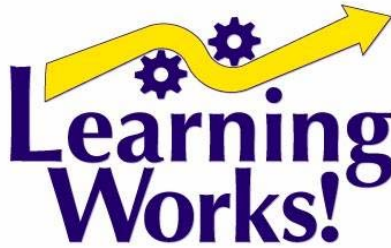


Connecting to Workplaces:

Building Curricula for Validated Demonstrations



Florist Assistant Curriculum

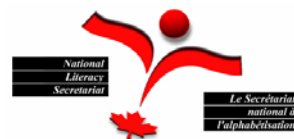
LBS Levels 3

Developer: Karen Farrar
Project Coordinator: Susan Taylor

**Meeting Employers' and Employees' Needs
...Now and in the Future**



Literacy Network Northeast



Acknowledgment

Florist Assistant Curriculum

Florist Assistant Curriculum

Say It with Flowers is designed to prepare learners for the **Florist Assistant Demonstration**. It gives learners the opportunity to practise key **essential skills** for florist assistants. These skills include: writing invoices; totalling orders and estimating; reading plant information and instructions; communicating with customers; and managing time. After completing this curriculum, the learner should be well prepared for a successful demonstration. *Say It with Flowers* should take about 20 hours to complete.

For more information concerning this demonstration contact:

Literacy Network Northeast
121-38 Pine Street North
Timmins, ON P4N 6K6
Telephone: (705) 267-5663
Fax: (705) 267-5711
Email: literacy@ntl.sympatico.ca

or

Karen Farrar
Email: kwfarrar@cogeco.ca

All curricula can be found on the following websites:

<http://www.nald.ca/library/learning>
<http://www.LBSpractitionertraining.com>
<http://www.nt.net/literacy>

We would like to acknowledge the following people that helped make this project a success:

- | | |
|--|-------------------|
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The author would like to thank the following for sharing their authentic documents and for their patience in answering her many questions.

- › William Drew Florist and Gifts, Timmins
- › Trugs Flowers Gifts Gardens, Kingston



NOTE: All parts of this document may be reproduced for literacy program use without permission

Preface

The development of this curriculum resource is in direct response to increasing demand in the field for training materials that target specific applications of work-related skills. It has particular authenticity and value because of the process that preceded it. In 2005, Literacy Network Northeast (LNN) published comprehensive exit assessment demonstrations for ten different entry level jobs. You can view these demonstrations on the NALD website at:

<http://library.nald.ca/search?q=Connecting+to+Workplaces&collection=research&collection=learning>, or on

Demonstrations Ontario by AlphaPlus at:

<http://demonstrations.alphaplus.ca/simplesearch.asp>.

These exit demonstrations are unique in that each one has been validated by a group of employers in that particular job field. Employers agreed that if they had a job applicant who had completed this demonstration successfully they would certainly grant that person a job interview. This is a huge step forward in securing employer recognition of skills as opposed to the more common application criterion of a Grade 12 diploma.

Following this success, the National Literacy Secretariat provided funding for the next step - support curriculum for five validated exit demonstrations. LBS curricula are now available for entry level positions of Cashier, Nanny, Taxi Driver, Chambermaid or Housekeeping Staff, and Florist Assistant. It is important to note that the curriculum for each position is written for the learner and at the LBS level required for success for each particular job, i.e. Cashier – L 3/4, Nanny – L 2/3, Taxi Driver – L 2/3, Chambermaid or Housekeeping Staff - L 2/3, and Florist Assistant - L.3. Tips and notes for the practitioner for each lesson along with an answer key for the learning activities are included.

Following a true outcomes approach, i.e. working backwards from the desired outcome, each curriculum provides the training learners need in order to complete the job-specific demonstration successfully. Each curriculum has five chapters based on the five core skills that employers identified as essential to the job with applications and learning activities for each skill. To see the skills required for this particular entry level position, check the Essential Core Skills Chart included in this resource. It is interesting to see the degree of overlap in essential skills demanding the same

level of complexity and competency. This provides added value for practitioners and learners in two ways:

1) Practitioners can work with learners using different curriculum resources at the same time i.e. teach core skills to everyone in a group and provide learning activities that are specific to individual interests.

2) Practitioners can use these resources as models for teaching core skills required in other entry level jobs – particularly the ones where validated demonstrations are already available i.e. Forestry Worker, Hunting Guide, Pet Groomer, Security Guard and Laundromat Operator.

Based on primary and secondary research for each position, the curriculum

- builds on Service Canada's Essential Skills and Essential Skills Profiles*
- uses authentic workplace documents and real-to-life stories*
- illustrates the transferability of each skill*
- offers rigorous learning activities that are inventive and engaging*
- provides opportunities for learner self-reflection, self-assessment and discussion*

To ensure consistency, the five writers and the project coordinator kept in close contact throughout the writing phase reading each other's work and making suggestions. An additional team of five reviewers also read the manuscripts and offered feedback, and learners who piloted each resource gave their views on the value, usability and enjoyment factors. Finally, a number of outside employment agencies and individual employers added their high approval rating to these materials. As a result, LNN is very proud to offer these quality resources to the field and is confident in highly recommending these materials to adult learners in Ontario.

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Say It with Flowers



...a Florist Assistant Curriculum

by Karen Farrar

original pencil sketches by Dale Pessah

	HRSDC Essential Skills	Most Important	—————→ Important			
<div> <div>Most Important</div> <div>↓</div> <div>Important</div> </div>	Writing Skills	Complete Work Orders	Write notes, directions, instructions	Write names, addresses	Record inventory	Complete simple forms
	Math Skills	Multiply and divide	Work with measurement	Add, subtract with carrying	Solve mathematical problems	Read, write numbers to 1000
	Reading Skills	Read notes, messages, notices	Read, follow instructions, directions	Read company products, services		
	Additional Skills	Be artistic	Be friendly, helpful, efficient	Practise good hygiene	Listen, understand information	Take direction appropriately
	Time Management	Work independently	Take initiative	Work with minimal supervision	Organize information, time	Take direction, feedback well

- | | |
|--|---|
| | Within LBS mandated reading, writing and numeracy skills |
| | Within LBS mandated speaking and listening skills |
| | Within LBS mandated problem-solving teamwork, critical thinking |
| | Outside of LBS mandate, but possible with partnership |

“Florist Assistant Profile” continues on next page

“Florist Assistant Profile” begins on previous page

Florist Assistant Profile

More Workplace Information from Participating Employers

Methods most often used to train employees:
(In order of importance)

Job Shadowing

Requirements most employers look for:

1. WHMIS
2. Grade 12
3. Other-Natural Talent

Courses employers most often provide to employees:

Other – One-on-one training (i.e. job shadowing)

Number of employers who stated they would hire applicants who do not have a grade 12 equivalent:

Yes – 2 employers No – 0

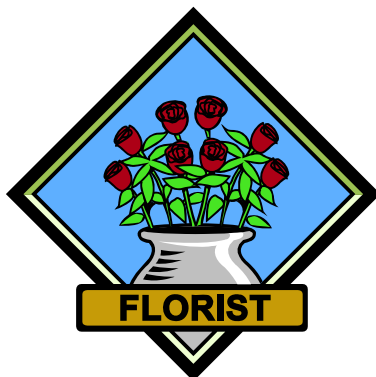
Number of employers who would consider applicants who could demonstrate or submit their demonstration results:

Yes – 2 employers No – 0

Employers also base their hiring decisions on:

Good resume/cover letter, applicants who apply in person, good communication skills

Introduction – Read this before you begin!



Is Say It with Flowers for me?

Do you want to become a florist assistant, or are you exploring the possibility? This curriculum has scenarios and activities that will help you to acquire skills and practices you would use in a florist shop. You will be introduced to Aster, the florist assistant and Iris, her boss. These two characters will accompany you through the next five chapters as colleagues at Rain Forest Florist.

How do I know that the activities in this curriculum are relevant?

Employers at florist shops say that the number one way they train employees is through job shadowing. Basically, this means that you follow another employee or the employer and mirror his or her activities. You have a chance to do that right now at Rain Forest Florist with Aster the florist assistant. Like you, Aster has upgraded her academic skills so that she is ready for a job. Now she is taking the skills she has learned: writing, math, reading, listening and understanding information and time management and using them in her new job. The activities are new to her but her essential skills are the same.

What are essential skills? Do I have any?

According to Human Resources and Skills Development Canada, **essential skills**:

- are the skills needed for work, learning and life
- provide the foundation for learning all other skills
- enable people to evolve with their jobs and adapt to workplace change

Nine **essential skills** have been identified: Reading Text, Document Use, Numeracy, Writing, Oral Communication, Working with Others, Thinking Skills, Computer Use, and Continuous Learning. As you can see from this list, you already possess these skills to some extent and use them in your daily life. Employers have identified the five most important **essential skills** for a florist assistant, and these are the ones that are focussed on in this curriculum.

What will I find in *Say It with Flowers*?

Let's take a brief look at chapter contents so you will know what to expect.

In chapter one, Aster practises her **writing skills**. The most important writing activities Aster needs to perform in a florist shop are:

- Accurately recording the customer's order
- Correctly writing names and addresses
- Writing notes, directions and instructions neatly and accurately

According to florist shop employers, these are the **primary essential skills** needed by their employees.

In chapter two you'll practise your math (numeracy) skills. Math in a florist shop? Yes! Like Aster, you will be able to figure out sales orders and customer invoices. In fact, all of the multiplication, addition, subtraction and problem solving you've been practising are about to be put to use in a florist shop setting.

In chapter three you will be reading notes and messages from Iris the florist and following her instructions and directions. You will also be looking up some information for a customer.

Chapter four is about good communication, specifically, listening and understanding information and then acting on it appropriately. You will have the opportunity to deal with two customers who will challenge your communication skills.

Finally, in chapter five you'll be practising your thinking skills through Time Management. Aster will have your help in planning her activities so she can complete her tasks in the correct order and on time.

How do I use this curriculum?

- You may have access to *Say It with Flowers* in a number of ways. Your instructor may have given you a disc or the web address. Or you may have received it in a print format. Print format is the preferred medium for this curriculum. If you are unable to print out the entire curriculum, then at least print out the authentic documents that you need to fill out in order to complete the activities. You may wish to have both a printed copy and a computer version so that you can more easily access the websites used in certain sections.

How can I get the most out of this curriculum?

You will benefit most from the activities and information in this curriculum by taking your time and going over the scenarios and activities slowly and carefully. Speed comes with practice, and for now, you will want to absorb as much information and experience as you possibly can from working through the following five chapters.

Spend time on the **Thinking it over** questions; really try and think what you would do as a florist assistant. When it comes to the self-assessment, take the time to reflect carefully on your responses.

Where can I go to find more information?

The following is a list of websites that have been used in this curriculum. As well, to find out more about **essential skills**, visit:

<http://www.hrsdc-rhdcc.gc.ca/essentialskills>

<http://www.evergrowing.com/>

<http://www.maggiecards.co.uk/index.asp>

<http://flowerscanada.org/>

<http://www.impactpublications.com/index.asp?PageAction=Custom&ID=95>

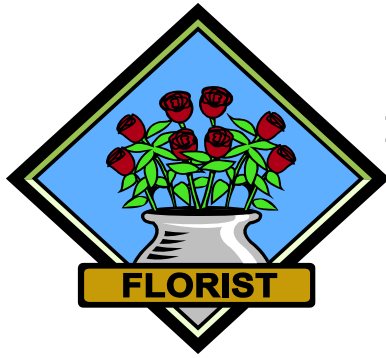
<http://www.businessballs.com/>

What happens when I finish this curriculum?

When you have completed Say It with Flowers you will be ready to complete the Florist Assistant Demonstration. This demonstration has been validated by florist shop employers who stated that they would accept the completed demonstration along with a prospective employee's resume to assist them in making a hiring decision.

In each chapter we say that you are one step closer to getting the job you want. By the time you have successfully completed the curriculum and the demonstration you will have the essential skills that employers are looking for in their florist assistants.

Get ready to practise your skills and *Say It with Flowers!*



Learner's Introduction to Chapter One

Write Like a Florist Assistant

One of the many tasks you might have to perform in a Florist Shop is taking orders for flowers. There are many skills involved in this task. Primarily you must be able to **write clearly to express ideas and information**. Specifically, you need to be able to perform the following tasks:

- Accurately record the customer's order
- Correctly write names and addresses of both the customer and the delivery address
- Write notes, directions and instructions neatly and accurately

In this first chapter you will meet Aster, a florist's assistant. As you read the scenarios describing her activities on the job, try to put yourself in her place. What would you do if you were faced with similar situations?

After the scenarios, there is a section called **Thinking it over** where there will be a number of questions for you to answer. These questions will help you to think like a florist's assistant. You can write your answers in the space provided. Your instructor may wish you to discuss some of your answers. Or there may be another learner in your program who is also planning to become a florist assistant. If so, you can discuss your answers and insights together. Whether your discussion is with your instructor or another learner, talking over what you think will help you to learn even more.

Finally, after each scenario, there is an activity that is similar to one you would be required to perform while working in a florist shop. The three activities in this chapter all involve role-playing. You will be required to answer the phone and take flower orders. Your instructor or a volunteer will be placing the orders. **For the purpose of these activities, you will work for Rain Forest Florist and will answer the phone as though you actually worked in a florist shop.**

Learning Outcomes for Chapter One

After working through this chapter you should be able to:

- Take notes for yourself
- Fill out an invoice
- Accurately spell and record names and addresses
- Write a neat and accurate note to accompany flowers
- Write directions or instructions for another person to follow

At the end of the chapter, you will be able to assess yourself on these essential workplace skills.

