



SEAFOOD CLERK (NOC 6421)

Job Definition¹:

Seafood clerks are responsible for ensuring that fish and seafood products are stocked to appropriate levels in food retail and cash-and-carry wholesale outlets. Clerks interact with customers to ensure that customers' needs are met and that they have positive shopping experiences. Seafood clerks may also work in meat departments. They may also be responsible for receiving stock.

Food retail outlets include independent, regional, national and multi-national chain or co-op membership grocery stores, and smaller chain or independent stores where seafood and grocery products are sold.

Additional Occupational Information²:

A clerk is responsible for ensuring that retail food products are stocked to appropriate levels in a food retail or cash-and-carry wholesale outlet. A clerk interacts with customers to ensure that the customers' needs are met and that they have a positive shopping experience in a clean and safe environment. A clerk is typically assigned to work in one department of a store, such as produce, grocery or seafood.

Food retail outlets include independent, regional, national and multi-national chain or co-op membership grocery stores, and smaller chain or independent convenience stores where food and grocery products are sold.

¹ *Essential Skills Profile for Seafood Clerk (NOC 6421)*, Canadian Grocery Human Resource Council

² *National Occupational Standards for Clerk – Core Skills*, Canadian Grocery Human Resource Council

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 clerks. The tasks are illustrative only, and do not provide a complete sample of what a clerk does on the job. Other essential skills such as numeracy and computer skills are beyond the scope of the OLA. The content of the OLA was validated by people employed in the occupation and by CLB experts. It was developed by a Registered OLA Analyst using four key resources:

- the *Canadian Language Benchmarks 2000*, Centre for Canadian Language Benchmarks and Citizenship and Immigration Canada
- the *National Occupational Standards* for Clerk-Core Skills, Canadian Grocery Human Resource Council
- the *National Occupational Standards* for Seafood Clerk, Canadian Grocery Human Resource Council
- the *Essential Skills Profile* for Seafood Clerk, Canadian Grocery Human Resource Council

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:

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	(NOSC-B2.5b) = National Occupational Standard, Major Category B, Skill 2; Subskill 5; Sub-subskill b
National Occupational Standard - Core*	NOSC + the section/subsection	(NOSC-B2.5b) = National Occupational Standard, Major Category B, Skill 2; Subskill 5; Sub-subskill b

*The occupations of Grocery, Produce and Seafood Clerk have a set of shared standards referred to as "Core"

Comparative Ratings:

The following chart compares typical and most complex essential skills ratings for clerk, 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*³. 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	7-8
Reading	1	3-5	2	6
Writing	1	4-5	2	6-7

Common Conditions of Communication:

Condition	Description
Purpose	– taking/giving direction or information; working as part of a team; providing customer service; keeping records
Audience	– one-on-one or small group interaction; co-workers; supervisors/managers; customers
Context	– low-pressure; predictable or routine
Topic	– usually familiar topics; factual exchange of information
Mode	– face-to-face; by phone or in-store communication system (occasionally)

³ *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 pleasantly, especially regular customers (ES-OC)*
- ❑ *greet customers with opening comment, e.g., 'Hi, How are you today?' (NOSC-B1.4b)*
- ❑ *acknowledge regular customers (NOSC-B1.4b)*

Open, close and respond to short casual small talk. (CLB 4)

- ❑ *acknowledge expressions of thanks from customers courteously (ES-OC)*
- ❑ *engage customers in personal conversations, if appropriate (NOSC-B1.4b)*
- ❑ *comment positively on products (NOSC-B1.4b)*
- ❑ *ask customers if they found all they were looking for (NOSC-B1.4d)*

Take leave appropriately. (CLB 4)

- ❑ *thank customer (NOS-C1.1g)*

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

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

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

- ❑ *inform supervisors about issues with co-workers not doing their share of work or not performing tasks properly (ES-OC)*

