

Hairstylists and Barbers

NOC 6341

Introduction

Hairstylists and barbers cut and style hair and perform related services. They are employed in hairstyling or hairdressing salons, barbershops, vocational schools, healthcare establishments and theatre, film and television establishments.

The most important Essential Skills for hairstylists are:

- Oral Communication
- Critical Thinking
- Reading

Document Sections

- Reading
- Document Use
- Writing
- Numeracy
- Oral Communication
- Thinking Skills
 - Problem Solving
 - Decision Making
 - Critical Thinking
 - Job Task Planning and Organizing
 - Significant Use of Memory
 - Finding Information
- Working with Others
- Digital Technology
- Continuous Learning
- Notes

A. Reading

Reading

| Tasks | Complexity Level | Examples |
|--------------|------------------|--|
| Typical | 1 to 3 | <p>Hairstylists and barbers:</p> <ul style="list-style-type: none"> • read emails and text messages from clients and coworkers. For example, a client may send a text message saying they will be late for an appointment. (1) |
| Most Complex | 4 | <ul style="list-style-type: none"> • read instructions, precautions and other short text entries on labels, product inserts, clients' history cards and forms such as supplier invoices. For example, they read instructions on product inserts to ensure they are following correct colour application procedures. They read instructions on labels for maintaining, sanitizing and disinfecting equipment. (2) • read short memos, notices and bulletins to learn of upcoming events and changes to workplace practices. For example, hairstylists working in large salons may read notices outlining changes to prices, hours of work and housekeeping procedures. (2) • read information about products in catalogues and brochures, both paper-based and online. For example, hairstylists read about the benefits of using organic products, and changes to hair colour products. They compare and evaluate descriptions of products to determine which products to carry in the salon or to achieve a specific result. (3) • may read manuals to learn about policies and procedures. For example, hairstylists working in retail chains read policy manuals that describe dress codes, hours of work, workplace safety and hygiene. (3) • read training and course materials, and articles in trade magazines, both paper-based and online, to stay informed about industry trends and developments, to learn new techniques in hairstyling, cutting and colouring, or for information about running a small business. (3) • may read regulations, chair rental contracts and agreements outlining salaries and commissions. For example, hairstylists renting chairs from salon owners read contracts with clauses outlining fees charged to hairstylists to cover costs such as the use of furniture, utilities, capes, towels and shampoos. Self-employed hairstylists working out of private residences may read |

| | | |
|--|--|---|
| | | city bylaws to determine licensing requirements and allowable business practices. (4) |
|--|--|---|

Reading Summary

The symbol √ is explained in the Use of Symbols section.

| Type of Text | Purpose for Reading | | | |
|---|--|--|---|--|
| | To scan for specific information/To locate information | To skim for overall meaning, to get the 'gist' | To read the full text to understand or to learn | To read the full text to critique or to evaluate |
| Forms | √ | √ | | |
| Labels | √ | √ | | |
| Notes, Letters, Memos | √ | √ | √ | |
| Manuals, Specifications, Regulations | √ | √ | √ | √ |
| Reports, Books, Journals | √ | √ | √ | |

B. Document Use

Document Use

| Tasks | Complexity Level | Examples |
|--------------|------------------|--|
| Typical | 1 to 3 | Hairstylists and barbers: <ul style="list-style-type: none"> locate information on labels on product packaging to learn about ingredients, storage techniques and safety hazards. (1) complete and read a variety of forms, both paper and software based. For example, they record appointments in daily schedules, enter operating data such as number of clients served, and complete inventory forms. (1) may sketch hairstyles and the facial features of clients to help them visualize how various hairstyles would suit their |
| Most Complex | 3 | |

| | | |
|--|--|--|
| | | <p>bone structure and looks. (1)</p> <ul style="list-style-type: none"> • follow procedures using diagrams and photos to illustrate new styling, cutting and colouring techniques, for example, how to section and cut hair, or where and how to place foils. (2) • review specifications on colour charts and tables to locate product names, identification numbers, processing times and mixing ratios for peroxides and colouring agents. (3) • enter information into tables and forms in software programs developed specifically for the industry for organizing client appointments and schedules, client management, inventory and sales control, marketing and accounting. (3) • enter information into spreadsheets and accounting software such as QuickBooks for sales transactions, daily/monthly/yearly sales and inventory.(3) |
|--|--|--|

