



FOOD AND BEVERAGE MANAGER (NOC 0631)

Job Definition¹:

A food and beverage manager directs, plans and controls all aspects of food and beverage services in restaurants, dining rooms, hotels, resorts, convention centres, private clubs, institutions (e.g. military, hospitals) and similar organizations.

Additional Occupational Information:

Food and beverage managers require excellent sales and customer service skills, proven human resource management skills, and good communication and leadership skills. Desired knowledge for this position includes knowledge of the products services, sector, industry and local area, as well as knowledge of relevant legislation and regulations.

Overview:

This Occupational Language Analysis (OLA) presents Canadian Language Benchmarks (CLB) competencies and typical listening, speaking, reading and writing tasks performed at a competent level by food and beverage managers. The tasks are illustrative only, and do not provide a complete sample of what a food and beverage manager does on the job. Other essential skills such as numeracy and computer skills are beyond the scope of the OLA. The content of the OLA was validated by people employed in the occupation and by CLB experts. It was developed by a Registered OLA Analyst using three key resources:

- the *Canadian Language Benchmarks 2000*, Centre for Canadian Language Benchmarks and Citizenship and Immigration Canada
- the *National Occupational Standards for Food and Beverage Manager*, Canadian Tourism Human Resource Council, May 2011
- the *Essential Skills Profile for Food and Beverage Manager*, Canadian Tourism Human Resource Council

For a more complete picture of the competencies that are needed to perform this occupation, refer to these source documents.

¹ *National Occupational Standards for Food and Beverage Manager*, Canadian Tourism Human Resource Council

How to Read this Occupational Language Analysis:

The titles, numbers and sequence of categories are based on the *Canadian Language Benchmarks 2000*, which address four major skill areas Speaking, Listening, Reading and Writing. CLB competencies (language descriptors) are entered at the left margin and followed by a number indicating the benchmark level (1 - 12) for each competency. Sample occupational tasks (work/task descriptors) drawn from the Essential Skills Profile or the National Occupational Standards are indented and italicized underneath each competency and referenced to their source, as follows:

Task Source	Reference	Example
Essential Skills Profile	ES + the first letters of the profile section	(ES-DU) = Essential Skills Profile, Document Use section
National Occupational Standard	NOS + the section/subsection	(NOS-A2.1) = National Occupational Standard, Major Category A, Skill 2; Subskill 1

Comparative Ratings:

The following chart compares typical and most complex essential skills ratings for food and beverage managers, based on the Essential Skills Profile, to the corresponding range of CLB ratings, as suggested in *Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework*². These are general ranges and there may be some language tasks that fall outside of this range.

Skill Area	Typical		Most Complex	
	Essential Skills	CLB	Essential Skills	CLB
Speaking	2- 3	6 - 10	3	9 - 10
Listening	2 - 3	7 - 10	3	9 - 10
Reading	2 - 4	6 - 10	4	10
Writing	1 - 4	4 - 9	4	9

Common Conditions of Communication:

Condition	Description
Purpose	– taking/giving direction or information; working as part of a team, providing customer service; marketing/selling; advising/consulting; teaching/leading/directing; documentation
Audience	– one-on-one; group interaction; delivery/service personnel; customers; co-workers and staff; supervisors and employers; clients, inspector, regulators, authorities
Context	– varied in type, pace and environment; high stress levels
Topic	– familiar and repetitive tasks; personal/non-personal; simple and complex; detailed; concrete and abstract
Mode	– face-to-face, in person, by telephone and/or radio, or by computer

² *Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework*; Centre for Canadian Language Benchmarks, 2005

Skill: Speaking

I. Social Interaction

Interpersonal Competencies

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

- ❑ *establish eye contact, acknowledge guests (NOS-A1.1)*
- ❑ *greet people warmly, use individual's name when possible (NOS-A1.1)*

Leave a short simple message. (CLB 4)

- ❑ *when leaving brackets, provide all required information (NOS-A3.2)*
- ❑ *use voice mail (NOS-A3.2)*

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

- ❑ *invite key staff, e.g. other managers, senior kitchen and serving staff [to menu tastings] (NOS-D15.1)*

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

- ❑ *provide feedback to staff, e.g. praise them for handling of situation (NOS-A4.2)*

Open, maintain and close a short routine formal conversation. (CLB 6)

- ❑ *network with industry professionals (NOS-A1.5)*
- ❑ *deliver verbal messages: speak clearly and loudly enough to be heard, use appropriate tone of voice, use professional, uncomplicated language, adjust timing, location and personal style as needed, consider impact of message, ensure message is clear, concise and complete (NOS-A3.1)*
- ❑ *contact applicants about status of their (job) applications (NOS-E16.3)*
- ❑ *check references of top-ranking applicants; verify information gathered in interview, ask standard questions (NOS-E16.5)*

Express/respond to apology, regrets and excuses. (CLB 6)

- ❑ *empathize with guest: apologize for inconvenience, thank guest for voicing concern or complaint (NOS-A4.2)*

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

- ❑ *speak positively about industry, its trends and growth opportunities (NOS-A2.1)*
- ❑ *respond to message appropriately, e.g. empathize, offer suggestions (NOS-A3.1)*
- ❑ *check in with guests, e.g. stop at their table to ask about service and meal (NOS-A4.1)*
- ❑ *handle concerns and complaints...acknowledge concern or complaint as soon as possible (NOS-A4.2)*
- ❑ *conduct discussion with dissatisfied guest away from other guests, if possible (NOS-A4.2)*
- ❑ *respond to guest's concern or complaint, for example: provide explanation if possible, notify guest of action to be taken (NOS-A4.2)*
- ❑ *encourage guest to return (NOS-A4.2)*
- ❑ *inform employees of comments received from convenor (NOS-B12.4)*

Conversation Management

Encourage conversation by adding supportive comments. (CLB 6)

- ❑ *engage guests, e.g. develop conversation to put them at ease (NOS-A4.1)*

Confirm own comprehension. (CLB 7)

