Comparative Study
DRAFT

CTHRC and the Federation of Dining Room Professionals
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Introduction

The current and future shortage of skilled workers in the tourism sector in Canada will produce significant change in the industry over the next 10 years. An unprecedented wave of retirements brought on by the aging workforce combined with fewer young people born in Canada and available to the labour market will increase Canada's reliance on immigration to maintain and grow its skilled workforce. In fact, census data suggests that by 2015, net growth in the Canadian labour force will depend entirely on immigration.

Within that context, foreign credential recognition (FCR) has been identified as a tool to help address shortages in the labour supply through immigration. FCR can facilitate labour mobility by helping new and potential immigrants from non-regulated professions transition into the Canadian workforce quickly and productively. By determining equivalencies between occupational standards in Canada and similar designations in other countries, organizations that share common goals and approaches can develop reciprocal recognition agreements. In so doing, people arriving in Canada with an equivalent designation obtained in another country would be eligible for the appropriate Canadian designation immediately, thereby speeding their transition into the Canadian workforce.

Overview of Study

In 2004 and 2005 the CTHRC conducted a project named *Comparison of Canadian & Australian Tourism Training Standards & Credentials*, the purpose of which was to establish a framework to compare Canadian tourism-related employment certification programs to similar programs offered in Australia. The project helped to establish a model to complete comparisons of occupations in the tourism sector between organizations in different countries. That model, with some adjustments, has been applied to the comparisons completed in this study.

The main goal of this study is to compare a number of CTHRC occupational standards with similar competency based performance materials and recognition methods developed by the Federation of Dining Room Professionals (FDRP), a worldwide organization based in the United States and dedicated to promoting service excellence in dining rooms and restaurants. Should the comparison indicate a high degree of congruency between the two organizations regarding their performance requirements and skills verification methods, it will act as a first step toward developing reciprocal recognition agreements between the two organizations.

To complete the review, the study team consulted published materials from both the CTHRC and FDRP pertaining to a number of organizational and system components such as governance, administrative procedures, theoretical approaches to development and assessment methods and processes. The president of the FDRP was also interviewed.

A side-by-side comparison was chosen to highlight similarities and differences between organizations. To facilitate comparison, the report is presented using a simple table format including specific comparison criteria and descriptions of the ways each

organization approach the criteria. In addition, side-by-side comparisons of the knowledge and skill requirements in select CTHRC occupations were completed to determine the similarities and differences between the CTHRC standards and materials published in the FDRP's Professional Service Guide. The goal of this comparison was to determine the degree to which specific CTHRC occupations matched in skill expectation with specific FDRP designations. In particular, the study team compared the following occupations/designations:

1. CTHRC Food and Beverage Server (FBS) occupation in the Tourism Certified Professional stream (TCP) with the FDRP Certified Dining Room Professional (DRP) designation.
2. CTHRC Supervisor (SUS) occupation in the Tourism Certified Supervisor stream (TCS) with the FDRP Certified Dining Room Captain (CPT)
3. CTHRC Food and Beverage Manager (FBM) occupation within the Tourism Certified Manager stream (TCM) with the FDRP Certified Dining Room Manager (CDM)

During the study team's occupational comparison, it was discovered that certain knowledge and skill areas in the FDRP materials lacked corresponding standards in the particular CTHRC occupations chosen for comparison. As a result, the study team broadened its review to include the following CTHRC occupations:
- Wine Server
- Bartender
- Banquet Manager

By broadening the review, it was hoped the study team would be able to recommend ways in which the CTHRC could fill gaps identified.

The study has been organized into three main areas. First, each organization will be described as to their similarities and differences. Second, each organization's certification systems will be described and compared to illuminate potential variances between the organizations regarding policies and approaches to standards development, assessment and certification system maintenance. Finally, the report will compare the chosen CTHRC standards to the FDRP Professional Service Guide to determine the degree to which the two requirements match.

The study begins with conclusions and recommendations regarding reciprocal certification.

Conclusions and Recommendations

Conclusions

Organizations
The CTHRC and FDRP share a number of important characteristics including board governance, strong links to industry and a strong commitment to quality and success in the industry. They also differ in a number of key areas including corporate organization, industry relationships and industry involvement, and the way they develop and adopt standards.

At their core, both organizations are committed to achieving the same goals – recognizing and certifying the skills of hospitality and dining room professionals. Their differences are not significant enough to suggest that the two organizations should not pursue reciprocity in some way, however, it is important that organizational differences be accounted for in the design of whatever joint program is adopted.

Certification Programs
Both organizations have developed a repeatable, manageable, industry driven certification program that includes demonstration/evaluation of both knowledge and skills through exam, performance evaluation, job experience, periodic updating and so on. Each of the organizations, however, employs different means to achieve their ends and those differences also must be accounted for in the design of any joint program.

In particular, the following differences should be noted:

1. The FDRP performance standard defines table service methods to a greater level of detail than does the CTHRC FBS standard. At the same time, the CTHRC standards tend to cover a broader number of knowledge and skill areas especially in the areas of communication, interpersonal skills and other skill areas not related directly to table service methods.

2. The FDRP expects changes to its IBGS standard to occur very slowly over time. Industry reviews and updates the CTHRC's occupational standards every three to five years.

3. The exam component of the certification process differs considerably between the two organizations in both test development methods and test taking methods.

4. The method for performance evaluation differs considerably between the two organizations.

5. The industry experience requirement for certification differs between the two organizations. The FDRP requires candidates to complete a longer industry work experience before granting their designations than does the CTHRC.

6. The additional requirements for certification differ between organizations. The FDRP requires a broader scope of requirements than the CTHRC before they certify candidates.

Occupations

Alignment Between Select CTHRC Standards and FDRP's Professional Service Guide

1. **FBS – FDRP**
   Alignment between the FBS –FDRP Professional Service Guide is quite close, especially when comparing the FDRP Guide to the FBS standards (75% coverage of FDRP requirements in the FBS standard). However, the close match drops considerably when comparing the breadth of standards in the FBS to the FDRP Guide (40% coverage of FBS standards in the FDRP guide).

2. **SUS – FDRP**
   Alignment between the SUS standard alone and the FDRP Professional Service Guide is not close. The FDRP Guide mentions SUS standards in only three of the nine knowledge and skill areas required by SUS. The SUS standard as well, mentions even fewer of the FDRP Guide materials. This lack of alignment is understandable given the general nature of SUS (it does not include table service standards) and the fact that the FDRP meets its supervisory management skill requirements through a separate 30-hour course, not through its Professional Service Guide.

3. **FBM – FDRP**
   Alignment between the FBM standard and the FDRP Professional Service Guide is not close either. Even though the FDRP Guide mentions FBM standards in five of the six skill areas required by FBM, the coverage within each skill area is relatively low. As well, FBM standards are not covered by the FDRP guide to any degree. As was the case with SUS, this lack of alignment is understandable given the general nature of FBM (it does not include table service standards) and the fact that the FDRP meets its supervisory management skill requirements through a separate 30-hour course, not through its Professional Service Guide.

4. **Other Occupations**
   Certain other CTHRC occupations can be used to address some of the gaps in the FBS standard relative to the FDRP Professional Service Guide. Unfortunately, there is no equivalent method of addressing gaps in the FDRP Guide relative to requirements in CTHRC standards (i.e. interpersonal skills, tourism awareness, safety and sanitation etc.)

Recommendations

Organization Level
The CTHRC and FDRP should work to develop a model for reciprocal certification including:
1. How the system will work, i.e.
   a. **Recognition of equivalencies** i.e. an individual completing one or the other organization's certification would be eligible for partial recognition toward their certification in an existing occupation or designation in the other country. In this case, the organizations would

not have to work toward aligning their programs and standards but rather would create a separate designation that represented conditional or partial recognition only. The organizations would need to develop methods by which a conditionally certified candidate could eventually achieve full certification.

b. **Reciprocal certification of existing occupations** i.e. an individual certified as an FBS, for example, would also be certified immediately as a DRP. In this case, the two organizations would need to align their standards and program content more closely than they are now to ensure that both organizations' standards were reflected effectively.

c. **Reciprocal certification of a new occupation for the CTHRC and a new designation for the FDRP**. In this case, an individual would apply for a "joint certification program" which would have its own standards and training material (a combination of FDRP and CTHRC standards and training), its own exam, performance evaluation and so on and would be administered in a jointly agreed to way by each organization depending on whether the certification candidate was in the U.S. or Canada. The occupation might be referred to as *Dining Room Service Professional - North America* or a similar name. Each organization would retain their current occupations and designations but would add this new one to their certification options. The organizations would need to work to develop the joint skills, training, exam, performance evaluation and work experience requirements

2. Procedural obligations for how the system will operate:
   a. Registrations, cross organizational notifications and cross organization verifications, updates, issuing of certificates and pins, policing, failures, reporting, review committees, customer support etc.

3. Business model (i.e. how the resulting designations will be branded, priced and marketed)

4. Legal requirements (liability, termination, ownership, privacy, confidentiality and information handling, ability to make changes etc.)

