



## LINE COOK (NOC 6641)

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

A line cook is an individual, who, under supervision:

- engages in organizing, preparing, assembling and presenting hot and cold food to order

### **Additional Occupational Information<sup>2</sup>:**

Line cooks are related to the NOC group, “Kitchen and Food Service Helpers”. Workers in this unit group 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.

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

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

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 Line Cooks (NOC 6642)*, Canadian Tourism Human Resources Council

<sup>2</sup> *National Occupational Standards for the Canadian Tourism Industry: Line Cooks*, Canadian Tourism Human Resource 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 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 line cooks, based on the Essential Skills Profile, to the corresponding range of CLB ratings, as suggested in the *Canadian Language Benchmarks and Essential Skills Comparative Framework*<sup>1</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	2	6 - 8
Listening	1 - 2	5 - 8	2	7 - 8
Reading	1 - 2	3 - 6	3	9 - 10
Writing	1 - 1	4 - 5	2	6 - 7

## Common Conditions of Communication:

Condition	Description
Purpose	– taking/giving direction, working as part of a team, providing indirect customer service
Audience	– co-workers, supervisors, customers, delivery/service personnel
Context	– immediate, familiar, varied, may be at accelerated pace, stressful, fast-paced, noisy
Topic	– familiar, may be repetitive, complex, detailed, explicit; may be specialized
Mode	– in person

<sup>1</sup> *Canadian Language Benchmarks and Essential Skills 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)**

- *interact with customers/clients/public; suppliers, servicers to greet (ES-OC)*

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

- *be courteous, e.g. say 'please' and 'thank you' (NOS-A3.3)*

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

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

### Conversation Management

#### **Confirm own comprehension. (CLB 7)**

- *may encounter problems caused by miscommunication in their noisy working environment. They must then clarify the information (ES-TS)*
- *confirm facts and clarify message: paraphrase; ask questions (NOS-A4.5)*

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

- *speak clearly and naturally; use expressive tone of voice; pace speech, e.g. do not speak too slowly or too quickly; adjust words to style and needs of listener, e.g. consider age, degree of formality, impact of message (NOS-A4.4)*
- *interact with customers/clients/public to entertain (ES-OC)*

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

- *ensure message is understood, e.g. ask open-ended questions, explain local dialect and expressions (NOS-A4.4)*

### Phone 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.

## II. Instructions

#### **Give a set of instructions dealing with simple daily actions and routines where the steps are not presented as a point-form sequence of single clauses. (CLB 6)**

- *interact with those they supervise or direct to provide information, explanation, direction (ES-OC)*
- *interact with supervisor, manager, suppliers, servicers to provide information, explanation, direction (ES-OC)*

## III. Suasion (Getting Things Done)

#### **Ask and grant permission. (CLB 3)**

- *consult supervisor before taking breaks (NOS-A3.3)*

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

- *ask for help when they need it (NOS-A3.6)*

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

- *follow instructions for use and maintenance of equipment: ask for assistance, if necessary (NOS-B3.2)*
- *report to supervisor: meat, fish, seafood or poultry, that is: slimy, smelly, showing signs of rodent or insect attack (NOS-D2.1)*
- *report to supervisor: canned goods that are: dented, rusted, leaking, bulging (NOS-D2.1)*

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

- *call emergency authority; provide requested information; give address twice; follow instructions, e.g. evacuate building (NOS-B3.8)*

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

- ❑ *offer assistance to team members when help is needed, if possible (NOS-A3.6)*
- ❑ *report required repairs as soon as possible, e.g. door latches or springs that do not tightly seal door, broken rubber door seals (NOS-D3.1)*

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

- ❑ *talk about work-related pressures, e.g. communicate with supervisor, team members (NOS-A5.2)*

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

- ❑ *handle customer complaints, using their own judgment and company policy to resolve issues (ES-TS)*
- ❑ *interact with co-workers to instruct, instill understanding, knowledge (ES-OC)*

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

- ❑ *recognize and report unsafe or damaged equipment, e.g. to supervisor (NOS-B3.2)*
- ❑ *notify supervisor of damaged electrical equipment, e.g. frayed cords, damaged plugs, broken light bulbs (NOS-B3.3)*
- ❑ *take appropriate action if quality is unacceptable when receiving, preparing or cooking food, e.g. refuse delivery, notify supervisor (NOS-D1.1)*

## **IV. Information**

### **Presentations**

#### **Express immediate and future needs, wants, plans. (CLB 3)**

- ❑ *inform supervisor of [fire] extinguisher use, regardless of amount used (NOS-B2.3)*
- ❑ *provide/receive information, explanation, direction (ES-OC)*

