



## COOK (NOC 6242)

### **Job Definition<sup>1</sup>:**

Cooks prepare and cook a wide variety of foods. They are employed in restaurants, hotels, hospitals and other health care institutions, central food commissaries, educational institutions and other establishments. Cooks are also employed aboard trains, ships and at construction and logging camps.

### **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 cooks. The tasks are illustrative only, and do not provide a complete sample of what a cook does on the job. Other essential skills such as numeracy and computer skills are beyond the scope of the OLA. The OLA was validated by a panel of people employed in the occupation and by CLB experts. It was developed by CLB experts using three key resources:

- the *Canadian Language Benchmarks 2000*, Centre for Canadian Language Benchmarks and Citizenship and Immigration Canada
- the *National Occupational Standards for Professional Cooking*, Canadian Tourism Human Resource Council
- the *Essential Skills Profile for Cooks*, Human Resources and Skills Development Canada

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

### **How to Read this Occupational Language Analysis:**

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

---

<sup>1</sup> *Essential Skills Profile for Cooks (NOC 6242)*, Human Resources and Skills Development Canada, as posted November 25, 2005

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-B2.5) = National Occupational Standard, Major Category B, Skill 2; Subskill 5

### **Comparative Ratings:**

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

Skill Area	Typical		Most Complex	
	Essential Skills	CLB	Essential Skills	CLB
Speaking	1 - 3	5 - 10	3	9 - 10
Listening	1 - 3	5 - 10	3	9 - 10
Reading	1 - 3	3 - 9	3	7 - 9
Writing	1 - 3	4 - 8	3	8

### **Common Conditions of Communication:**

Condition	Description
Purpose	– giving/taking direction, working as part of a team, providing customer service
Audience	– co-workers, supervisors, customers, delivery/service personnel, inspectors
Context	– immediate, familiar, close-quartered, often noisy with interference from equipment, stressful and fast-paced
Topic	– varies greatly with context and special events
Mode	– in person, by phone, possibly by radio

<sup>2</sup> *Canadian Language Benchmarks and Essential Skills Comparative Framework*, Centre for Canadian Language Benchmarks, 2005

# Skill: Speaking

## I. Social Interaction

### Interpersonal Competencies

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

- *may chat briefly with guests at their tables to ascertain satisfaction with the food served (ES-OC)*

#### **Introduce a person (e.g., guest, speaker) formally to a small familiar group. (CLB 6)**

- *introduce new employee to co-workers (NOS-P2.2)*

#### **Make or cancel an appointment or arrangement. (CLB 6)**

- *schedule applicants (NOS-P1.6)*
- *set mutually acceptable date and time for review (NOS-P3.7)*

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

- *use positive reinforcement to recognize team and individual achievements, for example: pass on compliments, say 'thank you' for good work (NOS-P3.6)*

#### **Express and respond to negative value judgments/criticism. (CLB 11)**

- *correct employee performance: discuss issue or concern: remain calm; keep an open mind; focus on facts, not personalities; use positive reinforcement; restate company policies, procedures and expectations (NOS-P3.7)*
- *dismiss employees: conduct employee dismissal interview in person according to legislation and collective agreements, providing: reason, e.g. misconduct, poor performance, copies of documentation, e.g. written warnings, company policy, performance reviews, details of compensation and benefits, if applicable, e.g. holiday pay (NOS-P3.12)*

### Conversation Management

#### **Avoid answering a question. (CLB 6)**

- *maintain integrity, for example: avoid conflict of interest; avoid degrading or malicious discussion about competitors or colleagues; maintain confidentiality (NOS-A1.2)*

#### **Manage conversation. Check comprehension. (CLB 8)**

- *communicate expectations clearly; confirm understanding (NOS-A1.10)*
- *check for understanding of operation and job responsibilities (NOS-P2.2)*

#### **Use a variety of strategies to keep conversation going. (CLB 8)**

- *display interest and enthusiasm, for example: nod periodically, smile appropriately, establish eye contact (NOS-B1.5)*
- *paraphrase or ask questions to: show interest, confirm understanding, clarify information (NOS-B1.5)*

#### **Encourage others to participate. (CLB 8)**

- *establish comfortable working environment, e.g. encourage open communication (NOS-A1.11)*