- ❑ *confirm understanding, e.g. paraphrase, ask questions (NOS-A3.1)*
- ❑ *obtain facts from guest and staff: ask open-ended questions, ask for all points of view (NOS-A4.2)*
- ❑ *confirm: food and beverage specials for day, product shortages, back orders (NOS-B11.2)*

Manage conversation. Check comprehension. (CLB 8)

- ❑ *confirm employee's willingness to accept additional responsibility (NOS-A2.3)*
- ❑ *confirm understanding, e.g. observe listener's behaviour, ask questions, clarify message as necessary, e.g. repeat, rephrase, show by example (NOS-A3.1)*
- ❑ *confirm [record of head count] with convenor (NOS-B12.3)*
- ❑ *confirm menu item selections with chef (NOS-D15.1)*
- ❑ *confirm times with [interview] applicants (NOS-E16.4)*

Encourage others to participate. (CLB 8)

- ❑ *identify possible solutions...ask for guest's input (NOS-A4.2)*

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

- ❑ *lead discussions at staff meetings. For example, they lead discussions about topics such as staff schedules, customer service and changes to policies, procedures, operations and facilities. They congratulate workers for their achievements and promotions. They also brainstorm solutions to problems such as staff shortages. (ES-OC)*

Lead/chair a discussion or a debate in a formal group. (CLB 11)

- ❑ *communicate policies and procedures to staff, e.g. hold staff meeting to explain [cash handling] details (NOS-B8.3)*
- ❑ *communicate safe work practices to staff, e.g. discuss at staff meetings (NOS-C14.1)*

Recognize and prevent conflict-escalating language behaviour by reframing negative statements. (CLB 11)

- ❑ *mediate disagreement without taking sides (NOS-A1.1)*

Phone Competencies

Answer the phone briefly according to the situation. (CLB 5)

- ❑ *(communicate with) two-way radio (ES-OC)*
- ❑ *answer promptly, e.g. within three rings, identify organization and oneself, speak clearly and pleasantly, greet caller, using name if known, provide requested information or transfer call to someone who can help (NOS-A3.2)*

II. Instructions

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

- ❑ *direct emergency personnel to location of emergency upon their arrival (NOS-C14.2)*

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

- ❑ *communicate that keys can only be duplicated with permission (NOS-C14.5)*

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

- ❑ *assign job tasks to co-workers such as chefs, cooks, waiters, bartenders and food service supervisors (ES-TS)*
- ❑ *(assign) tasks to co-workers such as chefs, cooks, waiters, bar tenders and food service supervisors (ES-TS)*
- ❑ *assign routine...or unusual tasks to other workers (ES-WWO)*
- ❑ *delegate tasks (NOS-A2.1)*
- ❑ *reassign duties (NOS-B12.3)*

Give a set of instructions dealing with simple daily actions and routines where the steps are not presented as a point-form sequence of single clauses. (CLB 6)

- ❑ *give directions to workers and discuss ongoing tasks with them. For example, restaurant managers discuss menus with chefs and notify serving staff of out-of-stock menu items (ES-OC)*
- ❑ *direct and lead food service supervisors, chefs, cooks and serving staff [to coordinate and integrate job tasks] (ES-TS)*
- ❑ *communicate team goals (NOS-A2.1)*

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

- ❑ *communicate environmental policies to staff and guests (NOS-B9.5)*
- ❑ *communicate [function] activities and arrangements to employees (NOS-B12.2)*

III. Suasion (Getting Things Done)

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

- ❑ *ask co-workers for assistance or call authorized repair technician (ES-TS)*

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

- ❑ *contact successful vendor to order equipment (NOS-B9.2)*
- ❑ *place order(s) [to maintain inventory and order products] (NOS-B10.2; B10.3)*

Call for emergency assistance. (CLB 5)

- ❑ *contact proper authorities if guest becomes violent or abusive (NOS-A4.2)*
- ❑ *report emergency: contact emergency personnel or delegate to responsible individual, provide requested information, e.g. nature of emergency, location (NOS-C14.2)*

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

- ❑ *ask chefs or purchasers to seek refunds from suppliers (ES-TS)*
- ❑ *obtain approval [of action plan] from management, if required (NOS-B5.2)*

- ❑ *make recommendations for improvement [to action plans] (NOS-B5.3)*
- ❑ *obtain approval [of employee handbook input] from management team (NOS-B6.3)*
- ❑ *obtain approval for [equipment] purchase (NOS-B9.2)*
- ❑ *encourage staff to take initiative and work as a team to implement environmental policies (NOS-B9.5)*
- ❑ *invite suppliers to take back and reuse crated, pallets and other packaging (NOS-B9.5)*
- ❑ *encourage and motivate staff [to follow opening procedures] (NOS-B11.2)*
- ❑ *encourage employee to assess own performance (NOS-E18.3)*
- ❑ *encourage employees to participate in problem-solving (NOS-E20.1)*

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

- ❑ *request quotes from vendors who meet specifications (NOS-B9.2)*

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

- ❑ *seek and respond to staff suggestions and concerns (NOS-A2.1)*
- ❑ *identify topics to be discussed...seek input from staff (NOS-A3.3)*
- ❑ *seek input from employees on [action] plan (NOS-B5.2)*
- ❑ *seek input from staff and management team [on policies and procedures, employee handbook and marketing activities] (NOS-B6.2; B6.3; D15.4)*
- ❑ *seek input from management team [on budget and employee performance] (NOS-B8.1; E18.3)*
- ❑ *seek feedback from staff about function (NOS-B12.4)*
- ❑ *consult with culinary team to: review strengths and weaknesses of menu items, discuss ideas for new menu items (NOS-D15.1)*