5. Grandfathering of existing certified candidates who may want the new joint certification

6. Time lines

Certification System Level
1. The two organizations should review the specifics of each other's certification components (exam, performance evaluation, industry experience requirements) to determine if each organization's approach is acceptable to the other.

2. The two organizations should also discuss possible areas of harmonization such as required length of industry experience and the additional requirements for FDRP certification

Occupation Level

The following table describes the recommended approach to aligning standards and learning content and bringing each of the respective occupations and designations to an equivalent level:

CTHRC	Equivalent FDRP designation	Suggested areas of potential harmonization
FBS with added table service detail (25% increase), more work experience (50% more) and required additional components	DRP or CPT	Amount of work experience required Extra components required
SUS with FBS table service component, more work experience and FDRP required additional components	CDM	30 hour course alignment with SUS standards Amount of work experience required Extra components required
FBM with FBS table service component and more work experience and additional components	CDM	Review 30 hour course Amount of work experience required Extra components required

FDRP	Equivalent CTHRC designation	Suggested areas of potential harmonization
DRP and CPT with added breadth from FBS (60% increase in content) or less in exchange for additional 6 months of work experience	FBS	Amount of work experience required
DRM with select materials from SUS and FBM based on review of 30 hour course and equivalency considered for added work experience	FBM with table service component	30 hour course Amount of work experience required Extra components required

Systems Comparison

In general, the two organizations display many of the same characteristics. They are both committed to furthering the quality of human resources in the hospitality and tourism industries and to ensuring a high degree of professionalism in the activities of hospitality industry workers. They also both work closely with industry in producing and developing behavioural expectations and assessment systems. In the case of the CTHRC, their work with industry is conducted through the national network of tourism education councils (TECs) who are instrumental in devising and delivering standards and the overall certification system. In the case of the FDRP, they engage with industry through their trade partner schools and culinary institutes who assist with delivery of FDRP training and certification and also offer opinion, support and direction.

The two organizations differ in a number of interesting ways. First, the CTHRC is a not for profit organization working on behalf of industry but also working on behalf of the Canadian federal government's national sector council program. As such, the CTHRC is subject to and responds to the goals of the federal government's sector council program. The FDRP, on the other hand, is a private organization with no similar governmental ties. As such, it sets its own direction within the context of its overall mission and goals. While it engages with industry to determine their needs, it creates products and services it expects will be economically viable.

Second, the CTHRC defines and develops its systems based on occupations whereas the FDRP develops its systems based on the Front of House (FOH) as a profession. As such, the CTHRC identifies a number of FOH occupations each with a different set of competency-based standards (Food and Beverage Server, Wine Steward, Bartender) and a slightly different focus. The FDRP, on the other hand, uses only one overall set of behaviours and then recognizes various designations within that overall set of behaviours based on work experience and demonstrable skills (Associate, Professional/Captain, Master).

Third, the CTHRC has not developed direct commercial relationships with specific industry players but rather uses intricate policies, methods and processes to engage a representative sampling of industry in all of their development and delivery processes. The FDRP, on the other hand, relies mainly on their trade partners for industry input and engagement. At the same time, they maintain a commercial relationship with these trade partners as well.

Finally, the CTHRC ensures the fairness, validity and accuracy of their certifications through the development and refinement of complex rules and methods for developing, managing and administering exams and performance evaluations (exam blueprinting, psychometric analysis of exam questions, rules based maintenance of exam writing etc.). The FDRP, on the other hand, develops and administers their exams and performance evaluations using fewer of these types of rules but rather rely on their delivery partners to administer and assess knowledge and performance quality based on their considerable experience.

The following table provides greater detail regarding the above summary.

Comparison of Organizations

Comparison Characteristics	CTHRC	FDRP
Background and Goals	The CTHRC is a not-for-profit sector council working on behalf of the 164,000 businesses that make up Canada's vibrant tourism sector. Established in 1993 as part of the federal government's sector council program in Canada, the CTHRC's mandate is to promote professionalism in the Canadian tourism industry through a range of activities not least of which is offering training and certification for people working in over 40 defined tourism occupations.	Founded in 1998, the Federation of Dining Room Professionals (FDRP) is a for-profit, worldwide organization providing restaurant and dining room training, certification and restaurant solutions to the hospitality industry primarily in the United States. FDRP develops and sells educational materials and self-study programs that prepare individuals to work in restaurants and dining rooms primarily in the United States. The FDRP is made up of a core set of staff that is advised by a number of industry experts and volunteer committees.
	In addition to its national certification program, the CTHRC also completes labour market research, develops online and workbook-based training, creates career development resources, and carries out research and development into prior learning assessment, foreign credential recognition and other areas of importance to human capital development in the tourism industry in Canada.	The FDRP's goals are to honour and promote excellence in dining rooms and to support individuals and restaurants that symbolize quality, professionalism and consistency in restaurant hospitality.
	Some of the CTHRC's goals are to address the needs of the tourism industry relating to skill shortages and the image of the industry. A key component of the CTHRC's overall strategy to address these two challenges is its certification program, a system that recognizes individuals who have made a commitment to the industry and achieved an expert level of competence in their field.	The FDRP administers a certification program providing designations at four levels in various roles for front-of-house restaurant employees. The levels include Apprentice, Associate, Professional and Master. While the designations continue to develop and grow, the following are the current designations available through the FDRP: At the Associate level: • Certified Associate Wine Steward (WSA) • Certified Dining Room Associate (DRA) At the Professional level: • Certified Dining Room Professional (DRP) • Certified Dining Room Captain (CPT) At the Master level: • Certified Dining Room Master

		(DRM) Certified Hospitality Grand Master (HGM).
Governance and Organizational Structure	As a sector council, the CTHRC works with and is funded by the federal department of Human Resources and Skills Development Canada to enable partnerships that address skills and human resource issues by establishing, developing and supporting national partnerships and the capacity of partners to address both pressing and emerging skills and human resource issues. By bringing together corporate executives, owner-operators of smaller firms, employees, educators and interested government representatives, sector councils provide a practical perspective on change. The CTHRC operates has an industry-based volunteer Board of Directors made up of corporate, government and educational representatives and completes its work largely through the efforts of paid staff, contract expertise and volunteer committees made up of industry representatives. Perhaps one of the most important components of the CTHRC's governance and operational structure is their network of partner Tourism Education Councils (TECs). TECs participate on the CTHRC board but also play a vital role in shaping and executing the policies and activities of the national certification system. They also play an important role in marketing, selling and delivering training materials across Canada and are the front line in the network's relationship	The FDRP is a private organization made up of a core set of staff and advised by a number of industry experts. The FDRP is accountable to its board of directors and completes its work through paid staff activities and a committee structure.

	with industry, ensuring that the national certification program is truly national.	
Standards and Certification System	At its core the CTHRC Certification Program verifies an individual's ability to perform a job to the standard defined and endorsed by the Canadian industry. Through the development and refinement of occupational standards the certification system is able to assess and verify an industry worker's skills. Standards are defined by industry and include knowledge and performance criteria necessary to perform the job.

The certification program is essentially a system of prior learning assessment and recognition. It assesses and rewards individuals who have gained knowledge and skills through experience. CTHRC certification is not designed to "qualify" a person for a particular occupation but sets out to help retain a committed and valued workforce in the Canadian tourism industry.

The certification program contains stringent, valid assessment tools that test both knowledge and performance against the industry defined standard. Occupational standards are established at an *expert* rather than a *job-entry* level.

The certification program is also referred to as a *challenge model*. Individuals may challenge for certification at any time as long as they posses the minimum prerequisites, usually, job experience. | The FDRP develops and sells training materials based on the International Business & Gourmet Standards (I.B.G.S.) of Hospitality. The IBGS has been derived from international best practices of table service as defined in the most respected education textbooks and taught by industry leading international and European schools. The FDRP, through its board of directors and advisors, has configured the standards to suit the profile of the modern clientele, in harmony with the requirements and constraints of dining establishments in the U.S.

FDRP develops their training materials to align with the IBGS but does not include the IBGS standard directly in their materials. Tests are developed to align with the training materials and performance evaluations are developed to align with key areas of table service and are reflective of the IBGS but not linked directly to the IBGS.