Document Use Summary

- Read signs, labels or lists.
- Complete forms by marking check boxes, recording numerical information or entering words, phrases, sentences or text of a paragraph or more.
- Read completed forms containing check boxes, numerical entries, phrases, addresses, sentences or text of a paragraph or more. The list of specific tasks varies depending on what was reported.
- Read tables, schedules or other table-like text (e.g., read work shift schedules).
- Enter information on tables, schedules or other table-like text.
- Obtain specific information from graphs or charts.
- Recognize common angles such as 15, 30, 45 and 90 degrees.
- Draw, sketch or form common shapes such as circles, triangles, spheres, rectangles, squares, etc.
- Make sketches.
- Obtain information from sketches, diagrams, photographs, pictures or icons (e.g., computer toolbars).

C. Writing

Writing

| Tasks | Complexity Level | Examples |
|--------------|------------------|---|
| Typical | 1 | Hairstylists and barbers: <ul style="list-style-type: none">• write short reminder notes and comments on client history cards, for example, to record products used or problems with hair colouring results. (1) , (daily)• write short notes to coworkers or salon owner about supplies needed. (1) |
| Most Complex | 2 | <ul style="list-style-type: none">• write texts and emails to clients and coworkers. For example, hairstylists may text clients to change an appointment or to ask why they are late. (1)• may write text for company or personal website and blog to advertise services or inform clients about special promotions and upcoming events. (2)• write questions and responses on blogs and forums to exchange ideas about fashion trends. (2)• may write emails to suppliers and manufacturers expressing opinions about specific products and services. (2) |

Writing Summary

The symbol √ is explained in the Use of Symbols section.

| Length | Purpose for Writing | | | | To present an analysis or comparison | To present an evaluation or critique | To entertain |
|--|--------------------------|------------------------------|-----------------------------------|-----------------------------------|--------------------------------------|--------------------------------------|--------------|
| | To organize/ to remember | To keep a record/to document | To inform/ to request information | To persuade/ to justify a request | | | |
| Text requiring less than one paragraph of new text | √ | √ | √ | √ | | | |
| Text rarely requiring more than one paragraph | | | | | | | |
| Longer text | | | √ | √ | √ | | |

D. Numeracy

The symbol √ is explained in the Use of Symbols section.

Numeracy

| Tasks | Complexity Level | Examples |
|---|------------------|---|
| √ Money Math | 1 to 2 | Hairstylists and barbers: <ul style="list-style-type: none"> • may make payments for supplies such as shampoos and conditioners using purchase orders, cash, debit, and credit cards. (Money Math), (1) • may prepare bills and collect cash, debit and credit card payments for hairstyling and related services. They charge set rates for the services performed and add applicable taxes such as the goods and services tax. (Money Math), (2) • calculate pricing of products using the cost price plus a |
| √ Scheduling, Budgeting & Accounting | 2 | |
| √ | | |

| | | |
|-----------------------------|--------|--|
| Measurement and Calculation | 1 | percentage mark up, for example, 40%. (Money Math), (2) |
| √ Data Analysis | 1 | <ul style="list-style-type: none"> • determine prices of services based on factors such as length of hair and amount of materials needed. For example, long hair takes significantly more colour, time and other materials. (Scheduling, Budgeting & Accounting), (2) |
| √ Numerical Estimation | 1 to 2 | <ul style="list-style-type: none"> • schedule appointments of varying lengths to accommodate clients and minimize slack time. They choose dates, times and intervals between appointments to ensure sufficient amounts of time are available to complete scheduled services and minimize down time and client wait times. (Scheduling, Budgeting & Accounting), (2) • reconcile payments and commissions received from salon owners to their financial records. (Scheduling, Budgeting & Accounting), (2) • may reconcile cash floats and prepare financial summaries. They separate, count and record cash and credit receipts. They calculate totals for deposit slips and closeout books. (Scheduling, Budgeting & Accounting), (2) • measure amounts of fluids such as colouring solutions, peroxides and disinfectants using graduated beakers and tubes. (Measurement and Calculation), (1) , (daily) • compare measurements of time, temperature and fluid volume to specifications outlined in product information sheets and colour charts so that they can control the outcomes of hair colouring treatments. (Data Analysis), (1) • estimate lengths of hair being cut. They eyeball lengths and use their fingers, combs and clipper guards as approximate guides. (Numerical Estimation), (1) • estimate the requirements for supplies, such as shampoo, conditioners and hair colouring products based on current inventory levels and the number of clients they expect to serve. (Numerical Estimation), (2) • estimate the amount of time it will take to complete appointments. They consider the services being delivered, the condition of hair, times specified on product information sheets and the amount of time previously needed for similar tasks. (Numerical Estimation), (2) |

Math Skills Summary

a. Mathematical Foundations Used

The symbol \checkmark is explained in the Use of Symbols section.