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

- ❑ *offer compensation to encourage customers to return [in response to complaints from customers] (ES-TS)*
- ❑ *make suggestions on improving work processes (ES-WWO)*
- ❑ *contact convenor: check satisfaction, respond to convenor's comments, e.g. thank convenor, resolve complaint (NOS-B12.4)*
- ❑ *coach staff...clarify expectations...provide feedback on desired and undesired behaviours; give feedback to employees as soon as possible, depending on situation; reinforce desired behaviours, e.g. say, "You performed that task very well."; correct undesired behaviours: specify what they did and should have done instead in a positive manner...offer praise in public and constructive criticism in private...adjust communication style to suit his/her preferences...provide feedback on how to handle situation next time (NOS-E18.1)*
- ❑ *provide coaching and counselling if appropriate [to handle performance problems] (NOS-E18.2)*

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

- ❑ *meet with workers involved to discuss the underlying reasons for substandard work and remind them of employment requirements (ES-TS)*
- ❑ *deal with other workers' grievances or complaints (ES-WWO)*

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

- ❑ *negotiate prices and coordinate deliveries of products with suppliers and customer. For example, they may negotiate prices of high-volume food and beverage item with suppliers...Hotel food and beverage managers negotiate prices and dates with customers for the use of facilities for banquets and receptions. (ES-OC)*
- ❑ *may recommend improvements to products, services and facilities as a result of their assessments (ES-TS)*
- ❑ *[verbally] make recommendations to ensure budget goals are met in relevant area (NOS-B8.2)*
- ❑ *negotiate prices if appropriate [when ordering products] (NOS-B10.3)*
- ❑ *provide feedback [on menu tastings], make recommendations (NOS-D15.1)*

Present a formal proposal outlining how the concern should be addressed and a persuasive argument to adopt it. (CLB 9)

- ❑ *participate in formal discussions about work processes or product improvement (ES-WWO)*

Ask for agreement/commitment. (CLB 9)

- ❑ *make job offer, outlining starting wage and benefits, etc.; contact next-most suitable applicant if selected applicant refuses (NOS-E16.5)*
- ❑ *ask employee to sign [disciplinary] document (NOS-E18.2)*

Negotiate a contract/agreement. (CLB 12)

- ❑ *negotiate service contract (NOS-B9.4)*

IV. Information

Presentations

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

- *notify others who may be affected [by a dismissal, layoff or resignation] (NOS-E19.1; E19.2; E19.3)*
- *record announcement that is concise and professional (NOS-A3.2)*

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

- *report [environmentally sustainable] activities to staff and management team (NOS-B9.5)*

Describe a daily routine. (CLB 5)

- *inform other workers or demonstrate to them how tasks are performed (ES-WWO)*
- *outline expectations, e.g. time or date of completion, desired results: confirm delegate understands task (NOS-A2.3)*
- *notify staff members of [schedule] changes made after posting (NOS-B11.1)*
- *notify staff members of any required changes in [security] procedure (NOS-C14.5)*

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

- *share achievements, issues, problems and solutions with management team and staff (NOS-A2.2)*
- *report [budget] discrepancies to immediate supervisor (NOS-B8.2)*
- *monitor receiving procedures...reporting irregularities to appropriate staff (NOS-B10.4)*
- *make recommendations to employee's supervisor [after training session] (NOS-E17.4)*

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

- *update announcement as required (NOS-A3.2)*
- *communicate risks associated with high-risk menu items to staff (NOS-C13.3)*

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

- *orient new employees (ES-WWO)*
- *provide orientation to new staff...check employee's understanding of job functions: encourage questions from employee (NOS-E17.1)*
- *re-train staff for alternate position (NOS-E19.3)*

Describe a moderately complex process. (CLB 7)

- *communicate [action] plan and goals to those involved (NOS-B5.3)*
- *demonstrate correct [bank] procedures to staff (NOS-B8.3)*
- *communicate [marketing] plan to staff and management team as required (NOS-D15.4)*

Give a presentation to describe and explain a complex structure, system or process based on research. Use a diagram to support the explanations. (CLB 8)

- *lead and facilitate training sessions. For example, restaurant managers may train their staff on a new technology to relay orders from front of restaurant to kitchen. They demonstrate procedures and facilitate discussions. They question trainees to ascertain their understanding of procedures. (ES-OC)*
- *train staff [in risk control, operational procedures, equipment breakdown procedures, sanitation standards of operation and food and beverage storage] (NOS-B7.1; B9.3; C13.1; C13.2)*
- *introduce staff to new menu, for example: conduct tastings...show proper presentation, review sales strategies, e.g. wine pairings (NOS-D15.2)*
- *conduct training sessions...inform employees about goals of training...review goals, activities and evaluation method, clarify purpose of training...put trainees at ease, e.g. minimize fear and lack of confidence, encourage questions, reinforce participation with positive feedback, supply information and demonstrate procedures, adjust pace to suit needs of trainees, offer opportunities to practice, provide immediate feedback on progress...test understanding of information, solicit feedback about content of training session and trainer (NOS-E17.4)*
- *provide training to designated in-house trainers that covers required skills and knowledge...demonstration skills, questioning skills, coaching skills, providing positive feedback, giving constructive feedback, conducting evaluations, encouraging learning (NOS-E17.5)*

Give a demonstration, briefing, oral report or position paper. Argue a point. (CLB 9)

- *present plans to management team and staff (NOS-A2.1)*
- *present reports and recommendations regarding: operations, facility, staff development and performance, marketing activities, organizational plans (NOS-A3.5)*

Interaction One-on-One

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

- ❑ *contact casual and on-call employees to check their availabilities (ES-TS)*
- ❑ *discuss personal or work issues away from guests (NOS-A1.1)*
- ❑ *ask for feedback, offer suggestions (NOS-A2.3)*
- ❑ *re-assign task, provide coaching (NOS-A2.3)*

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

- ❑ *conduct additional interviews if necessary (NOS-E16.5)*
- ❑ *conduct exit interview: determine reason for resignation (NOS-E19.3)*

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

- ❑ *meet with local officials, e.g. liquor or fire inspector (NOS-B7.2)*
- ❑ *contact municipal or regional authority [by telephone] (to determine how legislations applies to operation) (NOS-B7.3)*
- ❑ *liaise with local authorities: establish working relationships with local safety inspectors and municipal authorities (NOS-C14.1)*