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

- *conduct meeting; explain purpose of meeting; discuss all topics on agenda; control meeting, for example, stay on topic, encourage input from all participants, limit time for discussion, agree on courses of action, delegate tasks to be undertaken (NOS-P3.3)*

### Phone Competencies

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

- *answer telephone promptly: greet caller, identify self and department (NOS-B1.8)*

#### **Carry on a brief phone conversation in a professional manner. (CLB 8)**

- *ask caller for permission to place call on hold, if unable to attend to caller immediately, return calls promptly (NOS-B1.8)*
- *notify and thank unsuccessful candidates by telephone (NOS-P1.8)*

## II. Instructions

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

- interact with servers to clarify orders or to explain how to serve specialty dishes, such as salmon wrapped in a banana leaf (ES-OC)*
- talk to dishwashers and stewards about cleanup and the availability of cutlery or dishes (ES-OC)*
- may assign the day's tasks and duties to those whom they supervise (ES-OC)*

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

- inform other workers or demonstrate to them how tasks are performed (ES-WWO)*
- explain emergency procedures and identify safety equipment (NOS-P2.2)*

### Give clear, detailed oral information to someone to carry out complex multi-step instructions for a familiar technical/non-technical process. (CLB 9)

- orient new employees (ES-WWO)*
- communicate procedures to purchasing employees (NOS-Q2.3)*

## III. Suasion (Getting Things Done)

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

- recruit assistance for heavy or awkward items (NOS-C4.6)*
- load/unload ovens: ask for assistance if required (NOS-D2.7)*
- offer assistance; ask for help as needed (NOS-P3.5)*

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

- interact with suppliers, servicers (ES-OC)*
- interact with delivery personnel who deliver food items to the kitchen (ES-OC)*

### Call for emergency assistance. (CLB 5)

- report emergency to emergency personnel: dial emergency telephone number, give address twice, provide any other information requested, if possible, stay on line until emergency personnel disconnects call, report emergency to supervisor (NOS-C6.2)*

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

- place supply orders by phone (ES-OC)*
- call maintenance personnel to request repair of equipment (ES-OC)*
- notify supervisor if updates are necessary (NOS-C6.1)*

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

- evacuate building if necessary, inform guests in immediate danger, direct flow of traffic (NOS-C6.2)*

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

- check task in progress periodically, e.g. ask for feedback, offer suggestions (NOS-A1.10)*
- seek referrals from employees, educators and suppliers (NOS-P1.5)*
- seek input from key personnel, e.g. human resources department (NOS-P1.6)*
- seek feedback about orientation session (NOS-P2.2)*
- plan menus for specialty diets: consult dietitian or resource person (NOS-Q4.2)*
- seek feedback from guests, e.g. table talk; note areas of concern, e.g. service, maintenance, product quality (NOS-Q 6.4)*

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

- submit recommendations to supervisor and ask for feedback (NOS-Q6.1)*

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

- may find that supplies received do not meet the quality standards. They may raise this matter at the next staff meeting or bring it to the attention of their supervisor (ES-TS)*

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

- call the room service supervisor to discuss ways in which they can speed up service (ES-TS)*
- have opportunities to make suggestions on improving work processes (ES-WWO)*

**Formally raise an issue with an individual or a group in authority. (CLB 9)**

- ❑ *report budget discrepancies to immediate supervisor (NOS-Q1.3)*

**Ask for agreement/commitment. (CLB 9)**

- ❑ *make job offer: outline terms and conditions of employment, offer position (NOS-P1.8)*
- ❑ *resolve conflicts between colleagues involving minor complaints, such as differences of opinion about use of kitchen equipment (ES-OC)*
- ❑ *interact with: co-workers; those you supervise or direct; supervisor/manager; customers/clients/public; suppliers, servicers to negotiate, resolve conflict (ES-OC)*

**Negotiate a contract/agreement. (CLB 12)**

- ❑ *if candidate declines: determine reason; revise offer, if appropriate (NOS-P1.8)*
- ❑ *negotiate prices whenever possible, e.g. high volume items may be negotiable (NOS-Q2.3)*

## **IV. Information**

### **Presentations**

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

- ❑ *describe grills, charbroilers and barbecues (NOS-D2.3)*
- ❑ *describe difference between broiler and salamander (NOS-D2.6)*
- ❑ *describe characteristics of alcohol (NOS-E7.5)*