Practitioner Introduction and Instructions for Chapter One

The focus of chapter one is **Writing clearly to express ideas and information** at level 3 with appropriate work force language. The learner should be able to work through the chapter with minimal supervision. Chapter one includes three scenarios that introduce the writing skills necessary for a florist assistant. After reading the scenario, the learner answers a few questions that will enable her/him to reflect on the material. **Please review the learner's responses with her/him. Or if another learner is working through this curriculum, assure that they talk over their responses together.** As much as possible, encourage the learner to act as though s/he is already a florist's assistant. After the learner completes the questions, there is a learning activity to perform and hand in. The activities are described below. They require your participation or the participation of a volunteer. The role-play is an essential part of the curriculum and will enable the learner to practise valuable customer service skills. When the learner has completed the role-play and the written forms, s/he is ready for the self-assessment at the end of the chapter. While the practitioner's assessment is at the end of the curriculum, there is room for your comments at the bottom of the self-assessment page.

Please read over the chapter so that you are familiar with the scenarios and instructions.

Part One

Activity 1-1

In this activity, the learner is required to fill out an invoice. You will call the learner on the phone, and s/he should answer as though working at Rain Forest Florist. Please give your own name and workplace address as the sender. Use your workplace phone number. Use the learner's name and address, and a generic phone number as the recipient. Ask for a mixed bouquet that costs no more than \$35. Specify delivery next day. If the learner asks if you would like a note attached, say it is for your friend's birthday. The note should say "Happy Birthday (learner's name) From (practitioner's name).

Part Two

Activity 1-2

This is another role-play involving a telephone order. You are Satnam Singh of 20 Lancer Dr., your city and postal code. Use your workplace phone number. You are sending a dozen red roses to Teresa Saporelli of 125 Wickham Avenue, Apartment 401, your city and postal code and a generic phone number. Specify delivery next day.

Part Three

Activity 1-3

You, the customer, call your learner at Rain Forest Florist. You would like to send a friend a plant and will spend about \$25. Specify delivery next day. Give your own name, workplace address and phone number as the sender. The recipient is Maria Heron at 75-C Balsam Avenue North, Timmins, Ontario P4N 1K1. This address is a basement apartment accessed by the side door. If the recipient isn't home, the delivery person should leave the plant at Apartment A, the front door. The learner should ask if you wish to include a note. Yes you do. The note should read: Congratulations, Maria! You did it! (From your name.)

Practitioner Tips

These scenarios can be re-worked using different orders for flowers, names and addresses and notes. A good place to find generic addresses and phone numbers is the yellow pages.

The following two pages give a general example of how a florist note pad and invoice are filled out.

Florist Note Pad

DATE	A.M.	P.M.	CHARGE	C.O.D.	PAID
Today			✓		

Send To: Olivia Thurston
64 Hector Ave.
P4N 6T6 Phone: 268-7676

Description		
Mixed Bouquet	35-	

Card: Happy Birthday Olivia!
 From Jane

Charge to Jane Smith
85 Pine St. So.
Timmins 268-4435
 Phone

**Rain Forest
Florist**



123 Main Street
Timmins, Ontario
P4N 1K1
705 268-8900

SOLD TO:

DATE Current Date

Jane Smith
85 Pine St. So.
Timmins, P4N 2K1

PHONE 705-268-4435

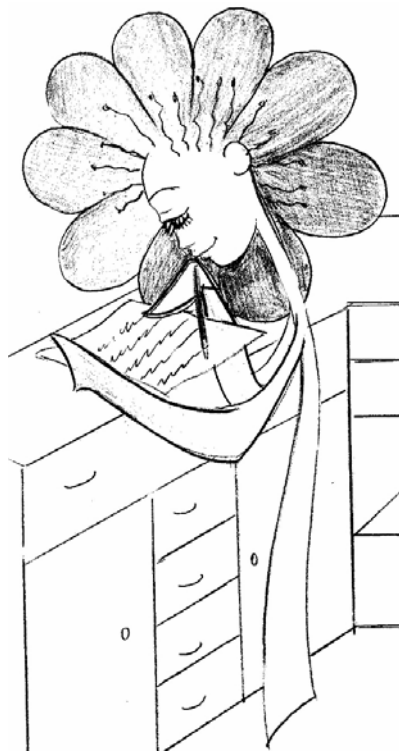
ARRANG.	CORSAGE	WREATH	PLANT	BASKET	CONTAINER	VASE	AMOUNT
<input checked="" type="checkbox"/>							
Mixed Bouquet							35 -
DEL. CHARGE							
WIRE CHARGES							
SUB TOTAL							
CARD	<input checked="" type="checkbox"/>	ANNIV.	SYMP.	CONGRAT.	RECOVERY	BIRTH	TAX
Happy Birthday Olivia! From Jane							TOTAL
DELIVER TO:							
Olivia Thurston 268-7676							
64 Hector Ave.							
Timmins, P4N 6T6							
DELIVERY DATE: <u>Next day's date</u>							
PAID <input type="checkbox"/> ON ACCT. <input type="checkbox"/>							
C.O.D. <input type="checkbox"/> CHARGE <input checked="" type="checkbox"/>							

TERMS: 4% PER MONTH CHARGED ON ACCOUNTS PAST 30 DAYS.

Thank you

Chapter One

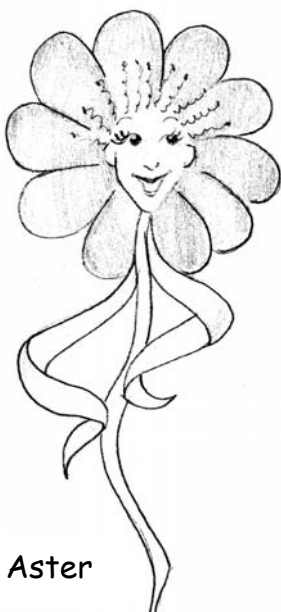
Scenarios and Activities



When you take an order from a customer, you will be required to fill out an invoice. It is important that you **write clearly to express ideas and information** so that you have a clear understanding of what the customer wants and can pass on that written information to the florist. Sometimes, if there is a lot of information to record or if you are busy, you may need to take notes first and afterward transfer the information to an invoice.

The following scenario illustrates the importance of accurately recording the customer's requirements while you are speaking to him or her.

Scenario 1-1



Aster

Aster began working at Rain Forest Florist in January. She loved her job and her employer was happy with her work. Aster had received on the job training from the florist, Iris. She had shown Aster how to write out customer information on an invoice. She told Aster that if she needed to, she could make notes on the pad beside the phone and then transfer that information to the invoice. However, Aster did not like writing the information down more than once, so she usually wrote directly on the invoice. Sometimes when she was taking a phone order for flowers, there was a lot to write down. After she had hung up the phone, she would usually finish filling in the details and then pass on the invoice to the florist.

This system worked fine in January. It was a quiet time of year, and Aster had lots of time to spend with customers and complete the invoices. But February was very, very different. On February 8, Aster was answering the phone as usual. She had no sooner filled in the customer's name and the address for delivery, when another customer came in with a large order. Then she received another phone call and another. Wow! Valentine's Day in a week's time and everyone was sending flowers. Aster gathered up her invoices to give to the florist and noticed she hadn't completed the first one. Since filling out that invoice, she had processed three orders. She stared at the invoice in dismay. Aster had no idea what the customer had wanted.

In this situation, it was fortunate that the customer had paid by Visa and Aster had written down her phone number. She called the customer back, apologised, and this time she filled out the invoice while she was on the phone and did not wait until afterwards. Aster felt she was lucky to escape from a near catastrophe. But she wasn't so lucky one week later.

It was the day after Valentine's Day and Aster felt that she had learned more about her job in the previous week than she had in all of January. Iris, the florist and owner of Rain Forest Florist spoke to her as soon as she arrived at work. Aster had a funny feeling in her stomach when she saw that Iris looked angry. She was holding two invoices that Aster had written up.

"I received two customer complaints this morning, Aster," Iris exclaimed, flapping the invoices at her, "Somehow, you mixed up the information on these two sales. It was Mr. Craig who ordered the dozen red roses and Mrs. Wong who ordered the tinted blue carnations. Mr. Craig told me his wife hasn't spoken to him since she received the three carnations, and the dozen red roses weren't exactly suitable for a newborn baby boy!"



Iris

Aster felt terrible. And worse, Iris told her that if she messed up like that again, she would have to find another job.



Thinking it over

1. How do you think Aster made this mistake? What should she have done to prevent it?

2. Why do you think that Aster had no trouble in January but got mixed up in the Valentine's Day season?

3. Do you think Aster should have used the note pad when she got so busy? Explain your answer.

Discuss your reflections and responses with your instructor or a fellow learner with similar interests.

How could Aster have prevented these errors? She told herself that in the future, she would write down all of the information while she had the customer on the phone. If she could write down all of the information on the invoice, that was fine. But if she became too busy or the customer's order was large or confusing, she should make notes. Had she written the information down accurately while speaking with the customer, she would not have forgotten and subsequently confused the orders.



Activity 1-1 Filling out an invoice

In this activity, you work for Rain Forest Florist. You receive a phone call from a customer (your instructor or a volunteer) who wants to order flowers for a friend.

Assume that the florist shop is very busy and you need to take notes. Then, complete the invoice with all relevant information for the florist. For now, do not worry about filling in the cost and taxes.

Before you begin your role-play, review the information you will need to ask the customer:

- Customer name, address and phone number
- Receiver's name, address and phone number
- Kind and price range of flowers ordered
- When to be sent or picked up
- Whether or not there is a card and message

Florist Note Pad

DATE	A.M.	P.M.	CHARGE	C.O.D.	PAID

Send to:

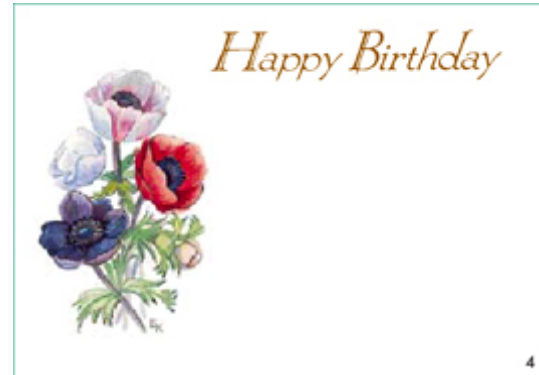
Phone:

Description		

Card:

Charge to:

Phone



Part Two – Writing Names and Addresses

An important skill for florist assistants is the ability to accurately write names and addresses. On the surface, this may seem obvious and easy, but not all names are easy to spell, and not all addresses are familiar. The scenario below illustrates the importance of **recording accurate information**.

Scenario 1-2

Since Iris had issued her verbal warning after Valentine’s Day, Aster was being extra careful. Her invoices were carefully and neatly written, and when she needed to, she took notes. Iris was smiling at her again when she said good morning.



On a Thursday morning in early March, Aster received a call from a customer.

“Rain Forest Florist, may I help you?” she answered the phone in a clear, pleasant voice.

“I’d like to order some flowers for a friend,” said a voice.

“We can help you with that! What kind of flowers would you like?”

“I’m not sure...” said the voice.

“How about some spring flowers?” suggested Aster, “We also have roses and carnations.”

“Um...not roses. I think spring flowers would be fine. I’d like to spend about thirty dollars.”

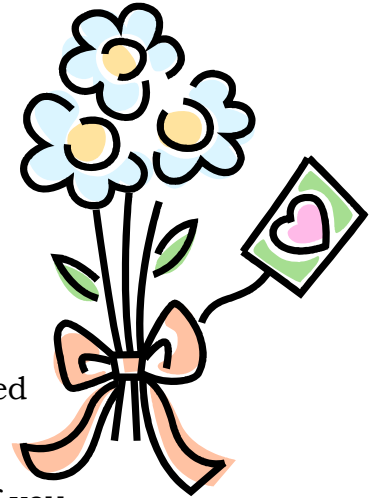
“We can do a very nice bouquet for that,” said Aster. “Would you like the flowers to be delivered?”

“Yes I would,” said the voice. “Please send them to Karyn Johnstone at 375 Bank Street South, Timmins, Ontario, postal code P4N 5Z3. Her phone number is 266-6994.”

375 Bank Street South! That was a coincidence, thought Aster. She had a friend who lived at 375 Bank Street North! She’d better double check that she wrote south and not north.

Aster copied the name and address onto her work order:

Karen Johnson
375 Bank St. South
Timmins, Ont.
P4N 5Z3
Phone: 266-6994



She read the address back to the customer who confirmed that it was correct.

“Would you like a card enclosed with the flowers?” asked Aster.

“Yes, that would be great. How about ‘I’ll be thinking of you while I’m away. Love, Sean.’”

Aster recorded the message, got to the name Sean, and stopped. She had two friends named Sean, except that one of those friends spelled his name S-H-A-W-N. She had better ask, just to be sure.

“How do you spell your name?”

“I’m glad you asked – it drives me crazy when people spell it wrong! It’s S-E-A-N.”

Aster wrote the name down clearly and then took the VISA payment from Sean. She double-checked the invoice while he was still on the phone. Karen Johnson...Aster suddenly remembered that Johnson could be spelled differently too. Better check.

“I’d better double check to be sure. How do you spell Karen Johnson’s name?”

When the customer spelled it out for her, Aster was very glad that she had asked. She had got both names wrong! She decided that, in the future, unless she was absolutely sure of the spelling, she would check with the customer to be certain.

Later that morning Iris brought out the invoice to her.

