



## IN-STORE BAKER (NOC 6252)

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

In-store bakers are responsible for the production of baked goods for the bakery department. They make bread products from scratch, from mixes and by completing the process with frozen and par-baked products. They make other products such as muffins and pastries, as well as icing, cake bases, tart and pie shells for the cake decorating staff. They operate large proofers, ovens, mixers, automated dividers, rounding, sheeting and moulding machines for the production of large volumes of products such as batches of 70 - 100 loaves of bread. They work as part of a bakery team along with cake decorators and bakery clerks/ packagers/ wrappers.

### 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 bakers. The tasks are illustrative only, and do not provide a complete sample of what an in-store baker 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 Baker*, 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 Baker*, 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.

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<sup>1</sup> *Essential Skills Profile for In-store Baker (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 in-store bakers, 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*<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 - 2	5 - 8	3	9 - 10
Listening	1 - 2	5 - 8	3	9 - 10
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; supervisors/employers; delivery/service personnel
Context	– immediate, repetitive; moderate pace/level of stress; noise often a factor (e.g., the constant operation of bakery equipment, 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)

<sup>2</sup> *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)

- *greet customers when encountered to make them feel welcome in the store (ES-OC)*
- *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)

- *apologize for error or inconvenience: accept responsibility for own mistakes, e.g., do not offer excuses, do not blame others (NOSC-A3.2)*

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

- *take action towards service recovery, such as apologize to the customer, inform the customer of alternative products and explain the differences, or offer free product, compliments of the store (ES-TS)*

### Conversation Management

Confirm own comprehension. (CLB 7)

- *paraphrase or ask questions to confirm understanding (NOSC-A1.3)*
- *do not interrupt or finish message for speaker (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)*
- *confirm understanding, e.g., paraphrase (NOSC-A3.2)*

### Phone Competencies

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

- *take special order telephone calls from customers. Make note of order specifications, the date and time required, pick up arrangements and customer contact information. (ES-OC)*
- *telephone the bakery manager or the person responsible for taking a special order to clarify the order when the writing is not legible (ES-TS)*
- *may determine where a lost supply order went to by calling the warehouse and other store (ES-TS)*
- *[may] contact outside help, such as an equipment maintenance contractor, to resolve the issue (ES-TS)*
- *may contact another store in the organization to obtain supplies or receive authorization to contact another supplier (ES-TS)*

## II. Instructions

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

- *assign routine tasks to other workers (ES-WWO)*
- *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/pass on instructions about an established familiar process or procedure (technical and non-technical). (CLB 8)

- *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)**

- ❑ *inform bakery clerks/package/wrappers what products are a priority to get packaged and shelved (ES-OC)*
- ❑ *inform bakery clerks/package/wrappers which racks and trays of product to package first in order to maintain the flow of production (ES-OC)*
- ❑ *inform their bakery manager when supplies of ingredients/bake-off product are at minimum levels to ensure additional supplies are ordered (ES-OC)*
- ❑ *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 feedback on new products (ES-TS)*
- ❑ *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)*

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

- ❑ *handle product shortages due to a run on product, ordering miscommunication or back orders from the warehouse or supplier [by contacting] the bakery or store manager to determine how to solve the problem (ES-TS)*
- ❑ *Make an extended suggestion on how to solve an immediate problem or make an improvement. (CLB 7)*
- ❑ *inform their bakery manager immediately of the product problem and what stock is available that is not from the same batch, so that the bakery manager knows how much to order and can inform the company (ES-TS)*
- ❑ *make suggestions on improving work processes (ES-WWO)*
- ❑ *thank customer for bringing problem to your attention (NOSC-A3.2)*
- ❑ *suggest possible alternatives (NOSC-A3.2)*
- ❑ *seek customer's approval of solution (NOSC-A3.2)*

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

- ❑ *provide feedback on organizational policies and issues through discussions with their bakery manager (ES-TS)*
- ❑ *approach managers or colleagues for assistance with a task or problem, especially related to customer complaints (ES-TS)*

## **IV. Information**

### **Presentations**

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

- ❑ *describe purpose of bakery equipment (NOS-A1.1)*
- ❑ *describe role of ingredients in yeast-raised products (B1.1), describe different types of yeast-raised doughs (NOS-B1.2)*

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

- ❑ *may provide instruction in baking techniques and processes to more junior level employees (ES-OC)*
- ❑ *inform other workers or demonstrate to them how tasks are performed (ES-WWO)*
- ❑ *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)**

- ❑ *inform supervisor when stock is getting low (NOSC-B2.3)*
- ❑ *inform supervisor if bread is being sliced incorrectly: blades may be dull (NOSC-C1.4)*
- ❑ *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 (NOSC-F1.2)*
- ❑ *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)

