



IN-STORE CAKE DECORATOR (NOC 6252)

Job Definition¹:

Cake decorators assemble and finish standard cake decorating department products and display specialty items provided by suppliers in display cases in the bakery department. They take orders for special cakes that may include character cakes and wedding cakes. They are responsible for reporting and monitoring levels of product on display to ensure that there is a constant supply of products and for the inventory of cake decorating supplies to ensure a constant supply to meet production needs.

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 in-store cake decorators. The tasks are illustrative only, and do not provide a complete sample of what a cake decorator 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 CLB experts using four key resources:

- the *Canadian Language Benchmarks 2000*, Centre for Canadian Language Benchmarks and Citizenship and Immigration Canada
- the *National Occupational Standards for In-Store Cake Decorator*, Canadian Food Industry Council
- the *National Occupational Standards for In-store Baker/Cake Decorator - Core*, Canadian Food Industry Council
- the *Essential Skills Profile for In-Store Cake Decorator*, 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.

¹ *Essential Skills Profile for In-store Cake Decorator (NOC 6252)*, Canadian Food Industry 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, the National Occupational Analysis or the Benchmarking report 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-A1.2) = National Occupational Standard, Major Category A, Skill 1; Subskill 2
National Occupational Standard - Core*	NOSC + the section/subsection	(NOSC-A1.2) = National Occupational Standard, Major Category A, Skill 1; Subskill 2

*The occupations of In-store Baker and Cake Decorator have a set of shared standards referred to as "Core"

Comparative Ratings:

The following chart compares typical and most complex essential skills ratings for cake decorators, 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	1 - 2	5 - 8	2	6 - 8
Listening	1 - 2	5 - 8	2	6 - 8
Reading	1 - 2	3 - 6	3	7 - 9
Writing	1	4 - 5	1	4 - 5

Common Conditions of Communication:

Condition	Description
Purpose	– providing customer service; taking direction; marketing/selling; documentation (customer orders, stock, supplies, special requests)
Audience	– customers, co-workers or staff; supervisor/employers; delivery/service personnel
Context	– immediate, repetitive; moderate pace/level of stress; noise often a factor (e.g., front end of store; music backdrop); frequent interruptions by customers
Topic	– familiar, concrete, practical, focused on product or technique
Mode	– face-to-face; by phone (often) or computer (to some degree)

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)

- ❑ *remember the names of regular customers and greet them by name when providing service (ES-TS)*
- ❑ *greet customer, e.g., smile, make eye contact, greet verbally (NOSC-A3.1)*

Take leave appropriately. (CLB 4)

- ❑ *acknowledge departing customer, e.g., thank them, invite them back (NOSC-A3.1)*

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

- ❑ *give encouragement and positive feedback to team members (NOSC-A1.4)*

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

- ❑ *[explain] to customers when a cake can/cannot be made for the time requested (ES-TS)*
- ❑ *apologize for error or inconvenience: accept responsibility for own mistakes, e.g., do not offer excuses, do not blame others (NOSC-A3.2)*

Respond to a minor conflict or complaint. (CLB 8)

- ❑ *speak to the person who took the order to attempt to clarify the customer's requirements. If this is unsuccessful, the decorator may contact the customer directly to solve the issue (ES-TS)*
- ❑ *contact the bakery manager immediately in order to prevent production shortfall and maintain product quality and alert the organization to a potential problem (ES-TS)*
- ❑ *may have to handle situations where customers have arrived at the store to pick up a cake order and there is no cake; asking the customer questions such as 'which store did you place the order with?' (ES-TS)*

Conversation Management

Confirm own comprehension. (CLB 7)

- ❑ *paraphrase or ask questions to confirm understanding (NOSC-A1.3)*
- ❑ *communicate expectations clearly: confirm understanding (NOSC-A2.3)*
- ❑ *confirm understanding, e.g., ask questions or paraphrase to clarify information (NOSC-A3.1)*

Phone Competencies

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

- ❑ *call customers with special cake orders to confirm or clarify customers' requests (ES-OC)*
- ❑ *talk to customers over the telephone and in person to greet them, discuss service needs, concerns or complaints and to resolve issues. The customers can be emotional if they feel their needs have not been met (ES-OC)*
- ❑ *run out of decorator characters for character cakes requested by customers. Contact the customer and offer alternative characters that are in stock or contact other stores of the organization to see if they have the required characters and arrange for a transfer (ES-TS)*
- ❑ *order supplies; contact supplier [to] provide purchase order number; obtain pricing, provide types and number of items; confirm delivery date, if necessary (NOS-A2.1)*