**Describe a simple process. (CLB 6)**

- ❑ *describe parts of recipe; name of recipe, yield, ingredients and exact amounts, equipment needed, directions for preparation, cooking instructions (NOS-E7.1)*

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

- ❑ *share knowledge and expertise (NOS-A1.9)*
- ❑ *describe nutritional requirements for alternative and restrictive diets, e.g. vegetarian, low-fat, low-salt (NOS-E1.1)*

**Describe a moderately complex process. (CLB 7)**

- ❑ *interact with co-workers to instruct, instill understanding, knowledge (ES-OC)*
- ❑ *describe Workplace Hazardous Materials Information System (WHMIS) (NOS-C4.1)*
- ❑ *describe nutritional components of food; identify key components in food; for example carbohydrates, proteins, fats; identify nutritional components of food groups (NOS-E1.2)*
- ❑ *describe systems of measurement, e.g. metric, imperial, U.S. measure (NOS-E2.1)*

**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)**

- ❑ *identify main food groups, e.g. as defined by Canada Food Guide To Healthy Eating, describe significance of portion sizes and number of recommended daily servings for maintaining good health (NOS-E1.1)*

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

- ❑ *brief employees before function: establish work stations; delegate team assignments; explain function, for example: reason for function, e.g. wedding, who is being served; identify protocol requirements and service order; explain function sheet, for example: menu and food ingredients; wine; timing of courses (NOS-Q5.4)*

**Give a seminar-style presentation on a researched topic; explain complex concepts and ideas, by using analogy, examples, anecdotes and diagrams. (CLB 10)**

- ❑ *conduct training session; ask about employees' expectations; address concerns and misconceptions; adjust session to encompass expectations; explain: training objectives, rationale and expected benefits / outcomes, provide instruction or demonstration; provide opportunity for practice; encourage questions and participation; use positive reinforcement (NOS-P2.4)*

## **Interaction One-on-One**

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

- *ask employees about current duties and responsibilities (NOS-P1.3)*

**Discuss options. (CLB 8)**

- *communicate with employees, listen to suggestions and follow up, identify options being considered (NOS-A1.9)*

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

- *discuss deadlines and timeframes with colleagues to coordinate the sharing of equipment and workspace. This can be complicated when the restaurant is busy or when several catering events overlap. The effectiveness of this communication has a large impact on efficiency (ES-OC)*
- *liaise interdepartmentally with bartenders or housekeeping staff who set up tables for events and functions (ES-OC)*
- *assign routine tasks to other workers (ES-WWO)*

**Provide, obtain and discuss detailed complex information and opinions with an individual in a peer or superior relationship in order to coordinate work, train in established procedures, delegate, solve a problem or conflict, or make a decision. (CLB 10)**

- *delegate tasks which can be handled by others, maintain communication with management and employees to share achievements, issues, problems and solutions (NOS-A1.7)*
- *delegate tasks (NOS-A1.9)*
- *provide training, if necessary (NOS-A1.10)*
- *report safety concerns to supervisor, for example: unsafe chairs and tables, loose or damaged floor, ceiling or wall tiles, inadequate or burned out lighting, malfunctioning kitchen equipment (NOS-C4.3)*
- *make arrangement with client for buffet / banquet: discuss with client: number / type of functions; budget; number of guests; dietary concerns; seating; equipment needs etc., arrange for payment (NOS-Q5.1)*

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

- *provide feedback, e.g. positive reinforcement, constructive criticism (NOS-A1.9)*
- *conduct interview: greet applicant and put at ease; provide overview of company; gain insight into applicant's personality, attitude and skills, for example: discuss information on application form, resume and reference list; ask open ended questions; ask about strengths, weaknesses and short and long range plans; review job description; ensure applicant understands requirements of position (NOS-P1.6)*
- *correct employee performance: provide constructive suggestions as to how issue or concern could be resolved, or encourage employee to resolve issue independently; reach agreement on course of action; specify time frame for resolution; identify consequences of non-compliance (NOS-P3.7)*
- *conduct performance review: greet employee and put at ease; start and end with positive feedback; invite feedback on employee's own performance; compare performance to established criteria; provide feedback on skills, knowledge and attitude; offer recommendations for improvement; reach agreement on goals (NOS-P3.9)*
- *advise employees of lay off in person according to legislation and collective agreements: provide reason; indicate possibility of re-hire (NOS-P3.11)*