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

- ❑ *provide advice to customers. For example, catering service managers provide advice to customers on the selection of menus for special events. They question customers to identify their preferences and budgets and to acquire information about particular dietary requirements, food intolerances and allergies. They answer questions from customer and recommend menus to suit their needs. (ES-OC)*
- ❑ *interview potential candidates (ES-TS)*
- ❑ *conduct interview: greet applicant and put at ease...provide information about organization and job, solicit responses to questions...discuss mutual expectations...explain selection process, e.g. indicate when decision will be made, thank applicant (NOS-E16.4)*
- ❑ *advise employee of dismissal in private (NOS-E19.1)*
- ❑ *advise employee of layoff in private...state reason for layoff and effective date (NOS-E19.2)*
- ❑ *offer assistance, if applicable, e.g. counseling; provide feedback on employee's performance and efforts; ask for feedback and recommendations for improvement; discuss possibility of rehiring (NOS-E19.2)*
- ❑ *conduct exit interview... provide feedback on employee's performance and efforts, ask for feedback and recommendations for improvement (NOS-E19.3)*

Provide, obtain and discuss detailed complex information and opinions with individuals in order to coordinate teamwork assignments/tasks. (CLB 9)

- ❑ *discuss technical matters with co-workers, colleagues and suppliers. For example, banquet managers discuss promotional strategies and prices for banquet services with co-workers from other departments. They discuss new technologies for waste and energy management with co-workers, colleagues and suppliers. (ES-OC)*
- ❑ *confirm ability to meet requirements with chef (NOS-B12.1)*
- ❑ *communicate with convenor throughout function (NOS-B12.3)*

Exchange/discuss detailed complex information to solve a problem, make a decision, supervise, motivate, discipline or evaluate performance. (CLB 11)

- ❑ *discuss performance that is below standard: review organization's policies...agree on expectations and goals (NOS-E18.2)*
- ❑ *explain to employee why [disciplinary] action is warranted...review consequences of employee's actions, ask employee to respond...[give] oral warning...identify desirable behaviour for future (NOS-E18.2)*
- ❑ *conduct performance review...greet employee and put at ease; discuss present position and long-term goals...talk about changes in job description and new performance expectations; advise employee of changes to wages/salary, if necessary; ask employee to identify short-term goals...offer honest feedback and encouragement, e.g. positive reinforcement, constructive criticism: offer recommendations for improvement (NOS-E18.3)*
- ❑ *meet with employees and union representatives to discuss grievance (NOS-E20.2)*

Interaction in a Group

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

- ❑ *share knowledge and expertise (NOS-A2.1)*

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

- ❑ *conduct meetings...facilitate discussion...keep conversation on topic, minimize disruption, encourage input from all participants (NOS-A3.4)*
- ❑ *hold staff briefing to cover, for example: menu items...motivation (NOS-B11.2)*
- ❑ *communicate with management team...invite feedback and discussion (NOS-A3.5)*

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

- ❑ *communicate [professional development] plans and seek input from management team (NOS-A1.5)*
- ❑ *discuss ideas with management team (NOS-B5.1)*
- ❑ *discuss [how technology could benefit organization] with staff, management team and suppliers (NOS-B9.1)*

Skill: Listening

I. Social Interaction

Identify specific factual details and inferred meanings in dialogues of casual small talk, introductions, leave-taking, and in short phone calls. (CLB 4)

- *focus on call (NOS-A3.2)*
- *(listen to) [two-way radio] transmission (NOS-A3.2)*

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

- *spend time listening to guests (NOS-A1.1)*
- *use strategies to collect information...talk to industry peers (NOS-D15.5)*

Identify situation and relationship between speakers. (CLB 5)

- *look for verbal and non-verbal indicators of problems from guests, for example...overheard remarks made between guests (NOS-A4.1)*

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

- *answer inquires of prospective convenors (NOS-B12.1)*

Identify stated and unspecified details, facts and opinions about situation and relationship of participants containing expression of and response to gratitude and appreciation, complaint, hope, disappointment, satisfaction, dissatisfaction, approval and disapproval. (CLB 7)

- *receive complaints from customers who are angry because the service is slow or because they have been served the wrong meals (ES-TS)*

II. Instructions

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

- *follow instructions (for emergency), e.g. evacuate building (NOS-C14.2)*

Understand simple directions on the phone. (CLB 7)

- *respond to (telephone) messages as soon as possible (NOS-A3.2)*

III. Suasion (Getting Things Done)

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

- *consider feedback from others (NOS-A1.5)*
- *listen to messages: do not interrupt speaker, be aware of verbal and non-verbal messages, e.g. tone of voice, body language, show interest in what is being said, e.g. nod, smile, use appropriate eye contact (NOS-A3.1)*
- *encourage and listen to direct feedback from staff and guests (NOS-A4.1)*
- *accommodate special requests (NOS-B11.3)*
- *monitor operations during shift to ensure...guest satisfaction...promotion of products (NOS-B11.3)*
- *verify function details with convenor, including payment details (NOS-B12.2)*
- *check information about character and job history with former employers [by telephone] (NOS-D16.5)*

Demonstrate comprehension of details and speaker's purpose in directive requests, reminders, orders and pleas. (CLB 7)

- *gather information from confirmed convenor (NOS-B12.1)*
- *answer inquires of prospective convenors (NOS-B12.1)*
- *confirm arrangements with outside suppliers (NOS-B12.2)*

IV. Information

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

- *find information on customers' needs, preferences and budgets by asking them (ES-TS)*
- *find new ideas for menus, food presentation and table settings by consulting colleagues, attending food industry fairs (ES-TS)*

- *learn by talking to co-workers, customers, colleagues and suppliers, touring trade shows (ES-CL)*

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

- *conduct exit interview: determine reason for resignation (NOS-E19.3)*

Demonstrate comprehension of details and speaker's purpose in directive requests, reminders, orders and pleas. (CLB 7)