“Are you sure you have the correct spelling of Johnstone?” she asked.

“Definitely,” said Aster, “I checked the spelling of all names with the customer.”

**Thinking it over**

1. Why is writing names more difficult than you might think?

2. What do you think would have happened if Aster had forgotten the “south” after Bank Street?

3. How do you think the customer would have responded if she had spelled either his or Karyn Johnstone's name incorrectly?

4. How does accuracy and correct spelling contribute to good customer service?

Discuss your reflections and responses with your instructor or a fellow learner with similar interests.

Aster learned a valuable lesson with this customer. After speaking with Sean Adams on the phone, she never made assumptions about name spelling again. She realised that most people are fussy about the correct spelling of their names, but they don't always think to volunteer the correct information! It was up to her to make sure that she had accurate spelling of names and addresses.



Activity 1-2

You will be working at Rain Forest Florist and taking a telephone order for a floral delivery. Make sure that you have the correct spelling of the name and address and the complete address. Complete your information on the invoice, and if you need to, use the note pad. For now, do not worry about filling in the cost and taxes, but do ask how the payment will be made.

Florist Note Pad

DATE	A.M.	P.M.	CHARGE	C.O.D.	PAID

Send to:

Phone:

Description		

Card:

Charge to:

Phone

Part Three – Writing Notes, Directions, and Instructions

As a florist assistant, you will probably be required to **write notes, directions, and instructions**. Not only must your information be accurate and complete, but it must also be written clearly and neatly. You are not the only one who is required to read your handwriting. Directions and instructions must be read by the florist and delivery person. Notes accompanying flowers will be read by the recipient. Read the following scenario to find out how Aster manages these skills.

Scenario 1-3



Aster was busy recording inventory when the phone rang.

“Rain Forest Florist, may I help you?”

“Hello, my name is Suzanne Chartrand and I would like to order flowers. I’d like to spend about forty dollars on a mixed bouquet.”

Aster asked her to spell her name and wrote down the information.

“Would you like the flowers delivered?” she asked.

“Yes please. I would like them delivered to Paige Sevard at 435B Hemlock St. in Timmins. The postal code is P4N 6T4.

Apartment B is at the back. The person who delivers the flowers will have to go through the side gate and around the back of the house.”

Aster carefully recorded these directions and instructions. Then she asked,

“Would you like a card to accompany the flowers?”

“Yes I would...but it’s a little difficult to know what to say. My friend Paige is going through a difficult time right now. She is on stress leave and her mother is dying. I would like the card to be encouraging but not too cheery. It should not be a sympathy card, not yet anyway,” said Suzanne Chartrand.



“Hmmm...” said Aster as she looked at the note cards. “How about simply, ‘Thinking of you’? We have several of those, some with floral designs and some just plain.”

“That sounds fine. Something with a subdued design. Please write ‘Our thoughts and prayers are with you’, and sign it Suzanne and Bill.”

“That’s fine, Ms. Chartrand, I have everything I need. Are you using a credit card to pay?”

After completing the transaction, Aster selected an appropriate note card. Her own handwriting was neat, but small, so she had to remember to write larger when writing notes. She attached the card to the invoice and put it aside for the florist.



Thinking it over

1. Why are written instructions sometimes necessary?

2. What might you have to consider when choosing a note card for a customer?

3. Do you think that it is important to have correct grammar and spelling on the note card? Why or why not?

4. How does a nicely written and correct note card relate to customer service?

Discuss your reflections and responses with your instructor or a fellow learner with similar interests.



Activity 1-3

Now you will practise **writing notes, directions, and instructions**. Your instructor or a volunteer will call you at Rain Forest Florist, giving you specific directions and instructions. Complete the information on an invoice, and if you need to, use the note pad. Choose an appropriate floral note card for the message.

Florist Note Pad

DATE	A.M.	P.M.	CHARGE	C.O.D.	PAID

Send to:

Phone:

Description		

Card:

Charge to:

Phone

Rain Forest Florist



123 Main Street
Timmins, Ontario
P4N 1K1
705 268-8900

SOLD TO:

DATE

PHONE

ARRANG.	CORSAGE	WREATH	PLANT	BASKET	CONTAINER	VASE	AMOUNT
DEL. CHARGE							
WIRE CHARGES							
SUB TOTAL							
CARD	BIRTHDAY	ANNIV.	SYMP.	CONGRAT.	RECOVERY	BIRTH	TAX
TOTAL							
DELIVER TO:							
DELIVERY DATE:						PAID <input type="checkbox"/>	ON ACCT. <input type="checkbox"/>
						C.O.D. <input type="checkbox"/>	CHARGE <input type="checkbox"/>

TERMS: 2% PER MONTH CHARGED ON ACCOUNTS PAST 30 DAYS.



Learner Name _____

Chapter One Assessment

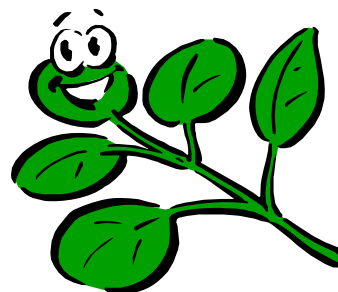
Assess yourself at the end of this chapter. You should be able to complete the following list of skills to successfully finish and move on to chapter two.

Skill	Have I successfully completed this skill?
I am able to take notes for myself.	<input type="checkbox"/> yes <input type="checkbox"/> yes, and would like more practice <input type="checkbox"/> needs work
I am able to fill out an invoice.	<input type="checkbox"/> yes <input type="checkbox"/> yes, and would like more practice <input type="checkbox"/> needs work
When I'm not sure, I double-check the spelling of names and addresses.	<input type="checkbox"/> yes <input type="checkbox"/> yes, and would like more practice <input type="checkbox"/> needs work
I can accurately record names and addresses.	<input type="checkbox"/> yes <input type="checkbox"/> yes, and would like more practice <input type="checkbox"/> needs work
I can write a neat and accurate note to accompany flowers.	<input type="checkbox"/> yes <input type="checkbox"/> yes, and would like more practice <input type="checkbox"/> needs work
I can write directions for another person to follow.	<input type="checkbox"/> yes <input type="checkbox"/> yes, and would like more practice <input type="checkbox"/> needs work
I can write instructions for another person to follow.	<input type="checkbox"/> yes <input type="checkbox"/> yes, and would like more practice <input type="checkbox"/> needs work
This chapter was started on:	This chapter was completed on:

Practitioner's Comments:

In Chapter One you've practised:

Well
Done!



- Writing notes to yourself
- Filling out an invoice
- Accurately recording names and addresses
- Writing a neat and accurate note to accompany flowers
- Writing directions for another person to follow
- Writing instructions for another person to follow

These are **essential skills** for a florist's assistant, and you're one step closer to getting the job you want! Even if you've decided you'd like more practice at these skills, you've made an excellent start.

Maybe without realising it, you've learned something else, too. These **essential skills** are all **transferable**. This means you can take these skills and use them in other places and contexts.

The list below suggests some other ways in which you can use your **essential skills**. Can you add to the list?

Now that you can...

Take notes for a florist order

Fill out an invoice

Record names and addresses

Write a note accompanying flowers

Write directions

Write instructions

You can...

Take notes while visiting your doctor or health unit

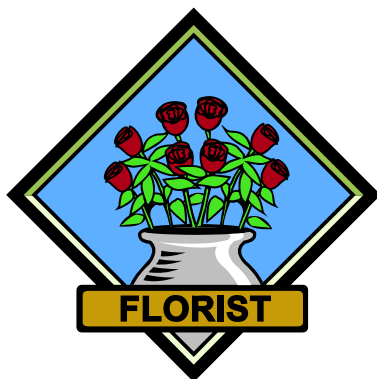
Fill out other forms such as government documents

Write and address invitations to a party

Write a thank you note or a get well wish

Write directions to your favourite coffee bar or a friend's house

Write instructions for a favourite recipe



Learner's Introduction to Chapter Two

Do Math Like a Florist Assistant

Working in a florist shop means that you need to know some math. Florists surveyed said that **Multiplication and Division, Adding and Subtraction with Carrying, and Problem Solving** are among the most important Essential Skills for florist assistants.

In this second chapter you will see how Aster the florist assistant copes in situations that require these skills. As you read the scenarios, think about your own math skills and how you would perform Aster's tasks.

To challenge yourself, answer the questions at the end of each scenario and before the math solution is given. These questions will give you some idea of how much you might need to work on your florist shop math.

As in Chapter One, **Thinking it over** gives you an opportunity to reflect on the scenarios. These questions will help you to think like a florist's assistant. You can write your answers in the space provided. Your instructor may wish you to discuss some of your answers. Or there may be another learner in your program who is also planning to become a florist assistant. If so, you can discuss your answers and insights together. Whether your discussion is with your instructor or another learner, talking over what you think will help you to learn even more.

Finally, after each scenario, there is an activity that is similar to one you would be required to perform while working in a florist shop. In each of the three activities in this chapter, you will be required to use math skills you would use if you were working at Rain Forest Florist.

Learning Outcomes for Chapter Two

After working through this chapter you should be able to:

- Refer to a price list
- Calculate tax
- Copy and add decimal numbers and add tax
- Problem solve
- Estimate tax

At the end of the chapter, you will be able to assess yourself on these essential workplace skills.

Practitioner Introduction and Instructions for Chapter Two

The focus of chapter two is **Using Number Sense and Computation** at level 2 and level 3. Specifically, the learner will be working with **Money Calculations**. Chapter two includes three scenarios that introduce the learner to essential numeracy skills for a florist assistant.

Within each scenario the learner has the opportunity to figure out the math problem before the explanation is given. The learner should be encouraged to attempt these problems. The learner is also required to answer questions in the **Thinking it over** section. **Please review the learner's responses with her/him. Or if another learner is working through this curriculum, assure that they talk over their responses together.** After the learner completes the questions, there is a learning activity to perform and hand in. The activities are described below. In this chapter, there is no role-play required. When the learner has completed the activities and handed them in, s/he is ready for the self-assessment at the end of the chapter. While the practitioner's assessment is at the end of the curriculum, there is room for your comments at the bottom of the self-assessment page.

Please read over the chapter so that you are familiar with the scenarios and instructions.

Part One

Note: Part One involves a scenario where tax is calculated by changing the percent to a decimal and then multiplying the decimal by the price – a level 3 skill. Alternately, it is suggested that an employee could use a calculator. The demonstration that this curriculum builds toward allows for the use of a calculator. At the same time, the Essential Skills list for florist assistant cites multiplying and dividing as the most important skill.

Activity 2-1

In this activity, the learner is required to refer to a price list for the correct price. Next the learner will record the correct price, the GST and the PST on an invoice and then total the invoice.

Part Two

Activity 2-2

The learner must complete an order for corsages and boutonnieres. S/he is given a list of corsages and boutonnieres ordered for the wedding, a price list and a Wedding Planner flower order form. The learner must transfer the relevant information to the form and total the prices including GST and PST.

Part Three

Activity 2-3

The learner needs to problem solve by starting with the total price of flowers, tax and delivery and work backwards. S/he must estimate the price of the flowers alone and then add the tax and delivery so that the total is equal to or less than the original given amount.

Answer Key

Activity 2-1

36.00	Roses
2.16	GST (36.00 x .06)
<u>2.88</u>	PST (36.00 x .08)
41.04	Total

Activity 2-2

See completed Corsage and Boutonnieres order form next page.

Activity 2-3

Learner may choose to use the formula or estimating. Either is correct, providing the total amount is within a few cents of \$145.

Estimating

Tax on 100 is \$14

Tax on 25 is \$ 3.50

Flowers	125.00
Tax	<u>17.50</u>
Total	142.50

Total is too low by \$2.50. Add \$2 to the price of the flowers.

Flowers	127.00
GST	7.62
PST	<u>10.16</u>
Total	144.78

Or

$145 / 1.14 = 127.19$

Flowers	127.19
GST	7.63
PST	<u>10.17</u>
Total	144.99

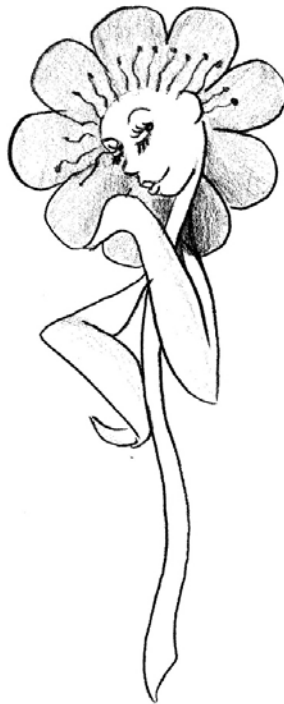
Answer Sheet

For the Wedding of _____

Completed	CORSAGES AND BOUTONNIERES	Cost
	<u>Corsages</u>	
	Mother of the Bride Corsage type and colour <i>3 white roses</i>	20.00
	Mother of the Groom Corsage type and colour <i>3 pink roses</i>	20.00
	Name <i>Bride's step-mother</i> Corsage type and colour <i>2 purple orchids</i>	18.00
	Bride's Grandmothers 1. Corsage type and colour <i>2 pink orchids</i> 2. Corsage type and colour	18.00
	Groom's Grandmothers 1. Corsage type and colour <i>2 white orchids</i> 2. Corsage type and colour <i>2 white orchids</i>	18.00 18.00
	Name Corsage type and colour	
	Name Corsage type and colour	
	<u>Boutonnieres</u>	
	Groom Boutonniere type and colour <i>2 white orchids</i>	12.00
	Best Man Boutonniere type and colour <i>white rose</i>	6.00
	Groomsmen Boutonniere type and colour Quantity <i>white roses (4)</i>	24.00
	Ring Bearer Boutonniere type and colour <i>1 white carnation</i>	4.00
	Fathers Boutonniere type and colour <i>red rose</i> Boutonniere type and colour <i>red rose</i> Boutonniere type and colour	6.00 6.00
	Grandfathers Boutonniere type and colour <i>red rose (1)</i> Quantity	6.00
	Name <i>Gerry</i> Boutonniere type and colour <i>red rose</i>	6.00
Subtotal		182.00
GST		10.92
PST		14.56
TOTAL		\$ 207.40

Chapter Two

Scenarios and Activities



Part One – Referring to a Price List and Calculating Tax

A florist shop has many price lists where you must look up the prices of flowers and arrangements. These lists do not include tax. A florist assistant must be able to calculate the tax on the invoice.