## **Interaction in a Group**

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

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

**Facilitate a discussion, seminar/formal meeting etc. Help participants clarify issues and reach set goals. (CLB 12)**

- *conduct orientation for new employees: provide information about company, for example: history; mission statement; objectives and goals; market positions; authority and reporting structure; encourage questions; tour facility and work areas (NOS-P2.2)*

# Skill: Listening

## I. Social Interaction

**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)**

- ❑ *identify issue or concern: obtain facts; locate source of issue or concern, e.g. with employee or elsewhere; determine impact on others; consider employee's point of view (NOS-P3.7)*
- ❑ *conduct exit interview, asking for feedback about: company and management, position (NOS-P3.11)*

## II. Instructions

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

- ❑ *cooperate with supervisor and emergency personnel (NOS-C6.2)*

**Understand simple messages left on voice-mail (with five to seven details). (CLB 7)**

- ❑ *use voice mail effectively: check for messages frequently (NOS-B1.8)*

## III. Suasion (Getting Things Done)

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

- ❑ *listen to suggestions and follow up (NOS-A1.9)*
- ❑ *seek input from key personnel, e.g. human resources department (NOS-P1.6)*
- ❑ *prepare for performance review: seek input from key personnel (NOS-P3.8)*

**Identify stated and unspecified meanings in extended warnings, threats, suggestions and recommendations. (CLB 8)**

- ❑ *contact references given by suitable candidates to gain further information, asking: about past performances; about dates of previous employment; why candidate left job; if candidate would be rehired (NOS-P1.7)*
- ❑ *seek feedback, for example; ask for suggestions, maintain open door policy (NOS-P3.6)*

## IV. Information

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

- ❑ *participate in local trade and business organizations, network with industry members, e.g. attend conventions / trade shows, join cooks / chefs associations (NOS-A1.5)*

**Demonstrate critical comprehension of a lecture or presentation by one speaker: identify the main idea(s) and identify ways in which the supporting details develop the main idea(s). (CLB 9)**

- ❑ *take recognized safe food handling course, e.g. Foodsafe, National Sanitation Program (NOS-C2.1)*
- ❑ *take a WHIMIS course (NOS-C4.3)*
- ❑ *take standard first aid and basic rescuer cardio-pulmonary resuscitation (CPR) training (NOS-C6.1)*

**Demonstrate critical comprehension of an extended oral exchange between several speakers: identify main ideas, bias and statements of fact and opinion for each speaker; summarize and evaluate development of positions. (CLB 9)**

- ❑ *upgrade skills and knowledge, for example: take courses, e.g. public speaking, service excellence, motivational, computer skills, business, listen to educational tapes (NOS-A1.5)*



# Skill: Reading

## I. Social Interaction Texts

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

- ❑ read notes, letters, memos to skim for overall meaning, to get the “gist” (ES-RT)

## II. Instructions

### Follow everyday instructional texts. (CLB 7)

- ❑ read rules for keeping cooking and stewarding areas clean (ES-RT)
- ❑ read instructions on the operation of appliances and equipment, such as dishwashers, deep fryers and ovens (ES-RT)
- ❑ read recipes and use them to prepare food (ES-RT)
- ❑ read special theme recipes on-line in order to gather suggestions for future banquets (ES-RT)
- ❑ select and follow recipes for international foods and cookery (NOS-E7.6)

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

- ❑ follow manufacturers’ instructions for operation and maintenance of dish, pot, glass, and cutlery washers (NOS-D1.3)
- ❑ operate grill, charbroiler and barbecue: follow manufacturers’ instructions (NOS-D2.3)
- ❑ follow manufacturers’ instructions for microwave oven, for example: verify power level before use, do not preheat, use appropriate containers and smallwares, check seals on door (NOS-D2.8)
- ❑ clean and sanitize unit immediately after each use according to manufacturers’ instructions, e.g. for steam kettles, drain steam chamber and de-lime regularly (NOS-D3.7)
- ❑ use basic preparation guidelines to make stock, soups and sauces (NOS-H1.1)