- *investigate and review all facts before acting: speak to all individuals involved, listen and respond to employees (NOS-E18.2)*
- *seek legal advice [regarding staff dismissal], if required (NOS-E19.1)*

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

- *attend conferences, training courses and seminars given by universities and provincial and territorial associations on topics such as management and socially responsible liquor services (ES-CL)*
- *participate in learning opportunities, e.g. attend courses and conferences (NOS-A1.5)*
- *take training course (NOS-B7.3)*
- *attend [technology] conferences and courses (NOS-B9.1)*

Skill: Reading

I. Social Interaction Texts

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

- *use email...check messages regularly (NOS-A3.2)*

Identify factual details in moderately complex notes, e-mail messages, letters and announcements containing cancellations of arrangements, apologies. (CLB 6)

- *read email messages and letters. For example, banquet and catering service managers read customers' questions about menus, prices and services in faxed letters and email messages. Restaurant managers read email messages and letters in which suppliers confirm the availability of requested equipment. Managers in licensed establishments read about upcoming training seminars on socially responsible liquor services in letters from provincial ministries of health. (ES-RT)*
- *read messages: scan for specific information, skim for general meaning, read for understanding, clarify understanding of message, e.g. ask questions, re-read (NOS-A3.1)*

Identify factual details and inferred meanings in moderately complex notes, e-mail messages and letters expressing appreciation, complaint, hope, satisfaction, dissatisfaction. (CLB 7)

- *(read) all comments or concerns [from employee feedback cards] (NOS-E20.1)*

II. Instructions

Follow a set of common everyday instructions (up to 10 steps) when not presented completely in point form: sequence/order must be inferred. (CLB 6)

- *follow [written] reporting procedures (NOS-A3.5)*
- *follow [written] organization and supplier guidelines (for ordering products and supplies) (NOS-B10.1)*

III. Business/Service Texts

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

- *read signs, labels or lists (ES-DU)*
- *read tables, schedules or other table-like text (ES-DU)*
- *review schedule to ensure all shifts are covered (NOS-B11.1)*

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

- *verify purchase order and invoice amounts. For example they...verify line amounts, taxes, volume discounts and totals on purchase orders. (ES-N)*
- *follow [meeting] agenda (NOS-A3.4)*
- *review guests' comment cards/guest surveys (NOS-A4.1)*
- *ensure deposits match net sales on revenue reports for period, monitor daily receipts and cash register totals, reconcile credit card deposits, interpret bank statements (NOS-B8.3)*
- *follow training outline (NOS-E17.4)*

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

- *read application notes, warnings and other text on labels of cleaning products. They read instructions for the safe handling and storage of these chemical products and notes about first aid in material safety data sheets. (ES-RT)*
- *read short text passages in catalogues and product information sheets. For example, restaurant managers read about equipment in suppliers' catalogues. They read about special features and characteristics in product information sheets from suppliers. (ES-RT)*
- *monitor warranty expiration and limitations on equipment (NOS-B9.3)*
- *monitor service contracts, for example: check service to ensure that maintenance is provided as per service agreement, refer to invoices to ensure that charges are as per agreement (NOS-B9.4)*
- *review product specifications on regular basis (NOS-B10.3)*
- *evaluate purchasing procedures (NOS-B10.3)*

- *[review] terms of purchasing agreements, for example: line of credit available, method and schedule of payment, delivery schedule, including acceptable times of day for delivery (NOS-B10.4)*
- *[review] feedback from staff and guests [guest comment cards, staff logbook] (NOS-D15.1)*

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

- *locate data in lists, tables and schedules. For example, they scan suppliers' price lists to confirm prices on food and beverage products. They scan production preparation lists to determine duties to assign to staff. They scan tables to locate data such as hourly wages and hours worked by employees. They scan staff schedules to confirm workers' shifts. (ES-DU)*
- *locate data in forms. For example... They locate the names, addresses and years of experience of applicants in job applications forms. Catering service and banquet managers locate data such as dates, customers' names and addresses, product identifiers, quantities ordered and modes of payment in purchase order forms. (ES-DU)*
- *locate data such as dates and times of incidents, names of individuals involved, damages incurred and actions taken in log books (ES-DU)*
- *check prices offered by several suppliers and determine which suppliers offer the lowest prices (ES-N)*
- *(read) annual budgeted expenses (ES-N)*
- *review training records to ensure compliance with Workplace Hazardous Materials Information System requirements (ES-TS)*
- *analyze [purchasing] quotes (NOS-B9.2)*
- *identify supplier options: compare prices and quality (NOS-B10.3)*
- *analyze reports by identifying high- and low-: volume sales items, cost items, contribution margin items (NOS-D15.3)*
- *compare actual to forecasted sales (NOS-D15.4)*

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

- *read about customers' areas of concern in comment forms (ES-RT)*
- *review résumés to identify relevant work histories and educational achievements...and analyze qualifications (ES-TS)*
- *review and update job descriptions as required (NOS-D16.2)*
- *review applications or résumés: compare application forms or résumés to job descriptions (NOS-E16.3)*
- *review employee file to collect information about previous reviews, reprimands, promotions (NOS-E18.3)*

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

- *(compare) invoices to purchase orders and products received (NOS-B10.4)*

Identify factual and inferred meanings in written proposed solutions, recommendations and proposals; and in statements of rules, regulations, laws and norms of behaviour. (CLB 8)