II. Instructions

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

- ❑ *describe systems of measurement, e.g., metric, imperial, U.S. (NOSC-D1.3)*

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

- ❑ *determine [and convey] production requirements for shift (NOSC-D3.2)*

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

- ❑ *provide instruction to other decorators in new techniques and products. May require patience and attention to detail (ES-OC)*
- ❑ *inform other workers or demonstrate to them how tasks are performed (ES-WWO)*
- ❑ *assign routine tasks to other workers (ES-WWO)*

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

- ❑ *supervise and mentor new and part-time staff and will delegate production work (ES-WWO)*
- ❑ *provide direction to others (NOSC-A2.3)*

III. Suasion (Getting Things Done)

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

- ❑ *offer assistance to team members when help is needed (NOSC-A1.4)*
- ❑ *ask for help when needed (NOSC-A1.4)*

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

- ❑ *obtain required production numbers from supervisor (NOSC-D3.1)*
- ❑ *request assistance when lifting heavy or awkward items (NOSC-F1.4)*
- ❑ *ask supervisor if unsure about how to move an object (NOSC-F1.4)*

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

- ❑ *provide information based on product knowledge, for example: identify products and services available, make recommendations (NOSC-A3.1)*
- ❑ *upsell customer: provide information on specials, upcoming sales events and promotions (NOSC-A3.1)*
- ❑ *inform supervisor of quality control issues (NOSC-D3.3)*
- ❑ *admit you do not know [when in doubt about ingredients] and suggest a safe alternative (NOSC-F2.2)*

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

- ❑ *ask bakers to bake a rack of products such as pastries and tart shells for product assembly by the cake decorators (ES-OC)*

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

- ❑ *talk to co-workers to learn about best practices or new techniques related to cake decorating (ES-OC)*
- ❑ *escalate a customer's complaint or concern to a manager (ES-TS)*

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

- ❑ *ask the customer questions such as "which store did you place the order with?" if the cake order was filled at another store, the decorator may determine the location by calling the other store, and instruct the customer on where to pick up the cake (ES-TS)*
- ❑ *work with the customer to determine a mutually acceptable solution (ES-TS)*
- ❑ *negotiate a solution to the problem with the supplier (ES-TS)*
- ❑ *thank customer for bringing problem to (their) attention; suggest possible alternative; seek customer's approval of solution (NOSC-A3.2)*

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

- ❑ *make suggestions on improving work processes (ES-WWO)*

IV. Information

Presentations

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

- ❑ *inform store manager when a customer complaint cannot be resolved (ES-OC)*

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

- ❑ *describe products used for cake finishing: fillings, fresh fruit toppings/fillings; glazes; icings; real whipped cream toppings; whipped toppings (NOS-A1.1)*
- ❑ *describe cake decorations: sugar decoration/candy decorations; rolled fondant/gum/sugar paste decorations; non-edible decorations; licensed character decorations; edible images; chocolate work; marzipan; garnishes (NOS-A1.2)*
- ❑ *describe cake decorating tools and equipment such as: air brush system; bench scraper; cake boards; cake smoother; combs; cutting wheel; flower nails; food processor; modeling tools; pastry brush; piping bags; texturing tool; turntable (NOS-B1.1)*
- ❑ *describe factors that affect the quality of decorated bakery products such as: environmental humidity; environmental temperature; storage conditions; rough handling during packaging or the incorrect size package (NOS-C1.1)*

Describe a moderately complex process. (CLB 7)

- ❑ *supervise and/or train new or part-time staff (ES-TS)*
- ❑ *provide training if necessary (NOSC-A2.3)*

Interaction One-on-One

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

- ❑ *talk to co-workers to co-ordinate work, such as when cakes/bakery products will be ready for decorating, when additional work space will be needed and by whom, when equipment will be available for use (ES-OC)*
- ❑ *inform bakery manager or lead cake decorator when stocks of cake bases and decorations are getting low (ES-OC)*
- ❑ *report potential problems to supervisor, e.g., door latches or springs that do not tightly seal door, broken rubber door seals (NOSC-C2.2)*
- ❑ *report injuries as soon as possible; report safety concerns to supervisor, for example: loose or damaged floor, ceiling or wall tiles, [or] malfunctioning equipment (NOSC-F1.2)*
- ❑ *report unsafe or damaged equipment to supervisor (NOSC-F1.3)*
- ❑ *notify supervisor of electrical problems immediately (NOSC-F1.5)*