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

- ❑ review house policies and procedures regarding emergencies (NOS-C6.2)
- ❑ review resources available, e.g. interview form, interviewing guide (NOS-P1.6)
- ❑ review company policies regarding purchasing (NOS-Q2.3)
- ❑ follow nutritional principles of Canada’s Food Guide To Healthy Eating (NOS-Q4.1)
- ❑ review existing policies and procedures (NOS-Q6.1)

### Summarize complex instructional texts in continuous prose into comprehensive multi-step instructions for a familiar process or procedure; summarizing the text requires integration of several extensive detailed pieces of information. (CLB 10)

- ❑ read manuals, specifications, regulations to scan for specific information/to locate information; to read the full text to understand or to learn (ES-RT)

## III. Business/Service Texts

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

- ❑ read signs, labels or lists (ES-DU)
- ❑ read forms and labels to scan for specific information; to locate information ; to read the full text to understand or learn (ES-RT)
- ❑ read data on the freezer temperature recording chart (ES-DU)
- ❑ read completed forms containing check boxes, numerical entries, phrases, addresses, sentences or text of a paragraph or more (ES-DU)
- ❑ read tables, schedules or other table-like text (e.g., read work shift schedules) (ES-DU)

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

- ❑ read product labels to identify any ingredients that may be allergenic or excluded from restricted diets (ES-DU)
- ❑ read customer orders and prepare accordingly (ES-DU)



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

- cross check the stock reconciliation form with the sign-out form to ensure accountability and adequate inventory (ES-DU)*
- interpret occupational health and safety hazard symbols (ES-DU)*
- review schedule to see who is working and trained in first aid (NOS-C6.2)*
- follow conversion factor tables for appropriate conversion units (NOS-E2.2)*
- ensure grade of product ordered is grade received (NOS-G1.6)*
- review schedule to ensure all shifts and positions are covered (NOS-P3.10)*

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

- interpret customer satisfaction ratings displayed on charts (ES-DU)*
- read Canada's Food Guide to Healthy Eating (NOS-E1.1)*
- read and comply with legislation and collective agreements, e.g. human rights, employment standards (NOS-P1.2)*

**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)**

- may read and interpret vendor purchase agreements (ES-RT)*
- locate MSDS forms: familiarize yourself with information provided, follow handling, storage and disposal guidelines for chemicals and cleaning products (NOS-C4.3)*
- review: labour legislation; industry standards; collective agreements (NOS-P1.3)*

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

- compare quantities of particular ingredients used in various recipes by converting between Imperial, American, and SI (System International) units (ES-N)*
- use a spreadsheet to check out the inventory of specific items, e.g. canned fruit, various kinds of pastas, sugar (ES-CU)*
- use a spreadsheet to determine what quantities of each ingredient is required to make up 20 orders instead of 1 by using formulae (ES-CU)*
- review applications on file (NOS-P1.5)*
- monitor daily reports to ensure revenue and expenses are within guidelines; review incoming bills; analyze deviations from budget (NOS-Q1.3)*
- compare invoice to purchase order: check for price variance, compare number of items ordered to number of items invoiced (NOS-Q2.4)*

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

- read event confirmation sheets in order to plan for events. The confirmation sheets contain information on the client, number of guests, times, location, liquor information, décor and furniture and detailed catering information, including costs (ES-DU)*
- refer to salesmen's market reports regarding the availability and cost of goods in order to make appropriate menu decisions (ES-DU)*
- determine how legislation applies to operation; develop or revise house policy, as needed; direct employees on how to comply with legislation, ensure compliance with legislation (NOS-C1.1)*
- read operations and employees manuals (NOS-Q6.2)*

## **IV. Informational Texts**

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

- interpret information on graphs or charts (ES-DU)*

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

- refer to comments and ratings on interview form (NOS-P1.7)*
- obtain information from sketches, pictures or icons (e.g., computer toolbars) (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 cooking texts and/or trade magazine articles (ES-RT)*
- ❑ *read industry publications, newspapers and books (NOS-A1.5)*

### **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)**

- ❑ *may search on the Internet for specialty recipes and suppliers (ES-TS)*
- ❑ *refer to various cookbooks and trade magazines to find information on food presentation and garnishes. For instance, they may search for how to use berries and products such as grenadines to adapt a cake to a Valentine's theme. (ES-TS)*
- ❑ *identify and locate federal, provincial / territorial and municipal legislation which pertains to operation, for example: Hazard Analysis Critical Control Point (HAACP), public health act, occupational health and safety act, WHMIS, fire protection act, employment standards code, human rights act, individuals rights protection act, waste disposal guidelines (NOS-C1.1)*