The following scenario gives an example of how Aster refers to a price list and then correctly totals an invoice.

Scenario 1-1

Aster hopped off the bus and turned left. She was going to work at Rain Forest Florist. Today would be the first morning she opened the shop by herself. Aster felt very proud that Iris had trusted her with a key. She had bought a brand new key chain with a large daisy. As she turned the key in the lock, she could hear the phone ringing. Quickly, she dropped her bags on the counter and reached for the phone. “Good morning, Rain Forest Florist,” said Aster. As she spoke, she checked her watch. 8:45 am! Good thing she had arrived early!



“Hello, thank goodness you’re there! I need to order some flowers. I should have done it yesterday and forgot.”

“What kind of flowers would you like?” Aster asked, while she shuffled her purse and lunch out of the way and reached for the pad and a pen.

“Something small, really. Perhaps a few pink carnations in a vase?”

Aster checked the cooler, but there was nothing made up yet.

“We could make that up for you,” she said. “How much would you like to spend?”

“Um, only about twelve dollars, I think. Not more than fifteen. Can I get much for that?”

Aster consulted the price list. They had a special list for flowers in vases. Carnations in vases were the least expensive.

“Of course we can make you up something very nice at that price. We could do four pink carnations in a vase for \$12.00. Tax and delivery would be extra.”

“That’s all right. Actually, I planned to pick them up at noon; I just work across the street. Can you have them ready by then?”

“Certainly. May I have your name?”

“It’s Melissa Stone. I’ll be in before twelve.”

Aster wrote the customer’s name on an invoice. Then she asked for Melissa Stone’s work number and wrote it down. She said,



“Thank you, Ms. Stone. Your flowers will be ready by noon.”

How do you think Aster should complete the invoice?

The flowers were twelve dollars. Then she calculated the tax. The GST was $12.00 \times 6\%$. The PST was $12.00 \times 8\%$. Next she added the price of the flowers plus the two taxes. She put the completed invoice on the florist’s desk.

Calculating Tax

In all of Canada including Ontario, the GST (Goods and Services Tax) is 6%. In Ontario, the PST (Provincial Sales Tax) is 8%. You may remember from the math you have learned that you can write percents as both fractions and decimals.

6%	$\frac{6}{100}$.06
8%	$\frac{8}{100}$.08

If you are calculating tax, which form would you choose? Many calculators have a percent (%) key. If you are using a calculator with a percent (%) key, then you can simply multiply the subtotal by 6% and by 8%. If your calculator doesn't have a percent key or you have to multiply without a calculator, then use the decimal number:

$$\begin{array}{r} 12.00 \\ \times 0.06 \\ \hline 0.72 \end{array} \qquad \begin{array}{r} 12.00 \\ \times 0.08 \\ \hline 0.96 \end{array}$$

Once you have calculated the GST and PST, you can add them to the subtotal to get the total:

$$\begin{array}{r} 12.00 \text{ Total of the flowers} \\ 0.72 \text{ GST} \\ \underline{0.96 \text{ PST}} \\ 13.68 \text{ Total order including tax} \end{array}$$

If it feels like a long time since you've done this kind of math and you would like a refresher, ask your instructor for some extra work involving decimals and percents.

Price Lists

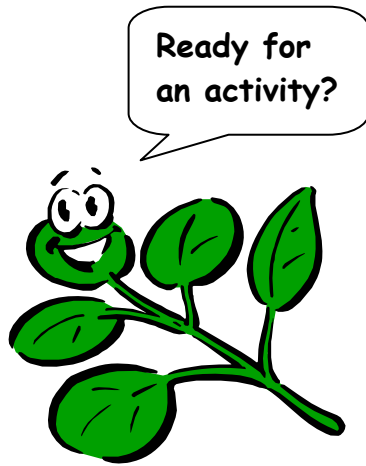
Many florist shops have price lists that set out the prices of commonly sold flowers. Roses and carnations that are already arranged in vases are very popular. When you work in a florist shop, you need to be able to refer to a price list. After you find the correct price for the flowers the customer wants, you can then add the GST, PST and delivery charge.



Thinking it over

1. Aster takes the customer's name and work number, and she doesn't ask for payment ahead of time. Why do you think she does this?

Discuss your reflections and responses with your instructor or a fellow learner with similar interests.



Activity 2-1

You are working at Rain Forest Florist and a customer comes in. He would like to buy seven long stem red roses in a vase and take them with him. Since it's not busy, you're able to prepare the vase as he waits. Because he is paying for the flowers and taking them with him, you do not need to fill out his name and address on the invoice.

Refer to the price list for the correct price. On an invoice, record the correct price for the flowers and then calculate the GST and PST. Total the invoice.

Price List

Carnations and Roses in Vases

Quantity	Carnations	Sweetheart Roses	Long-stemmed Roses
1	9.00	10.00	11.00
2	10.00	14.00	15.00
3	11.00	15.00	18.00
4	12.00	17.00	21.00
5	13.00	20.00	25.00
6	14.00	22.00	30.00
7	16.00	25.00	36.00
8	18.00	27.00	40.00
9	20.00	30.00	43.00
10	21.00	32.00	46.00
11	22.00	35.00	49.00
12	24.00	37.00	51.00

Part Two – Referring to Lists, Adding and Multiplying with Tax

Sometimes you might need to complete order forms for flowers. You need to be able to **read and write decimal numbers** to do this task. You might also need to **multiply and add** to complete the form.

In the following scenario, Aster needs to refer to a note and correctly transfer the figures onto a form. She needs to add and figure out the tax by multiplying.

Scenario 2-2

It was a quiet morning at the florist shop. Aster had spent her time dusting and cleaning shelves. It was tedious work, but it needed to be done regularly. Rain Forest Florist was located on a busy street, and all of the dirt and grit from late winter seemed to find its way into the carpet and onto the shelves.



“That looks much better,” said Iris the florist. She was looking at the gleaming shelves with approval. “I have another job for you to do. I have a dental appointment this morning, but I told Mrs. Thibeault I would have this information for her by noon. Her daughter Sarah is getting married in May. They’ve been planning the flowers for the past two weeks. We’re finally down to the bridal bouquet and the bouquets for the bridesmaids and flower girl. Oh yes, there’s a headpiece for the flower girl as well. Here,” she said, handing Aster some papers, “You’ll see my notes on what she ordered. I’ve given you the prices. Transfer the information into the Wedding Flowers Planner and calculate the total amount.”

Aster took the papers from her. Iris had written notes about the bouquets and included the prices. The notes were as follows:

Iris's note

*Thibeault Wedding
May 2*

*Bridal Bouquet
White roses and ivory 200-*

*Matron of Honour
Yellow roses, mauve trim 135-*

*Bridesmaids (4)
Yellow roses and white
carnations, mauve trim 85-*

*Flower girl
Yellow and pink roses 70-
Pink trim*

*Flower girl headpiece
Yellow and pink roses 50-
Pink trim*

Aster looked at the other papers Iris had handed her. They all seemed to be related to wedding flowers. There were four pages. One was for bouquets, one for corsages and boutonnieres, one for ceremony decorations, and one for reception decorations. Aster chose the one for bouquets and began to fill it out.

BOUQUETS

	<u>Bridal Bouquet</u> <i>White roses and ivory trim</i>	200.00
	<u>Attendant Flowers</u>	
	MAID/MATRON OF HONOUR <i>yellow roses, mauve trim</i>	135.00
	BRIDESMAIDS <i>yellow roses, white carnations mauve trim</i>	85.00
	JUNIOR BRIDESMAID	
	FLOWER GIRL <i>yellow and pink roses, pink trim</i>	70.00
	HEADPIECES <i>yellow and pink roses, pink trim</i>	50.00
	Subtotal	540.00
	GST	32.40
	PST	43.20
	Total	615.60

Aster double-checked her addition and put the papers back on Iris's desk.

When Iris came in from her appointment, she was in a good mood. She thanked Aster for finishing the wedding order and glanced at it.

"Only \$615.60? I'm sure it should be more than that!" she said, looking at the figures. She began to add them in her head.

"They look right," she muttered, and then she exclaimed, "I see where you went wrong!"

She gave the papers back to Aster. Aster checked her addition again. Then she looked at Iris's note.

"Oops, sorry Iris. I see it too," said Aster and she corrected her error.

Can you see Aster's error?

Look at the total for the Bridesmaids' bouquets. Aster has included only one bridesmaid's bouquet and there are four bridesmaids! She needed to multiply the price of one bridesmaid's bouquet by the number of bridesmaids.

What is the new price for the bridesmaids' bouquets? _____

What is the new total including tax for all of the bouquets? _____

Much of the math you will need to do in a florist shop will involve more than one step. To calculate the total cost of the bouquets, Aster had to both add and multiply. Before she added, Aster multiplied the price of one bridesmaid bouquet by the number of bridesmaids. She added the prices of all of the bouquets to reach a subtotal. She also multiplied to get the tax.





Activity 2-2

At Rain Forest Florist your boss Iris asks you to complete an order for corsages and boutonnieres. As she did for Aster, Iris is giving you a list of the flowers that have been ordered for the wedding. She's also giving you the price list for corsages and boutonnieres. Transfer the appropriate information to the Wedding Flowers form. Calculate the subtotal, tax and total for the corsage and boutonniere order.

Iris's note

Thibeault Wedding

May 2

Bride's mother - White rose corsage 3 flowers

Bride's stepmother - Mini purple orchid corsage 2 flowers

Groom's mother - Pink rose corsage 3 flowers

Bride's grandmother (1) - mini orchid pink 2 flowers

Groom's grandmothers (2) - mini orchid white 2 flowers

Groom - mini orchid 2 flower white

Best man - rose bout. white

Groomsmen (4) - rose bout. white

Ring bearer - white carn

Fathers (2) - rose bout red

Grandfather (1) - rose bout red

Uncle Gerry - rose bout red

Corsage and Boutonniere Price List

Miniature Cymbidium Orchid Corsage

3 Flowers	\$25.00
2 Flowers	18.00

Miniature Cymbidium Orchid Boutonniere

2 Flowers	\$12.00
1 Flower	8.00

Sweetheart Rose Corsage

2 Flowers	\$15.00
3 Flowers	20.00

Miniature Carnation Corsage

3 Flowers	\$8.00
5 Flowers	13.00

Cymbidium Orchid Corsage	\$20.00
---------------------------------	----------------

Rose Boutonniere	\$6.00
-------------------------	---------------

Carnation Boutonniere	\$4.00
------------------------------	---------------

Wrist bands extra	\$1.00
--------------------------	---------------

For the Wedding of _____

Completed	CORSAGES AND BOUTONNIERES	Cost
	<u>Corsages</u>	
	Mother of the Bride Corsage type and colour	
	Mother of the Groom Corsage type and colour	
	Name Corsage type and colour	
	Bride's Grandmothers 1. Corsage type and colour 2. Corsage type and colour	
	Groom's Grandmothers 1. Corsage type and colour 2. Corsage type and colour	
	Name Corsage type and colour	
	Name Corsage type and colour	
	<u>Boutonnieres</u>	
	Groom Boutonniere type and colour	
	Best Man Boutonniere type and colour	
	Groomsmen Boutonniere type and colour Quantity	
	Ring Bearer Boutonniere type and colour	
	Fathers Boutonniere type and colour Boutonniere type and colour Boutonniere type and colour	
	Grandfathers Boutonniere type and colour Quantity	
	Name Boutonniere type and colour	

Subtotal _____
GST _____
PST _____
TOTAL _____

Part Three – Problem Solving with Addition, Subtraction and Multiplication

Much of the math used in a florist shop involves **Problem Solving**. Problem solving involves first figuring out how to arrive at an answer and then following the correct mathematical steps to get there.

The following scenario is about one of the most common math problems you will need to deal with in a florist shop.

Scenario 2-3

Mrs. Matthews of St. Hilda's Church arrived at Rain Forest Florist carrying two heavy brass vases.

"Good morning, may I help you?" said Aster.

"Yes. I'm Susan Matthews from St. Hilda's Church. We are going to need some special floral arrangements for this Sunday." She heaved the vases onto the counter.

"Okay," said Aster, "Do you have any ideas about what you might like?"

"Not really," said Mrs. Matthews, "Just a nice colourful mix. Gladiolas are always striking in these vases. We had you do them last year too and they were lovely. We have a budget of \$175 in total. We have an arrangement with you whenever we order flowers. You give us the bill when we order and we give you the cheque when you deliver them."

"All right," said Aster. "I'll just prepare the bill including tax and delivery so that it totals close to \$175. Will that be all right with you?"

"That sounds fine," said Mrs. Matthews, "I'll wait and take the bill back with me."