Mathematical Foundations Used

| Code | Tasks | Examples |
|--------------|---|---|
| | | Number Concepts |
| \checkmark | Whole Numbers | Read and write, count, round off, add or subtract, multiply or divide whole numbers. For example, calculating inventory quantities and counting clients. |
| \checkmark | Rational Numbers - Fractions | Read and write, add or subtract fractions, multiply or divide by a fraction, multiply or divide fractions. For example, measuring hair lengths using fractions of an inch. |
| \checkmark | Rational Numbers - Decimals | Read and write, round off, add or subtract decimals, multiply or divide by a decimal, multiply or divide decimals. For example, calculating amounts for invoices, commissions and applicable taxes; measuring quantities using litres, millilitres and grams. |
| \checkmark | Rational Numbers - Percent | Read and write percents, calculate the percent one number is of another, calculate a percent of a number. For example, reading percentages on product labels and inserts; writing percentages on invoices; calculating sales taxes; using mark-up percentages to determine retail prices. |
| | | Patterns and Relations |
| \checkmark | Use of Rate, Ratio and Proportion | Use a ratio showing comparison between two quantities with the same units. Use a proportion showing comparison between two ratios or rates in order to solve problems. For example, using ratios such as 1:2 and 2:3 to mix water with colouring agents; using proportions to determine the additional amount of peroxide needed for long hair. |
| | | Shape and Spatial Sense |
| \checkmark | Measurement Conversions | Perform measurement conversions. For example, converting fluid measures of colouring agents from ounces to millilitres. |
| \checkmark | Geometry | Use geometry. For example, cutting hair at specified angles to create hairstyles. Recognizing common angles. Drawing, sketching and forming common forms and figures. |
| | | Statistics and Probability |
| \checkmark | Statistics and Probability | Use descriptive statistics (e.g. collecting, classifying, analyzing and interpreting data). For example, using information collected on business summary forms to determine sales trends. |

b. How Calculations are Performed

- In their heads.
- Using a pen and paper.
- Using a calculator.
- Using a computer software program.

c. Measurement Instruments Used

- Time. For example, using timers, clocks and watches.
- Distance or dimension. For example, using measuring combs, rulers and clipper guards.
- Liquid volume. For example, using calibrated beakers, tubes and measuring cups.
- Temperature. For example, using thermometers.
- Use the SI (metric) measurement system.
- Use the imperial measurement system.

E. Oral Communication

Oral Communication

| Tasks | Complexity Level | Examples |
|--------------|------------------|---|
| Typical | 1 to 3 | <p>Hairstylists and barbers:</p> <ul style="list-style-type: none"> • greet clients in person, listen to voice mail messages and respond to questions over the telephone. They use the telephone to provide clients with pricing details, hours of operation and availability of appointments. (1) • talk with clients about a wide variety of topics including lifestyle, hair style preferences, application techniques, new products and fashion trends. For example, they discuss the hair style choices best suited to clients' facial features and life style preferences and promote advertised specials. They provide clients with information about the safe use of tools such as irons and blow dryers and exchange incidental information such as the names and ages of children to establish relationships. (2) • exchange information with helpers, co-workers, and supervisors. They may speak with other hairstylists during in-house training sessions to learn how to achieve desired hair colours and styles. They may speak with supervisors about shift schedules, hours of work, product sales and changes to policies and procedures. (2) • Discuss and compare new products and product lines with suppliers to make choices about products to carry in salon and to use on clients. (2) |
| Most Complex | 3 | |

| | | |
|--|--|---|
| | | <ul style="list-style-type: none"> • Mentor and train apprentices. They instruct apprentices how to wash and condition hair; mix colouring agents, peroxides and other materials; how to use equipment such as hair straighteners, blow dryers and different types of scissors and brushes; and how to interact with clients in different situations. (3) • talk with distressed and unsatisfied clients to provide reassurances and resolve conflicts. For example, they may reassure and calm distressed clients with badly damaged hair by explaining hair restoration techniques. They may negotiate agreements and resolve misunderstandings with clients who are unsatisfied with their hairstyles. (3) , (daily) |
|--|--|---|

Modes of Communication Used

- In person. For example, speaking with clients about hairstyle and colour preferences.
- Using a telephone. For example, telephoning suppliers to inquire about product delivery dates.