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

- ❑ *respond to customer inquiries about particular menu items, including questions about ingredients to which the customer is allergic (ES-OC)*
- ❑ *provide list of ingredients to customer when asked: never guess if unsure what ingredients are: discuss with supervisor or recommend another product to guest (NOS-E1.1)*
- ❑ *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)**

- ❑ *communicate with other food service workers to clarify orders (ES-OC)*
- ❑ *be patient, e.g. be calm and empathetic when working with new staff that may need extra time to learn (NOS-A3.3)*
- ❑ *report to supervisor any food products which are questionable, e.g. over-ripe fruit, smelly meat, food damaged by rodents (NOS-D3.1)*

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

- ❑ *ensure that they understand policies: ask supervisor (NOS-A2.3)*
- ❑ *communicate effectively, e.g. speak clearly (NOS-A3.3)*
- ❑ *report maintenance needs to supervisor, for example: unsafe chairs and tables, splintered or rough surface etc (NOS-B3.1)*

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

- ❑ *be enthusiastic, e.g. seek new duties when work is completed (NOS-A3.3)*

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

- ❑ *be willing to learn, e.g. be open to suggestions that will help you do your job better (NOS-A3.3)*
- ❑ *assist in process of receiving food: notify supervisor in event of discrepancies (NOS-D2, 1)*
- ❑ *report low stock levels (NOS-D3.1)*
- ❑ *share information and skills (NOS-A3.6)*

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

- ❑ *interact with co-workers to negotiate, resolve conflict (ES-OC)*

## **Interaction in a Group**

### **Participate in a small group discussion. (CLB 5)**

- ❑ *communicate with supervisors and co-workers to organize and coordinate their work (ES-OC)*
- ❑ *participate in group discussion to provide/receive information, explanation, direction; discuss (exchange information, opinions) (ES-OC)*

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

- ❑ *warn others of hazards (NOS-B3.1)*
- ❑ *announce presence when approaching blind corners or passing behind co-workers (NOS-B3.1)*

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

- ❑ *ensure that they understand policies: attend orientation sessions (NOS-A2.3)*
- ❑ *participate in group discussion to co-ordinate work with that of others (ES-OC)*

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

- ❑ *give encouragement and positive feedback to team members (NOS-A3.6)*

## **Skill: Listening**

### **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. 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)**

- ❑ *be a responsible employee: follow instructions (NOS-A3.3)*
- ❑ *be co-operative, e.g. follow directions, help others (NOS-A3.3)*
- ❑ *communicate with other food service workers to clarify orders (ES-OC)*

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

- ❑ *communicate with supervisors and co-workers to organize and coordinate their work and receive instructions (ES-OC)*
- ❑ *provide/receive information, explanation, direction (ES-OC)*
- ❑ *interact with customers/clients/public to receive information, explanation, direction (ES-OC)*

### **III. Suasion (Getting Things Done)**

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

- ❑ *listen effectively: give speaker undivided attention; do not interrupt or finish sentences for speaker; listen to entire message before responding (NOS-A4.5)*
- ❑ *communicate effectively; e.g., listen carefully (NOS-A3.3)*

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

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

### **IV. Information**

#### **Get the gist, key information and important factual details in a story about a personal experience; a description of a person, an object, a situation, a scene, or a daily routine. (CLB 3)**

- ❑ *listen to take messages; interact with co-workers; those they supervise or direct; supervisor/manager; customers/clients/public; suppliers, servicers (ES-OC)*

**Demonstrate comprehension of mostly factual details and some inferred meanings in a story about obtaining goods or services; a report or a forecast; a news item. (CLB 4)**

- ❑ *respond to customer inquiries about particular menu items, including questions about ingredients to which the customer is allergic (ES-OC)*

## Skill: Reading

### I. Social Interaction Texts

**Identify factual details and inferred meanings in moderately complex notes, e-mail messages and letters (personal and public) containing compliments, invitations, likes, dislikes, preferences. (CLB 5)**

- ❑ *read comment sheets and letters from customers (ES-RT)*

### 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-RT)*

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

- ❑ *co-ordinate guest check items with other team members involved (NOS-E2.1)*
- ❑ *follow manufactures' instructions for disassembling and cleaning, for example: range tops, ovens, broilers etc (NOS-B4.1)*

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

- ❑ *read and implement written shift duties and instructions (ES-RT)*
- ❑ *use convenience foods: follow directions on package for preparation and use (NOS-E2.7)*