- *read standards, codes, rules and regulations. For example, they may review liquor legislation to verify regulations concerning the posting of licenses. They may review health, safety and sanitation legislation, and codes and regulations to ensure compliance. Food and beverage managers in hospitals and other organized workplaces may review clauses in collective agreements to find details of extended leaves for workers. (ES-RT)*
- *review operational procedures [to assess the operational effectiveness of food and beverage establishments that they manage] (ES-TS)*
- *review organization's [policies and procedures] documents (NOS-B6.2)*
- *review existing [employee] handbook: ensure content is comprehensive and up to date (NOS-B6.3)*
- *(read) provincial or territorial liquor legislation...[review] guidelines and restrictions of liquor license (NOS-B7.2)*
- *[read] organization's policies and procedures (NOS-B11.4)*
- *[refer to] provincial/territorial and federal legislation, e.g. responsible beverage service, health and safety [when supervising functions] (NOS-B12.3); human rights, employment standards; collective agreements (NOS-E16.2)*
- *review Canadian Restaurant and Foodservices Association (CRFA) Sanitation Code or provincial/territorial health guidelines (NOS-C13.1)*
- *review security procedures [for food and beverage storage] (NOS-C13.2)*
- *[review] guidelines for Hazard Analysis and Critical Control Points (HACCP); legislation and guidelines for safe handling of food and beverage products, e.g. temperature requirements for storing poultry, milk and seafood (NOS-C13.3)*
- *[review] safety legislation and guidelines, e.g. occupational health and safety (NOS-C14.1)*
- *review staff [emergency] training procedures (NOS-C14.2)*

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

- *conduct market research, e.g. competitor's products, trends [to build or revise menu] (NOS-D15.1)*

Obtain information for key work/business tasks by locating and integrating several pieces of information in complex prose texts and formatted texts. (CLB 9)

- ❑ *collect and analyze financial data to improve profitability. For example, they analyze deviations from budgets and expected sales; they compare budgeted amounts to actual expenditures and expected sales to actual sales for all food and beverage products purchased and sold. They identify items that were underestimated and trends in prices of food and beverage supplies to improve the accuracy of future cost estimates and adjust prices. (ES-N)*
- ❑ *review previous budgets and allocations of funds (NOS-B8.1)*
- ❑ *review daily reports to ensure revenue and expenses are within guidelines, e.g. determine if cost percentages are meeting organization standard, review incoming bills, analyze deviations from budget (NOS-B8.2)*
- ❑ *explore [budget] variances from projections (NOS-B8.2)*
- ❑ *review budget: analyze cost effectiveness of training options (NOS-E17.2)*

IV. Informational Texts

Get the gist, key information, and important detail of simple explicit one- to two-paragraph texts. (CLB 3)

- ❑ *locate data on labels and signs. For example, they scan labels on cleaning products to identify product names, hazardous ingredients, concentrations and other data. Managers for food service contractors, caterers and mobile food services identify street names on signs when travelling to new work sites. (ES-DU)*
- ❑ *ensure fire extinguishers are correctly labelled (NOS-C14.1)*

Demonstrate comprehension of a two- or three-paragraph moderately complex descriptive or narrative text on a familiar topic. (CLB 5)

- ❑ *read descriptions of equipment breakdowns and other incidents in logbooks. (ES-RT)*
- ❑ *review competitors' advertisements (NOS-D15.5)*
- ❑ *use logbook...review entries at beginning of shift (NOS-A3.2)*
- ❑ *identify recurring problems in maintenance log (NOS-B9.3)*
- ❑ *review log book [opening procedures] (NOS-B11.2)*

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

- ❑ *obtain information from sketches, pictures and photographs. For example, they scan coloured photographs in trade magazines when searching ideas for menus, food presentation and table settings. (ES-DU)*
- ❑ *locate dimensions, distances and other data on maps and scale drawings. For example, managers for food service contractors, caterers and mobile food services identify addresses for food deliveries on street maps. They may obtain dimensions of dining rooms on floor plans of venues for upcoming events. (ES-DU)*
- ❑ *obtain information from graphs or charts (ES-DU)*
- ❑ *obtain information from sketches, pictures or icons (ES-DU)*

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

- ❑ *review specifications of equipment, for example: manufacturers' name, model...electrical or plumbing characteristics (NOS-B9.2)*
- ❑ *review [job] advertisement or posting to ensure it: is precise, and accurate, is consistent with organization's image, e.g. logo, design, complies with human rights legislation (NOS-E16.3)*

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

- ❑ *read articles and features in newsletters and trade magazines. For example, they read articles and features in trade publications to stay abreast of trends in sustainable development, marketing, nutrition, hygiene and food safety. Banquet and catering service managers read articles in trade magazines to obtain ideas for menus, food presentation and table settings. (ES-RT)*
- ❑ *read short reports. For example, food concession managers read incident reports to clarify their understanding of recommendations to be implemented. They read audit reports to obtain confirmation of improvements to service and identify service features that fall below standards. (ES-RT)*
- ❑ *(review) several options for training resources, location, duration and delivery based on cost and availability...Past training decisions provide only limited guidance, since they do not relate to the same equipment. (ES-TS)*
- ❑ *find information about new approaches, methods, procedures and technologies relevant to their work. For example...searching trade publications and websites (ES-TS)*
- ❑ *review minutes from last meeting (NOS-A3.3)*

- ❑ *review industry publications (NOS-B9.1)*
- ❑ *review current menu, including: sales reports, e.g. costs, contribution margin (NOS-D15.1)*
- ❑ *review reports to determine: cost of sales for each category or item, percentage of total sales for each category or item (NOS-D15.3)*

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

- ❑ *locate data and identify trends in graphs. For example, they may scan graphs to identify industry trends and growth opportunities in the sale of food and beverage services. They may also analyze graphs to identify relationships between accommodations and food and beverage operation in hospitality businesses. (ES-DU)*
- ❑ *interpret information on graphs or charts (ES-DU)*
- ❑ *interpret scale drawings (e.g. blueprints or maps) (ES-DU)*

Demonstrate comprehension of factual details and inferred meanings in an extended description, report or narration when events are reported out of sequence. Draw conclusions. (CLB 8)