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

- ❑ *refer angry customers to supervisors if asked or when unable to solve problems (ES-OC)*
- ❑ *explain that their stores provide a range of options for consumers including non-farmed seafood. They may offer customers pamphlets for more information about their organizations' policies concerning farmed seafood (ES-OC)*
- ❑ *thank customers for comments and pass on information to supervisors; ask questions to clarify details; repeat feedback to supervisors (ES-OC)*
- ❑ *refer angry customers to supervisors if asked or when unable to solve problems (ES-OC)*
- ❑ *refer customers when their efforts to accommodate the customer have failed (ES-TS)*
- ❑ *contact supervisor or manager to help resolve situation, if appropriate (NOSC-B1.6a)*
- ❑ *empathize with customer, if appropriate: show genuine concern, e.g., "I'm sorry that you are upset."; apologize for error or inconvenience; thank customer for bringing problem to your attention (NOSC-B1.6d)*
- ❑ *make suggestions to resolve issue, or recommend that customer speak with supervisor (NOSC-B1.6e)*

Conversation Management

Confirm own comprehension. (CLB 7)

- ❑ *repeat kinds and quantities of seafood to prevent errors (ES-OC)*
- ❑ *may ask questions to clarify understanding of instructions (ES-OC)*
- ❑ *may ask questions to clarify details (ES-OC)*
- ❑ *may verify information with personnel in other departments (ES-OC)*
- ❑ *ask questions to clarify order (NOS-C1.1b)*
- ❑ *paraphrase or ask questions to confirm understanding (NOSC-A1.3b)*
- ❑ *admit that you do not know if in doubt (NOSC-B1.4c)*

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

- ❑ *speak effectively: speak clearly; use precise, uncomplicated language, do not use slang terms; vary voice tone, inflection, volume, speed and use of jargon according to intent of message and audience (NOSC-A1.3c)*

Phone Competencies

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

- ❑ *may respond to telephone enquiries from customers (ES-OC)*

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

- ❑ *make public address system announcements (ES-OC)*
- ❑ *may make coded announcements or requests over public address systems, such as requests for managers on duty to go to particular location in store (ES-OC)*
- ❑ *place order: call warehouse and/or vendors; check availability of products; check prices; order seafood products (NOS-B1.6d)*

II. Instructions

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

- ❑ *give customers aisle numbers and directions to find particular products (ES-OC)*
- ❑ *provide clear directions [to customers] (NOSC-B1.4d)*

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

- ❑ *may delegate tasks to part-time co-workers (ES-OC)*
- ❑ *may exchange brief instructions and comments with co-workers to build special displays and coordinate tasks, such as moving bulky and heavy pallets (ES-OC)*
- ❑ *tell other workers (...) how tasks are performed (ES-WO)*
- ❑ *orient new employees (ES-WO)*
- ❑ *assign routine tasks to other workers (ES-WO)*

III. Suasion (Getting Things Done)

Advise someone of danger. (CLB 3)

- ❑ *assist with building evacuation, if directed: inform customers of nearest exit (NOSC-D2.2f)*

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

- ❑ *ask office staff for new signs when needed for new products, for unadvertised features, or to correct signage and shelf-tag errors (ES-OC)*
- ❑ *offer assistance to team members when help is needed (NOSC-A1.4e)*
- ❑ *ask for help when needed (NOSC-A1.4f)*
- ❑ *inform designated personnel when compactor indicates it is full (NOSC-C1.4g)*

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

- ❑ *ask customer if another product is required (NOS-C1.1f)*

Give and get permission. (CLB 5)

- ❑ *confirm weight and price of product before packaging, especially if weight is more or dollar amount is more than specified by customer (NOS-C1.1c)*

Give simple informal advice. (CLB 5)

- ❑ *suggest quantities of seafood to buy for specified numbers of guests (ES-OC)*
- ❑ *provide recommendations, e.g., product characteristics, serving sizes, preparation methods (NOS-C1.1b)*

Call for emergency assistance. (CLB 5)

