.1 Seat guests 2.3 Handle seating problems/
	1.2 Use selling techniques		
	1.3 Determine menu information	Senior Waiter/Waitress Pre-Service Duties Function 1. Prepare for Service	1.7 Check menus + wine lists
	1.4 Identify common dietary requests		
	1.5 Suggest wine and food combinations		
	1.6 Follow guidelines for wine service		

CTHRC		CARIBCERT	
2. Handle Orders	2.1 Serve tables	Waiter/Waitress Serve Guests Function 3. Serve Food	3.1 Serve bread/bread basket 3.2 Serve complimentary hors d'oeuvres 3.3 Take food order 3.4 post food order 3.8 Serve accompaniments 3.9 Serve cereal 3.10 Serve toast and breakfast pastries 3.11 Serve continental breakfast 3.14 Serve sorbet during multiple course meal or banquet 3.18 Serve dessert/ after-dinner drinks 3.17 Carve items at table side
	2.2 Handle tableware	Serve Guests Function 3. Serve Food	3.5 Pick up food 3.6 Serve food using plate service 3.7 Serve food using platter service
	2.3 Carry trays	Serve Guests Function 3. Serve Food	3.15 Serve items butler-style
		Serve Guests Function 3. Serve Food	3.16 Serve for coffee breaks, corporate level a.m. and hospitalities
		Serve Guests Function 5. Monitor Service	5.1 Recheck guest having meal 5.2 Serve guest who has left his/her seat 5.4 Monitor guest service 5.5 Change ashtrays 5.6 Provide cigarette service 5.7 Refill beverages 5.8 Clear plates/extra settings/dirty tableware 5.14 Return food/voids 5.15 Provide doggie bags

CTHRC		CARIBCERT	
H. Beverage Preparation and Service			
1. Prepare Glassware	2.1 Prepare glassware	Pre-Service Duties Function 4. Prepare for Drink Service	4.1 Stock glassware
		Pre-Service Duties Function 4. Prepare for Drink Service	4.8 Prepare iced tea 4.9 Stock ice water for banquets 4.10 Set up creamers 4.11 Set up sugar bowls 4.12 Prepare paper supplies 4.13 Prepare snacks
		Serve Guests Function 4. Serve Beverages	4.1 Prepare and serve ice water 4.2 Serve bottled water
2. Pour Wine	2.1 Prepare for wine service	Serve Guests Function 4. Serve Beverages	4.11 Set up wine buckets/coasters for wine service
		Serve Guests Function 4. Serve Beverages	4.12 Take beverage order 4.13 Post beverage order 4.19 Pick up beverage order 4.20 Serve beverages
	2.2 Open still wine	Serve Guests Function 4. Serve Beverages	4.21 Open wine bottle
	2.3 Open sparkling wine	Serve Guests Function 4. Serve Beverages	4.23 Open champagne bottle
	2.4 Pour wine	Serve Guests Function 4. Serve Beverages	4.22 Serve bottled wine 4.24 Serve champagne
	2.5 Serve subsequent bottles of wine		
3. Serve Tea and Coffee	3.1 Define coffee products		
	3.2 Define tea products		
	3.3 Serve coffee	Serve Guests Function 4. Serve Beverages	4.3 Serve coffee 4.4 Serve Melior pot coffee/tea service 4.6 Prepare espresso 4.7 Prepare cappuccino and café latte

CTHRC		CARIBCERT	
	3.4 Serve tea	Serve Guests Function 3. Serve Food	3.12 Serve afternoon tea 4.9 Serve iced tea
		Serve Guests Function 4. Serve Beverages	4.4 Serve Melior pot coffee/tea service 4.8 Serve hot tea
		Serve Guests Function 4. Serve Beverages	4.10 Prepare milk shakes
		Serve Guests Function 4. Serve Beverages	4.25 Serve bottled beer 4.26 Serve draft beer
		Serve Guests Function 4. Serve Beverages	4.27 Provide club service in club or lounge 4.28 Give last call
I. Processing Payment			
1. Use Point-of-Sales System	1.1 Define point-of-sales system terms		
	1.2 Use point-of-sales system		
		Serve Guests Function 5. Monitor Service	5.16 Assist guests with departure
2. Receive Guest Payments	2.1 Present guest check	Serve Guests Function 6. Process Payment	6.1 Issue guest checks 6.6 Present check
	2.2 Display gratuity etiquette	Serve Guests Function 6. Process Payment	6.16 Handle tips