The FDRP certifies two types of candidates. First, a candidate working in the profession can engage in the certification process by:
• completing the required exam and video taped performance example
• having the requisite hours of industry work experience.
Second, an individual enrolled in a school can complete their schooling and the FDRP requirements for certification at the same time. These candidates usually enter the FDRP program at the associate level because they lack the job experience required at the professional and |

	The CTHRC certification program is based on occupations and, as such, is not a "level-based" program. That is, the CTHRC does not provide candidates with various levels of achievement representing portions of an overall standard. In the last few years, however, the CTHRC has offered recognition for completing part of an overall certification and provides its Tourism Essentials recognition for core job entry skills across occupations. TEC's in each province oversee and play a key role in the standards development and certification process facilitated by the CTHRC through its Standing Committee on Issues (SCI). The SCI plans and makes policy recommendations to the CTHRC's Board of Directors.	master level. The FDRP offers its set of certifications based on levels of achievement. The levels include Associate, Professional and Master but all are based on and are subcomponents of one standard – the IGBS.
Role of Government	The federal government in Canada funds the development of the certification program to align with its overall goals for workplace skills development and sector council activity. As such, the Canadian federal government plays a role in developing and furthering sector council goals.	The federal government in the U.S. does not play a role in the development and direction of the FDRP and, as such, does not control or influence the development of FDRP policies or products and services.
Role of Post Secondary Institutions	The CTHRC certification program does not use the post secondary sector to distribute training or certifications but does include educators on their board, as part of standards development processes and as reviewers of training materials. In recent years, the CTHRC has partnered with a number of colleges in Canada who deliver CTHRC developed training materials as part of a larger certificate or diploma program.	The FDRP partners with leading culinary schools in the U.S. as a way to distribute its training programs and to connect with industry. These institutions are accredited by the FDRP and offer courses to students that fulfil the educational requirement of their certification program. Potential candidates often gain their certification while completing their diploma or certificate at one of the partner schools, including vocational high schools, colleges and universities.

	Other initiatives of the CTHRC stem from partnerships with The Association of Canadian Community Colleges for research and development activities.	
Role of Industry	CTHRC Certification is led by the Canadian tourism industry and encourages a high degree of participation by those actually performing the occupation. The CTHRC involves industry in all of its major activities. CTHRC has also developed a successful industry advisory program where industry subject matter experts and representatives advise program developers on everything from initial standards development to training and career development. All development or change within the CTHRC certification program is completed through industry driven processes and is validated by industry review.	Experts from culinary and other post-secondary institutions participated in the development of the Professional Service Guide and also participate in the expert review panel who watch and assess video taped practical exam submissions required at the Professional and Masters level designations. Awards and endorsements from key organizations such as the International Sommelier Guild (ISG) and the American Culinary Federation (ACF) provide support for the FDRP and its goals and provide industry recognition of the FDRP training materials and certifications. Changes to the FDRP materials are developed either internally by the FDRP itself or through request from educators and/or industry representatives. The FDRP evaluates both the recommended change and the entity recommending the change. In cases where the FDRP determines the request to be credible, the change will be made. The FDRP studies the reasons for the requested change, reviews the IBGS to understand the validity, and then convenes a board meeting where the decision is voted on. Since the IBGS is a description of proper service rather than an occupational standard, the FDRP is not required to alter their materials often.

Comparison of Standards and Certification Systems

Comparison Characteristics	CTHRC	FDRP
Standards	Occupational standards are based on an analysis of the tasks required in a particular job. The standards itemize criteria based performance statements and knowledge requirements for the job and include the skills, knowledge and attitudes an individual must demonstrate to be considered competent in the chosen occupation. The CTHRC determines national occupational standards in the following way: • The occupational standard has been validated by a minimum of seven provincial/territorial jurisdictions. • The occupational standard has been endorsed by one or more national associations representing the sector concerned if such an association exists • The standard has been translated into the other official language of Canada Criteria for performance standards adhere to the following criteria; • Focus on observable behaviours • Represent core behaviours and specific knowledge • Are phrased descriptively and clearly • Begin with an action verb • Define only one work task A standard is both a statement of performance as well as a number of sub skills that are considered required for an individual to be	The FDRP uses the International Business and Gourmet Service standard (IGBS), an international services standard developed through careful review and research into best practices and preferred methods of table service used by industry, enshrined in the industry leading textbooks and taught at reputable culinary schools in Europe and North America. The standard has been modified by the FDRP to align with modern dining room practices in the U.S. Based on review of materials from FDRP, the study team was unable to determine if the IGBS includes elements similar to the CTHRC such as sub skills and detail such as taxonomy levels, importance, frequency, difficulty and so on that serve to inform the development of training materials. It was also not possible to determine if the FDRP engages a similar industry led process to develop or change the IGBS. It is presumed that given the cost of such a process and the fact that the FDRP is a private organization, the preferred approach would probably be to develop industry validation that encompassed its trade partners. The FDRP instructor-led curriculum does divide learning materials into sessions with learning objectives, topic listings, practical exercises and guidelines for the instructor regarding student performance on

	competent at the standard. Each sub skill is also assigned a number of detail components including a taxonomy level, frequency, importance rating, and difficulty rating.	exercises. The instructor led curriculum also comes with a blueprint indicating taxonomy levels for practical exercises.
	Standards are developed as follows:	Learning packages for students do not include standards or learning objectives.
	1. Subject matter experts from across Canada are brought together in working committees to participate in a formal job analysis process using DACUM and CAPS (competency analysis profile system). TECs and expert contractors direct the committees regarding their responsibilities and expectations. The committees include experienced individuals working in the occupations, supervisors of the occupation and a small percentage of educators. The committee members also represent associations, regions and a range of sizes of operations. The belief is that expert workers in the occupation are the best individuals to describe and define their occupations.	
	2. Additional research is conducted among sources the industry committee identifies as expert for opinion or additional content. This stage of the process may involve site visits, interviews and surveys.	
	3. The standards are prepared in draft form and then circulated among industry, for review and validation.	
	Changes are made based on the results of draft review and then the standards undergo a formal validation process by industry. The developing jurisdiction or	

	association conducts the validation meeting. Each sub skill in the standard is reviewed as wel as the order of the categories, and the appropriateness of the title of the occupation as compared to the original job definition. Once revisions have been made, the industry committee ratifies or refutes the new standard. In the case where a committee member identifies an issue for further development then other committee members are alerted and the issue is addressed collectively. Finally the standards are adapted into the second official language. Standards are reviewed and revised every three to five years.	
Certification	The CTHRC certification program requires successful completion of three components: • a written examination (minimum required is a passing score i.e. +50%) • assessment of practical performance in a real-world setting • a minimum amount of relevant practical experience generally ranging from 1 to 3 years For some occupations (including Food and Beverage Server) additional industry specific certifications must be achieved including workplace requirements such as first aid, responsible beverage service, safe food handling, WHMIS and others before the candidate can work in the industry. In many cases, these designations are peculiar to the province in which the individual plans to work. In some cases, these certifications form an additional requirement for	The FDRP certification program requires successful completion of three components: • a written examination (passing score of 90%) • a Service Practical which is a video taped presentation of the candidate's serving skills (CPT and DRM only) reviewed by an industry panel • a minimum amount of relevant practical experience in FOH occupations and in one establishment The FDRP also requires additional speciality certifications for DRM and CPT designations such as the Cheesecyclopedia. Each state also has requirements for health and safety, first aid and so on however these workplace requirements are not required as part of the FDRP certification. Each certification component is independent; therefore candidates can complete them in any order.

	certification. Each requirement is independent of the others and can be completed in any order and is not subject to a time limit.	Also, there is no time limit for candidates to complete their certification. Graduates from a culinary program at an accredited Trade Partner School receive an abbreviated certification exam. The Professional Program is for candidates who are in the work force or not yet complete their culinary diploma or certificate.

Comparison of Certification System Components

Comparison Characteristics	CTHRC	FDRP
Exams	The CTHRC has developed an elaborate method of knowledge testing that employs policies, rules and methods to ensure the examination tests the application of knowledge required to perform a specific task, not necessarily the underlying theory that serves as the foundation for the application of knowledge. The method of knowledge testing allows the exam system to be standardized and implemented across Canada and ensures fair and equal treatment for all test takers across the country. The CTHRC operates a testing system that employs elements such as: • Exam form management (ensuring security and validity of paper-based exam forms sent to TECs/proctors for administration) • Exam bank management, exam generation and scoring • Exam form and exam item statistical validity verification The CTHRC exam is an assessment of competence relative to the knowledge required to perform specific tasks. As a result, each test-taking situation is unique and as such, each test taker receives an exam form that is unique to them in that test-taking situation. While the test taker will receive feedback regarding the test they completed (questions correct, questions incorrect), should they need to	The FDRP develops and administers an online multiple-choice examination. The exam is available to anyone wishing to challenge for a particular designation and can be delivered in proctored environments (such as restaurant offices or educational institution classrooms) or can be competed by an individual on their own using the FDRP's online exam system. The exam seeks to test a candidate's knowledge of excellent table service as defined in the IGBS and in the FDRP training materials. To complete the exam, candidates are given a key that they use to log in to the online exam system. The key allows them to log in and redo the exam as often as they need until they have achieved the required passing score. As such, the FDRP exam acts as a learning tool for candidates rather than an assessment of competence. Candidates have one minute per question to complete and submit their exam and exams vary in length between designations but are normally in excess of 100 questions. All candidates must achieve 90% on the exam. The FDRP strongly recommends its candidates attempt the online exam first without studying. Some candidates might be successful on the first attempt. If not, they are to note their areas of weakness based on feedback they receive. They can then use the Professional Service Guide to review the areas of weakness. Once they feel prepared, the candidate can