- ❑ *may call security agents to intervene when they consider customers' behaviours to be suspicious or dangerous (ES-TS)*
- ❑ *contact appropriate personnel immediately (e.g., manager on duty, security) if customer is aggressive or inappropriate (NOSC-B1.6f)*
- ❑ *inform manager on duty and/or security of any suspicious behaviours; report identifying characteristics of customers; describe unusual behaviours of co-workers (NOSC-C4.1d)*
- ❑ *report emergency to: manager on duty; emergency personnel, if necessary: give address twice, provide other information requested, if possible (NOSC-D2.2c)*
- ❑ *consult with first aid provider on shift, if necessary, in cases of minor injuries (NOSC-D2.2d)*

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

- ❑ *inform the supervisor or manager on duty to request technical support (ES-TS)*
- ❑ *remind co-workers of correct procedures to follow and why it is important to do so; if co-workers continue to not rotate stock, grocery clerks inform supervisors (ES-TS)*
- ❑ *use sales techniques during conversations with customers: provide information on specials and promotions (NOSC-B1.4d)*

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

- ❑ offer assistance to customers displaying suspicious behaviours, if appropriate (NOSC-C4.1b)
- ❑ ask customers if they would like to pay for items taken (NOSC-C4.1d)

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

- ❑ may make informal suggestions of sales strategies to supervisors such as changes to location, sampling and cross-merchandising to increase sales (ES-TS)

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

- ❑ report (steamer) defects to supervisor (NOS-B2.2d)
- ❑ report potential problems to manager on duty (NOSC-C2.1f)
- ❑ report potential problems to supervisor immediately (NOSC-C2.2h)

IV. Information

Presentations

Describe briefly a person, object, situation and daily routine. (CLB 3)

- ❑ describe tastes and textures of seafood to customers when asked (ES-OC)
- ❑ inform cashiers of prices of specific products as asked (ES-OC)
- ❑ report poor quality products received to supervisors (ES-OC)
- ❑ inform supervisors of shortages (ES-TS)
- ❑ inform supervisors of discrepancies (ES-TS)
- ❑ describe seafood department products (NOS-A1.1)
- ❑ describe seafood display and storage requirements (NOS-A1.2)
- ❑ describe product being sampled (NOS-C1.1b)
- ❑ describe organization's customer loyalty/membership program (NOSC-B1.1;) store layout and location of in-store products (NOSC-B1.2)
- ❑ report defects to supervisor (NOSC-C1.2d)
- ❑ notify supervisor of discrepancies (NOSC-C3.1c)
- ❑ report unsafe or damaged equipment to supervisor immediately (NOSC-D1.2e)

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

- ❑ repeat (customer) feedback to supervisors (ES-OC)
- ❑ report (...) injuries as soon as possible (NOSC-D1.1f)
- ❑ report safety concerns to supervisor (NOSC-D1.1g)

Describe a scene or picture. (CLB 5)

- ❑ notify supervisor of needed supplies, if you are a designated first aid provider (NOSC-D2.1e)

Describe a daily routine. (CLB 5)

- ❑ share information and skills (NOSC-A1.4h)

Interaction One-on-One

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

- ❑ may read product labels aloud for customers who have difficulty reading fine print (ES-RT)
- ❑ may respond to questions from health and safety inspectors about organization's protocols, e.g., product storage (ES-OC)
- ❑ may provide (...) preparation methods, when customers ask for help (ES-OC)
- ❑ discuss lunch and work breaks with co-workers, to determine who goes and when; discuss their schedules with supervisors or co-workers when necessary to make scheduling changes (ES-OC)
- ❑ may (...) call alternative suppliers and/or other stores to obtain products (ES-TS)
- ❑ contact appropriate co-workers to learn correct prices (ES-TS)
- ❑ ask supervisors for information on store operations, policies and procedures (ES-TS)
- ❑ call office staff to check prices or to resolve conflicts with shelf tags and other signs (ES-TS)
- ❑ update their product knowledge, including locations and promotions, by consulting co-workers (ES-CL)
- ❑ inform supervisor (of changes to sanitizer solution) (NOS-B1.3b)
- ❑ respond appropriately, e.g., provide answer, ask supervisor/department manager to handle customer's request (NOSC-B1.5b)