**Access/locate several pieces of information in on-line electronic reference sources. (CLB 8)**

- ❑ *use a database (CD-ROM), on-line with a manufacturer or the local network to find recipes by performing queries (ES-CU)*
- ❑ *use the internet; review home pages, access information, retrieve program / text files (NOS-B1.8)*

**Access a single piece of information involving a complex search in on-line electronic reference sources. (CLB 9)**

- ❑ *use communications software to search for recipes on the Internet (ES-CU)*

**Access and locate several pieces of information involving a complex search of on-line electronic reference sources (e.g., library databases) and of traditional sources. (CLB 10)**

- ❑ *read reports, books, journals to skim for overall meaning, to get the "gist "; to read the full text to understand or to learn (ES-RT)*
- ❑ *research culture, religion, foods and preparation methods (NOS-E7.6)*

## Skill: Writing

### I. Social Interaction

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

- write and respond to electronic mail primarily for the purpose of internal communications (ES-W)
- use email: write effectively, send, receive, store and delete messages (NOS-B1.8)

**Write letters to network and exchange ideas with others. (CLB 11)**

- provide letters of reference (NOS-P3.11)

### II. Recording/Reproducing Information

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

- record emergency number, e.g. 911, and establishment address (NOS-B6.1)

**Take notes from an oral presentation or a page of written information. (CLB 6)**

- record and file observations, e.g. both positive and negative (NOS-P2.4)

**Write an outline or a summary of a longer text. (CLB 7)**

- make effective decisions and document: process, alternatives considered, actions selected and implemented, results (NOS-A1.12)

**Write an outline or a summary of a longer text. (CLB 8)**

- record and file comments and ratings on interview form (NOS-P1.6)
- document information supplied by references (NOS-P1.7)
- document performance review and file results (NOS-P3.9)
- compile relevant comments from exit interviews and performance evaluations (NOS-P1.3)

**Write minutes of a meeting. (CLB 9)**

- record minutes, including: attendance, absences and regrets; follow up required e.g. date of next meeting, policy revisions (NOS-P3.3)

### III. Business/Service Messages

**Fill out moderately complex forms. (CLB 6)**

- enter data on the freezer temperature recording chart (ES-DU)
- check off items and quantities on delivery checklists (ES-DU)
- complete chef report sheets showing the number of entrees prepared (ES-DU)
- use item listing forms for ordering specific products, supplies and produce (ES-DU)
- complete forms by marking check boxes, recording numerical information or entering words, phrases, sentences or text of a paragraph or more (ES-DU)
- enter information on tables, schedules or other table-like text (ES-DU)
- prepare bills for catering functions, including taxes (ES-N)
- establish weekly budgets that include the costs for fresh food, shelf items, kitchen staff requirements, etc. In addition, they establish separate budgets for each of the catering events for the week. This will vary depending on the menu items, number of courses and number of people served (ES-N)

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

- record appointments, meetings and critical dates (NOS-A1.7)
- make notes when necessary, e.g. details which require follow-up (NOS-B1.5)
- label all products received with date of receipt; label raw or prepared items with date of production (NOS-E5.1)
- tag updated products with date of receipt (NOS-L1.2)
- write brief reminder notes regarding their tasks and list tasks for other staff (ES-W)
- write suggestions for future menus (ES-W)

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

- ❑ *write routine memos to management requesting repair work to be done or suggesting purchase of new equipment (ES-W)*
- ❑ *prepare documentation after completion of a catering event, outlining what was served, quantities, prices, range of services provided and dates (ES-W)*
- ❑ *may write non-routine memo to the supervisor or Human Resources Director describing disciplinary situations (ES-W)*
- ❑ *use word processing to write memos for fellow workers and submit ideas for recipes (ES-CU)*
- ❑ *record irregularities in receiving procedures in log book (NOS-Q2.4)*