Aster picked up the note pad and frowned at it. **How was she going to figure this out?**





Aster thought about what she knew. Delivery in town was five dollars, and St. Hilda's was just up the hill. She also knew that GST was 6% and PST 8%. That meant taxes were 14% all together. So for example, if the flowers cost \$100, then tax on them would be fourteen dollars. Hmmm, she thought, not close enough to \$175. She wrote the figures down and stared at them. Tax on \$100 is fourteen dollars, she murmured. Tax on fifty dollars must be seven dollars! What if the flowers cost \$150? Let's see....

Aster wrote:

150.00	estimated cost of flowers
14.00	total tax on \$100
7.00	total tax on \$50
5.00	delivery charge
<u>176.00</u>	

One dollar out! Aster decided to take a dollar off the flower total and calculate again. This time she wrote:

\$ 149.00	flowers
8.94	GST
11.92	PST
5.00	delivery
<u>\$ 174.86</u>	

Aster heaved a sigh of relief and transferred her figures to the invoice.

"Here you are, Mrs. Matthews," she said, a moment or two later. "When would you like delivery?"

Problem Solving by Estimating

In this scenario, Aster needed to add and subtract. She also needed to multiply to find the tax. Another math skill Aster used was problem solving. Aster was given a number - \$175.00 - that included the price of the flowers, the tax and the delivery. She had to work backwards from this number and come up with the price of the flowers.

Problem solving like this is common in a florist shop. Often groups of people will buy flowers for someone else. Think about an office where several people work and one of their colleagues has just had a baby. They will pool donations together and have a fixed amount for flowers. A florist

assistant needs to be able to work backwards from this total so that the flowers, tax and delivery are all included.

Aster used **estimating** to figure out the price of the flowers before taxes and delivery. You might think this is just another way of saying that she guessed, and in some ways it is. But Aster didn't just start with any numbers. She began with what she knew: 14%, that is the combined GST and PST, is \$14 on every \$100. So every \$100 spent in the florist shop is taxed \$14.

Using this knowledge, what is the tax on \$200? _____
On \$400? _____. You get the idea.

Notice also that while Aster was estimating, she combined the GST and PST so that she had only one percentage to cope with. When she wrote down her figures accurately on the invoice, she broke the 14% down to GST and PST. Most employers require the separation of GST and PST for their records.

Let's go back to the office workers and their colleague with the new baby. Suppose they raised \$60.00 for flowers. How would you figure out the tax and delivery? Remember Aster figured out that tax on \$50 would be \$7 or half the tax on \$100. That would be \$57 for flowers and tax without delivery. This would be close to the \$60 raised by the office workers. When you're using trial and error, you try to get as close as possible to the total by estimating. The more you practise this skill, the better you become at it.

Formula for working backwards from total price

Aster didn't know it, but there is an accurate formula for figuring out a cost before tax. Dividing the total amount of money to be spent by 1.14 will give you the amount that can be spent before tax. Sometimes, however, even with this "accurate" formula you will find you are out by a penny or two!

For example, the office workers will spend \$60 total. $60 / 1.14 = \$52.63$. The office worker will have \$52.63 to spend on the flowers and delivery.

Often you will find it faster and easier to estimate a price before tax. For example, if a customer calls and wants to know about what size bouquet she could get for a total of \$40 including tax and delivery, you might let her know about the flowers in the \$30-35 range. Other times, you might need to use the calculator and the above formula for an accurate amount.

For example, Aster really could have used this formula when Mrs. Matthews came in from St.Hilda's!

**Thinking it over**

People come in to florist shops at the most significant times in their own lives and the lives of the people they know. In this chapter, we've used a wedding, an important church event and a new baby as examples. The activity below is about a funeral arrangement. What other major life events can you think of that are celebrated with flowers? How do you think a florist assistant's customer service might be different in response to some of these events?

Discuss your reflections and responses with your instructor or a fellow learner with similar interests.



Activity 2-3

The receptionist from the downtown business Badger Communications comes into Rain Forest Florist. The staff members at that company have collected \$145 for a funeral wreath; Mr. Badger's wife has died and the funeral is this Saturday. They would like the wreath delivered to Lugg and Chaney Funeral Home. Rain Forest Florist does not charge delivery to funeral homes.

Calculate the price of the wreath, the GST and the PST. Transfer this information to an invoice. Be sure your total is \$145 or less.

Rain Forest Florist



123 Main Street
Timmins, Ontario
P4N 1K1
705 268-8900

SOLD TO:

DATE _____

PHONE

ARRANG.	CORSAGE	WREATH	PLANT	BASKET	CONTAINER	VASE	AMOUNT
DEL. CHARGE							
WIRE CHARGES							
SUB TOTAL							
CARD	BIRTHDAY	ANNIV.	SYMP.	CONGRAT.	RECOVERY	BIRTH	TAX
TOTAL							
DELIVER TO:							
DELIVERY DATE:						PAID <input type="checkbox"/>	ON ACCT. <input type="checkbox"/>
						C.O.D. <input type="checkbox"/>	CHARGE <input type="checkbox"/>

TERMS: 2% PER MONTH CHARGED ON ACCOUNTS PAST 30 DAYS.

Thank you

Learner Name _____

Chapter Two Assessment

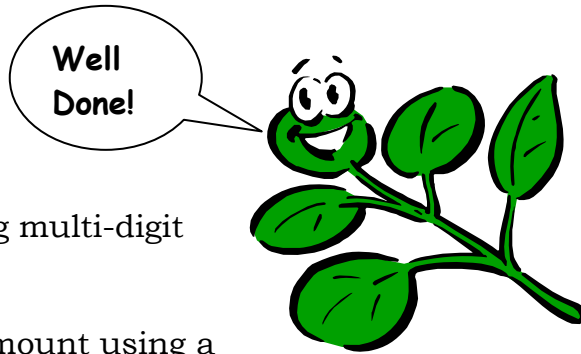
Assess yourself at the end of this chapter. You should be able to complete the following list of skills to successfully finish and move on to chapter three.

Skill	Have I successfully completed this skill?
I am able to read, write and compare decimal numbers.	<input type="checkbox"/> yes <input type="checkbox"/> yes, and would like more practice <input type="checkbox"/> needs work
I can add, subtract, and multiply multi-digit whole numbers and decimals.	<input type="checkbox"/> yes <input type="checkbox"/> yes, and would like more practice <input type="checkbox"/> needs work
I can write a percent as a decimal.	<input type="checkbox"/> yes <input type="checkbox"/> yes, and would like more practice <input type="checkbox"/> needs work
I can multiply a decimal by another amount using a calculator or a pencil and paper.	<input type="checkbox"/> yes <input type="checkbox"/> yes, and would like more practice <input type="checkbox"/> needs work
I can calculate tax by using a calculator and the per cent (%) key.	<input type="checkbox"/> yes <input type="checkbox"/> yes, and would like more practice <input type="checkbox"/> needs work
I can problem solve involving addition, subtraction and multiplication.	<input type="checkbox"/> yes <input type="checkbox"/> yes, and would like more practice <input type="checkbox"/> needs work
I can problem solve by estimating.	<input type="checkbox"/> yes <input type="checkbox"/> yes, and would like more practice <input type="checkbox"/> needs work
This chapter was started on:	This chapter was completed on:

Practitioner's Comments:

In Chapter Two you've practised:

- Reading, writing and comparing decimal numbers
- Adding, subtracting and multiplying multi-digit whole numbers and decimals
- Writing a percent as a decimal
- Multiplying a decimal by another amount using a calculator or a pencil and paper
- Calculating tax by using a calculator and the percent (%) key
- Problem solving involving addition, subtraction and multiplication
- Problem solving using estimating



These are **essential skills** for a florist's assistant, and you're one step closer to getting the job you want! Even if you've decided you'd like more practice at these skills, you've made an excellent start.

Maybe without realising it, you've learned something else, too. These **essential skills** are all **transferable**. This means you can take these skills and use them in other places and contexts.

The list below suggests some other ways in which you can use your **essential skills**. Can you add to the list?

Now that you can...

Refer to a florist price list

Calculate tax

Copy and add decimal numbers and add tax

Problem solve

Estimate tax

You can...

Refer to any price list

Calculate the exact price of a new jacket you wish to buy

Double-check the totals on your car repair

Figure out whether you have enough money with you to pay for a taxable item

Estimate the tax on a large item like a television



Learner's Introduction to Chapter Three

Read Like a Florist Assistant

When you work in a florist shop you will need to read with understanding for various purposes. As you have already seen, you will need to read invoices and price lists. But you may also have to:

- Read notes and messages
- Read and follow instructions and directions
- Read about products and services

In this chapter there are two scenarios. Aster is required to read a note from her boss Iris and follow the instructions it contains. She also needs to look up some product information for a customer.

You will be able to reflect on Aster's work in **Thinking it over** and decide whether you would have made the same decisions as she did. These questions will help you to think like a florist's assistant. You can write your answers in the space provided. Your instructor may wish you to discuss some of your answers. Or there may be another learner in your program who is also planning to become a florist assistant. If so, you can discuss your answers and insights together. Whether your discussion is with your instructor or another learner, talking over what you think will help you to learn even more.

After each scenario, there is an activity that is similar to one you would be required to perform while working in a florist shop. There are two activities in this chapter. In the first, you will receive a note from the florist asking you to perform certain tasks. In the second, you will be required to read through some product information for a customer. Your instructor or another learner will play the role of a customer who comes in to a florist shop and wants to buy a houseplant.

As in your previous activities, you will work for Rain Forest Florist.

Learning Outcomes for Chapter Three

After working through this chapter you should be able to:

- Read notes and messages
- Read and follow instructions or directions
- Read about products

At the end of the chapter, you will be able to assess yourself on these essential workplace skills.

Practitioner Introduction and Instructions for Chapter Three

The focus of chapter 3 is **Reading with Understanding for Various Purposes**. Specifically, the learner will be

- Reading notes and messages
- Following written instructions
- Reading product information

These are all specific workforce skills. As in chapters one and two, the learner should be able to work through this chapter with minimal supervision. Again the learner has a chance to answer questions and reflect in the **Thinking it over** section. **Please review the learner's responses with her/him. Or if another learner is working through this curriculum, assure that they talk over their responses together.** After the learner completes the questions, there is a learning activity to perform and hand in. The activities are described below. The first activity does not require role-play but the second does. When the learner has completed the activities and handed them in, s/he is ready for the self-assessment at the end of the chapter. While the practitioner's assessment is at the end of the curriculum, there is room for your comments at the bottom of the self-assessment page.

Please read over the chapter so that you are familiar with the scenarios and instructions.

Part One

Activity 3-1

The learner is required to read a note from her employer that gives her information and various instructions for her to fulfill. Then the learner must write a note for her/himself that lists the tasks at hand and numbers them in their order of importance. Ideally, the list should follow this order:

Make up arrangements – 1
Merchandise potted tulips for Secretary's Day – 5
Put up Secretary's Day cards on display – 6
Put away Easter – 3
Clean shelves – 4
Display other items for Secretary's Day – 7
Add to Mother's Day display (tulips?) – 8
Check and water dry tulips – 2

However, if the learner can reasonably justify an alternate order, then it should be considered correct. But notice that some tasks will not make sense in any other order. For example, shelves cannot be merchandised before they are cleaned. The learner may or may not note that tulips can be merchandised with Mother's Day display. The learner could inference this from the note just as Aster figures out that she should merchandise the bunnies and lambs with the baby giftware in the scenario.

Part Two

Activity 3-2

This is a role-play. You the customer are deciding between two plants, an ivy and a hoyo. You can't decide which is the better plant for you, and the learner must help you make an informed choice by reading the plant information and asking you questions. If the learner tells you the correct information and asks the right questions, then you should be steered towards the hoyo.

Here's what to keep in mind:

- You want a plant that grows quickly
- It should be able to tolerate lots of sun
- You think you've noticed spider mites on your rubber plant and haven't gotten rid of them yet.
- You think flowering vines are attractive

The learner should try to elicit this information from you. S/he might also read you snippets from the plant information that would make you comment on the suitability of the plant. For example, if the learner tells you that ivy is susceptible to spider mite, then mention your spider mite infested rubber plant. If the learner tells you that hoyas will flower, mention your preference for flowering vines.

This activity is successful if the learner concludes from the evidence that a hoyo is a better plant for you.

This activity also encourages the learner to practise customer service skills. If the learner would like to repeat it, encourage him/her to visit www.evergrowing.com, which has good information and pictures of houseplants. The learner could also get out of the library a book on houseplant care.

Chapter Three

Scenarios and Activities



Part One – Reading notes and instructions

Scenario 3-1

Aster felt a little tired when she arrived at Rain Forest Florist early Wednesday morning. Tuesday was her day off and she had been very busy all day, cleaning her apartment and doing her laundry. Then a friend had called and she had gone out last night. Now she wished she had stayed home and got a good night's sleep!

She looked through the front window of the shop and was surprised to see that the lights were still off. Aster reached into her bag for her keys. Good thing she had remembered them! Before today, Iris had always let her know when she was to open.

Aster put her things away at the back of the store. She got out the till and put it into the register. She flipped on the lights. On the counter she noticed a note in Iris's handwriting.

Hi Aster. I'm just dropping this note into the shop on my way to my sister's place. She's sick and I have to take care of my nephew until this afternoon sometime.

Last night we received a shipment of plants - you'll see them in the back. We finally received the anthurium from our back order. We also got in some fabulous Bouvardia, both in pink and white. I unpacked them all but didn't have time to water them - they're pretty dry, so please water them.

