



KITCHEN HELPER (NOC #6641)

Job Definition¹:

A kitchen helper, under supervision, is responsible for:
cleaning and sanitation of kitchen equipment
assisting in basic food preparation
assisting in receiving and storing of kitchen products

Additional Occupational Information²:

Kitchen helpers are related to the NOC group “Kitchen and Food Service Helpers”. Kitchen helpers clear tables, clean kitchen areas, wash dishes and perform other activities to assist workers who prepare or serve food and beverages. They are employed in restaurants, hotels, fast food outlets, cafeterias, hospitals and other establishments. Kitchen helpers work both independently and as part of a team. They participate in formal discussions with co-workers and supervisors on methods for improving work processes or product quality, and on the allocation of responsibilities.

Overview:

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

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

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

¹ *National Occupational Standards for the Canadian Tourism Industry: Kitchen Helper*, Canadian Tourism Human Resource Council

² *The Essential Skills Profile for Kitchen Helper and Line Cook (NOC 6641)*, HRSDC

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 (descriptors of work/job tasks) drawn from the Essential Skills Profile or the National Occupational Standards are indented and italicized underneath each competency and referenced to their source, as follows:

Task Source	Reference	Example
Essential Skills Profile	ES + the first letters of the profile section	(ES-DU) = Essential Skills Profile, Document Use section
National Occupational Standard	NOS + the section/subsection	(NOS-B2.5) = National Occupational Standard, Major Category B, Skill 2; Subskill 5)

Comparative Ratings:

The following chart compares typical and most complex essential skills ratings for kitchen helpers, based on the Essential Skills Profile, to the corresponding range of CLB ratings, as suggested in the *Canadian Language Benchmarks and Essential Skills Comparative Framework*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	3 - 6	2	6
Reading	1 - 2	3 - 6	3	7 - 9
Writing	1	4 - 5	2	6 - 7

Common Performance Conditions:

Condition	Description
Purpose	- working as part of a team, taking and giving directions
Audience	- co-workers, supervisors, delivery/service personnel
Context	- varies; may be noisy; directions may be given at great speed and volume
Topic	- concrete, routine, familiar
Mode	- most commonly face-to-face

Skill: Speaking

I. Social Interaction

Interpersonal Competencies

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

- ❑ *greet suppliers and servicers (ES-OC)*

Indicate problems in communication. Ask for explanation. (CLB 3)

- ❑ *may have to ask for clarification of information as work environments can be noisy and they may encounter problems of miscommunication (ES-TS)*

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

- ❑ *speak clearly, be courteous (say “please” or “thank you”), be respectful (speak well of others) (NOS-A3.3)*
- ❑ *interact with customers/clients/public (ES-OC)*

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

- ❑ *interact with co-workers to negotiate, resolve conflict (ES-OC)*
- ❑ *maintain positive attitude; e.g. be pleasant in stressful situations (NOC-A3.3)*

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

- ❑ *interact with suppliers/servicers to negotiate, resolve conflict (ES-OC)*

Comfort and reassure a person in distress. (CLB 8)

- ❑ *interact with customers/clients/public to reassure, comfort (ES-OC)*

Conversation Management

Encourage others in a conversation by showing interest. (CLB 5)

- ❑ *give encouragement and positive feedback to team members (NOS-A3.5)*

Phone Competencies

Call for emergency assistance (CLB 5)

- ❑ *respond to emergencies by calling emergency authority, providing requested information (NOS-B2.7)*

II. Instructions

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

- ❑ *interact with those they supervise or direct to provide information, explanation, direction (ES-OC)*

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

- ❑ *communicate with delivery personnel about where to place supplies (ES-OC)*
- ❑ *interact with co-workers to instruct, instill understanding, knowledge (ES-OC)*

III. Suasion (Getting Things Done)

Ask and grant permission. (CLB 3)

- ❑ *consult supervisor before taking breaks (NOS-B2.2)*

Advise someone of danger. (CLB 3)

- ❑ *announce presence when approaching blind corners or passing behind co-workers (NOS-B2.1)*
- ❑ *warn others of hazards using appropriate methods (NOS-B2.1)*

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

- ❑ *follow instructions for use and maintenance of equipment by asking for assistance, if necessary (NOS-B2.2)*
- ❑ *report to supervisor, if situation warrants: be prepared to provide details (NOS-B2.3)*

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

- ❑ *assist in process of receiving food; for example, notify supervisor in event of discrepancies between purchase order and delivered goods (NOS-D1.1)*
- ❑ *report to supervisor meat, fish, seafood and poultry that is slimy, smelly, showing signs of rodent or insect attach; canned goods that are dented, rusted, leaking, bulging; packaged goods with tears or punctures (NOS-D1.1)*

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

- ❑ *solve common problems of mechanical warewashing by reporting to supervisor If soap consumption is irregular, foaming is excessive or temperature on gauges is too low or too high (NOS-C2.3)*
- ❑ *report maintenance needs to supervisor, for example: unsafe chairs and tables (NOS-B2.1)*