CTHRC		CARIBCERT	
3. Handle Payment	3.1 Respond to guest's request to run tab		
	3.2 Process cash	Serve Guests Function 6. Process Payment	6.7 Process cash
	3.3 Process cheques	Serve Guests Function 6. Process Payment	6.9 Process personal cheques 6.10 Process traveller's cheques
	3.4 Process room billings	Serve Guests Function 6. Process Payment	6.11 Process room charges
	3.5 Process credit/debit card payments	Serve Guests Function 6. Process Payment	6.8 Process credit cards
	3.6 Process voids, complimentary items (comp), and adjustments	Serve Guests Function 6. Process Payment	6.12 Process comps
	3.7 Process gift certificates and coupons		
		Serve Guests Function 6. Process Payment	6.2 Process miscellaneous purchases
	3.8 Cash out	Serve Guests Function 6. Process Payment	6.17 Drop bank/receipts
		Senior Waiter/Waitress Serve Guests Function 6. Process Payment	6.3 Settle BEO 6.4 Process payment at banquet cash bar 6.5 Perform system procedures 6.14 Handle problem payments
	Serve Guests Function 7. Take Reservations	7.1 Take phone and walk-in reservations	

CTHRC		CARIBCERT	
J. Responsible Alcohol Service		Serve Guests Function 4. Serve Beverages	4.29 Provide responsible beverage service
1. Demonstrate Responsible Alcohol Service	1.1 Identify factors that affect intoxication levels		
	1.2 Identify importance of responsible alcohol service		
	1.3 Identify possible signs of intoxication		
	1.4 Use intervention strategies		
	1.5 Discontinue service of alcohol		
	1.6 Prevent intoxicated guests from driving		
	1.7 Prevent removal of alcohol from licensed premises		
K. Sanitation and Safety			
1. Store Food and Beverage Products	1.1 Store food and beverage products	Post-Service and Side Duties Function 2. Clean and Break Down Areas	2.20 Store items properly
2. Follow Fire and Emergency Procedures	2.1 Identify frequent causes of fire		
	2.2 Identify components of fire triangle		
	2.3 Identify symbols and combustible materials for common classes of fire		
	2.4 Be prepared for emergencies	Core Function 4. Maintain Safety and Security	4.9 Prepare for emergencies
	2.5 Follow emergency procedures	Core Function 4. Maintain Safety and Security	4.10 Respond to emergencies 4.11 Carry out emergency procedures in event of fire
	2.6 Assist guests who are injured or ill	Core Function 4. Maintain Safety and Security	4.12 Handle accidents or injuries
3. Adhere to Workplace Hazardous Materials	3.1 Describe Workplace Hazardous Materials Information System (WHMIS)		

Information System	3.2 Identify WHMIS hazard symbols		
	3.3 Follow WHMIS guidelines		
4. Observe Safe Practices	4.1 Keep workplace safe	Core Function 4. Maintain Safety and Security	4.3 Keep work site safe and secure
	4.2 Follow workplace traffic guidelines	Core Function 4. Maintain Safety and Security	4.8 Follow workplace traffic guidelines
	4.3 Lift objects safely	Core Function 4. Maintain Safety and Security	4.4 Use proper lifting/pushing/pulling techniques
	4.4 Prevent electrical shock		
		Core Function 4. Maintain Safety and Security	4.1 Maintain personal health 4.2 Maintain personal safety 4.5 Use ladders correctly 4.6 Follow guidelines for handling electrical equipment 4.7 Use chemicals safely 4.13 Handle lost and found items 4.14 Sign items out/in
L. Legislation			
1. Comply with Legislation	1.1 Comply with legislation and regulations pertaining to operation		
	1.2 Co-operate with inspectors		
		Core Function 6. Follow Recycling and Conservation Guidelines	6.1 Follow recycling and conservation guidelines

Appendix B: Comparison Matrix – Occupational Standards
Occupation: Front Desk Agent