- ❑ *read manuals and guides. For example, they may read nutrition guides to gain knowledge about food allergies and intolerances and restricted diets such as vegetarian, Heart Smart and high fibre/low protein. Restaurant managers may read software manuals and help files to review the operations needed to create work schedules, control product inventories, track sales and identify frequent customers. (ES-RT)*
- ❑ *refer to user manuals to troubleshoot the equipment (ES-TS)*
- ❑ *research technology with potential benefits to determine: product specifications and requirements, purchase and operational costs, training required for staff (NOS-B9.1)*
- ❑ *review and update employee training as needed (NOS-C14.4)*
- ❑ *review organization's objectives, identify skills and knowledge required as outlined in job descriptions, compare actual to expected performance...review past training objectives and results for suitability, consider training needs and commitments noted on individual staff performance reviews (NOS-E17.2)*

Information Literacy/Reference and Study Skills Competencies

Access and locate three or four pieces of information in on-line electronic reference sources (e.g., World Wide Web, library databases), if available, or from print reference sources. (CLB 7)

- ❑ *find information on customers' orders by searching files and databases (ES-TS)*
- ❑ *use browsers to access product catalogues on suppliers' websites ...to access newsletters and forums. They perform keyword searches to obtain information about menus, recipes, special diets, competitors and legislation. (ES-CU)*
- ❑ *(browse) the internet and (read) widely (ES-CL)*
- ❑ *access current information, e.g. Internet sites, industry magazines (NOS-A1.5)*
- ❑ *use Internet/intranet: use search engines to find information, use social networking tools (NOS-A3.2)*
- ❑ *seek information from Internet (NOS-B9.1)*

Skill: Writing

I. Social Interaction

Convey personal messages in an informal or formal personal short letter or a note to express invitations, thanks, regrets, cancellations and apologies. (CLB 4)

- *notify unsuccessful interviewees that position has been filled, if applicable (NOS-E16.5)*

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

- *use email: use professional language (NOS-A3.2)*

Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to appreciation, complaint, disappointment, satisfaction, dissatisfaction and hope. (CLB 7)

- *use communications software. For example they use email programs to exchange email messages and attachments with customers, co-workers and suppliers. (ES-CU)*

II. Recording/Reproducing Information

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

- *(write list of) names and phone numbers of relevant local service authorities and other individuals, e.g. owner, manager (NOS-C14.1)*

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

- *record tasks to be completed in specific time periods, e.g. create to-do lists (NOS-A2.2)*
- *record inspections and spot checks (NOS-C14.1)*

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

- *record notes and messages that are complete and accurate (NOS-A3.2)*

Write minutes of a meeting. (CLB 9)

- *may write minutes of staff meetings. They summarize discussions, record decisions made and note items requiring follow-up. They use clear and concise language to ensure all parties share a common understanding of what was said. (ES-W)*
- *record minutes and follow-up actions, e.g. date of next meeting, policy revisions, action plan (NOS-A3.4)*

III. Business/Service Messages

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

- *write reminders, notes to co-workers and short text entries in logbooks and forms. For example, they write notes to inform co-workers that inventories of particular items are low and that new supplies have been ordered. Catering service and banquet managers write brief comments about clients' order in purchase order forms. (ES-W)*

Fill out forms. (CLB 5)

- *enter information on tables and table-like text (ES-DU)*
- *write and round off sales amounts (ES-N)*
- *complete records as required, ensure information is current and accurate, e.g. dates, calculations, inventory counts (NOS-A6.1)*
- *keep records of deposits (NOS-B8.3)*
- *[keep] records [for equipment], including: serial number, voltage, place of purchase, cost and date of purchase (NOS-B9.3)*
- *track contractor's time spent servicing equipment (NOS-B9.4)*
- *document levels [of stock] (NOS-B10.2)*
- *record head count (NOS-B12.3)*
- *record [temperature] results (NOS-C13.2)*
- *keep record of training each employee completes (NOS-E17.2)*

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

- *use logbook: print or write legibly, record information for next shift, follow organization's policies, e.g. initial entries, use standardized acronyms (NOS-A3.2)*
- *record concern [of guest] and action taken (NOS-A4.2)*
- *use log book to report shift activity to next shift (NOS-B 11.3)*
- *complete documentation for shift, e.g. log entry, time sheets, labour/product cost records (NOS-B11.4)*

- ❑ *record [safety] inspections and actions taken (NOS-C14.5)*

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

- ❑ *complete forms by marking check boxes, recording numerical information or entering words, phrases, sentences or texts of a paragraph or more (ES-DU)*
- ❑ *enter data into forms. For example, they may enter names of representatives, types of goods supplied, minimum orders required and lines of credit available into vendor identification forms. They may enter data such as ingredients, amounts, methods of preparation, sizes of servings, methods of presentation, selling prices, costs and contribution margins into menu identification forms. They require data from several secondary sources to complete these forms. (ES-DU)*
- ❑ *(create) preventive maintenance and cleaning schedule [for equipment] (NOS-B9.3)*
- ❑ *(complete accident log book) after each incident, including: date and time of incident, individuals involved, loss and/or damage incurred, actions taken in response, actions taken to prevent repeat occurrence (NOS-C14.1)*
- ❑ *convey written messages: use appropriate format and style, be clear, make use of plain language, use correct grammar, consider impact of message, be sure message is complete, proofread draft and revise as necessary, use support material, e.g. attachments, ensure message is received and understood (NOS-A3.1)*
- ❑ *(revise) revenue and costs to daily, weekly or monthly budget plans (NOS-B8.1)*
- ❑ *create necessary budget statements...make amendments as required (NOS-B8.1)*
- ❑ *track inputs, e.g. costs, staff time, track results, e.g. increased sales, reduced waste (NOS-B9.1)*
- ❑ *use record-keeping system (e.g. stock sheets, log book) to track: par stock levels for all products, receipt of inventory...form guidelines for internal requisition, e.g. ensure items are allocated to proper cost centre/department...re-order products and supplies (NOS-B10.1)*
- ❑ *create product list (NOS-B10.3)*
- ❑ *complete function sheet, for example: date, time, budget, food and beverage requirements...number of confirmed guests (NOS-B12.1)*
- ❑ *complete necessary documentation, e.g. liquor permit, invoices (NOS-B12.2)*
- ❑ *use checklists, note infractions and corrective actions...record and file internal and external inspections (NOS-C13.1)*
- ❑ *record details of emergency, e.g. complete incident report (NOS-C14.2)*
- ❑ *document costs and results [of marketing activities] (NOS-D15.4)*