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

- ❑ *order food ingredients and kitchen supplies (e.g. dishwashing detergent on-line) (ES-W)*
- ❑ *draft and finalize schedules (NOS-P3.10)*
- ❑ *complete records as required, e.g. daily, monthly; annually, ensure information is accurate, keep records current e.g. dates, calculations, inventory counts, file copy; circulate, if necessary, e.g. to other departments (NOS-Q3.1)*
- ❑ *submit benefits claims as required: record particulars, e.g. name, date, amount; update records, e.g. date forwarded and received (NOS-P4.2)*

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

- ❑ *notify and thank unsuccessful candidates by letter (NOS-P1.8)*
- ❑ *prepare agenda, including: date, time and location of meeting; topics to be discussed (NOS-P3.2)*

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

- ❑ *maintain personnel files; update file as required ; maintain historical records (NOS-P1.10)*
- ❑ *identify local distributors or supplier; record name of local distributor or supplier, ranking, e.g. first choice, second choice, name of representative, mailing address, phone number (NOS-Q2.3)*
- ❑ *communicate activities and special arrangements to other departments through memos (NOS-Q5.3)*

**Write instructions and instruction letters. (CLB 10)**

- ❑ *provide letter of confirmation or contract, including terms and conditions (NOS-P1.8)*

**Fill out complex forms and other materials in pre-set formats with one to five paragraphs of texts. (CLB 10)**

- ❑ *develop employment application and interview forms; evaluate effectiveness of form and revise as required (NOS-P1.4)*

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

- ❑ *develop record keeping system, e.g. stock sheets, log book (NOS-Q2.2)*

**Write manuals, procedures, training materials and other formal documentation. (CLB 12)**

- ❑ *plan training; determine and prioritize training needs; identify training objectives, determine evaluation methods and resources available; select methods of delivery (NOS-P2.3)*
- ❑ *finalize details of training sessions, for example; session content; prospective participants; date, time and location; training tools, e.g. educational videos, operation manual; instructors (NOS-P2.3)*
- ❑ *set and communicate policies and procedures, for example: how to request time off or switch shifts; day of week that schedule is drafted and posted; overtime (NOS-P3.10)*
- ❑ *set policies and procedures to control costs (NOS-Q1.3)*
- ❑ *document receiving procedures (NOS-Q2.4)*
- ❑ *prepare new or revised policies and procedures in written format, indicating: changes in operations, effective date (NOS-Q6.1)*
- ❑ *establish procedures for daily operations (NOS-Q6.3)*

**Evaluate, revise and edit a variety of texts for public use. (CLB 12)**

- ❑ *write menus, seek input from appropriate personnel: determine target markets, type of establishment; full service restaurant; type of menu required; kinds of meals to be served; courses to be served; capabilities of kitchen etc, for example; equipment (NOS-Q4.1)*

## IV. Presenting Information and Ideas

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)

- write text requiring less than one paragraph of new text to organize/to remember ; to keep a record/to document; to inform/to request information (ES-W)

Write one or two paragraphs to: relate a familiar sequence of events, tell a story; provide a detailed description and comparison of people, places, objects and animals, plants, materials, or routines; or to describe a simple process. (CLB 6)

- write text rarely requiring more than one paragraph to keep a record/to document; to inform/to request information (ES-W)

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)

- may complete accident reports on personal injuries (like burns, cuts and falls) to report to management and justify an insurance claim (ES-W)

---

### For more information about:

### Contact:

---

Canadian Language Benchmarks or Occupational Language Analyses

Centre for Canadian Language Benchmarks,  
400 - 294 Albert Street  
Ottawa, ON K1P 6E6  
Ph. (613) 230-7729  
Fax: (613) 230-9305  
[info@language.ca](mailto:info@language.ca)

---

National Occupational Standards for Tourism

Canadian Tourism Human Resource Council,  
151 Slater Street, Suite 608  
Ottawa, ON K1P 5H3  
Tel: (613) 231-6949  
Fax: (613) 231-6853  
Email: [cthrc@cthrc.ca](mailto:cthrc@cthrc.ca)

---

Essential Skills Profiles

Human Resources and Skills Development Canada,  
Skills Information Division  
Human Resources Partnerships  
Human Resources and Skills Development Canada  
112 Kent Street, Tower B, 21st floor  
Ottawa, Ontario  
K1A 0J9

<http://www5.hrsdc.gc.ca/NOC/English/NOC/2011/Welcome.aspx>

---



Registered in Ottawa this 1 day of May 2006