Environmental Factors Affecting Communication

Significant environmental factors affecting oral communication were not reported by job incumbents.

Oral Communication Summary

The symbol √ is explained in the Use of Symbols section.

| Purpose for Oral Communication (Part I) | | | | | | |
|--|----------|------------------|--|-----------------------------|---|----------------------|
| Type | To greet | To take messages | To provide/receive information, explanation, direction | To seek, obtain information | To co-ordinate work with that of others | To reassure, comfort |
| Listening (little or no interaction) | | √ | √ | | | |
| Speaking (little or no interaction) | | | | | | |
| Interact with co-workers | | | √ | √ | √ | |
| Interact with those you supervise or direct | | | √ | √ | √ | |
| Interact with supervisor/manager | | | √ | √ | | |
| Interact with peers and colleagues from other organization | | | | √ | | |
| Interact with customers/clients/public | √ | | √ | √ | | √ |
| Interact with suppliers, servicers | | | √ | √ | | |
| Participate in group discussion | | | √ | √ | √ | |
| Present information to a small group | | | | | | |
| Present information to a large group | | | | | | |

The symbol √ is explained in the Use of Symbols section.

| Purpose for Oral Communication (Part II) | | | | | | |
|--|--|----------------|------------------------------|--|---|-----------------|
| Type | To discuss (exchange information, opinions) | To persuade | To facilitate, animate | To instruct, instill understanding, knowledge | To negotiate, resolve conflict | To entertain |
| Listening (little or no interaction) | | | | | | |
| Speaking (little or no interaction) | | | | | | |
| Interact with co- workers | √ | | | √ | √ | |
| Interact with those you supervise or direct | √ | | | √ | | |
| Interact with supervisor/manager | √ | | | | √ | |
| Interact with peers and colleagues from other organization | √ | | | | | |
| Interact with customers/clients/ public | √ | √ | | √ | √ | |
| Interact with suppliers, servicers | √ | | | | | |
| Participate in group discussion | √ | | | | | |
| Present information to a small group | | | | | | |
| Present information to a large group | | | | | | |

F. Thinking Skills

1. Problem Solving

Problem Solving

| Tasks | Complexity Level | Examples |
|--------------|------------------|---|
| Typical | 1 to 2 | <p>Hairstylists and barbers:</p> <ul style="list-style-type: none">• fall behind schedules because of delays created by late and double-booked clients. They apologize to clients inconvenienced by delays and request help from co-workers to get back on schedule. (1)• discover that clients have contagious skin and hair conditions. They speak with clients to determine the seriousness of their conditions and may ask them to leave to avoid infecting others. They then sanitize and disinfect equipment and tools that may have been contaminated. (2)• discover that clients are dissatisfied with the services they have received. They talk to clients to determine the source of the dissatisfaction. They may re-cut, re-colour and restyle hair as requested. (2)• find that chemical treatments result in unexpected hair colours. After consoling the clients, they use peroxides to remove the unwanted colour and then apply colouring agents and special conditioners to obtain the desired colours and minimize hair damage. They offer the client price discounts or free products and note the incidents in clients' history cards. (2) |
| Most Complex | 2 | |

2. Decision Making

Decision Making

| Tasks | Complexity Level | Examples |
|--------------|------------------|--|
| Typical | 1 to 3 | <p>Hairstylists and barbers:</p> <ul style="list-style-type: none"> • select tools and products to create specific hairstyles. They select from a variety of tools such as electric clippers, rollers and styling irons and from products such as colouring agents, peroxides, shampoos and conditioners to create various hairstyles. (1) • decide how to mix colour based on skin tone, hair colour and hair texture. (2) • decide how to modify hairstyles to meet a client's needs and expectations. They consider client preferences and lifestyle, and how hairstyles can be modified to complement facial features and skin tones. (2) • choose methods to repair and colour chemically damaged hair. They consider clients' hairstyles, colour preferences and hair conditions when choosing products that would be most restorative. (2) • decide which products and product lines to carry based on personal and client preferences as well as knowledge of and experience with the product. (3) • may set fees for services such as colouring, perms, cuts and styling. They consider the fees charged by competing hairstylists and factors such as the locations of their salons, the sizes of their existing client bases and numbers of walk-in clients they get. (3) |
| Most Complex | 3 | |