CTHRC		CARIBCERT	
A. Interpersonal Skills			
1. Exhibit Professional Service	A1.1 Identify benefits of professional service		
	A1.2 Maintain professional appearance	Core Function 1. Act Professionally	1.1 Maintain good grooming 1.2 Maintain professional appearance
	A1.3 Be professional	Core Function 3. Provide Hospitality	3.3 Promote hospitality with guests
	A1.4 Exhibit professional attributes	Core Function 1. Act Professionally	1.3 Demonstrate good work habits
	A1.5 Adapt to changing situations		
	A1.6 Describe importance of teamwork	Core Function 3. Provide Hospitality	3.2 Promote hospitality in the workplace
	A1.7 Operate as team member	Core Function 3. Provide Hospitality	3.2 Promote hospitality in the workplace
	A1.8 Identify purpose of policies and procedures		
	A1.9 Follow policies and procedures		
	A1.10 Manage time		
	A1.11 Participate in professional development		
2. Use Communication Skills	A2.1 Define types of communication		
	A2.2 State importance of effective communication		
	A2.3 Identify components of non-verbal communication		
	A2.4 Use listening skills		
	A2.5 Apply effective communication skills	Core Function 2. Communicate Effectively	3.1 Speak Effectively 2.4 Supply/respond to information
	A2.6 <i>Communicate with those who have special needs</i>	<i>Communication Function 1. Use Communication Tools</i>	1.12 Provide communication service for guests with disabilities
CTHRC		CARIBCERT	

B. Guest Services			
1. Have Product Knowledge	B1.1 Identify property information	Reservations Function 1. Know Features of Property	1.2 Familiarize self with property features
	B1.2 Identify property's departments		
	B1.3 Identify property's facilities and services		
	B1.4 Identify room packages and special programs	Reservations Function 1. Know Features of Property	1.3 Be aware of special programs and rates
	B1.5 Identify property's rooms and rates	Reservations Function 1. Know Features of Property	1.1 Be familiar with room types
	B1.6 Identify in-room features	Reservations Function 1. Know Features of Property	1.1 Be familiar with room types
2. Have Tourism Information	B2.1 Define tourism	Core Function 5. Promote Tourism	5.1 Describe tourism
	B2.2 Identify benefits of tourism	Core Function 5. Promote Tourism	5.2 Promote tourism
	B2.3 Identify community service information	Core Function 5. Promote Tourism	5.3 Provide community information
3. Provide Information Services	B3.1 Promote tourism		
		Core Function 3. Provide Hospitality	3.1 Describe hospitality
	B3.2 Provide information to guests	Core Function 3. Provide Hospitality Guest Services Function 4. Provide Information	3.5 Handle guest inquiries/requests 4.1 Develop/maintain information resources 4.2 Provide information 4.3 Provide directions 4.4 Provide medical services information
4. Respond to Guests' Concerns	B4.1 Respond to guests' concerns	Core Function 2. Communicate Effectively	2.4 Reply/Respond to Information
		Core Function 3. Provide Hospitality	3.6 Outline reasons for guests' complaint behaviour
		Core Function 3. Provide Hospitality	3.7 Describe importance of resolving guest complaints
		Core Function 3. Provide Hospitality	3.8 Handle guests' complaints

CTHRC		CARIBCERT	
		Guest Services Function 5 Engage Services/Products	5.2 Use confirmation notes/cards 5.3 Arrange babysitting services
		Guest Services Function 1. Provide Hotel Services	1.1 Fill orders for room amenities 1.2 Arrange hotel services for guests
C. Reservations and Sales			
1. Sell Rooms	C1.1 Determine guests' needs	Core Function 3. Provide Hospitality	3.4 Serve guests with special needs
	C1.2 Check logistics	Shift Function 2. Complete Tasks During Shift	2.1 Perform bucket check 2.2 Cancel rooms that are not guaranteed
	C1.3 Use sales techniques	Reservations Function 4. Take Sales Calls	4.1 Take sales calls
	C1.4 Ask for reservations	Reservations Function 5. Take Reservations	5.1 Take reservation requests
2. Process Reservations	C2.1 Take reservations	Reservations Function 5. Take Reservations	5.1 Take reservation requests 5.2 Enter reservation into system 5.3 Determine reservation tariff
	C2.2 Change reservations	Reservations Function 5. Take Reservations	5.10 Change reservations
	C2.3 Cancel reservations	Reservations Function 6. Process Unused Reservations	6.1 Process cancellations 6.2 Process no shows
	C2.4 Confirm reservations	Reservations Function 5. Take Reservations	5.4 Send confirmation 5.5 Complete non-group reservations
		Reservations Function 5. Take Reservations	5.9 Check for duplicate reservations
	C2.5 Accommodate requests for room changes	Reservations Function 5. Take Reservations Arrivals and Departures Function 1. Process Guest Arrivals	5.8 Place orders for guests' requests 1.8 Handle requests to change rooms