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

- ❑ *advise co-workers and supervisors of stock shortages and malfunctioning equipment; repeat to supervisors and suppliers customers' special requests and feedback about products and store operations (ES-OC)*
- ❑ *ask questions to learn about preparation and presentation of new and unusual products from product demonstrators and vendors (ES-OC)*
- ❑ *may participate in annual performance evaluations to determine eligibility for pay raises; may discuss career plans and set new performance goals, according to organizations' protocols and type of employment (ES-OC)*
- ❑ *respond to customers' enquiries regarding food allergies and intolerances (NOSC-B1.4c)*

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

- ❑ *answer customers' questions about store operations, locations of specific products, prices, availability of products and product ingredients, especially for allergen concerns and about sale or featured items (ES-OC)*

Discuss options. (CLB 8)

- ❑ *may recommend substitutions to customers when specific products are unavailable or cannot be used due to dietary restrictions; may suggest cross-merchandised products, such as sauces and dips, to customers and make recommendations when asked (ES-OC)*
- ❑ *may make suggestions to supervisors to improve placement of special displays and featured products in departments, when changes are possible (ES-OC)*
- ❑ *mention availability of rain checks to customers who ask and may suggest substitute products for the same price, as directed by managers (ES-TS)*
- ❑ *provide informal, and occasionally formal, feedback to supervisors and managers concerning customer satisfaction, product quality and store procedures (ES-TS)*

Interaction in a Group

Participate in a small group discussion. (CLB 5)

- ❑ *network with colleagues (NOSC-A1.5f)*

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

- ❑ *inform supervisors of progress on tasks, tasks that have been completed and ask questions about task assignments; inform clerks coming on shift about concerns and tasks that carry over to subsequent shifts (ES-OC)*
- ❑ *discuss new products, product saleability, and rotations and quality concerns with co-workers and supervisors (ES-OC)*
- ❑ *discuss store policies and procedures with co-workers and supervisors (ES-OC)*

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

- ❑ *discuss tasks with co-workers and supervisors in order to divide priority tasks as equitably as possible (ES-TS)*

Skill: Listening

I. Social Interaction

Identify verbal and non-verbal details of social exchanges, including styles of greetings, leave-taking and introductions. (CLB 3)

- ❑ *listen effectively: display interest and enthusiasm; do not interrupt or finish message for speaker (NOSC-A1.3b)*

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

- ❑ *listen to (...) public address announcements (ES-OC)*
- ❑ *listen and respond to requests to answer telephones, clean spills, pick up stock in receiving areas and provide prices to cashiers (ES-OC)*
- ❑ *listen to coded announcements made on public address systems to respond to emergencies, such as missing children and shoplifters (ES-OC)*
- ❑ *may respond to telephone enquiries from customers or from co-workers in other departments (ES-OC)*

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

- ❑ *may use self-directed learning tools, such as (...) videos on safe lifting methods, if provided by their organizations (ES-CL)*
- ❑ *watch training videos (NOSC-A1.5c)*

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)

- ❑ *may listen to comments of customers angry about fishing practices such as fish farming (ES-OC)*
- ❑ *listen to the customers' concerns (ES-OC)*
- ❑ *listen to details of customer's complaint or concern (NOSC-B1.6c)*

II. Instructions

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

- ❑ *follow instructions from supervisor (NOS-B1.4f)*

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

- ❑ *may listen to supervisors' instructions for ordering products (ES-OC)*
- ❑ *listen to supervisors' instructions on products to feature on aisle ends and in special displays (ES-OC)*
- ❑ *receive work assignments from supervisors and managers (ES-TS)*

III. Suasion (Getting Things Done)

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

- ❑ *listen and respond to requests to answer telephones, clean spills, pick up stock in receiving areas and provide assistance to cashiers (ES-OC)*
- ❑ *listen to coded announcements made on public address systems to respond to emergencies, such as missing children and shoplifters (ES-OC)*