3. Critical Thinking

Critical Thinking

| Tasks | Complexity Level | Examples |
|--------------|------------------|---|
| Typical | 1 to 2 | <p>Hairstylists and barbers:</p> <ul style="list-style-type: none"> • judge the performance of hair care products such as colouring agents, shampoos and conditioners by considering the effects these products have on clients' hair. (1) • evaluate the condition of hair and scalps to determine treatment and hairstyle options. They evaluate the health and condition of hair by observing features such as the |
| Most Complex | 2 | |

| | | |
|--|--|---|
| | | <p>hair porosity, elasticity, density and texture. They assess the condition of scalps by noting cuts, abrasions and signs of psoriasis and head lice. (2)</p> <ul style="list-style-type: none"> • judge the suitability of client hairstyle choices. They consider bone structures, facial shapes, hair growth patterns, ear and nose sizes, skin tones and eye colours. (2) • may assess the competence and attitudes of helpers and apprentices. They observe the workers' technical skills, efficiency and attitudes when interacting with co-workers and clients. (2) |
|--|--|---|

4. Job Task Planning and Organizing

Job Task Planning and Organizing

| Complexity Level | Description |
|------------------|--|
| 2 | <p>Own job planning and organizing:</p> <ul style="list-style-type: none"> • Hairstylists organize their daily activities to accommodate scheduled and walk-in clients. Hairstylists and barbers working in larger salons and retail chains do not normally schedule their own appointments. They accept clients without appointments as time permits. Self-employed stylists organize their own schedules and appointments <p>They plan so clients are not left waiting or they have times with no scheduled clients. Hairstylists and barbers occasionally experience scheduling disruptions when clients arrive late or when they are double booked, but generally they are able to get back on schedule within short periods of time. Their tasks are generally repetitive in nature.</p> <p>Organizational planning:</p> <ul style="list-style-type: none"> • Hairstylists who own their own salons plan and organize schedules for other hairstylists. They organize, direct, assign tasks and evaluate apprentices and helpers. They make decisions about marketing and networking to increase their client base. |

5. Significant Use of Memory

Examples

- remember schedules for a couple of days at a time
- remember colouring agent product codes, application times, mix proportions, and ingredients.
- remember clients' names, their colour and style preferences and incidental information such as their hobbies and the names and ages of their children.
- techniques for doing things such as a new way of French braiding hair.

6. Finding Information

Finding Information

| Tasks | Complexity Level | Examples |
|--------------|------------------|---|
| Typical | 2 | Hairstylists and barbers: <ul style="list-style-type: none">locate specifications such as application times, colour codes, grey coverage and ingredients by scanning product labels, packaging and information posted at manufacturers' web sites and by talking with suppliers and other hairstylists and barbers. (2) |
| Most Complex | 2 | <ul style="list-style-type: none">find information about fashion and fashion trends in magazines and on websites and by talking with suppliers and other hairstylists. (2)locate information about clients, such as their hairstyle and colour preferences and the names and ages of children by asking them questions and reviewing client history cards. (2) |

G. Working with Others

Working with Others

| Complexity Level | Description |
|------------------|---|
| 1 | Hairstylists and barbers work independently to carry out their tasks. In larger salons, they may work with receptionists and helpers who provide support within established work routines. They may have to coordinate the use of equipment and work space. |

Participation in Supervisory or Leadership Activities

- Participate in formal discussions about work processes or product improvement.
- Have opportunities to make suggestions on improving work processes.
- Monitor the work performance of others.
- Inform other workers or demonstrate to them how tasks are performed.
- Orient new employees.
- Select contractors and suppliers.
- Assign routine tasks to other workers.