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

- ❑ *answer inquiries from customers related to products, orders and ingredients (ES-OC)*
- ❑ *may talk to sales representatives to learn about special cake decorations that are available, such as new cake sets (ES-OC)*
- ❑ *inform bakery manager when display case/freezer/cooler is making unusual sounds or notice indicators of changing conditions in the display case/freezer/cooler, e.g., excess humidity, break down of icing or glazes on product (ES-OC)*
- ❑ *inform customers of the wait time (ES-TS)*
- ❑ *may have to coordinate the use of the weigh scales and mixer with bakery staff; may need to co-ordinate their work with the bakers to ensure demands for product are met and product is fresh and of top quality (ES-TS)*
- ❑ *network with colleagues (NOSC-A1.5)*
- ❑ *receive stock; notify supervisor in event of discrepancies; report to supervisor: spoilage; packaged goods with tears or punctures (NOSC-B2.1)*

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

- ❑ *provide feedback to the bakery manager on the organization's broader planning and organizing tasks that impact their work. (ES-TS)*

Discuss options. (CLB 8)

- ❑ *discuss products and options with customers to ensure they will be satisfied with their product selection (ES-OC)*
- ❑ *offer alternatives if product is not available (NOSC-A3.1)*

Interaction in a Group

Participate in a small group discussion. (CLB 5)

- ❑ *coordinate tasks with co-workers: determine who will follow through with specific [bakery] products (NOSC-D3.2)*
- ❑ *coordinate tasks with other departments, e.g. cake decorators (NOSC-D3.2)*

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

- ❑ *participate in team meetings, in-house classroom training sessions (ES-CL)*

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

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

Skill: Listening

I. Social Interaction

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

- ❑ *listen effectively: respect speaker's feelings and opinions (NOSC-A1.3)*

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)

- ❑ *be objective: do not take complaint personally, do not argue with customer, listen to details of complaint or concern (NOSC-A3.2)*

II. Instructions

Follow sets of sequentially presented four- to five-clause everyday instructions and directions relating to movement and position in space, manner, frequency and duration. (CLB 4)

- ❑ *[take direction from the] bakery manager or lead cake decorator [regarding] what regular store products and commercial products from suppliers need to be put out in the display cases (ES-TS)*

Understand a range of spoken everyday instructions on step by step procedures. (CLB 5)

- ❑ *follow the bakery manager's instructions about what tasks to carry out first (ES-OC)*

Understand a set of instructions when not presented completely in point form: sequence/order must be inferred from the text. (CLB 6)

- ❑ *sequence production based on priorities identified by supervisor, e.g., special orders (NOSC-D3.2)*

Follow an extended set of multi-step instructions on technical and non-technical tasks for familiar processes or procedures. (CLB 8)

- ❑ *take required training on how to operate air brush (B1.4) and photograph scanning system (NOS-B1.5)*

III. Suasion (Getting Things Done)

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

- ❑ *talk to co-workers to determine correct procedures or techniques (ES-TS)*
- ❑ *coordinate tasks with co-workers: determine who will follow through with specific products (NOSC-D3.2)*
- ❑ *coordinate tasks with other departments (NOSC-D3.2)*

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

- ❑ *listen to customers provide information for special cake orders and offer suggestions (ES-OC)*
- ❑ *talk to supervisors or managers to determine information related to large orders, or sales or service reports (ES-TS)*
- ❑ *confirm customer satisfaction (NOSC-A3.1)*

IV. Information

Demonstrate comprehension of the gist, factual details and some inferred meanings by listening to a descriptive or narrative text. (CLB 5)

- ❑ *obtain information from co-workers about techniques or decorations based on their past experience (ES-TS)*

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)

- ❑ *in group or team meetings...discuss service goals, procedures, and possible improvements to processes or procedures (ES-WWO)*
- ❑ *attend orientations and staff meetings (NOSC-A4.1)*

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)