	challenge the exam again they will receive a different exam paper including different questions but designed to be equally as difficult as the previous exam. All exams are developed and validated in a particular way before they become part of the exam system. A "test blueprint" is established which determines the design and weighting of questions for an exam. The CTHRC uses a series of pedagogical rules to develop individual multiple-choice test items and the bank of test questions and has developed rules for creating test questions that define a standard approach to question development. Test items are also validated through regionally representative industry participation that is also representative of the scope of the occupation. Exams are tested through a pilot system and reviewed before they become part of the exam system. Results of exam pilots are analyzed statistically to continually ensure exam question item banks which are fair and effective.	retake the exam. Candidates are encouraged to continue in this way until they are successful. Based on available data for the FDRP, the study team was unable to determine whether the FDRP has developed an exam generation and management system equivalent to the CTHRC's. It is presumed that the FDRP develops exams itself and engages in industry validation through educational review by its trade partners.
Practical Evaluation	The CTHRC performance evaluation is a pre-determined set of performance requirements defined for the occupation and used by an assessor to conduct an evaluation of a candidate's skills while on the job. The CTHRC uses four types of performance evaluations depending on the occupation including: • incognito observation • direct observation	The FDRP has developed its performance evaluation based on a video taped display of a candidate's table service skills. The Service Practical video (in VHS or DVD format) is created by the candidate in their workplace, at home, at school or other location that works. The candidate is given detailed instructions about setting up and presenting the practical service video. Once complete, the candidate sends the practical video to the FDRP.

	• case study • structured interview An industry committee prepares the performance evaluation tool by considering all of the performance-based skills from the standards and selects those that represent the essence of the job. An industry-based assessor travels to the candidate's work place and applies the performance evaluation tool by observing the candidate at work. While the candidate has access to the standards and training material, they do not have access to the key performance-based skills that will be observed by the assessor. Once the assessor has viewed the candidate's performance in the workplace, they complete the evaluation form and return it to the TEC responsible for the evaluation. The TEC forwards the final results to the CTHRC. The assessor can fail the candidate if they do not display correct performance of the key skills being reviewed. The assessor package typically includes: • an overall strategy and notes • the evaluation tool • a marking summary • a recommendations form	The Service Practical video is then reviewed and rated by an industry-based panel of judges brought together by the FDRP. Submissions that do not meet the requirements are failed. DRM candidates must also complete a telephone interview with the FDRP Dining Room Master Panel.

Occupation Comparisons

The following section provides a side-by-side comparison of three CTHRC occupations with the corresponding FDRP designations. The study team reviewed the CTHRC's Food and Beverage Server (FBS), Supervisory Skills (SUS) and Food and Beverage Manager (FBM) occupational standards against the FDRP's Professional Service Guide. The requirements for certification i.e. years of industry experience, performance evaluation and so on, were also compared.

Outcomes of the comparison indicate that the FDRP requires more industry experience and requires a number of additional requirements at the Master level that do not have a corresponding requirement in the CTHRC certification program.

Certification Requirements - CTHRC Occupations and FDRP Designations

Comparison Characteristic	CTHRC Food and Beverage Server (FBS)	FDRP Certified Dining Room Professional (DRP)
Industry Experience	500 qualified hours (six months) in the occupation prior to the performance evaluation	Two or more years serving including one year serving in the same establishment
Exam	Success on the written exam	90 percent or above on written exam
Practical Exam	Success on the performance evaluation	Success on the Service Practical
Other		Oath

Comparison Characteristic	CTHRC Supervisor (SUS)	FDRP Certified Dining Room Captain (CPT)
Industry Experience	• 3,000 hours over two consecutive years of tourism experience • a minimum of six months or 500 hours at a supervisory level	Three or more years of experience in the industry including one year serving in the same establishment
Exam	Success on the written examination	90 percent or above success rate on the online test
Practical Exam	Pass mark for the performance evaluation	90 percent or above on the service Practical test
Other		CheeseCyclopedia certification from the Wisconsin Milk Marketing Board

Comparison Characteristic	CTHRC Food and Beverage Manager (FBM)	FDRP Certified Dining Room Master (DRM)
Industry Experience	Two years in the foodservice industry with one of those years being at a	Five or more years of experience in the industry

	supervisory level	including one year serving in the same establishment
Exam	Success on the written examination	90 percent or above success rate on the online test
Practical Exam	Pass mark for the performance evaluation	90 percent or above on the service Practical test
Other		• CheeseCyclopedia certification from the Wisconsin Milk Marketing Board • Completion of a 30 hour Supervisory Management course • Completion a telephone interview with the FDRP Dining Room Master Panel • Achievement of a professional milestone

Knowledge and Skills Comparisons

In comparing the FDRP Service Guide with the three chosen CTHRC occupations, it was found that the largest areas of difference between the two organizations' knowledge and skill requirements lie in the breadth and depth of coverage. The FDRP knowledge and skill requirements focus on depth and detail in the area of proper table service whereas the CTHRC, while covering most but not all of the major areas of table service, also covers a greater number of knowledge and skill areas across a broader range of professional and interpersonal practice.

As a result, the CTHRC occupations compared with the FDRP Professional Service Guide are not a direct match and the amount of coverage between the two changes depending on the focus of the comparison. To see if other CTHRC occupations could address some of the gaps identified between FBS and the Professional Service Guide, the study team reviewed three other occupations – wine service, banquet manager and bartender. The results are described below. For a complete side-by-side comparison of the occupations, see the Appendices at the end of this report.

Depth of Coverage
Since the FDRP focuses its efforts on superior table service, it goes into greater depth in some areas of table service than does the CTHRC standard for FBS, SUS and FBM. Knowledge areas such as the principles of wine making, food preparation items such as garde manger, pastry terms, cooking temperatures and vegetable cuts are all required skill and knowledge components for DRP, CPT and DRM that have no equivalent standards in the compared CTHRC occupations. A number of other similar disparities exist and are highlighted below.

Breadth of Coverage

Since the CTHRC creates occupational standards, it is not surprising that the knowledge and skill requirements for the three CTHRC occupations compared cover a much broader number of knowledge and skill areas than does the FDRP material. These differences are described below:

1. Food and Beverage Server (FBS) Comparison

In comparing the FDRP Professional Service Guide to the CTHRC FBS standard it was found that the FDRP Guide mentions or covers in detail approximately 40% of the FBS standards. Partial coverage of seven of the 12 knowledge and skill areas in the FBS standard are available in the FDRP Guide. The other five knowledge and skill areas had no parallel material available. The CTHRC knowledge and skill areas are listed below along with the percentage of CTHRC skills covered in the FDRP Professional Service Guide:

Knowledge and Skill Area	Percentage Covered in FDRP
Professionalism	31
Food and Beverage Product Knowledge	50
Tools and Equipment	80
Service Support Duties	50
Providing Service	89
Beverage Preparation and Service	100
Processing Payment	42

The following FBS knowledge and skill areas that did not have corresponding materials available in the FDRP Service Guide included:
- Tourism Awareness
- Interpersonal Skills
- Responsible Alcohol Service
- Sanitation and Safety
- Legislation (for DRP and CPT)

In comparing the FBS standard to the FDRP Professional Services Guide, it was found that FBS had corresponding standards for approximately 75 percent of the knowledge and skill requirements of the FDRP Professional Service Guide. The FDRP knowledge and skill areas that did not have a parallel CTHRC occupational standard and which are associated with a significant amount of training content are listed below:

Section 3 Set Up: Dining Room Layout and Organization
Section 5 Beverage Service: Water Service
Section 6: General Practices & Table Maintenance
- Seating
- Napkin Handling
- Wine List Handling
- Order Recording Equipment and General Principles of Recording
- Soups and Consommé Service Styles
- Doilies

Section 8 Cooking Essentials
- Cuisine Flair (country of origin)

- Cooking Temperatures
- Vegetable Cuts
- Garde Manger
- Baking and Pastry Terms

Section 9:Wine Essentials
- Organization of Wine
- Basic Principles of Wine Making
- Common Wine Terms

2. Supervisory Skills (SUS) Comparison

In comparing the FDRP Professional Service Guide to the CTHRC SUS standard it was found that partial coverage of three of the nine knowledge and skill areas in the SUS standard were available in the FDRP Professional Service Guide. Although the study team did not review the 30-hour supervisory management course required for the designation of Dining Room Master, it is presumed that the course would address this relatively low level of alignment. The CTHRC knowledge and skill areas that align with the FDRP materials are listed below along with the percentage of standards that correspond to existing materials within the FDRP Professional Service Guide:

Knowledge and Skill Area	Percentage of Skills Covered in FDRP
Human Resource Management Skills	67
Administrative Skills	22
Inventory Management Skills	25

It is important to note that the CTHRC's Supervisory Skills standard is a general standard designed to be applied in any tourism-related supervisory role and therefore does not contain food and beverage specific knowledge and skill requirements. As such, a comparison of the SUS standard to the FDRP Professional Services Guide resulted in a very low matching percentage. As such the SUS certification alone would not be a good match with any of the FDRP's designations.