H. Digital Technology

Digital Technology

| Tasks | Complexity Level | Examples |
|--------------|------------------|---|
| Typical | 1 to 2 | <p>Hairstylists and barbers:</p> <ul style="list-style-type: none"> • use text messaging software to confirm appointments with clients. (1) • use calculators and mobile apps to complete numeracy-related tasks such as calculating the cost of a service including sales tax. (1) |
| Most Complex | 2 | <ul style="list-style-type: none"> • operate point-of-sale equipment, such as electronic cash registers, bar scanners, scales and touch screens. (2) • use communications software to send and receive email confirming appointment times and to advertise specials or upcoming events. (2) • use Internet browsers to locate information on new products by accessing websites operated by suppliers and product manufacturers, to research fashion trends and products, and to access forums and blogs. (2) • use the Internet to access training courses, seminars and Youtube videos. (2) • use digital cameras, smartphones and software applications to take and upload digital photographs. (2) • may use databases. For example, they may use salon-management software to input client and product data, such as inventory quantities, appointment times and client histories. (2) • may use bookkeeping, billing and accounting software. For example, self-employed hairstylists may use salon-management software to input and track sales and commissions, and to produce and print reports such as payment method summaries, product sales summaries and income and expenses statements. (2) |

Digital Technology Summary

- Use word processing.
- Use financial software.
- Use communications software.
- Use Internet browsers.

I. Continuous Learning

Continuous Learning

| Complexity Level | Description |
|------------------|---|
| 2 | Continuous learning is very important to hairstylists and barbers because they need to be familiar with changing hairstyles and new products such as organic shampoos, conditioners and colouring agents. They learn about style trends by reading both paper-based and online fashion and trade magazines and noting the hairstyles worn by style leaders such as celebrities. They also learn by talking with co-workers and colleagues and by participating in training offered by major product suppliers. Hairstylists working in larger salons and shops may receive regularly-scheduled in-house training. |

How Learning Occurs

Learning may be acquired:

- As part of regular work activity.
- From co-workers.
- Through training offered in the workplace.
- Through reading or other forms of self-study
 - at work.
 - on worker's own time.
 - using materials available through work.
 - using materials obtained on worker's own initiative.
- Through off-site training
 - During working hours at no cost to the worker.
 - Partially subsidized.
 - With costs paid by the worker.

J. Additional Information

In addition to collecting information for this Essential Skills Profile, our interviews with job incumbents also asked about the following topics.

Physical Aspects

Hairstylists and barbers require good hand-eye and upper limb coordination. They need fine motor skills to hold and cut strands of hair to desired lengths and angles using scissors, clippers, combs and brushes. They are required to meet the physically challenging task of standing for long periods of time with arms raised at shoulder level. They are frequently required to walk short distances to greet and escort clients in and out of salons. They lift loads such as boxes of shampoos and conditioners that generally weigh less than ten kilograms.

Attitudes

Hairstylists and barbers need to be friendly, personable and enjoy working with people so that clients feel at ease and return for more services. They must be detail-oriented and have the patience required to work for long periods of time on intricate hairstyles. They need to be creative and willing to learn new techniques and skills.

Impact of Digital Technology

All essential skills are affected by the introduction of technology in the workplace. Hairstylists and barbers' ability to adapt to new technologies is strongly related to their skill levels across the essential skills, including reading, writing, thinking and communication skills. Technologies are transforming the ways in which workers obtain, process and communicate information, and the types of skills needed to perform in their jobs. For example, the use of point-of-sale equipment, specialized salon-management software and computer-assisted design (CAD) programs is reshaping how hairstylists and barbers perform their work. The ongoing development of new product and data management systems requires workers to keep their digital skills up-to-date.

Technology in the workplace further affects the complexity of tasks related to the essential skills required for this occupation. Workers need the skills to use increasingly complex software applications, such as salon-management software and computer-assisted design (CAD) programs. At the same time, software and hardware developers are improving ease of use for workers through touch-screen technology, built-in self-help tutorials and more user-friendly software applications. In addition, the use of electronic databases and keyword search functions makes it easier to locate product information, such as prices and inventory counts. For example, with calculators, mobile applications and point-of-sale equipment, workers can quickly and accurately calculate bills or determine the amount of change to provide on cash transactions.

K. Notes

This profile is based on interviews with job incumbents across Canada and validated through consultation with industry experts across the country.

For information on research, definitions, and scaling processes of Essential Skills Profiles, please consult the Readers' Guide to Essential Skills Profiles.