Put the plants on display at the front. You can also put some in the window. You'll have to take the Easter stuff down from those shelves and put it away. But leave out a few of the lambs and bunnies, because we sell them for baby congratulations. Put the rest in a box labelled "Easter" and move the box to a shelf in the storeroom. Have a look in the storeroom for some Mother's Day merchandise (I think I put a box in there last year) and bring it out. You could merchandise the plants with some Mother's Day product. Oh yes, the shelves and window will probably need cleaning too.

I will see you later this afternoon. Try to get the Mother's Day display up by lunch. I had a customer in asking for something yesterday, but I wasn't able to get to the merchandise. I told her to come back today.

Iris

P.S. (We're low on cut flowers in vases for the cooler. We'll need some lower priced carnations when you have time.)

Aster blinked and stared at the note. She read it again. It seemed very confusing! She looked at the tired display of Easter products at the front of the store. She looked at the window and the cooler. Then she went into the back room and stared at the drooping plants. Where should she begin? What should she do first? Her face brightened as she looked at the postscript in the note. Flowers for the cooler! Maybe she would begin there. Aster loved having the opportunity to arrange flowers. She paused and looked at the note again. Should she begin with the flowers?



What would you do?



Aster had an idea. She thought she would re-read the note and try to figure out what Iris would want her to do first. After another reading Aster realised that Iris's point of view was different from her own and that she should try to do the tasks in the order that Iris wanted. Aster thought that the first thing she needed to do was get organised. She decided to write down Iris's instructions in a list for herself. That way, she wouldn't miss anything and she could number the jobs in the order of importance.

Re-read Iris's note. Write down the instructions and number them in the order in which you think they should be done.

Aster listed the tasks as she read them, and then she numbered them in the order that she thought the tasks should be done.

Water plants - 1
Display plants at front and in window - 8
Dismantle Easter display - 2
Put Easter stuff away in a box - 4
Leave out some bunnies and lambs - 3
Get out last year's Mother's Day stock - 5
Get out this year's Mother's Day stock - 6
Merchandise Mother's Day and plants - 9
Clean shelves and window - 7
Prepare carnations in vases - 10

Aster sighed with relief. Somehow, the tasks seemed more manageable in a numbered list. She double-checked Iris's note to make sure she had everything covered. Iris didn't say so in her note specifically, but she thought she could add one more thing:

Merchandise bunnies and lambs with baby giftware - 11

Now Aster was satisfied with her list. She rolled up her sleeves and got to work!



Thinking it over

1. Was your list the same as Aster's? If not, why did you decide on your order?

2. If Aster did not want to write down the list, what else could she have done?

3. Would you find it easy to follow the instructions in Iris's note?

Sometimes when we read a note or other piece of writing, we need to **scan the text to find specific information**. The first time Aster read Iris's note she felt a little overwhelmed. There was too much information! Then she reviewed the note to find the specific information she needed. She was able to find the written instructions in with information about Iris's nephew, back orders and fabulous plants. Writing is often like this. We need to skim through text to search out the parts we need.

When Aster found the instructions, she **made notes** for herself. She found it too confusing to keep referring to Iris's note to find out what she had to do that day. Of course, if there were only a few things that she had to do, Aster might have underlined the tasks or **highlighted** them instead.

When Aster numbered the tasks in the order of importance, she needed to be able to look at the list from **Iris's point of view**. What would be most important to the florist? Aster had to think about that when she numbered her list.



Activity 3-1

You work at Rain Forest Florist. Read the note that Iris has left you. Make notes to yourself about what has to be done and the order in which you should perform these tasks. Try to look at the tasks from the florist's point of view when you decide on the order of the tasks.

Hi _____. I forgot that I have a dental appointment this morning. I've waited six months for it, so I can't cancel.

There's a lot to do this morning. As you can see from the cooler, we have no arrangements made up, and it's Secretary's Day tomorrow! Last year we found that rose and carnation mixes worked the best in the \$35-40 range. Do several arrangements with 6 roses and 6 carnations. Don't use too many red roses - stick with pink, white and yellow.

Also try merchandising those potted tulips (some of them may be a little dry) for Secretary's Day as well. We have way too many potted tulips! I definitely over-ordered. Put them up at the front and be sure to put the cards nearby. You'll have to put away the Easter stuff that's still on those shelves, and the shelves will need cleaning.

Try to think of other things we might have to sell for Secretary's Day. Also, I noticed that the Mother's Day display is looking a little empty. Sales were very good last week. So try to add to it as well.

*I'll try to be in just after lunchtime.
Iris*

Part Two – Reading plant care information

It isn't unusual for customers to call up florists about the care of plants. Florists often sell houseplants as well as cut flowers, and they need to be able to provide customers with information on choosing and caring for plants. You may need to look up specific plant species and find relevant information for customers. Many florists keep reference books on houseplant care. If the florist shop you work in has the Internet, you would be able to perform this task online.

Scenario 3-2



At Rain Forest Florist, Iris has a large book on houseplants. Sometimes when Aster isn't busy, she looks through it. She loves houseplants and has many varieties in her apartment. She's always happy to answer customer inquiries on plants. Iris appreciates it too, because she isn't as interested in houseplants! In the following scenario, Aster helps a customer decide which houseplant is better for her.

"Good morning, Rain Forest Florist," said Aster into the phone, "May I help you?"

"Hi. I was wondering...Can you order in houseplants?"

"Yes we can. Our suppliers have many varieties. What did you have in mind?"

"A friend of mine has a plant called a Dieffenbachia, have you heard of it?"

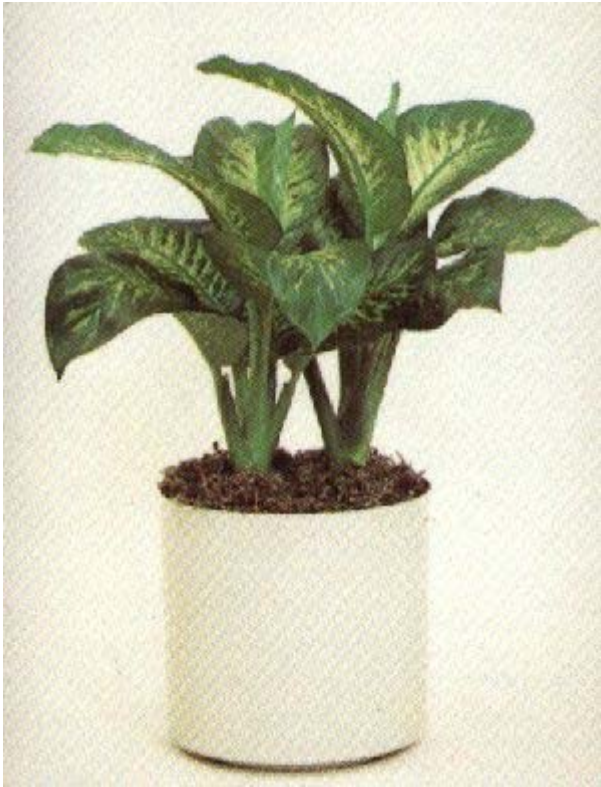
"Yes I have," said Aster, "It's a beautiful plant."

"And I have another friend who has a Kentia Palm. I'd like one or the other but can't decide which."

As she held the phone to her ear, Aster reached for the heavy houseplant book.

"Perhaps if I tell you a little bit about the plants, you may be able to choose," said Aster.

She flipped to the index and found Dieffenbachia. She found the following page:



Dieffenbachia

Common Name: Dumb Cane

Scientific Name: Dieffenbachia

Lighting: High

Water: Moist

Pests: Spider Mites

CHARACTERISTICS

The leaves break easily, so high traffic areas are not recommended. These plants are also called "dumb canes" because eating them irritates the throat and vocal cords. They are considered poisonous to small children and animals if eaten in quantity. They are grown in many different varieties.

PRUNING:

Foliage and stalk of the Dieffenbachia need full sun in order to keep the plant from becoming top heavy and requiring support. Most of the time these plants are tied up and hung up like puppets. They must be trained to support themselves. Cut down to visually appealing level or pull out the very centre new growth. Be aware if all foliage is removed, the plant will use less water, so be sure and check the soil before watering. A healthy plant will soon put out new growth where it has been topped out. The top section of the plant that the foliage is on can either be rooted in the pot the original plant is in, or rooted in water.

As Aster scanned the page, the customer continued to speak.

“We’ve just moved into this house and it really needs some plants. Greenery is so important, don’t you think? Next month I’m planning to start a garden with my two-year-old son. He loves plants! Of course, we’ll have to figure out a way to keep the dog out; I’m afraid he loves to dig.”

“Umm,” said Aster, “Is your dog allowed in the house?”

“Oh yes, he’s in most of the time!”

“And where were you planning on putting your plant?” asked Aster.

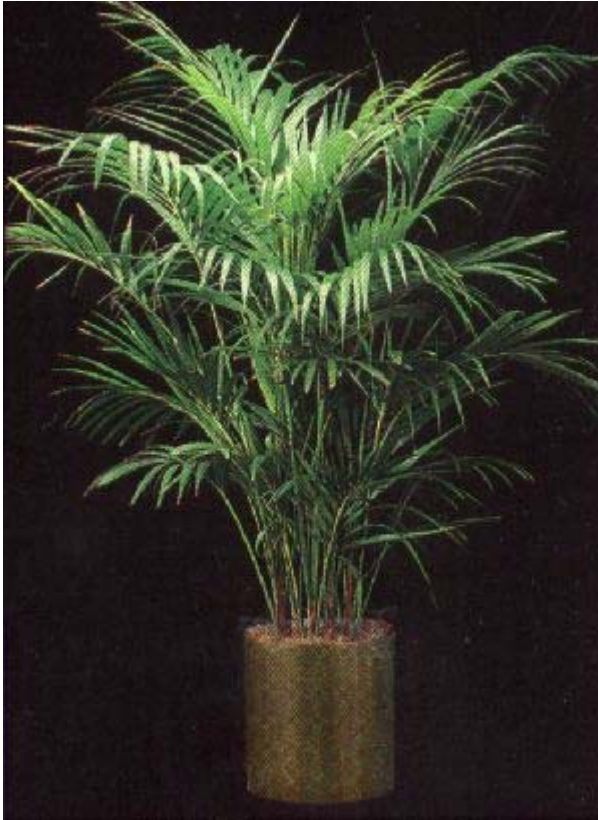
“In the family room, I think, where we can all enjoy it.”

“I think perhaps we should check out the Kentia Palm,” said Aster. “I don’t think the Dieffenbachia is the plant for you. I’m just reading in our plant guide that its common name is ‘Dumb Cane’ because eating it can irritate the throat and vocal cords. It’s actually poisonous to animals and children.”

“Really? I had no idea! Will you please look up the Kentia Palm as well? I’d like to make sure it’s safe before I order it!”

Aster scanned the index for Kentia Palm. She found the following page:





Kentia Palm

Common Name: Kentia Palm

Scientific Name: *Howeia Forsteriana*

Lighting: Medium

Water: Moist

Pests: Spider Mite

CHARACTERISTICS:

These plants do not have a multitude of fronds. The few they produce create an elegant airy look. The fronds themselves are long and finger-like, and bend downward gracefully. They last for many years and are durable, though like most palms cannot tolerate severe dryness or continual over watering.

Spotting on the upper leaves can sometimes mean it is in too bright a light, or there is an excess of certain chemicals in the water (fluoride). These plants are well worth the investment.

PRUNING:

Remove lower leaves as they discolor. If due to incorrect watering, the tips of the leaves become brown. If this happens, trim to the shape of the leaf.

“This sounds much better,” said Aster, scanning the characteristics of the plant, “There’s nothing here that says it’s poisonous or dangerous for children or animals. It’s a very durable plant, but it doesn’t like to be under or over watered. It also likes medium light. That means no direct sunlight. Where will your plant be?”

“Not in the window,” said the customer. “The family room is bright with windows on the north side. That sounds like the perfect plant for me. Can I order one?”



Thinking it over

1. Do you think that Aster should have given the customer information on the plant’s toxicity whether or not she knew about the toddler and dog? Why?

2. What other questions could Aster have asked to help the customer choose the right plant?

3. Do you think that Aster provided good customer service? Explain your response.

In this scenario, Aster quickly discovered from her reading which plant would better suit her customer. Sometimes when a customer is uncertain about what s/he really wants, a few questions will help to clarify the decision.

Discuss your reflections and responses with your instructor or a fellow learner with similar interests.



Activity 3-2

You have a customer arrive at Rain Forest Florist who is trying to choose a suitable hanging plant. She likes both ivy and hoya. Read the following plant descriptions and help her to make a good choice by asking her questions and pointing out specific characteristics of each plant.



Ivy

Common Name: Ivy

Scientific Name: Hedera Helix

Lighting: Medium to High

Water: Slightly dry

Pests: Spider Mites

CHARACTERISTICS:

Hanging Ivies are elegant and rich looking, easy to grow, and they age gracefully. Keep an eye out for spider mite. If you catch the pest and spray early your ivy will stay healthy looking. Early pest detection is essential, because mites do extensive damage in little time.

PRUNING:

They can be trained to cover shapes with their vines, but they need constant clipping and directing. We prefer our ivies hanging or over a ledge. They need regular trimming to keep their shape. Cuttings can be easily rooted in water.