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

- ❑ *take customers' orders at full-serve counters (ES-OC)*
- ❑ *may respond to questions from health and safety inspectors about organization's protocols, e.g., product storage (ES-OC)*
- ❑ *listen carefully to customers' comments about products, displays, store hours and general operations; listen to customers' complaints about products with respect to quality, prices and availability (ES-OC)*
- ❑ *take customer's order (NOS-C1.1b)*
- ❑ *listen to customers' requests to determine necessary details (NOSC-B1.5a)*

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)

- *attend training sessions on workplace safety, injury prevention and safe food handling practices as required (ES-CL)*
- *may (...) take training and become certified to operate power jacks, forklift trucks and to operate balers and compactors, as needed (ES-CL)*
- *take approved courses or in-house training programs, e.g., management preparation (NOSC-A1.5a)*
- *attend vendor seminars (NOSC-A1.5d)*
- *take in-store product knowledge workshops (NOSC-A1.5e)*
- *attend orientations and staff meetings (NOSC-A2.1a)*
- *take required training [to use scan guns] (NOSC-C1.1a); [to operate pallet jacks/movers] (NOSC-C1.2a); [to use balers] (NOSC-C1.3a); [to use garbage compactor] (NOSC-C1.4a)*
- *take standard first aid and basic cardio-pulmonary resuscitation (CPR) training (NOSC-D2.1e)*

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 poster captions for safe hand washing methods (ES-RT)*

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

- ❑ *may read recipe instructions to prepare small batches of seafood kebabs and stuffed salmon (ES-RT)*
- ❑ *read notes from supervisors that may include instructions to take down or move displays, place orders for certain products or put certain products out as features (ES-RT)*
- ❑ *may read recipes and information sheets with customers and provide measurement conversions and preparation methods, when customers ask for help (ES-OC)*

Follow a set of written instructions on 10- to 13- step everyday procedures related to simple technical and non-technical tasks. (CLB 7)

- ❑ *may read instructions for use, safe handling, health emergencies and clean-ups of accidental spillages in cleaning products' material safety data sheets (MSDS) (ES-RT)*
- ❑ *may read information sheets on topics such as safe food handling techniques; may read operating procedures posted beside balers and garbage compactors (ES-RT)*
- ❑ *follow manufacturer's maintenance instructions/organizational procedures (NOSC-C2.1a)*
- ❑ *follow correct storage procedures for flammable chemicals, e.g., cleaners, solvents (NOSC-D1.1k)*
- ❑ *follow lock-out procedures when changing implements or cleaning (NOSC-D1.2d)*
- ❑ *use electrical equipment following manufacturers' instructions (NOSC-D1.2d)*
- ❑ *review organizational policies and procedures related to emergencies, e.g., customer injury, flood, bomb threat, fire, earthquake (NOSC-D2.1a)*

III. Business/Service Texts

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

- ❑ *read instructions to complete forms, such as requests for vacations and days off (ES-RT)*
- ❑ *may read product labels aloud for customers who have difficulty reading fine print (ES-RT)*
- ❑ *locate product prices, formats and quantities on product and shelf labels; they may compare product names and universal product codes on shelf labels to product names and codes on product labels; check best-before dates on products (ES-DU)*
- ❑ *look for checkmarks and/or initials in various logs, such as sweep logs, to ensure that tasks have been completed; may identify items on customers' grocery lists to help customers find specific products or describe products (ES-DU)*
- ❑ *compare best-before dates on products to current date to determine stock rotation (ES-N)*
- ❑ *look up prices (ES-TS)*
- ❑ *monitor dates and prices (NOS-B1.1j); temperatures of department products and cases (NOS-B1.4e); best-before dates (freezers) (NOS-B1.4i)*
- ❑ *maintain self-service cases: monitor dates (NOS-B1.4h)*
- ❑ *check date (on labels) (NOS-B2.4d)*
- ❑ *read labels to identify ingredients (NOSC-B1.4c)*
- ❑ *check... temperatures of coolers/freezers daily (NOSC-C2.1b); temperatures of cases (NOSC-C2.2b)*
- ❑ *check best-before dates to ensure that product is rotated (NOSC-C2.2c); check manufacturers' labels for: storage instructions, e.g., must be refrigerated (NOSC-C3.1e); check containers for production and best-before dates (NOSC-C3.2e)*