- ❑ *discuss with the cake decorators how many cake bases and other products are needed to maintain the flow of cake decorating production (ES-OC)*
- ❑ *talk to co-workers to find information about orders that have been made, how the work flow is going (ES-TS)*
- ❑ *contact a union representative to determine what the rules of work are, such as what tasks may be completed, or the rate for overtime (ES-TS)*
- ❑ *contact a human resource department representative for information related to vacation, benefits and time cards (ES-TS)*
- ❑ *share information and skills (NOSC-A1.4)*
- ❑ *network with colleagues (NOSC-A1.5)*
- ❑ *receive stock; notify supervisor in event of discrepancies (NOSC-B2.1)*
- ❑ *report to supervisor: spoilage; packaged goods with tears or punctures (NOSC-B2.1)*
- ❑ *coordinate tasks with co-workers: determine who will follow through with specific products (NOSC-D3.2)*
- ❑ *coordinate tasks with other departments, e.g. cake decorators (NOSC-D3.2)*

Discuss options. (CLB 8)

- ❑ *discuss work processes and flow with other workers in the bakery department to co-ordinate work and maintain or increase the efficiency of the department (ES-OC)*
- ❑ *trouble-shoot problems with equipment, such as when a proofer humidity reading is too high. Discuss the issue with knowledgeable co-workers to determine possible causes (ES-TS)*
- ❑ *offer alternatives if product is not available (NOSC-A3.1)*

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

- ❑ *[may] handle [complex] customer inquiries about home baking such as "Why does flour in Canada work differently than in Dubai" (ES-OC)*

### **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)

- ❑ *may attend morning meetings to learn about store specials, sales scores (ES-OC)*
- ❑ *attend orientations and staff meetings (NOSC-A4.1)*

## Skill: Listening

### I. Social Interaction

Identify situation and relationship between speakers. (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

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

- *listen to instructions from supervisors or co-workers to identify what tasks need to be completed and to learn how they should be carried out. (ES-OC)*
- *sequence production based on priorities identified by supervisor, e.g., special orders (NOSC-D3.2)*

### III. Suasion (Getting Things Done)

Demonstrate comprehension of factual details and some inferred meanings in simple advice and suggestions, announcements and commercials. (CLB 5)

- *may collect market information about products, (e.g., what sells or does not sell) and gather product ideas for their organization (ES-OC)*

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

- *answer customer questions about ingredients (ES-DU)*
- *answer customer questions about products, including ingredients, baking processes and prices (ES-OC)*
- *may locate lost recipe information by phoning another store's bakery department (ES-TS)*
- *coordinate tasks with co-workers: determine who will follow through with specific products (NOSC-D3.2)*
- *coordinate tasks with other departments, e.g. cake decorators (NOSC-D3.2)*

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

- *take special order telephone calls from customers. They may provide customers with prices and other information (ES-OC)*
- *confirm customer satisfaction (NOSC-A3.1)*

### 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)

- *may attend morning meetings to learn about store specials, sales scores (ES-OC)*
- *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 pursue professional development on their own through watching television programs like the Food Network (ES-CL)*

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

- *[take] training on new equipment or for new products (ES-CL)*
- *[may take] management training usually through correspondence courses (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)**

- *[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)**

- *check manufacturers' labels for: damage, looseness or re-pasting; storage instructions, e.g., must be refrigerated (NOSC-B2.1)*
- *follow handling, storage and disposal guidelines for chemical and cleaning products (NOSC-F1.2)*
- *follow lock-out procedures when changing implements, dismantling or cleaning equipment (NOSC-F1.3, F1.5)*

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

- *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)*
- *prepare icing according to recipe: use specified type of fat; use specified type of sugar (NOSC-D2.1)*
- *[refer to and] be familiar with emergency procedures of establishment (NOSC-F1.2)*
- *use electrical equipment following manufacturer's instructions (NOSC-F1.5)*

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

- *follow safe food handling guidelines (NOS-F2.1)*

**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)**

- *use the baking guidelines and specifications sheet (ES-TS)*
- *break each [bakery] product down into stages of production (NOSC – D3.2)*
- *[read about and] use personal protective equipment (PPE) as required by organization's policies and procedures (NOSC-F1.6)*
- *learn how to properly use a fire extinguisher, e.g., read instruction manual (NOSC-F3.2)*
- *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 [written] 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)**

- *read Material Safety Data Sheet (MSDS) to determine if specific cleaning products are food-safe (ES-RT)*
- *read MSDS to identify proper handling of cleaning chemicals (ES-DU)*
- *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] MSDS [which] provides detailed information about use, storage and hazards of a product (NOSC- F1.1)*

**Follow coherent extended instructional directions. (CLB 8)**

- *follow manufacturer's instructions or operating procedure to operate spiral mixer (A1.2), proofer (A1.4), oven and combi-oven (A1.5), deep fryer (A1.6), etc. (NOS-A1.2)*
- *follow manufacturer's instructions to operate upright mixer (C1.2); labelling machine (C1.3); bread slicer (C1.4); weigh scale (C1.5) (NOSC-C1.2)*