CTHRC		CARIBCERT	
		Arrivals and Departures Function 2. Escort Guests	2.3 Make room changes
		Reservations Function 2. Monitor Activity of Competition	2.1 Monitor activity of competition
		Reservations Function 3. Show Rooms/Conduct Hotel Tour	3.1 Show rooms/conduct hotel tour
		Reservations Function 5. Take Reservations	5.6 Waitlist guests
		Reservations Function 5. Take Reservations	5.7. Book room requests
D. Arrivals and Departures			
1. Process Guest Arrivals	D1.1 Prepare for arrivals	Shift Function 1. Start Shift	1.5 Prepare for groups 1.6 Block rooms 1.7 Pre-register VIPs
	D1.2 Check in guests	Arrivals and Departures Function 1. Process Guest Arrivals	1.1 Check in guests 1.2 Obtain rooming assistance for guests 1.3 Follow up registration with courtesy call 1.4 Check in VIPs
		Arrivals and Departures Function 2. Escort Guests	2.1 Room guests
		Arrivals and Departures Function 1. Process Guest Arrivals	1.10 Track repeat guests
	D1.3 Accommodate walk-ins	Arrivals and Departures Function 1. Process Guest Arrivals	1.9 Handle walk-in guests
	D1.4 Check in groups		
		Arrivals and Departures Function 1. Process Guest Arrivals	1.6 Walk guests

CTHRC		CARIBCERT	
2. Process Guest Departures	D2.1 Prepare for departures		
	D2.2 Check out guests	Arrivals and Departures Function 3. Process Guest Departures	3.1 Check out guests
	D2.3 Check out groups		
	D2.4 Verify late departures	Arrivals and Departures Function 3. Process Guest Departures	3.3 Handle requests for late check outs
	D2.5 Complete departures follow up	Arrivals and Departures Function 3. Process Guest Departures	3.4 Process video check outs 3.5 Process express check outs 3.6 Handle due outs and discrepancies
E. Departmental Operations			
1. Use Equipment	E1.1 Operate office equipment		
	E1.2 Use operational systems		
2. Use Communication Services	E2.1 Use electronic mail	Communication Function 1. Use Communication Tools	1.5 Use computer communication tools
	E2.2 Use voice mail		
		Core Function 2. Communicate Effectively	2.7 use two-way radio
	E2.3 Use Internet	<i>Communication Function 1. Use Communication Tools</i>	1.1 Use log book 1.2 Use whiteboard and bulletin board 1.3 Use hotel directory 1.4 Use call sheet 1.6 Operate paging system

CTHRC		CARIBCERT	
3. Process Calls	E3.1 Take calls	Core Function 2. Communicate Effectively Communication Function 1. Use Communication Tools	2.6 Answer telephones courteously 1.7 Answer telephone
	E3.2 Post telephone charges	Shift Function 2. Complete Tasks During Shift	2.4 Adjust telephone charges
	E3.3 Record messages	Core Function 2. Communicate Effectively Communication Function 1. Use Communication Tools	2.6 answer telephones courteously 1.8 Handle messages
	E3.4 Process wake-up calls	Guest Services Function 1. Provide Hotel Services	1.4 Arrange wake-up calls 1.5 Make wake-up calls
4. Follow Administrative Operational Procedures	E4.1 Define log entry	Core Function 4. Maintain Safety and Security Shift Function 4. End Shift	4.14 Sign items out/in (log) 4.2 Recap log book
	E4.2 Follow procedures for shift change	Core Function 2. Communicate Effectively Shift Function 1. Start Shift Shift Function 4. End Shift	2.8 attend shift briefing 1.1 Complete start-of-shift duties 4.3 Turn over shift

CTHRC		CARIBCERT	
	E4.3 Maintain interdepartmental communications	Shift Function 1. Start Shift Communication Function 1. Use Communication Tools	1.2 Read reports 1.13 Respond to telephone calls for staff
	E4.4 Complete information checks	Core Function 2. Communicate Effectively	2.5 store information
	E4.5 Maintain work area	Work Station Maintenance Function 1. Maintain Work Stations	1.1 Monitor lobby areas 1.2 Maintain guest services desk
	E4.6 Keep accurate occupancy status information	Shift Function 1. Start Shift Shift Function 2. Complete Tasks During Shift Arrivals and Departures Function 1. Process Guest Arrivals	1.3 Check registrations and reservations 1.4 Balance room types 2.3 Update in-house guest list 1.7 Use trace files or flag computer
		Core Function 4. Maintain Safety and Security	4.15 Assist with inventory
	E4.7 Follow procedures for handling keys or cards	Security Function 4. Secure Keys	4.2 Release guest room keys
5. Follow Guest Service Procedures	E5.1 Handle guests' mail	Guest Services Function 1. Provide Hotel Services	1.11 Handle guests' mail and packages 1.12 Handle guests' facsimiles
		Guest Services Function 1. Provide Hotel Services	1.13 Make photocopies for guests
	E5.2 Secure guests' valuables	Guest Services Function 1. Provide Hotel Services	1.3 Handle safety deposit boxes
	E5.3 Store and retrieve luggage	Guest Services Function 2. Handle Luggage	2.1 Handle stores luggage