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

- ❑ *check product names, prices, discounts and formats on special merchandising signs; may observe warnings on signs in storage and receiving areas to avoid forklifts, electrical hazards and slippery floors (ES-DU)*
- ❑ *check numbers of accident-free days and performance indicators, such as total daily sales, on communication boards for store personnel (ES-DU)*
- ❑ *scan illustrations on posters promoting hand washing, safe food handling methods and techniques to prevent workplace injuries; may refer to brand logos on boxes and bags to find required products for stocking shelves (ES-DU)*
- ❑ *find names and prices of featured products and of products on sale in sales flyers (ES-TS)*
- ❑ *read postings on bulletin boards (NOSC-A2.1a)*
- ❑ *review advertised specials in sales flyer as needed (NOSC-B1.4a)*
- ❑ *read communication board/log (NOSC-C2.3c)*

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

- ❑ *locate product look-up codes for fish and seafood in product code lists (ES-DU)*
- ❑ *find measurement conversions, e.g., of pounds for grams, in measurement conversion tables (ES-DU)*
- ❑ *scan work schedules to determine their work shifts; may check first aid attendant schedules to identify designated first aid providers on shift (ES-DU)*
- ❑ *check condition and accuracy of signs (NOS-B1.4f)*
- ❑ *check purchase order, if required, to ensure that products match specifications (NOSC-C3.1a)*
- ❑ *check invoice against order to verify purchase quantity (NOSC-C3.1b)*

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

- ❑ *read organizations' bulletins that announce product label changes and reasons for them, such as a labeling change from 'red snapper fillets' to 'Pacific red snapper fillets' (ES-RT)*
- ❑ *may read job postings to learn about career opportunities within their organizations; may read memos about upcoming store functions for staff, such as 'Jeans Day' (ES-RT)*
- ❑ *scan weekly sales flyers to identify feature products that will need to be kept well stocked; scan weekly flyers to locate featured products' sales prices, formats and maximum allowable numbers of items per customer (ES-DU)*
- ❑ *update their product knowledge, including locations and promotions, by (...) reading labels, memos, flyers and plan-o-grams as needed (ES-CL)*
- ❑ *familiarize self with current department information, for example: check communication board/log; check tasks carried over from previous shift; read memos; review weekly sales flyer; identify in-store promotions/feature products (NOS-B1.1a)*

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

- ❑ *read about new practices such as sustainable sourcing of seafood in bulletins from their organizations or suppliers (ES-RT)*
- ❑ *look up information on seafood characteristics, handling, storage requirements and preparation suggestions in seafood resource texts for customers (ES-TS)*

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

- ❑ *may read descriptions of tastes and appearance of seafood, such as oysters and eels, and guidelines for their storage and preparation in customer information sheets (ES-RT)*
- ❑ *scan labels of products including prepared products, such as crusted cod, to determine nutritional values, ingredients (including possible allergens and additives) and, if applicable, country of origin, to be able to answer customers' questions (ES-RT)*
- ❑ *read dates for upcoming inventories, and reminders of tasks and policies, in memos from supervisors (ES-RT)*
- ❑ *read suppliers' memos announcing product recalls (ES-RT)*
- ❑ *scan workplace health and safety memos for tips, such as the proper way to lift heavy items (ES-RT)*
- ❑ *scan product labels for nutritional values, ingredients (including possible allergens and additives) and country of origin to be able to answer customers' questions, such as whether products are organic (ES-DU)*
- ❑ *read memos to stay current with procedures and policies (ES-CL)*
- ❑ *check applicable specifications, e.g., read procedure manual (NOS-B3.2a)*