### III. Business/Service Texts

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

- *read temperature logs to ensure that equipment is operating and being used correctly, such as the walk-in cooler being kept at the correct temperature (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 product labels to determine information like product weight, ingredients, best before date, PLU code (ES-DU)*
- ❑ *read labels to determine if product is expired, or to answer customer questions about ingredients (ES-DU)*

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

- ❑ *read packaging lists to determine what products provided by outside supplier go directly on to store shelves or into storage (ES-RT)*
- ❑ *check list of codes to be used for specific products when setting the ovens and proofers (ES-DU)*
- ❑ *follow basic production schedule (NOSC-A2.1)*
- ❑ *follow regular maintenance schedule (NOSC-C2.2)*

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

- ❑ *read communication book/board entries to find information about what has occurred on another shift or what tasks are carrying over to their shift (ES-RT)*
- ❑ *may read graphs indicating service scores from mystery shopper programs or comparing store sales with other stores in the region (ES-DU)*
- ❑ *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)*

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

- ❑ *check product specifications binders to determine information such as nutritional information (ES-RT)*
- ❑ *read information on boxes of frozen bake-off products for inventory control, product rotation and to ensure correct product is being used (ES-RT)*
- ❑ *identify packaging and labelling requirements of bakery products, for example: best before dates, number of items per package, ingredient list, allergy alert, [etc.] (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)*

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

- ❑ *read store formula books to learn about or check details on products such as the amounts of ingredients, oven temperature, baking time, yields, photograph of what finished product should look like, instructions on how to pan out frozen product (ES-RT)*
- ❑ *identify yield from product specifications manual (NOSC-D3.1)*

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

- ❑ *read memos from head office to learn which products are to be discontinued or pulled from the shelves due to health alerts or issues or challenges that need to be addressed at the store level (ES-RT)*

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

- ❑ *may read equipment manuals to find out how to clean and perform minor maintenance, such as oiling a turntable in an oven, or vacuuming air inlets (ES-RT)*
- ❑ *trouble-shoot problems with equipment, such as when a proofer humidity reading is too high. Investigate the issue because the range should be lower or it will damage the product. Read the store equipment manual to determine possible causes (ES-TS)*

**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 [written] 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., jewelry, uniform; food handling, e.g., use of gloves (NOSC-A4.2)*

## IV. Informational Texts

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 sales reports to determine what to order or make for a period of time (ES-RT)*
- ❑ *read industry publications, such as the Baker's Journal, to learn about new products and processes being used in the industry (ES-RT)*
- ❑ *read seasonal product program packages to identify what different products have to be made, the formulation and appearance of the products and when to start production (ES-RT)*
- ❑ *check special program specifications to identify the display and packaging guidelines for special holiday products (ES-TS)*
- ❑ *may pursue professional development on their own through [reading] internet sites or bakery journals/publications (ES-CL)*
- ❑ *read industry publications, newspapers and books (NOSC-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)

- ❑ *access the store's intranet to read bulletins about new products, health and safety and bakery-specific news (ES-TS)*
- ❑ *reference store manuals to find information on products, equipment, health and safety procedures (ES-TS)*
- ❑ *use the intranet to access store bulletins, learn about new products, specials (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

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.

### III. Business/Service Messages

#### Fill out simple forms. (CLB 3-4)

- ❑ *complete temperature logs to ensure that equipment is operating and being used correctly, such as the walk-in cooler being kept at the correct temperature (ES-DU)*
- ❑ *may fill out department transfer forms to obtain products from different store departments for use in the bakery (ES-DU)*

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

- ❑ *may check off opening, closing and sanitation checklists and add short comments (ES-DU)*
- ❑ *may create lists/checklists for their own use or for use within the Bakery Department, such as a list of priority items to be made for the day (ES-DU)*
- ❑ *write shift notes to communicate ongoing issues or carry-over tasks to other co-workers, such as a special order that should not be put out on the floor, a call from supplier requiring the baker to sign for a delivery or a production item that did not get addressed (ES-W)*
- ❑ *may make up his or her own production list for the day (ES-TS)*
- ❑ *date and label containers (NOSC-F2.1)*

#### Fill out forms. (CLB 5)

- ❑ *fill in information on employment forms and other human resource forms, such as vacation requests (ES-W)*
- ❑ *complete special order forms. If orders are recorded incorrectly there are negative consequences for customer service, and it may require additional resources of time and product to perform service recovery (ES-W)*

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

- ❑ *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)*

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**For more information about:****Contact:**

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Language Analyses

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National Occupational Standards for the Canadian  
Food Industry

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Fax: (416) 675 - 3135  
<http://www.cfic-ccia.ca/>

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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://www15.hrdc-drhc.gc.ca/english/general/home\\_e.asp](http://www15.hrdc-drhc.gc.ca/english/general/home_e.asp)

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**Registered in Ottawa this 5 day of February 2008**