- ❑ *may attend morning meetings to learn about sales for the department or the store, to listen to information from mystery shopper reports and to learn about organizational information (ES-OC)*
- ❑ *watch food network shows (ES-TS)*

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

- ❑ *take some Occupational Health and Safety training, such as WHMIS and work site safety provided by their organizations. They will receive training on new methods and technologies introduced into the work place such as photo reproduction cake topping, by their organization or supplier (ES-CL)*
- ❑ *take courses; participate in workshops and trade shows (NOSC-A1.5)*
- ❑ *take recognized safe food handling course [and listen to course presentation] e.g., Foodsafe, National Sanitation Program (NOSC-F2.1)*
- ❑ *learn how to properly use a fire extinguisher, e.g., take course (NOSC-F3.2)*

Skill: Reading

I. Social Interaction Texts

No communication tasks for this category were found in the source documents. These tasks may, in fact, exist for this occupation and will require individual assessment in each work context.

II. Instructions

Follow one- to five-step common everyday instructions and instructional texts. (CLB 3)

- ❑ *follow the instructions on signs posted on freezers or cooler to reduce shrink (rotate stock) (ES-DU)*
- ❑ *comply with posted health and sanitation reminders to wash hands and clean up spills (ES-DU)*
- ❑ *[read and] be aware of shelf life of products, e.g., remove products with expired shelf life from shelves (NOSC-E1.3)*

Follow one- to six-step common everyday instructions and instructional texts. (CLB 4)

- ❑ *prepare non-dairy whipped topping according to formula (NOS-A3.3)*
- ❑ *prepare custards and creams according to recipe/formula (NOS-A3.5)*
- ❑ *check manufacturers' labels for: damage, looseness or re-pasting; storage instructions, e.g., must be refrigerated (NOSC-B2.1)*
- ❑ *identify yield from product specifications manual (NOSC-D3.1)*
- ❑ *follow handling, storage and disposal guidelines for chemical and cleaning products (NOSC-F1.2)*
- ❑ *follow lock-out procedures when changing implements, (F1.5) dismantling or cleaning equipment (NOSC-F1.3)*

Understand and follow moderately complex written instructions for seven to 10-step procedures. (CLB 5)

- ❑ *use checklists to ensure that all opening and closing tasks are completed by the required time (ES-DU)*
- ❑ *follow mixing instructions [in recipes] (NOSC-D1.2)*
- ❑ *follow directions for baking/assembly, for example: follow recommended baking times, use correct type and amount of filling, icing, topping, garnish (NOSC-D1.2)*
- ❑ *[refer to] emergency procedures of establishment (NOSC-F1.2)*
- ❑ *use electrical equipment following manufacturer's instructions (NOSC-F1.5)*
- ❑ *follow safe food handling guidelines (NOSC-F2.1)*

Understand/follow moderately complex everyday texts. (CLB 5)

- ❑ *comply with safety signs when working near ovens, proofers and large pieces of powered equipment such as mixers (ES-DU)*

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)

- ❑ *may read recipes that list ingredients, the quantities required, and provide instructions on how to make baked goods, such as cakes (ES-RT)*
- ❑ *[read about and] use personal protective equipment (PPE) as required by organization's policies and procedures (NOSC-F1.6)*
- ❑ *use a fire extinguisher; pull pin or activate extinguisher according to manufacturer's instructions, squeeze trigger or release retardant following manufacturer's instructions (NOSC-F3.2)*
- ❑ *follow organization's policies and procedures to reduce risk of fires (NOSC-F3.3)*
- ❑ *follow procedures for properly disposing of flammable waste, e.g., oil (NOSC-F3.4)*

Follow everyday instructional texts. (CLB 7)

- ❑ *use character cake books to identify decorations and masking required and determine what special methods are needed to finish the cake, such as air brushing (ES-TS)*
- ❑ *follow a recipe/formula; determine recipe/formula specifications (NOSC-D1.2)*
- ❑ *[read and refer to] components of WHMIS: name and location of supplier, hazards associated with product, guidelines for safe use, handling and storage of product [etc.] (NOSC-F1.1)*
- ❑ *[refer to] Material Safety Data Sheet (MSDS) [which] provide detailed information about use, storage and hazards of a product (NOSC- F1.1)*

Follow coherent extended instructional directions. (CLB 8)