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

- ❑ *may find product codes, names, sizes and quantities in multiple-page invoices (ES-DU)*
- ❑ *may find product codes, names, sizes, quality and quantities in purchase order forms (ES-DU)*
- ❑ *may find policies and procedures in orientation manuals or collective agreements (ES-TS)*
- ❑ *use resources (e.g., manuals) if you do not know answers to customers' questions (NOSC-B1.4d)*

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

- ❑ *may read questions in training quizzes and opinion surveys for their organizations (ES-RT)*

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

- ❑ *may scan instructions in department guidebooks to learn display and storage standards, weighing practices, packaging requirements and safe use and maintenance of tools such as fillet knives and deboners (ES-RT)*
- ❑ *may skim through orientation manuals or collective agreements for specific information about benefits, hours of work and pay (ES-RT)*
- ❑ *review documentation to determine: stock delivery dates; stock inventory; back orders; organization's distributions, if applicable (NOS-B1.6a)*
- ❑ *check MSDS as needed to determine: personal protective equipment requirements; chemical and cleaning product handling, storage and disposal guidelines (NOSC-D1.1a)*

IV. Informational Texts

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

- ❑ *read tasks to complete on their shifts in notes from supervisors and co-workers (ES-RT)*
- ❑ *follow sanitizer label directions (NOS-B1.3a)*

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

- ❑ *compare temperatures of fish and seafood in full-serve and self-serve cases to standard temperatures as defined in organization's health and safety guidelines (ES-N)*
- ❑ *may compare products received, including product counts, formats and brands, to products and quantities ordered and invoiced when receiving merchandise (ES-N)*

Get the gist, key information and important detail of simple, explicit two- to three-paragraph texts (e.g., news articles, educational/content materials, stories. (CLB 4)

- ❑ *may read merchandising notes to learn about new products and weekly specials, and how they are to be displayed (ES-RT)*
- ❑ *read organization's publications (NOSC-A1.5g)*
- ❑ *check in-store resources for ingredient lists (NOSC-B1.4c)*

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

- ❑ *follow manufacturer's maintenance instructions/organizational procedures (NOSC-C2.1a)*

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

- ❑ *may follow schematic drawings and plan-o-grams. For example, they may refer to plan-o-grams to determine depths, heights and widths to stock frozen products in freezer cases/bunkers and verify the placement and quantities of seafood products to stock in full-serve and self-service cases (ES-DU)*
- ❑ *follow schematics/plan-o-grams (NOS-B1.4f)*

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] applicable federal, provincial/territorial legislation and municipal by-laws related to your job (NOSC-A2.1a)*
- ❑ *keep up to date with changes in legislation, policies and procedures (NOSC-A2.1c)*

Information Literacy/Reference and Study Skills Competencies

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

- ❑ *may use self-directed learning tools, such as online assessment tests (ES-CL)*
- ❑ *take online product knowledge workshops (NOSC-A1.5e)*

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

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

- ❑ *may write telephone messages for supervisors (ES-W)*
- ❑ *take telephone messages (NOSC-C2.3c)*

III. Business/Service Messages

Fill out simple forms. (CLB 3-4)