3. Food and Beverage Manager (FBM) Comparison

In comparing the FDRP Professional Service Guide to the CTHRC FBM standard it was found that partial coverage of five of the six knowledge and skill areas in the FBM standard were available in the FDRP Professional Service Guide. The degree of coverage for these standards in the FDRP material was relatively low as described in the table below. This shortcoming is probably addressed through the 30-hour supervisory management course required for the DRM designation. However, without further review of the course material, the conclusion remains speculative. The CTHRC knowledge and skill areas that align with the FDRP materials are listed below along with the percentage of standards that correspond to existing materials in the FDRP Professional Service Guide:

Knowledge and Skill Area	Percentage Covered in FDRP
Leadership	25
Administration	29
Operations	5
Human Resource Management	40
Legislation	100

It is important to note that the CTHRC's FBM standard is a general standard focusing on managerial skills for food and beverage establishments and assumes exposure to food and beverage service through experience, and therefore does not contain food and beverage specific knowledge and skill requirements. As a result, a comparison of the FBM standard to the FDRP Professional Services Guide results in a very low matching percentage since the FDRP guide contains mostly table service related items. This disparity suggests that the CTHRC FBM certification alone would not match well with any of the FDRP's designations without some additional certification requirements regarding table service/food and beverage service.

In the case of all three occupations and corresponding FDRP designations, it should also be noted that the 100% coverage for legislation must be tempered with the knowledge that legislation differs between the U.S. and Canada. While both the CTHRC and FDRP materials require knowledge of legislation, the actual knowledge will need to change depending on the jurisdiction.

4. Other CTHRC Standards Comparison

The study team investigated a number of other CTHRC standards to see in what ways a dual certified CTHRC candidate, for example, a candidate with FBS and Wine Service certifications, might better meet the depth of knowledge and skill as required by the FDRP.

In general, while a dual certified CTHRC candidate would increase their coverage of knowledge and skill areas relative to the FDRP materials, they would only do so within a very narrow range of knowledge and skill components. Overall, a dual certified CTHRC candidate would be required to develop knowledge and skills in many more areas than is required by the FDRP.

Wine Service Standard
Two of the four knowledge and skill areas in the CTHRC Wine Service Standard had corresponding materials in the FDRP Professional Service Guide although the number of CTHRC standards covered in the FDRP materials is relatively low. The CTHRC knowledge and skill areas are listed below along with the percentage of CTHRC standards that are covered in the FDRP Professional Service Guide:

Knowledge and Skill Area	Percentage Covered in FDRP
Product Knowledge	18
Wine Service	22

The Wine Service certification would go beyond the wine knowledge of the FDRP DRP designation. The Wine Service standards would greatly further the Wine Essentials knowledge of an FBS certified individual.

Banquet Manager Standard
Five of the ten knowledge and skill areas in the CTHRC Banquet Manager standard had corresponding materials in the FDRP Professional Service Guide. The CTHRC knowledge and skill areas are listed below along with the percentage of CTHRC standards that are covered in the FDRP Professional Service Guide:

Knowledge and Skill Area	Percentage Covered in FDRP
Professionalism	19
Human Resource Management	39
Food and Beverage Knowledge	70
Function Operations	38

The Banquet Manager certification provides a combination of standards at the food and beverage knowledge level as well as the key areas at the managerial level, however, does not develop knowledge and skills to the same depth for table service as does the FDRP materials.

Bartender Standard
Seven of the twelve knowledge and skill areas in the CTHRC Bartender standard had corresponding materials in the FDRP Professional Service Guide. Most of the knowledge and skill areas in the Bartender standard are similar to the FBS standard with two notable exceptions, Pouring Beer and Pouring Drinks, and Beverage Preparation and Service.

Table Results for Side-by-Side Comparison of Food and Beverage Server with FDRP Professional Service Guide

After initial comparisons, it was determined that additional CTHRC occupational standards be added to the study, including Banquet Manager and Wine Service, as well as brief reviews of Bartender and In-Room Dining Server.

The following table provides a side-by-side comparison of equivalencies between the FDRP Professional Service Guide and the CTHRC Food and Beverage Server Standard. Skills appearing in the FDRP Guide with no corresponding skill mentioned in the FBS standard are highlighted in yellow.

From the FDRP Professional Service Guide (FDRP, CPT, and DRM)	Food and Beverage Server – Parallel Standard (including Module)
Equipment Polishing	
Glassware	H. BEVERAGE PREPARATION AND SERVICE 1.1 prepare glassware
Chinaware	
Flatware	
Equipment Handling	
Glassware	G. PROVIDING SERVICE 2.2 handle tableware
Chinaware	G. PROVIDING SERVICE 2.2 handle tableware
Flatware	G. PROVIDING SERVICE 2.2 handle tableware
Tray Handling	G. PROVIDING SERVICE 2.3 carry trays

	F. SERVICE SUPPORT DUTIES 2.3 load buspans and trays
Linen	F. SERVICE SUPPORT DUTIES 2.2 bus tables
Set Up	
Dining Room Layout and Organization	
Table and Chair Spacing	
Linen (Table Cloth)	F. SERVICE SUPPORT DUTIES 2.2 bus tables
Table Top Utensils	F. SERVICE SUPPORT DUTIES 2.1 set tables E. TOOLS AND EQUIPMENT 1.1 identify cutlery 1.2 identify plateware 1.3 identify types of glassware

"A-la-Carte" Setting
    Traditional Set Up
    Modern Set Up
    Modern Casual Set Up
	F. SERVICE SUPPORT DUTIES
	2.1 set tables

"Prix Fix" Set Up	F. SERVICE SUPPORT DUTIES 2.1 set tables
"Banquet" Set Up	F. SERVICE SUPPORT DUTIES 2.1 set tables
Step-by-Step Table Set-Up	F. SERVICE SUPPORT DUTIES 2.1 set tables
Classic and Contemporary Styles of Service	
American Service	G. PROVIDING SERVICE 1.1 define service styles
English Service	
Russian Service	
French Service	
A la Cloche Service (Bell Service)	
Beverage Service	
Tray Organization	G. PROVIDING SERVICE 2.1 serve tables 2.3 carry trays

Guest Location
    Seated guests
    Standing guests
    While at the bar	

Beverage Types	
Beer pour	
Water service	
Coffee service	H. BEVERAGE PREPARATION AND SERVICE 3.1 define coffee products

	3.3 serve coffee
Tea Service	H. BEVERAGE PREPARATION AND SERVICE 3.2 define tea products 3.4 serve tea
Wine service White wine Sparkling wine Red wine Cradled wine Wine decanting Wax seals Presenting wine Wine pouring and renewing	H. BEVERAGE PREPARATION AND SERVICE 1.1 prepare glassware 2.1 prepare for wine service 2.2 open still wine 2.3 open sparkling wine 2.4 pour wine 2.5 serve subsequent bottles of wine G. PROVIDING SERVICE 1.6 follow guidelines for wine service
General Practice and Table Maintenance	
Hygiene and Uniform Policies	B. PROFESSIONALISM 2.1 behave in professional manner
Escort and Guest Protocols	
Multi-Level Restaurant	
Seating	
Napkin Handling	
Menu Presentation	G. PROVIDING SERVICE 2.1 serve tables
Wine List Presentation	G. PROVIDING SERVICE 2.1 serve tables
Posture	B. PROFESSIONALISM 2.4 adhere to etiquette of professional service
Announcing Specials	
Gauging Guests' Readiness to Order	
Order taking General Considerations Order Recording Equipment General Principles of Order Recording	G. PROVIDING SERVICE 2.1 serve tables
Bread Service	
Butter Service	
Clearing Proper Stacking Technique Clearing a Course Clearing the Entire Table	F. SERVICE SUPPORT DUTIES 2.2 bus tables G. PROVIDING SERVICE 2.1 serve tables
Crumbing	
Chair Maintenance	
Soups and Consommé Service Styles English Style American Style Individual Tureen Service Cassoulet Service	
Doilies	
Ashtray Handling	G. PROVIDING SERVICE

	2.1 serve tables
Sauces and Condiments	
Finger Bowls	
Price Communication with Guest	
Recommendations for Guests	
Gueridon and Side Stand Organization	F. SERVICE SUPPORT DUTIES 1.1 prepare for shift
Check Handling	I. PROCESSING PAYMENT 2.1 present guest check 2.2 display gratuity etiquette 3.1 respond to guest's request to run tab 3.2 process cash 3.5 process credit/debit card payments
Guests Departure	
Precedence of Service	G. PROVIDING SERVICE 2.1 serve tables
Common Sense Rules	B. PROFESSIONALISM 1.1 develop positive attitude 1.3 maintain positive attitude 2.1 behave in professional manner 2.2 use time effectively 2.4 adhere to etiquette of professional service 3.3 resolve guest complaints or concerns 3.5 assist guests with special needs
Cocktail/Beer Knowledge	