- ❑ *ensure compliance with manufacturer's instructions and recommendations for cake decorating tools and equipment (NOS-B1.1)*
- ❑ *follow manufacturer's operating procedure for whipped cream machine (A3.4) airbrush (B1.4); photograph scanning system (NOS-B1.5)*

III. Business/Service Texts

Find information in formatted texts: forms, tables, schedules, directories. (CLB 3)

- ❑ *check their work schedule to determine their shifts. (ES-DU)*
- ❑ *read price lists to inform customers of costs when creating special cake orders (ES-DU)*
- ❑ *check containers for date of receipt and best before date (NOSC-B2.2)*

Get information from short business brochures, notices, form letters and flyers. (CLB 3)

- ❑ *read labels to determine product best before dates and product details like price and ingredients (ES-RT)*

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

- ❑ *read cake orders to identify what type and size of cake is required, the date and time required by, and specifics about decorations, e.g., 'Happy Anniversary', a person's name (ES-RT)*
- ❑ *may read measurement conversion tables to understand equivalent amounts of ingredients, such as pounds to grams (ES-DU)*
- ❑ *may read temperature graphs for tempering chocolate or heating sugar for sugar work (ES-DU)*
- ❑ *read signs, labels or list; read completed forms containing check boxes, numerical entries, phrases, addresses, sentences or texts of a paragraph or more; read tables, schedules or other table-like text (ES-DU)*
- ❑ *check special cake order forms to determine when the order is required by (ES-TS)*
- ❑ *follow basic production schedule (NOSC-A2.1)*
- ❑ *follow regular maintenance schedule (NOSC-C2.2)*

Get information from short business brochures, notices, form letters and flyers. (CLB 4)

- ❑ *check store flyer to determine sales specials in order to provide information to customers (ES-TS)*
- ❑ *identify packaging and labelling requirements of bakery products, for example: best before dates, number of items per package, ingredient list, allergy alert (NOSC-E1.1)*
- ❑ *be knowledgeable about products you work with, e.g., read labels for ingredients (NOSC-F2.2)*
- ❑ *[identify] chemicals and ingredients that cause allergic or toxic reactions, e.g., monosodium glutamate (MSG), nitrates, sulfites (NOSC-F2.2)*
- ❑ *identify how to reduce risk to customers, for example: read packaging labels [or] check in-store resources for ingredients lists (NOSC-F2.2)*

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

- ❑ *read postings on bulletin board (NOSC-A4.1)*
- ❑ *check purchase order to ensure delivery matches specifications, for example: size and count; variety; packing style; weight (NOSC-B2.1)*
- ❑ *ensure that product display guidelines are followed (NOSC-E1.3)*

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

- ❑ *read seasonal programs provided by head office that provide specifications on seasonal products to be made (e.g., Yule logs), how they are to be packaged and displayed and when they are to be launched (ES-RT)*
- ❑ *follow specifications that provide the details on how a cake should be assembled, what type of icing and which colours to use, decorating tips to be used, weight of finished product, what and how many decorations are to be used, and what special techniques may be required, such as air brushing (ES-RT)*
- ❑ *read memos to learn about new products, products being featured in promotions, e.g., details on new cupcake product that will feature nine different choices of icing (ES-RT)*
- ❑ *read sanitation manuals to determine what procedures to perform, such as what cleaning products to use for what surface or object (ES-RT)*
- ❑ *access cake decorating manuals to research product specifications such as look, colour, size, weight and methods of products produced in-store (ES-TS)*

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

- ❑ *may read ingredient manuals to determine what ingredients to use for what cake and icing (ES-RT)*
- ❑ *may read wedding cake order books to determine how many servings each cake provides, pricing (ES-RT)*
- ❑ *read inventory reports to analyze how many products are available for sale, how many finished products are needed, and if any ingredients or supplies (e.g. plastic cake tops) should be ordered to fill future needs (ES-RT)*
- ❑ *check merchandiser information to determine codes and specifications for new products to produce display signs or input codes to print shelf labels (ES-TS)*

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

- ❑ use scale books to determine how many pastries belong in a package, what is the length of the shelf life, and what the required weight of the product should be (ES-TS)
- ❑ check product specifications for details on appearance; determine: where and what decoration needs to be piped; determine what components of the design need to be completed first (B2.2); what type of filling to use (B3.1); what type of ring and decorations to use (NOS-B3.2)