- ❑ *initial daily tasks, such as cleaning food and non-food contact equipment and surfaces, on department inspection sheets at the end of shifts (ES-DU)*
- ❑ *record temperatures of fish and seafood in full-serve and self-serve cases in temperature logs to ensure that they comply with health and safety requirements (ES-DU)*
- ❑ *may enter dates, steamer temperatures and numbers of lobsters into lobster cooking logs (ES-DU)*
- ❑ *may enter dates, products, quantities and costs into waste logs and shrinkage sheets to track product wastage (if they do not have access to hand-held scanning units) (ES-DU)*
- ❑ *may enter their names on specific dates in calendars to indicate desired days off; may enter times, checkmarks and initials to tasks completed in logs, such as sweep logs and washroom logs; may enter temperatures and initials into temperature logs for freezers and coolers at scheduled times (ES-DU)*
- ❑ *check and document temperatures of full-service and self-serve cases (NOS-B1.2e)*
- ❑ *record (dead product) as shrink/waste (NOS-B1.5b)*
- ❑ *log temperature, date, time and quantity steamed, as required (NOS-B2.2e)*
- ❑ *use specified forms (NOSC-A1.3d)*
- ❑ *log temperatures of coolers/freezers daily, if required: record reason for temperatures that are out-of-range, if known (NOSC-C2.1b); log temperatures of cases, if required: record reason for temperatures that are out-of-range, if known (NOSC-C2.2b)*
- ❑ *complete required documentation for shift duties (...) enter data from completed tasks, e.g., date, time, initials (NOSC-C2.3b)*
- ❑ *complete required forms, e.g., sweep logs: document actions taken; note dates and times (NOSC-D1.1h)*

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

- ❑ *may make simple signs to identify damaged and malfunctioning equipment, such as step-ladders and balers (ES-DU)*
- ❑ *may make lists of products needed from back storage areas while doing walkthroughs of their areas; they may make lists of tasks to do in order to organize their daily work (ES-DU)*
- ❑ *may write reasons for product returns to vendors on refund vouchers (ES-W)*
- ❑ *remove all fresh product: label and store in storage containers (NOS-B1.2a)*
- ❑ *log changes in (sanitizer) solution (NOS-B1.3b)*
- ❑ *date and label containers (NOS-B3.1m)*
- ❑ *document [customers'] request, if required (NOSC-B1.5c)*
- ❑ *write notes to supervisor/co-workers on next shift (NOSC-C2.3c)*
- ❑ *note special requests (NOSC-C2.3c)*
- ❑ *label products with date of receipt directly on box/container, if required (NOSC-C3.1g)*

Fill out forms. (CLB 5)

- ❑ *describe reasons for requesting days off on appropriate forms; may describe details of unscheduled floor cleanings, indicating times, issues and actions taken, in sweep logs (ES-W)*
- ❑ *record shrink (NOS-B1.1k)*
- ❑ *complete department documentation (temperature log) (NOS-B1.4e)*
- ❑ *document (...) shrink, as required (NOS-B1.4)*
- ❑ *complete department documentation (NOS-B1.4q)*
- ❑ *complete department documentation, as required (NOS-B1.6e)*

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

- ❑ *complete forms for benefits and other union or personnel reasons; may enter their names and dates for vacations and days off into 'request for time off' forms (ES-DU)*
- ❑ *may write descriptions of accidents and incidents they have been involved in or witnessed for incident reports (ES-W)*
- ❑ *may enter dates and desired product quantities into order sheets (ES-DU)*
- ❑ *may prepare daily, bi-weekly and weekly orders (ES-N)*
- ❑ *document order, as required, e.g., fill in checklist (NOS-B1.6c)*
- ❑ *follow procedure for acquiring products from other departments, e.g., complete transfer form (NOS-B3.2b)*
- ❑ *document injuries as soon as possible (NOSC-D1.1f)*

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

- ❑ *write short notes to inform supervisors of tasks left uncompleted at the ends of their shifts, identify tasks that need to be completed and explain the reasons (ES-W)*
- ❑ *complete department documentation: note tasks that need to be carried to next shift (NOS-B1.2h)*

IV. Presenting Information

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

- ❑ *may use some computer and software applications (ES-CU)*
- ❑ *document details of emergency, if required (NOSC-D2.2h)*

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
www.itssessential.ca

National Occupational Standards for Seafood Clerk
National Occupational Standards for Clerk - Core Skills

Canadian Grocery Human Resource Council,
2595 Skymark Avenue, Suite 200
Mississauga, ON L4W 4L5
Tel: (905) 624-3060
Fax: (905) 624-3061
www.cgsrc.ca

Essential Skills Profiles

Canadian Grocery Human Resource Council,
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