Hoya

Common Name: Hoya

Scientific Name: Asclepiadaceae

Lighting: High

Water: Dry

Pests: Mealy bugs (rare)

CHARACTERISTICS:

Hoyas are great hanging plants. They have thick waxy leaves, which can store water. It is best to let these plants get dry between watering. The foliage will wrinkle if not watered enough and if watered too much, light brown spots and or whole thick yellow leaves will appear. Once they become root bound they will bloom and grow constantly. In some cases this can take two years. They will continue to bloom from the same areas (spur) so when the flowers die off don't remove the part they came out of if you want lots of flowers. They will continue to bloom if they get good sunlight for most of spring and summer. Their new growth can be deceiving when it first comes out, because it first appears as a leafless vine. The leaves slowly come out from the vine so be patient. You can take cuttings from these plants. If you are trying to root them without rooting hormone then try it in the spring. Take cuttings 3-4" long and give them sunlight; it can take several months. When these plants are growing feed them once a month.

PRUNING:

Hoyas can grow very fast and will wrap around themselves, other plants or whatever they can find. Keep them turned for even growth. These plants like to grow wild and take up space; you can keep them under control by cutting them back. Make your cuts flush with the next leaf, and don't leave stubs. If you choose to keep them small and compact they will not bloom very much, if at all.

Learner Name _____

Chapter Three Assessment

Assess yourself at the end of this chapter. You should be able to complete the following list of skills to successfully finish and move on to chapter four.

Skill	Have I successfully completed this skill?
I am able to read notes and find specific information.	<input type="checkbox"/> yes <input type="checkbox"/> yes, and would like more practice <input type="checkbox"/> needs work
I am able to make notes to myself.	<input type="checkbox"/> yes <input type="checkbox"/> yes, and would like more practice <input type="checkbox"/> needs work
I can interpret the florist's point of view in the note.	<input type="checkbox"/> yes <input type="checkbox"/> yes, and would like more practice <input type="checkbox"/> needs work
I can follow instructions in their order of importance.	<input type="checkbox"/> yes <input type="checkbox"/> yes, and would like more practice <input type="checkbox"/> needs work
I can read product information on plant care.	<input type="checkbox"/> yes <input type="checkbox"/> yes, and would like more practice <input type="checkbox"/> needs work
I can help a customer choose an appropriate plant based on written information.	<input type="checkbox"/> yes <input type="checkbox"/> yes, and would like more practice <input type="checkbox"/> needs work
I can help a customer choose an appropriate plant by asking questions and referring to information.	<input type="checkbox"/> yes <input type="checkbox"/> yes, and would like more practice <input type="checkbox"/> needs work
This chapter was started on:	This chapter was completed on:

Practitioner Comments:

In Chapter Three you've practised:

- Reading notes
- Taking notes
- Following instructions
- Making judgements based on written text
- Identifying writer's point of view
- Using headings to locate information
- Scanning to find specific information



These are **essential skills** for a florist's assistant, and you're one step closer to getting the job you want! Even if you've decided you'd like more practice at these skills, you've made an excellent start.

Maybe without realising it, you've learned something else, too. These **essential skills** are all **transferable**. This means you can take these skills and use them in other places and contexts.

The list below suggests some other ways in which you can use your **essential skills**. Can you add to the list?

Now that you can...

Read and interpret a note with instructions from a florist

Take notes to list your tasks

Prioritize your tasks from a florist's note

Use headings to locate information on plant care

Scan to find information on caring for houseplants

You can...

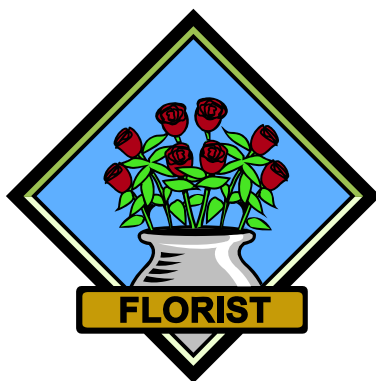
Read a note from the pharmacist giving instructions on how to take a medication

Take notes from an instruction manual

Prioritize tasks before a dinner party

Look up information in an atlas or almanac

Scan a news article for important details



Learner's Introduction to Chapter Four

Communicate Like a Florist Assistant

As you will have discovered by now, there's a lot more to Rain Forest Florist than just flowers! Just as it is for Aster, customer service will be a major component of your work in a florist shop. Florists polled said that being friendly, helpful and courteous are among the most important skills they look for in an employee. In any retail work it's important to like people and not just the products you work with. Furthermore, it's important to be able to communicate well with customers, even if they are not communicating well with you.

We often think of our own ability to speak and say what we mean as good communication, and it is. But just as important if not more so, is our ability to listen and understand the information that we receive. And further, when giving good customer service, we need to **respond appropriately** to what we hear.

In this chapter, Aster needs to listen well to what the customers are saying. In the first scenario Aster tunes in to her customer's **non-verbal communication** and **asks questions** to clarify her order.

In the second scenario Aster deals with an irate customer. Fortunately for her, Iris has outlined what to do in such a situation, and Aster is able to respond appropriately.

There are two special customer service sections in this chapter, one with each activity. In the first, you will learn some more about non-verbal communication and body language. In the second, you'll have an opportunity to read some expert advice on angry customers and how to handle them. You will be able to reflect on both of these sections by answering questions and talking over your responses with another learner or your instructor.

You will be able to reflect on Aster's work in **Thinking it over** and decide whether you would have made the same decisions or responded as she did. These questions will help you to think like a florist's assistant. You

can write your answers in the space provided. Your instructor may wish you to discuss some of your answers. Or there may be another learner in your program who is also planning to become a florist assistant. If so, you can discuss your answers and insights together. Whether your discussion is with your instructor or another learner, talking over what you think will help you to learn even more.

After each scenario there is an activity that may be similar to one you would be required to perform while working in a florist shop. There are two activities in this chapter. In the first, by listening carefully, picking up on non-verbal communication, and asking questions you will help a customer write an appropriate message for a Get Well card and flowers. In the second you will deal with a dissatisfied customer.

As in your previous activities, you will work for Rain Forest Florist and your instructor or a volunteer will perform the role-play with you.

Learning Outcomes for Chapter Four

After working through this chapter you should be able to:

- Pay attention to non-verbal communication and respond appropriately
- Ask questions to seek clarification and respond appropriately
- Follow a written policy on handling a dissatisfied customer
- Make notes to record a difficult incident with a customer
- Respond appropriately to an angry customer
- Use good communication skills to be friendly, helpful and courteous

At the end of the chapter, you will be able to assess yourself on these essential workplace skills.

Practitioner Introduction and Instructions for Chapter Four

This chapter requires two role-plays that take a bit of acting!

Activity 4-1

In the first activity you as the customer have some ideas about what you want but are vague in your ability to communicate them. You want a message for a Get Well card and flowers but are more able to articulate what you don't want rather than what you do.

Try to use non-verbal expression: facial expressions, sighing, body language, etc. to help the learner. Below is the selection of Get Well wishes that the Flowers Canada website has to offer:

- We miss you at the office! Get well soon.
- We need you at the office. Come back soon.
- Hope these brighten your room and lift your spirits.
- Sending you my love and prayers.
- Good health starts with a happy heart, I hope these flowers bring you happiness.
- I hope you're back on your feet soon.
- Our prayers are with you, hope you feel better soon..
- Sending you all the healing thoughts in the world.
- Sending you sunshine and cheer!
- I hope this brightens your day!
- Loving relief for your aches and pains.
- Wishing you the speediest recovery.
- We miss you! Hurry back!
- Hope you feel better soon.

Try to convey that you want some spiritual overtones, perhaps an even New Age quality, but you don't want it to be too religious. Therefore the two most ideal messages for you would be:

Hope these brighten your room and lift your spirits.

OR

Sending you all the healing thoughts in the world.

The purpose of this exercise is for the learner to pay attention to your non-verbal communication and to ask questions to clarify meaning. Do not volunteer much information to the learner, but don't be obstructive either.

Activity 4-2

In this activity you arrive at Rain Forest Florist as an irate customer who is dissatisfied with the flowers s/he received.

Imagine that you rarely receive flowers from your partner, but because of a special occasion, s/he had sent you a dozen roses. Naturally, you were ecstatic. Imagine, then, your dismay when they begin to droop the very next day. You have followed all of the directions exactly, snipping off the ends of their long stems and immersing them immediately in warm water with the accompanying preservative. You might not have much experience in receiving long stemmed roses, but you know that even the ones in your local grocery store are guaranteed to stay fresh for five days.

Therefore, when you arrive at Rain Forest Florist, you are angry and you expect to be recompensed. You know that your partner has spent about fifty dollars on the flowers, and you ask for the money back. The learner should:

- Remain polite and calm throughout the conversation
- Take your name and address and the name and address of the sender. You can use the same address for both if you would like.
- Politely refuse your request for money back and explain that Rain Forest Florist offers a credit note or another arrangement of flowers of equal value.
- Offer to have the florist call you when she comes in if you are not satisfied.

If the learner remains polite and helpful throughout the conversation, then accept another bouquet of flowers. **Unless the learner loses composure, you should not need a call from the florist.**

The learner should hand in the substance of your conversation on a note pad. It should include:

- What went wrong
- Your name and address and the sender's name and address
- Whether or not you've opted for more flowers or a credit note.

The purpose of this activity is to discover whether the learner is able to work within Iris's angry customer policy and can incorporate the advice on handling angry customers by Lynne McClure.

Chapter Four

Scenarios and Activities



Part One – Responding appropriately to non-verbal communication

Scenario 4-1

Aster arrived for the afternoon shift at Rain Forest Florist. The shop opened late on Fridays, and Aster usually worked from one until nine. Before working at the florist shop she had always gone out on Friday nights. But now, because she always worked Saturday mornings as well, Aster usually just went straight home on Friday nights, watched a little TV and went to bed!

On this particular Friday she was surprised to see Iris unpacking a brand new computer.

“Wow!” said Aster, “Are we going to be using the computer for work?”

“Yes, if I can ever get the thing out of the box and hooked up!”

A few hours later, after a busy afternoon of brisk Mother’s Day sales, Aster and Iris faced the computer again. Iris was telling Aster about a website she wanted her to explore.

“The website is called Flowers Canada,” she explained, “It’s used by both customers and florists. It has a lot of really useful information on it. When we’re not busy, I’d like you to have a look at it. You’re sure to pick up some useful tips.”



Aster agreed. She had visited a few florists’ websites just to look at arrangements and read up on plant information.

That Friday evening was quiet. Aster had finished all of her tasks, so she decided to go online and search for Flowers Canada. What a site! To a florist assistant it had terrific tips and information. Aster was deep into *The Joy of Flowers* when the phone rang.

“Rain Forest Florist. May I help you?” she said.

“Hello. This is Mrs. Harris speaking. I’d like to send an aunt some flowers for her birthday. Well, it’s a combined birthday and Mother’s Day bouquet, I suppose.”

“Great,” said Aster, “I can help you with that. Do you know what you would like to send?”

“I usually send her a spring mix,” said Mrs. Harris with a sigh.

Aster frowned in puzzlement. Why did the woman sigh?

Usually sending flowers for a birthday or Mother’s Day made people feel pretty good, but Mrs. Harris didn’t sound very happy at all.



“Okay,” said Aster slowly. “We can certainly do a very nice spring mix, or would you like to try something else?”

“Well, I always think a spring mix is cheerful.”

Hmmm, thought Aster. So it’s not the flowers she is unhappy about.

“Yes, spring flowers are lovely,” Aster agreed. Then she probed, “And the message? Did you have something in mind?”

“Not really,” said Mrs. Harris, “I don’t think I’m very good at that kind of thing. My aunt is elderly and she doesn’t get out much. But she’s still very sharp! She was quick to point out to me that last year’s bouquet and message were exactly the same as the one I sent the year before. That’s why I’m calling you. I usually deal with Belinda’s Bouquets. I hope you can come up with something different.”

Aster thought quickly. Obviously, Mrs. Harris was dissatisfied with Belinda’s. A chance to win over a new customer was always a welcome challenge.

“I’m sure we can,” said Aster. She knew that Rain Forest Florist did beautiful spring bouquets, so she wasn’t worried about the flowers looking the same as the other flower shop’s. But what about the card? Could she come up with a different message for the elderly aunt? Then Aster had an idea. She was standing beside the computer and the Flowers Canada website was still on the screen. She went back to the menu to find “Help writing a card”. It only took her a few moments; it was right there. She scanned the headings quickly and said to Mrs. Harris,

“How would it be if we wrote: ‘Hope your day is sunshine and flowers with happy thoughts to fill the house.’? That might be nice for someone who doesn’t get out much.”

“Oh!” said Mrs. Harris, “That does sound cheerful, doesn’t it? And it’s certainly more interesting than, “To brighten your day,’ which is what she got last year...and the year before.”

“Great,” said Aster, “I just need a little more information to finish up.”

By the time Aster had finished with Mrs. Harris, she was sounding much happier at the prospect of sending her aunt flowers. And Aster was so impressed with the “Help writing a card” section, she decided to print it out.



Thinking it over

Sometimes when we’re **listening and understanding information**, we have to hear more than the spoken words. When Aster listened to Mrs. Harris, she tuned into her **non-verbal** communication. Aster heard her sigh and tone of voice and decided that Mrs. Harris wasn’t very satisfied with the flowers and message she had received in the past. By **asking questions**, Aster was able to determine what had gone wrong at Belinda’s and to suggest a helpful alternative.