CTHRC		CARIBCERT	
E5.4 Provide lost and found service		Core Function 4. Maintain Safety and Security	4.13 Handle lost and found items
		Guest Services Function 2. Handle Luggage	2.8 Help find lost luggage
E5.5 Provide valet parking		Guest Services Function 3. Provide Parking Services	3.3 Be aware of parking rates 3.4 Explain parking services 3.10 Explain self-parking option to guest/visitor
		Guest Services Function 3. Provide Parking Services	3.4 Explain parking services 3.6 Park vehicles for guests
		Guest Services Function 1. Provide Hotel Services	1.15 Arrange guest ground transportation
		Guest Satisfaction Function 1. Solicit Guests' Feedback	1.1 Solicit guests' feedback
		Guest Satisfaction Function 2. Respond to Guests' Feedback/Requests	2.1 Follow up on guests' feedback/requests 2.2 Handle after-hours requests

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6. Process Financial Transactions	E6.1 Process guest accounts	Arrivals and Departures Function 1. Process Guest Arrivals Arrivals and Departures Function 3. Process Guest Departures Guest Services Function 1. Provide Hotel Services Room Accounts and Billing Function 1. Make Rate Changes Room Accounts and Billing Function 2. Process Advance Deposits Room Accounts and Billing Function 3. Set Up Billing Accounts Room Accounts and Billing Function 4. Follow Up Cash-Only Accounts Room Accounts and Billing Function 5. Set Up Tax Exempt Requests	1.5 Separate room/tax and incidental accounts 3.2 Post charges 1.9 Process miscellaneous charges Make rate changes 2.1 Handle advance deposits 3.1 Set up room/tax and incidental accounts 3.2 Set up direct billing 3.3 Set up special billing 3.4 Set up share with account 4.1 Follow up cash-only accounts 5.1 Set up tax exempt requests

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	E6.2 Manage float	Guest Services Function 1. Provide Hotel Services	1.8 Make monetary transactions
	E6.3 Exchange foreign currency		
	E6.4 Process cheques		
	E6.5 Follow cash-out procedures	Shift Function 4. End Shift	4.1 Cash out shift
F. Safety and Security			
1. Follow Safety and Emergency Guidelines	F1.1 Follow general safety procedures	Core Function 4. Maintain Safety and Security	4.3 Keep work site safe and secure
		Core Function 4. Maintain Safety and Security	4.4 Use proper lifting/pushing/pulling techniques
		Core Function 4. Maintain Safety and Security	4.5 Use ladders correctly
		Core Function 4. Maintain Safety and Security	4.6 Follow guidelines for handling electrical equipment
		Core Function 4. Maintain Safety and Security	4.7 Use chemicals safely
		Core Function 4. Maintain Safety and Security	4.8 Follow workplace traffic guidelines
	F1.2 Follow fire emergency procedures	Core Function 4. Maintain Safety and Security	4.11 carry out emergency procedures in event of fire
	F1.3 Describe common classifications of fire		
	F1.4 Describe how to use portable fire extinguishers		
		Core Function 4. Maintain Safety and Security	4.9 Prepare for emergencies
F1.5 Respond to medical emergencies	Core Function 4. Maintain Safety and Security	4.10 Respond to emergencies	
<i>F1.5 Respond to medical emergencies</i>	<i>Core Function 4. Maintain Safety and Security</i>	4.12 Handle accidents or injuries	

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2. Follow Security Guidelines	F2.1 Protect facilities	Security Function 1. Follow Procedures to Secure Banks Security Function 2. Follow Procedures for Computer Security Security Function 4. Secure Keys	1.1 Follow procedures to secure banks 2.1 Follow procedures for computer security 4.1 Follow procedures for key inventory
	F2.2 Protect privacy of guests	Security Function 3. Protect Guests' Privacy	3.1 Protect guests' privacy
	F2.3 Protect privacy of co-workers		
		Core Function 4. Maintain Safety and Security Core Function 4. Maintain Safety and Security	4.1 Maintain personal health 4.2 Maintain personal safety
G. Legislation			
1. Comply with Legislation	G1.1 Comply with federal and/or provincial/territorial legislation		
		Core Function 6. Follow Recycling and Conservation Guidelines	6.1 Follow recycling and conservation guidelines