The Four Components of a Cocktail Order
      Alcohol
      Method
      Serving: Mixing
      Serving: Style
      Garnish
	D. FOOD AND BEVERAGE PRODUCT KNOWLEDGE
	4.1 define basic bar terms
	4.2 identify product information required to describe beverage items
	4.22 identify common beverage garnishes
	E. TOOLS AND EQUIPMENT
	2.2 list bar tools and equipment

History of Beer	

Beer Making
      Method
      Ingredients	

Types of Beer
      Ales
      Lagers
	D. FOOD AND BEVERAGE PRODUCT KNOWLEDGE
	4.4 describe styles of beer
	4.5 identify alcohol content categories for beer

Glassware	E. TOOLS AND EQUIPMENT 1.3 identify types of glassware
Cooking Essentials	
Cuisine Styles	
Cuisine Flair, per Country of Origin	
Cooking Methods	D. FOOD AND BEVERAGE PRODUCT

	KNOWLEDGE 3.2 define basic cooking methods
Cooking Temperatures	
Vegetable Cuts	
Seafood	D. FOOD AND BEVERAGE PRODUCT KNOWLEDGE 1.3 describe basic fish cuts 1.4 identify shellfish and other seafood
Meats	D. FOOD AND BEVERAGE PRODUCT KNOWLEDGE 1.1 describe basic meat service
Poultry and Game Birds	D. FOOD AND BEVERAGE PRODUCT KNOWLEDGE 1.2 identify types of poultry meat
Stocks, Soups and Sauces	D. FOOD AND BEVERAGE PRODUCT KNOWLEDGE 2.1 describe basic soup types 2.2 list ingredients of common sauces
Garde Manger	
Baking and Pastry Terms	
Restrictive Diets	G. PROVIDING SERVICE 1.3 determine menu information 1.4 identify common dietary requests
Allergies	G. PROVIDING SERVICE 1.3 determine menu information 1.4 identify common dietary requests
Wine Essentials	
Organization of Wines	

Basic Principles of Winemaking
    Red, White and Rose Wines
    Sparkling Wines
    Aromatized Wines
    Fortified Wines	

The Main Grapes
    Whites
    Reds
	D. FOOD AND BEVERAGE PRODUCT
	KNOWLEDGE
	4.6 identify major types of wine

Common Terms	D. FOOD AND BEVERAGE PRODUCT KNOWLEDGE 4.7 define sweetness of wine 4.10 identify information found on wine and Cognac labels
Food and Wine Pairing	G. PROVIDING SERVICE 1.5 suggest wine and food combinations

Appendices

Appendix A: FBS Match with FDRP Guide

The following tables present a listing of all of the CTHRC standards used in the comparative study. Any standards that were found to have a parallel standard with the FDRP have been marked with a check.

Food and Beverage Server (CTHRC)	Checked if Matched with FDRP documentation
A. TOURISM AWARENESS	
1. Promote Tourism	
1.1 define tourism	
1.2 outline benefits of promoting tourism	
1.3 identify tourism sectors	
1.4 access tourism information	
1.5 promote local area, region, province/territory, and country	
B. PROFESSIONALISM	
1. Present Positive Attitude	
1.1 develop positive attitude	✓
1.2 describe impact of positive attitude	
1.3 maintain positive attitude	✓
2. Be Professional	
2.1 behave in professional manner	✓
2.2 use time effectively	
2.3 acquire knowledge of operation's history, services, and procedures	
2.4 adhere to etiquette of professional service	✓
2.5 participate in professional development	
3. Handle Problems and Special Situations	
3.1 identify reasons for guest dissatisfaction	
3.2 outline benefits of properly resolving guest complaints or concerns	
3.3 resolve guest complaints or concerns	
3.4 respond to difficult situations	
3.5 assist 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	
1.4 display effective telephone etiquette	
2. Be Effective Team Member	
2.1 demonstrate teamwork	
2.2 identify roles of team members	
D. FOOD AND BEVERAGE PRODUCT 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	
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	✓
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	✓
2. Maintain and Set Tables	
2.1 set tables	✓
2.2 bus tables	✓
2.3 load buspans and trays	✓
2.4 perform table maintenance during service	
3. Perform Other Duties	
3.1 perform ongoing duties	
3.2 perform closing duties	
3.3 participate in inventory control	
G. PROVIDING SERVICE	
1. Use Service Knowledge	
1.1 define service styles	✓
1.2 use selling techniques	
1.3 determine menu information	✓
1.4 identify common dietary requests	✓
1.5 suggest wine and food combinations	✓
1.6 follow guidelines for wine service	✓
2. Handle Orders	
2.1 serve tables	✓
2.2 handle tableware	✓
2.3 carry trays	✓
H. BEVERAGE PREPARATION AND SERVICE	
1. Prepare Glassware	
1.1 prepare glassware	✓
2. Pour Wine	
2.1 prepare for wine service	✓

2.2 open still wine	✓
2.3 open sparkling wine	✓
2.4 pour wine	✓
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	✓
3.4 serve tea	✓
I. PROCESSING PAYMENT	
1. Use Point-of-Sales System	
1.1 define point-of-sales system terms	
1.2 use point-of-sales system	
2. Receive Guest Payments	
2.1 present guest check	✓
2.2 display gratuity etiquette	✓
3. Handle Payment	
3.1 respond to guest's request to run tab	✓
3.2 process cash	✓
3.3 process cheques	
3.4 process room billings	
3.5 process credit/debit card payments	✓
3.6 process voids, complimentary items (comp), and adjustments	
3.7 process gift certificates and coupons	
3.8 cash out	
J. RESPONSIBLE ALCOHOL 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	
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	
2.5 follow emergency procedures	
2.6 assist guests who are injured or ill	
3. Adhere to Workplace Hazardous Materials Information System	
3.1 describe Workplace Hazardous Materials Information System (WHMIS)	
3.2 identify WHMIS hazard symbols	
3.3 follow WHMIS guidelines	
4. Observe Safe Practices	
4.1 keep workplace safe	
4.2 follow workplace traffic guidelines	
4.3 lift objects safely	
4.4 prevent electrical shock	
L. LEGISLATION	
1. Comply with Legislation	
1.1 comply with legislation and regulations pertaining to operation	
1.2 co-operate with inspectors	

Appendix B: Wine Service Match with FDRP Guide

Wine Service Standards (CTHRC)	Check if Matched with FDRP documentation
A. PROFESSIONALISM	
1. Be Professional	
1.1 adhere to policy regarding professional appearance	
1.2 maintain knowledge of current trends	
B. PRODUCT KNOWLEDGE	
1. Describe Components of Wine Production	
1.1 define wine	
1.2 identify parts of vine	
1.3 identify parts of grape	
1.4 identify factors affecting grape characteristics	
2. Describe Wine Production Processes	
2.1 describe alcoholic fermentation	✓
2.2 describe malolactic fermentation	✓
2.3 describe vinification process for white wine	✓
2.4 describe vinification process for red wine	✓
2.5 describe vinification process for sparkling wine	✓
2.6 describe vinification process for rosé wine	✓
3. Describe Types of Wine	
3.1 describe major types of wine	✓
3.2 list major grape varieties and characteristics	✓
3.3 identify information found on wine label	✓
3.4 define appellation wines	
3.5 identify sweetness terms for Champagne and other sparkling wines	
4. Describe French Wine Production	
4.1 describe general wine production in France	
4.2 describe wine production in Alsace	
4.3 describe wine production in Bordeaux	
4.4 describe wine production in Burgundy	
4.5 describe wine production in Champagne	
4.6 describe wine production in Loire Valley	
4.7 describe wine production in Côtes-du-Rhône	
4.8 identify other wine producing regions of France	
5. Describe Italian Wine Production	
5.1 describe general wine production in Italy	
5.2 describe wine production in Piedmont	
5.3 describe wine production in Tuscany	
5.4 describe wine production in Umbria	
5.5 describe wine production in Veneto	
6. Describe Canadian Wine Production	
6.1 describe general wine production in Canada	
6.2 describe VQA standards in Canada	
6.3 describe Canadian Icewine	
6.4 describe wine production in British Columbia	
6.5 describe wine production in Ontario	
7. Describe Australian Wine Production	
7.1 describe general wine production in Australia	
7.2 describe wine production in New South Wales	
7.3 describe wine production in South Australia	
7.4 describe wine production in Victoria	
7.5 describe wine production in Western Australia	
8. Describe American Wine Production	
8.1 describe general wine production in United States	