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

- ❑ *outline chemical dangers; describe Workplace Hazardous Materials Information System (WHMIS) (NOS-B1.1)*
- ❑ *notify supervisor of damaged electrical equipment, e.g. frayed cords, damaged plugs, broken light bulbs (NOS-B2.6)*
- ❑ *warn co-workers and ensure clear pathway when carrying hot items (NOS-B2.5)*
- ❑ *warn others about wet floor, i.e. verbally (NOS-C1.1)*

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

- ❑ *report any pest infestation (mice, cockroaches) (NOS- C2.4)*
- ❑ *report required repairs as soon as possible, e.g. door latches or springs that do not tightly seal door, broken rubber door seals (NOS-D2.1)*
- ❑ *report to supervisor any food products which are questionable, e.g. over-ripe fruit, smelly meat, food damaged by rodents (NOS- D2.1)*
- ❑ *use rinsing agent if there are water spots on wares; if problem continues, report to supervisor (NOS-C2.3)*

IV. Information

Presentations

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

- ❑ *identify types of knives (NOS-B4.1)*
- ❑ *identify tools and equipment i.e. kitchen equipment, basic kitchen hand tools, pots and pans (NOS-F1.1)*

Describe a daily routine. (CLB 5)

- ❑ *share information and skills (NOS- A3.5)*
- ❑ *describe cutting techniques (NOS-E1.2)*

Describe a simple process. (CLB 6)

- ❑ *present information to a small group to instruct, instill understanding, knowledge (ES-OC)*

Interaction One-on-One

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

- ❑ *interact with co-workers to co-ordinate work with that of others (ES-OC)*
- ❑ *be enthusiastic; seek new duties when work is completed (NOS-A3.3)*
- ❑ *report low stock levels (NOS-D2.1)*

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

- ❑ *interact with supervisor/manager to provide/receive information, explanation, direction (ES-OC)*
- ❑ *follow general guidelines for storage by [reporting] low stock levels (NOS-D2.1)*

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

- ❑ *find out about policies for product specifications by asking their supervisor (ES-TS)*
- ❑ *report equipment trouble to supervisor, if situation warrants, with details (NOS-B2.3)*
- ❑ *prevent fires; for example, inform supervisor of extinguisher use, regardless of amount used (NOS-B3.3)*

Interaction in a Group

Participate in a small group discussion. (CLB 5)

- *participate in group discussion to provide/receive information, explanation, direction; to seek, obtain information; to co-ordinate work with that of others (ES-OC)*

Express necessity, worry, or concern. (CLB 5)

- *announce presence when approaching blind corners or passing behind co-workers (NOS-B2.1)*
- *interact with customers/clients/public to reassure, comfort (ES-OC)*

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

- *participate in group discussion to discuss (exchange information, opinions) (ES-OC)*

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

- *participate in group discussion to negotiate, resolve conflict (ES-OC)*

Skill: Listening

I. Social Interaction

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

- *interact with suppliers, servicers (ES-OC)*
- *interact with customers/clients/public (ES-OC)*
- *[communicate] effectively; for example, listen carefully (NOS-A3.3)*

Identify mood/attitude of participants. (CLB 6)

- *be calm and empathetic when working with new staff that may need extra time to learn (NOS- A3.3)*

II. Instructions

Follow two- to four clause directions relating to movement and position in space. (CLB 3)

- *listen to provide/receive information (ES-OC)*
- *be professional by being co-operative, e.g. follow directions, help others (NOS-A3.3)*

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)

- *communicate with supervisors and co-workers to organize and co-ordinate their work and receive instructions (ES-OC)*
- *be professional; for example, be a responsible employee by following instructions (NOS-A3.3)*
- *listen to provide/receive information, explanation, direction (ES-OC)*
- *follow appropriate emergency procedure: follow instructions, e.g. evacuate building (NOS-B2.7)*

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

- *be versatile, e.g. do other duties that may be requested, adapt to unexpected situations (NOS-A3.3)*

III. Suasion (getting things done)

Identify expressions used to ask and grant permission; advise of danger; ask for, offer, and accept assistance. (CLB 3)

- *be open to suggestions that will help them do their job better (NOS-A3.3)*

IV. Information

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

- *follow house policies; for example, ensure that they understand policies by attending orientation sessions (NOS-A2.3)*
- *ensure that they understand policies by asking supervisor (NOS-A2.3)*

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 written instructions for particular work tasks, such as for cleaning a piece of equipment (ES- R)*
- ❑ *read whole numbers; for example, count ingredients such as eggs or cupfuls of milk to be added to recipes (ES-N)*
- ❑ *follow guidelines for lifting and moving heavy objects (NOS-B2.4)*