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

- ❑ *write email messages and short letters. For example, banquet and catering service managers write email messages to answer customers' questions about menus, prices and services. Restaurant managers write email messages to ask suppliers about the availability of equipment. (ES-W)*
- ❑ *prepare list of [interview] questions relevant to information required (NOS-E16.4)*
- ❑ *record results of [job] interview, e.g. note observations, score responses (NOS-E16.4)*
- ❑ *document discussions and any disciplinary action (NOS-E18.2)*
- ❑ *document the [performance] review, noting obligations of both parties and employee's comments (NOS-E18.3)*
- ❑ *complete personnel file (NOS-E19.1; 19.3)*
- ❑ *complete employee's file (NOS-E19.2)*

Convey business messages as written notes, memoranda, letters of request, or work record log entries, to indicate a problem, to request a change, or to request information. (CLB 8)

- ❑ *develop or update checklist for inspection procedures (NOS-C13.1)*
- ❑ *create job advertisement or posting, including, for example: position title, major job responsibilities, education and work experience required...when and how to contact (NOS-E16.3)*
- ❑ *establish or update orientation checklist with information about: organization's philosophy, mission statement, vision, goals and objectives, history, structure, policies and procedures, e.g., health and safety, emergency, chain of command...training activities overview (NOS-E17.1)*
- ❑ *note recommended improvements to training outline and delivery, e.g. change activities, update training aids, modify personal presentation techniques (NOS-E17.4)*

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

- ❑ *create lists, tables and schedules. For example, they prepare lists of products to be purchased for menu items. They create wine and liquor lists. They create tables to track sales, inventories and orders. They prepare calendars and staff schedules for the production and delivery of food and beverage services to customers. (ES-DU)*
- ❑ *create tables, schedules or other table-like text (ES-DU)*
- ❑ *prepare resource allocation matrices, calendars and work schedules. For example, hotel food and beverage managers prepare calendars and staff schedule for the operation of kitchen, dining rooms and bars They have to adjust calendars and schedules frequently because of sick leaved, staff shortages and other unexpected circumstances. (ES-N)*
- ❑ *prepare budgets (ES-N)*
- ❑ *may prepare financial statements. For example self-employed food and beverage managers prepare balance sheets income and expense statements and statements of cash flow (ES-N)*
- ❑ *create and modify databases to track product inventories and purchase orders (ES-CU)*
- ❑ *create staff schedules, budget forecasts and invoices using spreadsheet programs. They create spreadsheets to track hours worked by employees (ES-CU)*
- ❑ *record financial transactions, calculate payroll and prepare paychecks, invoices and financial statements (ES-CU)*
- ❑ *document environmental performance [such as amount of waste produced, cost per ton, refunds collected, activities in place] (NOS-B9.5)*
- ❑ *develop training outlines...establish measurable and specific learning objectives; define objective in performance terms, as indicated in job descriptions (NOS-E17.3)*

Write letters to request and to respond to requests for information, directions, service/product, clarification, permission. (CLB 9)

- ❑ *write, edit and format text for letters, procedures and job descriptions using work processing programs (ES-CU)*

Write short suggestions and reports as memos and pre-set form reports. (CLB 9)

- ❑ *complete documentation, e.g. post-event report (NOS-B12.4)*

Write credit communication and complaint, claim and adjustment letters. (CLB 10)

- ❑ *write letters of complaint to suppliers when products are damaged and below quality standards. (ES-W)*

Create forms and other materials in pre-set formats to collect and record complex information in a standard way. (CLB 11)

- ❑ *design menu considering menu engineering concepts, e.g., highlight new items, use boxes to highlight high-contributions items (NOS-D15.1)*

IV. Presenting Information

Write a short text about a personal or familiar situation. (CLB 3)

- ❑ *date-stamp and label products, e.g. note dates items are opened (NOS-C13.2)*

Write a paragraph to relate/narrate a sequence of events; to describe a person, object, scene, picture, procedure or routine; or to explain reasons. (CLB 5)

- ❑ *communicate (grievance) action in writing to union representative (NOS-E20.2)*

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

- ❑ *write job descriptions. They describe general duties, specific tasks to be performed, tools and equipment to be used, performance expectations, qualifications needed and other requirements. They must be explicit and precise to reduce ambiguity and possibilities for misinterpretation. (ES-W)*
- ❑ *develop job descriptions...adapt content for job descriptions to suit organization (NOS-E16.2)*

Write three or four paragraphs to narrate a historical event; to tell a story; to express or analyse opinions on a familiar abstract topic; or to provide a detailed description and explanation of a phenomenon or a process. (CLB 8)

- ❑ *write policies, procedures and standards. For example, they may write procedures for preventing incidents and responding to emergencies. They may write procedures for the safe and sanitary maintenance of facilities, equipment and supplies. They may write cash handling standards, dress codes and standards of service (ES-W)*
- ❑ *revise [written] operational procedures as a result of...assessments (ES-TS)*
- ❑ *write or revise policies and procedures: note changes in policies and procedures, indicate effective date (NOS-B6.2)*
- ❑ *(write) information [in employee handbook]...in simple and easy to read format (NOS-B6.3)*

- *(write) or update environmental policies (NOS-B9.5)*

Write a paper, essay, report to describe and compare complex ideas, phenomena or processes. (CLB 9)

- *may write texts for leaflets, brochures, newspapers, newsletters and internet sites to promote their food and beverage service establishments. For example, catering service and banquet managers write leaflets, brochures and texts for websites. They describe their organizations' menu items and personalized services. They may also write newsletter articles about topics such as matching wines to foods. They gather, select and rewrite information from various sources for mixed audience if industry professionals and gourmets. (ES-W)*

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