8.2 describe wine production in California	
8.3 describe wine production in New York	
8.4 describe wine production in Oregon	
8.5 describe wine production in Washington	
9. Describe Spanish Wine Production	
9.1 describe general wine production in Spain	
9.2 describe wine production in Jerez	
9.3 describe wine production in Penedes	
9.4 describe wine production in Rioja	
10. Describe German Wine Production	
10.1 describe general wine production in Germany	
10.2 describe wine production in Mosel-Saar-Ruwer	
10.3 describe wine production in Rhein	
11. Describe Wine Production in Other Countries	
11.1 describe wine production in other countries	
C. WINE SERVICE	
1. Evaluate Wine	
1.1 state purpose of sensory evaluation of wine	
1.2 follow procedure for sensory evaluation of wine	
1.3 describe ideal tasting glass	
2. Serve Wine	
2.1 identify equipment associated with serving wine	
2.2 identify ideal characteristics of wine decanter	
2.3 identify types of corkscrews	
2.4 describe wine preservation systems	
2.5 identify accepted general guidelines for serving temperature of wine	
2.6 open wine	✓
2.7 follow steps to decant wine	✓
2.8 follow steps to pour wine	✓
2.9 serve subsequent bottles of wine	✓
3. Sell Wine	
3.1 describe rationale for matching wine with food	
3.2 follow guidelines for wine service	
3.3 use sales techniques to sell wine	
D. INVENTORY CONTROL AND STORAGE	
1. Participate in Inventory Control and Storage	
1.1 participate in inventory control	
1.2 store wine	
1.3 describe aging	

Appendix C: SUS Match with FDRP Guide

Supervisor Skills (CTHRC)	Checked if Matched with FDRP Documentation
A. PERSONAL AND PROFESSIONAL SKILLS	
Skill 1: Be Professional	
1.1 exhibit professional appearance	
1.2 demonstrate professionalism	
1.3 exhibit ethical conduct	
1.4 participate in professional development activities	
1.5 manage time effectively	
1.6 manage stress	
B. COMMUNICATION SKILLS	
Skill 1: Communicate Effectively	
1.1 define effective communication	
1.2 identify components of communication	
1.3 use active listening skills	
1.4 speak effectively	
1.5 write effectively	
1.6 communicate within organization	
Skill 2: Use Communication Tools	
2.1 use telephone	
2.2 use answering machine/voice mail	
2.3 use facsimile (fax) machine	
2.4 use electronic mail (e-mail)	
C. LEADERSHIP SKILLS	
Skill 1: Be a Leader	
1.1 define a leader	
1.2 facilitate change	
1.3 delegate tasks effectively	
1.4 define teamwork	
1.5 promote teamwork	
1.6 promote positive attitude	
1.7 motivate employees	
1.8 make decisions	
1.9 solve problems	
D. HUMAN RESOURCE MANAGEMENT SKILLS	
Skill 1: Recruit and Hire Employees	
1.1 participate in reviewing/updating job descriptions	
1.2 assist in recruiting employees	✓
1.3 interview applicants	✓
1.4 select final candidate	✓
1.5 make job offer	✓
1.6 conduct orientation session for employees	✓
Skill 2: Conduct Training	
2.1 plan training for employees	✓
2.2 conduct training session	✓
2.3 define coaching and mentoring	✓
2.4 coach employees	✓
Skill 3: Manage Employee Performance	
3.1 prepare for performance review	✓

3.2 conduct performance review	✓
3.3 encourage ongoing professional development	✓
3.4 address performance problems	
3.5 dismiss employees	
3.6 lay off employees	
3.7 process resignations	
Skill 4: Maintain Personnel Files	
4.1 maintain personnel files	
E. OPERATIONAL SKILLS	
Skill 1: Supervise Employees	
1.1 manage diversity in workplace	
1.2 schedule employees	
1.3 conduct on-the-job supervision	
1.4 resolve conflicts between employees	
1.5 conduct staff meetings	
Skill 2: Supervise Products and Services	
2.1 be knowledgeable about products and services	
2.2 determine ways to improve products and services	
2.3 provide quality control for products and services	
Skill 3: Interact with Customers	
3.1 provide customer service	
3.2 provide service to customers with special needs	
3.3 handle customer concerns or complaints	
3.4 handle abusive customers	
3.5 respond to positive comments or gifts from customers	
Skill 4: Supervise Facility Operations	
4.1 create checklists for operations	
4.2 handle cash	
4.3 promote workplace safety	
4.4 maintain facility and equipment	
4.5 prepare for emergencies	
4.6 respond to emergencies	
F. SALES AND MARKETING SKILLS	
Skill 1: Promote Sales	
1.1 assist in collecting marketing information	
1.2 conduct sales and marketing promotions	
1.3 conduct employee sales incentive contests	
Skill 2: Assess Competition	
2.1 assess competition	
Skill 3: Conduct Community-Relations Activities	
3.1 define community	
3.2 participate in community activities	
G. ADMINISTRATIVE SKILLS	
Skill 1: Perform Administrative Duties	
1.1 operate office equipment	
1.2 maintain records	
1.3 describe key elements of organization	
1.4 implement policies and procedures	
1.5 participate in business planning activities	
1.6 develop action plans	
1.7 implement action plans	
Skill 2: Comply with Legislation and Contracts	
2.1 comply with legislation	✓

2.2 comply with contracts	✓
H. FINANCIAL SKILLS	
Skill 1: Monitor Budget	
1.1 participate in budget development	
1.2 monitor and control budget	
I. INVENTORY MANAGEMENT SKILLS	
Skill 1: Maintain Inventory	
1.1 purchase materials, products, and services from suppliers	
1.2 follow receiving procedures for physical inventory	
1.3 follow storage procedures	✓
1.4 follow procedures for maintaining inventory	

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Appendix D: FBM Match with FDRP Guide

CTHRC Food and Beverage Manager (FBM) Standards	Check if Matched with FDRP documentation
A. LEADERSHIP	
1. Exhibit Positive Attitude	
1.1 describe impact of positive attitude	
1.2 develop positive attitude	
2. Maintain Professional Appearance	
2.1 maintain professional appearance	
3. Exhibit Professional Conduct	
3.1 exhibit professionalism	
3.2 provide guest service	✓
3.3 assist guests with special needs	✓
3.4 exhibit leadership qualities	
3.5 exhibit ethical conduct	
3.6 participate in professional development activities	
4. Use Organizational Skills	
4.1 use time management skills	
4.2 use delegation skills	
4.3 make effective decisions	
5. Use Communication Skills	
5.1 follow guidelines for effective communication	
5.2 follow guidelines for effective listening	
5.3 use telecommunications effectively	
5.4 plan meetings	
5.5 conduct meetings	
5.6 maintain regular communication with other levels of management	
6. Handle Guests' Problems	
6.1 outline reasons for guests' complaints	✓
6.2 outline reasons why guests do not complain	✓
6.3 recognize signs of potential guest dissatisfaction	✓
6.4 handle guests' concerns or complaints	✓
B. ADMINISTRATION	
1. Participate in Strategic Planning	
1.1 participate in strategic planning	
2. Administer Budget	
2.1 define budget terms	
2.2 develop budget	
2.3 monitor budget	
3. Control Cash	
3.1 control cash	
4. Control Inventory	
4.1 use inventory system for products and supplies	✓
4.2 maintain par stock and production levels	✓
4.3 maintain storage areas	✓
4.4 monitor purchasing procedures	✓
4.5 monitor receiving procedures	✓
5. Maintain Records	
5.1 maintain records	
6. Produce Menu	
6.1 develop product knowledge	
6.2 select menu items	
6.3 follow product-costing procedure	
6.4 price products	
6.5 produce menu and other promotional materials	
6.6 analyze sales	

C. MARKETING	
1. Define Marketing Terms	
1.1 define marketing terms	
2. Establish Marketing Plan	
2.1 establish marketing plan	
3. Use Promotional Plan	
3.1 develop promotional plan	
3.2 implement promotional plan	
3.3 review promotional plan	
4. Reduce Impact of Competition	
4.1 reduce impact of competition	
D. OPERATIONS	
1. Develop Policies and Procedures	
1.1 identify areas that require policies and procedures	
1.2 develop policies and procedures	
1.3 provide input into employee handbook	
2. Manage Operations	
2.1 purchase equipment	
2.2 manage service contracts	
2.3 ensure equipment is properly operated and maintained	
2.4 schedule staff	
2.5 ensure opening procedure is followed	
2.6 manage shift	
2.7 ensure facility cleanliness and repair procedures are followed	
2.8 ensure closing procedure is followed	
3. Apply Sanitation and Storage Guidelines	
3.1 apply sanitation guidelines to operation	
3.2 store food and beverage products	
3.3 control high-risk food and beverage products	
4. Follow Safety Guidelines	
4.1 enforce safety guidelines	✓
4.2 follow emergency guidelines	
4.3 identify symbols and combustible materials for common classes of fire	
4.4 handle fire extinguisher	
4.5 use Workplace Hazardous Materials Information System (WHMIS)	
5. Maintain Security	
5.1 maintain security	
E. HUMAN RESOURCE MANAGEMENT	
1. Hire Staff	
1.1 develop job descriptions	
1.2 identify factors affecting organization's ability to attract and retain suitable employees	
1.3 recruit staff	✓
1.4 interview applicants	✓
1.5 follow selection process	✓
2. Train Staff	
2.1 provide orientation to new staff	✓
2.2 plan training	✓
2.3 conduct training sessions	✓
2.4 establish in-house trainers	
3. Monitor Staff Performance	
3.1 identify factors that impact employee performance	
3.2 maintain positive relationship with employees	✓
3.3 use motivational techniques	✓
3.4 conduct performance reviews	✓
3.5 handle performance problems	✓
4. Dismiss or Layoff Staff	
4.1 dismiss staff	
4.2 lay off staff	