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

- ❑ *read pamphlets dealing with hygiene in a food environment (ES-R)*
- ❑ *follow burn prevention guidelines (NOS-B2.5)*
- ❑ *follow procedures for properly eliminating flammable waste, e.g. oil (NOS-B3.3)*

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

- ❑ *read and implement written shift duties and instructions (ES-R)*
- ❑ *clean filters: - follow chemical directions (NOS-C2.1)*

III. Business/Service Texts

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

- ❑ *scan forms for specific information/To locate information; skim forms for overall meaning, to get the gist, read forms to understand or to learn (ES-RT)*
- ❑ *follow general guidelines for storage: check temperature of thermometer (NOS-D2.1)*
- ❑ *check labels for best before date (NOS-D2.1)*

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

- ❑ *scan labels for specific information/to locate information; skim labels for overall meaning, to get the gist, read labels to understand or to learn (ES-RT)*

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

- ❑ *locate and read labels and symbols relating to the Workplace Hazardous Materials Information System (WHMIS) (ES-DU)*
- ❑ *read signs, labels or lists (ES-DU)*
- ❑ *obtain information from sketches, pictures or icons (ES-DU)*
- ❑ *scan safety manuals for instructions on the safe use of chemicals (ES-DU)*
- ❑ *read work schedules and read function sheets (ES-DU)*

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

- ❑ *read notes, letters, memos to skim for overall meaning, to get the gist; read the full text to understand or to learn (ES-RT)*

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

- ❑ *read completed forms containing check boxes, numerical entries, phrases, addresses, sentences or texts of a paragraph or more. (ES-DU)*
- ❑ *scan a variety of news media for information about changing weather conditions and upcoming events which could impact the planning of production that week (ES-TS)*
- ❑ *comply with legislation by keeping up to date with changes in legislation (NOS-A2.2)*
- ❑ *check purchase order to ensure delivery matches specifications, for example, product name, grade, size and count, variety, packing style, weights (NOS-D1.1)*

- *assist in process of receiving food; for example, check manufacturers' labels for best before dates, storage instructions (NOS-D1.1)*

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

- *scan safety manuals for instructions on the safe use of chemicals (ES-R)*

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

- *read house policies and procedures (ES-R)*
- *read training manual or employee manual (NOS-A2.3)*
- *complete an industry-recognized food handling sanitation course. e.g. Foodsafe (NOS-A1.1)*

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

- *read reports, books, journals to scan for specific information/To locate information; to skim for overall meaning, to get the gist (ES-RT)*
- *comply with legislation; for example, read postings on bulletin board (NOS-A2.2)*

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

- *read manuals, specifications, regulations to scan for specific information/To locate information; to skim for overall meaning, to get the gist; to read the full text to critique or evaluate (ES-RT)*

IV. Informational Texts

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

- *read whole numbers; for example, counting ingredients such as eggs or cupfuls of milk to be added to recipes (ES-N)*
- *read fractions, for example, halving or doubling the ingredients of a recipe and measuring ingredients specified in fractions, such as $\frac{1}{2}$ cup (ES-N)*

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

- *identify tools and equipment i.e. kitchen equipment, basic kitchen hand tools, pots and pans (NOS-F.1)*
- *follow general guidelines for storage, e.g. report required repairs as soon as possible; report to supervisor any food products that are questionable, e.g. over-ripe fruit, smelly meat, food damaged by rodents (NOS-D2.1)*
- *follow garbage disposal guidelines; report any pest infestation (mice, cockroaches) (NOS-C2.4)*

Information literacy/reference and study skills competencies

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.

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 forms by marking check boxes, recording numerical information or entering words, phrases or sentences (ES-DU)*

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

- *write "to do" notes for themselves and co-workers (ES-W)*
- *mark delivery date on damaged or decaying products, e.g. meats, dairy products (NOS-D1.1)*
- *may sign invoice but only with permission of supervisor (NOS-D1.1)*

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

- *prepare waste sheets (daily) (ES-DU)*

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

- *enter information in tables, schedules or other table-like texts (ES-DU)*
- *complete inventory control cards, requisitions and order forms (ES-DU)*

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

- *familiarize themselves with legislation, for example: contact government departments (NOS-A2.2)*

IV. Presenting Information and Ideas

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

- *write texts requiring less than one paragraph of new text to inform/to request information (ES-W)*

Describe a person, object, place, situation, event. (CLB 3)

- *write texts requiring less than one paragraph of new text to keep a record/to document (ES-W)*

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

- *write texts requiring less than one paragraph of new text to organize/to remember (ES-W)*

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

- *write incident reports and complete Worker's Compensation Board forms (as required) (ES-W)*
- *write texts rarely requiring more than one paragraph to keep a record/to document (ES-W)*
- *report and document injuries as soon as possible (NOS-B2.2)*

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

- *write texts rarely requiring more than one paragraph to inform/to request information (ES-W)*

For more information about:

Canadian Language Benchmarks or Occupational
Language Analyses

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National Occupational Standards for Tourism

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Essential Skills Profiles

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