**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)**

- ❑ *remember the details of their current orders, such as which steaks are to be rare and which ones well done (ES-TS)*
- ❑ *remember special instructions for a particular function, and last minute changes to these functions (ES-TS)*

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

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

### III. Business/Service Texts

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

- ❑ *read signs, labels or lists (ES-DU)*
- ❑ *obtain information from sketches, pictures or icons (ES-DU)*
- ❑ *assist in process of receiving food: check purchase order to ensure delivery matches specifications; check manufacturers' labels for best before dates (NOS-D2.1)*

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

- ❑ *read guest checks (ES-DU)*
- ❑ *read guest checks to determine food orders and order of activities (NOS-A3.3)*
- ❑ *read postings on bulletin board (NOS-A2.2)*

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

- ❑ *read tables, schedules or other table-like texts (ES-DU)*
- ❑ *read completed forms containing check boxes, numerical entries, phrases, addresses, sentences or texts of a paragraph or more (ES-DU)*

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

- ❑ *read labels of kitchen cleaning supplies carefully: note WHMIS symbols and classifications (NOS-B4.1)*
- ❑ *identify components of a guest check: table number, number of guests, server name, time and date of order, menu items required, e.g. 'clubhouse sandwich', modifiers required, e.g. 'without mayonnaise', special requests, e.g. 'soup first', 'allergy to peanuts' (NOS-E1.3)*

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

- locate and read labels and symbols relating to the Workplace Hazardous Materials Information System (WHIMS) (ES-DU)*
- follow general guidelines for storage: stock rotation: check labels for best before date (NOS-D3.1)*
- follow recipes and methods of cooking (NOS-A3.4)*

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

- read work schedules and read function sheets (ES-DU)*
- cook food to order: determine menu and/or recipe specifications (NOS-E2.1)*

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

- know all ingredients in menu items: read recipes (NOS-E1.1)*

**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)**

- remember health and safety standards for the care and preparation of food (ES-TS)*
- read training manual or employee manual to ensure understanding of policies (NOS-A3.4)*

#### **IV. Informational Texts**

**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)**

- look up food preparation information in recipes (ES-TS)*

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

- scan a variety of news media for information about changing weather conditions and up-coming events which could impact the planning of production that week (ES-TS)*

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

- read pamphlets dealing with hygiene in a food environment (ES-RT)*

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

- read house policies and procedures (ES-TS)*

**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 cook books and industry newsletters (ES-RT)*

#### **Information Literacy/Reference and Study Skills Competencies**

**Access/locate/compare two or three pieces of information in a CD-ROM electronic reference source. (CLB 6)**

- get recipes and food specifications from a database (ES-CU)*
- use a spreadsheet for recipe conversions (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)**

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

### III. Business/Service Messages

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

- write lists of foods required (ES-DU)
- 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-D2.1)

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

- complete forms by marking check boxes, recording numerical information or entering words, phrases or sentences (ES-DU)
- enter information in tables, schedules or other table-like texts (ES-DU)
- report low stock levels (NOS-D3.1)

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

- prepare waste sheets (daily) (ES-DU)
- make daily preparation schedule, e.g. list and prioritize duties (NOS-A3.4)
- report required repairs as soon as possible, e.g. door latches or springs that do not tightly seal door, broken rubber door seals (NOS-D3.1)

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

- complete inventory control cards, requisitions and order forms (ES-DU)
- assist in process of receiving food: notify supervisor in event of discrepancies (NOS-D2.1)

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

- write incident reports and complete Worker's Compensation Board forms (as required) (ES-W)
- outline steps of problem-solving process: follow up, if necessary; record problem and solution (NOS-A5.3)
- write texts rarely requiring more than one paragraph to inform/to request information (ES-W)

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

- use quality indicators to determine quality of products: if quality is unacceptable when receiving, preparing or cooking food, take appropriate action, e.g. notify supervisor (NOS-D1.1)
- recognize and report unsafe or damaged equipment, e.g. to supervisor (NOS-B3.2)
- record details of emergency: date and time of report, nature of emergency, time authorities were contacted and when they arrived, actions taken, name and telephone numbers of witnesses (NOS-B3.8)

### IV. Presenting Information

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

- assist in process of receiving food: report to supervisor: meat, fish, seafood and poultry, that is: slimy, smelly, showing signs of rodent or insect attack (NOS-D2.1)



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**For more information about:**

Canadian Language Benchmarks or Occupational  
Language Analyses

**Contact:**

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National Occupational Standards for Tourism

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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  
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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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