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4.3 conduct exit interviews	
5. Manage Within Union Environment	
5.1 identify factors that may lead to unionization	
5.2 understand terms of collective agreement	
5.3 prevent grievances	
5.4 respond to grievances	
5.5 maintain accurate, up-to-date documentation related to collective agreement	
5.6 maintain positive relations with union	
5.7 identify issues discussed in collective bargaining	
5.8 describe rights and responsibilities as defined in collective agreement or legislation	
F. LEGISLATION	
1. Adhere to Legislation	
1.1 comply with provincial/territorial liquor legislation	✓
1.2 adhere to other legislation pertaining to operation	✓

Appendix E: Banquet Manager Match with FDRP Guide

CTHRC Banquet Manager Standards	Checked if Matched with FDRP Documentation
A. PROFESSIONALISM	
1. Exhibit Professionalism	
1.1 describe impact of positive attitude	
1.2 develop positive attitude	
1.3 maintain professional appearance	✓
1.4 exhibit ethical conduct	✓
1.5 demonstrate professionalism	
1.6 describe benefits of professional development	
1.7 participate in professional development activities	
2. Use Organizational Skills	
2.1 use time management skills	
2.2 manage own stress	
2.3 make effective decisions	
3. Interact with Guests	
3.1 provide customer service	✓
3.2 provide service to guests with special needs	
3.3 identify reasons for guests' complaints and concerns	✓
3.4 identify reasons why guests do not complain	
3.5 recognize signs of potential guest dissatisfaction	
3.6 handle customers' concerns or complaints	
3.7 handle difficult guests	
3.8 respond to gifts or positive comments	
4. Interact with Community	
4.1 define community	
4.2 identify benefits of developing good community relations	
4.3 participate in community activities	
B. COMMUNICATION	
1. Identify Elements of Communication	
1.1 define effective communication	
1.2 describe components of communication	
1.3 outline benefits of effective communication	
1.4 identify obstacles to communication	
2. Use Communication Skills	
2.1 use active listening skills	
2.2 speak effectively	
2.3 write effectively	
2.4 follow up on outgoing communications	
2.5 overcome obstacles to communication	
3. Use Communication Tools	
3.1 outline importance of good telephone skills	
3.2 use telephone	
3.3 use answering machine/voice mail	
3.4 use facsimile machine	
3.5 use electronic mail (e-mail	
3.6 use two-way radios	
4. Use Meeting Skills	
4.1 plan meetings	
4.2 conduct meetings	
C. LEADERSHIP	
1. Demonstrate Leadership Skills	
1.1 define a leader	
1.2 demonstrate leadership	

1.3 delegate effectively	
1.4 facilitate change	
1.5 promote positive attitude	
1.6 motivate employees	
1.7 define teamwork	
1.8 promote teamwork	
1.9 make decisions	
1.10 solve problems	
D. ADMINISTRATION	
1. Participate in Business Planning	
1.1 identify details of organization	
1.2 participate in planning activities	
1.3 develop action plans (critical path)	
1.4 implement action plans (critical path)	
1.5 implement policies and procedures of organization	
2. Administer Budget	
2.1 define budget terms	
2.2 develop budget	
2.3 monitor budget	
2.4 perform profit and loss calculations	
3. Control Cash	
3.1 control cash	
4. Control Inventory	
4.1 use inventory system for products and supplies	
4.2 maintain par stock and production levels	
4.3 maintain storage areas	✓
4.4 monitor purchasing procedures	
4.5 monitor receiving procedures	
5. Comply with Legislation	
5.1 comply with legislation	✓
6. Manage Office	
6.1 manage office	
6.2 maintain records	
E. OPERATIONS	
1. Manage Operations	
1.1 purchase equipment	
1.2 manage service contracts	
1.3 ensure that equipment is properly operated and maintained	
1.4 ensure that facility cleanliness and repair procedures are followed	
1.5 ensure that opening procedures are followed	
1.6 manage shift	
1.7 ensure that closing procedures are followed	
2. Apply Sanitation and Storage Guidelines	
2.1 apply sanitation guidelines to operation	
2.2 store food and beverage products	
3. Apply Safety Guidelines	
3.1 enforce safety guidelines	✓
3.2 follow emergency guidelines	
3.3 identify symbols and combustible materials for common classes of fire	
3.4 handle fire extinguisher	
3.5 use Workplace Hazardous Materials Information System (WHMIS)	✓
3.6 identify hazard symbols	
4. Maintain Security	
4.1 maintain security	
F. HUMAN RESOURCE MANAGEMENT	
1. Hire Staff	
1.1 describe human resource management	✓
1.2 develop human resource plan	✓
1.3 develop job descriptions	✓

1.4 recruit staff	✓
1.5 interview applicants	✓
1.6 follow selection process	✓
2. Train Staff	
2.1 provide orientation to new staff	✓
2.2 plan training	✓
2.3 conduct training sessions	✓
2.4 establish in-house trainers	
3. Supervise Staff	
3.1 schedule employees	
3.2 conduct staff meetings	
3.3 identify purpose of on-the-job supervision	
3.4 conduct on-the-job supervision	
3.5 resolve conflict	
3.6 identify factors that impact employee performance	
3.7 maintain positive relationships with employees	✓
3.8 use motivational techniques	
4. Manage Staff Performance	
4.1 prepare for performance reviews	✓
4.2 conduct performance reviews	✓
4.3 encourage ongoing professional development	✓
4.4 address performance issues	
4.5 terminate employment	
4.6 lay off employees	
4.7 conduct exit interviews	
4.8 process resignations	
5. Manage Within Union Environment	✓
5.1 identify factors that may lead to unionization	
5.2 comply with collective agreements	
5.3 prevent grievances	
5.4 respond to grievances	
5.5 maintain accurate, up-to-date documentation related to collective agreements	
5.6 maintain positive relations with unions	
5.7 identify issues discussed in collective bargaining	
5.8 describe rights and responsibilities as defined in collective agreements or legislation	
6. Manage Personnel Files	
6.1 identify importance of personnel files	
6.2 maintain personnel files	
G. MARKETING	
1. Analyze Competition	
1.1 evaluate competition	
1.2 reduce impact of competition	
H. SALES	
1. Use Product Knowledge	
1.1 develop product knowledge	
1.2 identify property knowledge	
1.3 identify knowledge required to book functions	
2. Use Selling Skills	
2.1 identify sales tools	
2.2 conduct client meetings	
2.3 identify common buying signals	
2.4 use sales incentives	
I. FOOD AND BEVERAGE KNOWLEDGE	
1. Describe Food Knowledge	
1.1 identify common kitchen equipment	
1.2 define common food preparation terms	
1.3 describe cooking methods	✓

1.4 identify shellfish and other delicacies	✓
1.5 describe meat cuts	✓
1.6 describe meat carving techniques	✓
1.7 describe domestic poultry	✓
1.8 describe fish cuts	✓
1.9 describe basic sauces and common derivatives	✓
1.10 describe types of soups	✓
1.11 identify common dietary requests	✓
2. Describe Beverage Knowledge	
2.1 describe major types of wine	✓
2.2 list major grape varieties and characteristics	✓
2.3 define sweetness terms for Champagne and other sparkling wines	
2.4 identify common wine-producing countries	
2.5 identify information found on wine labels	
2.6 identify common beverage garnishes	✓
2.7 define basic bar terms	✓
2.8 identify product information required to describe beverage items	
2.9 identify guidelines for handling glassware	✓
2.10 identify differences between bottled/canned beer and keg/draught beer	✓
2.11 describe styles of beer	✓
2.12 identify alcohol content categories for beer	✓
2.13 describe problems with draught beer	✓
2.14 describe drawing technique for draught beer	✓
2.15 describe cleaning procedure for draught beer lines	
2.16 outline beverage service procedures	
J. FUNCTION OPERATIONS	
1. Know Catering Terms	
1.1 describe room set-up terms	✓
1.2 define banquet and function terms	✓
1.3 define meeting terms	
1.4 define service styles	✓
1.5 outline function sheet information	
2. Manage Functions	
2.1 identify room set-up considerations	✓
2.2 identify common order for set up of buffet	✓
2.3 identify guidelines for setting up and maintaining buffet	
2.4 organize functions	✓
2.5 prepare for liquor service	
2.6 prepare for off-site catering functions	
2.7 perform pre-function checks	
2.8 conduct employee briefings before functions	
2.9 supervise functions	
2.10 follow closing procedures	
2.11 complete function follow up	

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