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

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)

- ❑ follow organization's policies and procedures (NOSC-A4.2)
- ❑ read policies and procedures related to your job, for example: waste disposal guidelines; recycling guidelines; use of fragrance; dress code, e.g., jewellery, uniform; food handling, e.g., use of gloves (NOSC-A4.2)

IV. Informational Texts

Use standard reference texts: dictionaries, maps and diagrams. (CLB 3)

- ❑ read display case schematics to determine where finished products should be placed in display cases to meet store standards (ES-DU)

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

- ❑ access industry information on their own time through magazines (ES-CL)
- ❑ read industry publications, newspapers and books (NOSC-A1.5)

Demonstrate comprehension of a cycle diagram, flow chart and a timeline/schedule. (CLB 6)

- ❑ check seasonal program packages to acquaint themselves with the specifications for seasonal products (ES-TS)

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

- ❑ read supplier publications, e.g., magazines, to learn about new products and ideas for decorating (ES-RT)
- ❑ take recognized safe food handling course [and read course materials] e.g., Foodsafe, National Sanitation Program (NOSC-F2.1)
- ❑ learn how to properly use a fire extinguisher, e.g., read instruction manual (NOSC-F3.2)

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)

- ❑ may read weekly sales reports (i.e. SMP (have asked Susan G to provide full title) report) to analyze how many products have been sold and determine how many new products to make. Includes interpreting tables that include number codes, brief product description, sales and loss numbers (ES-DU)

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)

- ❑ use store computer intranet to keep informed about initiatives and opportunities that may be available to them through their organization (ES-CU)

Skill: Writing

I. Social Interaction

No communication tasks for this category were found in the source documents. These tasks may, in fact, exist for this occupation and will require individual assessment in each work context.

II. Recording/Reproducing Information

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

- ❑ *make personal production lists to maintain the supply of cake stock (ES-DU)*
- ❑ *may make a list of the production required during their shift based on information received from the bakery manager or lead cake decorator (ES-W)*
- ❑ *may make lists of supplies that need to be ordered, noting the types and amounts that are required, such as 10 kg of sugar, 50-8" round cake boards, specific garnishes, for their bakery manager (ES-W)*

III. Business/Service Messages

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

- ❑ *date and label containers (NOSC-F2.1)*

Fill out forms. (CLB 5)

- ❑ *complete in-store credit transfers to obtain products, such as Oreo cookies from other store departments or stores (ES-DU)*
- ❑ *complete a wastage sheet to track product loss and adjust production levels (ES-DU)*
- ❑ *may complete product transfer forms that identify the product, quantity and date taken from another department for use in the bakery (ES-DU)*
- ❑ *may record the type of product and the best before date on a waste/loss form to track product that was put out for sampling, donated or thrown out (ES-W)*
- ❑ *may complete order forms for product such as cake kits. Generally involves filling in numbers or a few brief words into an existing form (ES-W)*
- ❑ *complete transfer documentation, if required, for fresh fruit from produce department (NOS-A3.2)*

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

- ❑ *log completed production so that the next shift can add what did not get made to their production schedule or push the shortfall forward to the next day (ES-DU)*
- ❑ *write brief notes to communicate between co-workers, e.g., product needing to be ordered (ES-W)*

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

- ❑ *fill out information on employment forms related to benefits, vacation time (ES-DU)*
- ❑ *fill in the date and time on sanitation forms to record completed sanitation activities (ES-DU)*
- ❑ *fill out a production schedule/sheet when checking the display case and the cooler to determine daily production requirements (ES-DU)*
- ❑ *write orders on designated order forms, including the customer's name and contact information, pick-up time, cake description. If orders are not written clearly it can cause great inefficiency in the department as the decorator will have to contact the person who took the order and/or the customer to clarify what is wanted (ES-W)*
- ❑ *transcribe the information (customer requests) onto a special cake order form (ES-OC)*
- ❑ *maintain records, e.g., invoices, safety check lists, temperature logs, sanitizing logs, production sheets (NOSC-A2.1)*

IV. Presenting Information

Write a short text about a personal or familiar situation, event, personal experience, future plans. Explain reasons. (CLB 4)

- ❑ *document injuries as soon as possible (NOSC-F1.2)*

For more information about:**Contact:**

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Essential Skills Profiles

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