1. Explore the Flowers Canada website: <http://www.flowerscanada.ca/>. Do you think that this site is useful for both florists and customers? What kind of information might a florist find useful on the site? What information might a customer find helpful on the site?
2. Give some other examples of non-verbal communication. If you aren’t sure about what exactly non-verbal communication is, try researching the topic on the Internet. The following site gives some good introductory information:
<http://zzyx.ucsc.edu/~archer/intro.html#continue>

You can also try the Wikipedia entry for non-verbal communication:
http://en.wikipedia.org/wiki/Nonverbal_communication

Customer Service Extra



Did you know that customers can also receive non-verbal messages from you? Read the adapted article from

<http://www.wvbep.org/bep/New/CServiceManual/page7.htm> below, and answer the questions following the article.

Non-verbal Communication

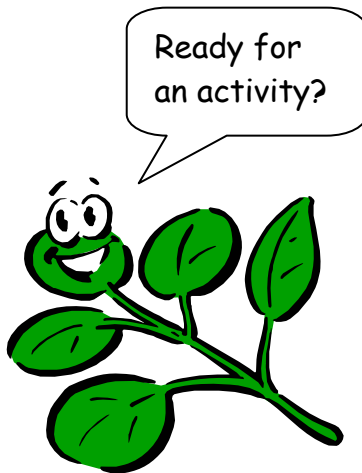
There are times that "our actions can speak louder than our words." Your ability to convey positive non-verbal communication and body language to your customers will help make positive impressions.

1. **Make eye contact.** When you are dealing with a customer, be sure to make eye contact with them, but do not stare at your customer. This will make them feel that you are paying attention to them and also will make sure they hear what you have to say. It's difficult to hear someone if they are not looking at you when they speak.
2. **Appear friendly!** Even if you are having a bad day, there is no need to take it out on your customer. Smile and try to help in a friendly way.
3. **Pay attention to the customer.** Be sure to give the customer your full attention when you are assisting them. Do not ever talk on the phone when helping someone else.
4. **Smile, even if it hurts.** Your facial expressions will let everyone know what type of mood you are in. Be courteous. Always be polite and courteous to your customers.
5. **Nod and face the customer.** To let a customer know that you are listening and concerned with what they are telling you, you should nod to allow the customer to know you are listening. Also, face the customers with your entire body to show them they have your undivided attention.
6. **Look professional.** Another part of body language is neatness. How we look has a big impact on how people perceive us. Our customers expect us to look professional on the job.
7. **Keep your work area tidy.** The neatness of our work area is important if your customers see it. If your counter is piled high with papers, messages and clutter, customers will assume you're slow and will inefficiently deal with their problem.

1. Have you ever received poor customer service in a store? What kind of non-verbal communication did you receive from the retail clerk?

2. Have you received really good customer service? What made the difference?

Discuss your reflections and responses with your instructor or a fellow learner with similar interests.



Activity 4-1

At Rain Forest Florist a customer (your instructor or a volunteer) arrives who is indecisive about a message to accompany some “Get Well” flowers. Try to be aware of the customer’s tone of voice and non-verbal communication. Ask questions to clarify. Try to listen and understand what it is that the customer wants.

In order to help you make some suggestions about the message to accompany the flowers, go to Flowers Canada and find the section on “Help writing a card”. Look through the messages so that you have some idea of what is offered.

Write the message that you and your customer decide is the best one on an appropriate card. Choose one from the next page. Print out the “Help writing a card” section. Hand in the card and message and the print out.



Part Two – Dealing with an angry customer

Scenario 4-2

As Aster discovered in her early days at Rain Forest Florist, it was sometimes easy to make mistakes when they were busy. Mother's Day provided another very busy season for florists, and the florist shop had sent out hundreds of bouquets. Therefore Aster wasn't so very surprised to have one customer call on the Monday after Mother's Day to complain about a mixed up flower order.

"Hello, this is Jeff McNair calling. I ordered some flowers for my mother last week, and you messed up on my order!"

Aster's heart began to beat faster. She hated dealing with angry people! She took a deep breath. Iris had gone over their method of dealing with dissatisfied customers when Aster had first started. She had not had to practise it that often, but she was going to need it now! Iris had printed out these main points and taped them inside the drawer in the cash desk.



Mr. McNair

Dealing with an angry customer

Be polite to the customer, even if he or she isn't.

Get the details of what went wrong. Write them down, so you can give them to me.

Record who paid for the flowers and where they were sent.

Give a credit note or flowers of equal value. No cash refund!

If you cannot resolve the problem, ask the customer for their phone number and explain that I will call back the same day or ASAP.

“I’m very sorry for the error, Mr. McNair,” Aster said, “Will you give me some details so that we can help fix the problem?”

“Well it’s too late now, isn’t it? My mother’s already got the lilies! She hates lilies! They remind her of my father’s funeral!”

“Oh dear,” said Aster, “I’m sure that must have been very upsetting for both your mother and you.”



“Yes it was,” said Mr. McNair, sounding slightly mollified.

“Mr. McNair, I’d like to find the invoice and try and discover where we went wrong, May I get some information from you? We don’t make mistakes like this very often, but when we do, we try and remedy the situation as best we can.”

“Like I said, it’s a little late,” he said gruffly.

“Yes, I know that Mother’s Day is past, but we can give you a credit note for another occasion – your mother’s birthday perhaps.”

“All right then,” said Mr. McNair.

“It’s your name on the invoice?” asked Aster.

“That’s right.”

“And may I have your mother’s name and address?”

Aster jotted them down on the note pad.

“And what flowers did you order for your mother?” she asked.



“I ordered a dozen pink roses. How she got lilies I’ll never know!”

“That was a very big mistake on our part,” Aster agreed, “Do you remember what day you placed the order?”

“Yes, it was last Thursday I called.”

“All right Mr. McNair, I have everything I need. Would you like us to mail the credit note to you or will you be in?”

“You can mail it out. I don’t get downtown too often. Parking’s terrible.”

“It certainly can be,” Aster agreed, “I’ll look up your invoice and mail out the credit note today.”

“Well thank you very much.”



Thinking it over

It doesn’t matter how good you are at your job or how high the standards are in the florist shop you work in, at some point in time you will have to deal with an irate customer. Some florists and other retail stores have policies that tell you how to deal with an angry customer. The customer may be able to lose his or her temper, but you cannot! You need to be able to respond appropriately to the situation by listening carefully to the customer’s concerns and following any policies that are in place.

1. Do you think Aster handled this situation well? What do you like about what she did?

2. Is there anything you would have done differently?

3. Why do you think many businesses offer a credit note rather than a refund?

Customer Service Extra



Read the article below by Lynne McClure and then answer the questions following.

Handling Angry Customers

By Lynne McClure

Angry customers present one of the biggest challenges to employees - and to managers who want employees to solve problems at their own level and in ways that satisfy customers.

Customers who are unreasonable or extremely angry must be referred to a manager. But most of the time, the following **five steps** will empower your employees to deal effectively with angry customers:

1. **Repeat, in your own words, the customer's problems.** This step shows customers that the employee heard them, and it also allows for clarification. For example, the employee might say, "You're saying that the item was broken when you opened the box," or "You were billed ten dollars more than you should have been," or "The repair-person arrived late and then did a poor job." Even if the customers respond with, "Yes, that's what I just said," their anger will be somewhat lower because they know the employee heard them.
2. **Validate the customer's anger - before solving or explaining anything.** This step shows customers that they matter. For example, the employee can say, "I don't blame you for being angry," or "Of course you're angry!" The employee must avoid saying "I'd be angry, too!" or anything else that shifts the focus away from the customers. Their anger will continue to subside if they know the employee takes it seriously.
3. **Focus on the solution, not on the person.** This step keeps the employee from feeling personally attacked, and also keeps customers from blaming the employee for the problem. The employee can say such things as, "I can replace this or refund you. Which would you prefer?" or "We can credit your account twenty dollars, because of the ten-dollar error," or "I can schedule another repair-person right now. What day and time would work for you?" Within the limits set by company policy or resources, the employee is guiding customers toward a solution that meets their needs.

4. **Ask for follow-up.** This step shows that the company really wants to make sure the problem was solved. The employee may say, "Here's my business card. Please call and let me know when it arrives," or "Can we call you to make sure the error in your account was corrected?" or "Can we call to make sure the repair-person showed up on time and did a good job?" Although customer's anger very likely has subsided by now, this step addresses any frustration they may feel about having to take time to complain about the problem.
5. **Thank the customer for taking the time to point out the problem.** This step may surprise and please customers. It shows that the employee--and, through him or her, the company--cares about customers. The employee might say, "Thank you for letting us know about the problem," or "Thank you for letting us solve this problem," or "I appreciate you letting us help you with this." This step closes the transaction on an upbeat note for both the employee and the customer.

By showing your employees how to use these steps, you will help them manage anger--both the customers' and their own.

Article taken from:

<http://www.impactpublications.com/index.asp?PageAction=Custom&ID=95>

Now that you've read these five steps, can you point out how Aster could have improved her customer service?

Discuss your reflections and responses with your instructor or a fellow learner with similar interests.



Activity 4-2

You work at Rain Forest Florist and receive a call from an irate customer – your instructor or a volunteer. Like Aster, you have the following guidelines:

- Be polite to the customer, even if he or she isn't.
- Get the details of what went wrong. Write them down, so you can give them to your employer.
- Record who paid for the flowers and where they were sent.
- Give a credit note or flowers of equal value. No cash refund!
- If you cannot resolve the problem, ask the customer for their phone number and explain that your employer will call back the same day or ASAP.

You should also incorporate the tips you learned from the article by Lynne McClure.

Learner Name _____

Chapter Four Assessment

Assess yourself at the end of this chapter. You should be able to complete the following list of skills to successfully finish and move on to chapter five.

Skill	Have I successfully completed this skill?
I can pay attention to non-verbal communication and respond appropriately.	<input type="checkbox"/> yes <input type="checkbox"/> yes, and would like more practice <input type="checkbox"/> needs work
I can ask questions to seek clarification and respond appropriately.	<input type="checkbox"/> yes <input type="checkbox"/> yes, and would like more practice <input type="checkbox"/> needs work
I am able to follow a written policy on handling a dissatisfied customer.	<input type="checkbox"/> yes <input type="checkbox"/> yes, and would like more practice <input type="checkbox"/> needs work
I am able to make notes to record a difficult incident with a customer.	<input type="checkbox"/> yes <input type="checkbox"/> yes, and would like more practice <input type="checkbox"/> needs work
I am able to respond appropriately to an angry customer.	<input type="checkbox"/> yes <input type="checkbox"/> yes, and would like more practice <input type="checkbox"/> needs work
I can use good communication skills to be friendly, helpful and courteous.	<input type="checkbox"/> yes <input type="checkbox"/> yes, and would like more practice <input type="checkbox"/> needs work
This chapter was started on:	This chapter was completed on:

Practitioner Comments:

In Chapter Four you've practised being friendly, helpful and courteous by using good communication skills and customer service techniques.

These are **essential skills** for a florist's assistant, and you're another step closer to getting the job you want! Even if you've decided you'd like more practice at these skills, you've made an excellent start.

Maybe without realising it, you've learned something else, too. These **essential skills** are all **transferable**. This means you can take these skills and use them in other places and contexts.

The list below suggests some other ways in which you can use your **essential skills**. Can you add to the list?

Now that you can...

Explore the Flowers Canada website and find specific information

Look for non-verbal communication in a customer

Ask questions to receive and clarify information about a floral order

Follow a written policy on handling a dissatisfied customer

Handle an angry customer

You can...

Explore other websites of interest and search for specific information

Become aware of non-verbal communication in other relationships

Ask questions for information at the library or a specialty shop

Follow a written policy at a local gym or pool

Handle an irate neighbour



Learner's Introduction to Chapter Five

Managing Time Like a Florist Assistant

This chapter is about working independently with a special emphasis on **Time Management**. All of the time management information and tools referred to in this chapter can be found at www.businessballs.com.

Employers say the **Time Management** is an essential skill for florist assistants. **Time management** is about organizing your time effectively to make the maximum use of the hours you spend in the workplace.

In chapter five, Iris takes a few days off and Aster is left to mind the shop on her own. Aster is up for the challenge. She arrives at work early and plans her activities so that she can complete these tasks in the correct order and on time.

While there is only one activity for you to perform in this chapter, there are more questions for you to reflect on and answer. As well, there is the usual **Thinking it over** section.

You will be able to reflect on Aster's work in **Thinking it over** and decide whether you would have made the same decisions or responded as she did. These questions will help you to think like a florist's assistant. You can write your answers in the space provided. Your instructor may wish you to discuss some of your answers. Or there may be another learner in your program who is also planning to become a florist assistant. If so, you can discuss your answers and insights together. Whether your discussion is with your instructor or another learner, talking over what you think will help you to learn even more.

In this chapter's activity, you will be able to plan two days' tasks at the florist shop using a page out of the Rain Forest Florist weekly planner. There is no role-play in this chapter, but you will be required to hand in written work to show that you understand the relationship between working independently and time management.

Learning Outcomes for Chapter Five

After working through this chapter you should be able to:

- Appreciate the importance of getting to work early in some circumstances
- Look at a list of tasks and put them in order
- Use a planner as a time management tool

At the end of the chapter, you will be able to assess yourself on these essential workplace skills.

Practitioner Information and Instructions for Chapter Five

There is no role-play in this chapter!

This chapter focuses on Self Management with an emphasis on Time Management. There is only one activity, but there are more questions than usual for the learner to work through. Learners' answers may vary, but look for a conscientious and responsible approach to Time Management in all responses.

Answer Key

1. Aster could use the following Time Management Tips: 1,5,7,9,10,11,12,14,17,19 or 20. The learner needs to list only three and then explain how Aster could use one of them. For your reference, the Time Management Tips are on pages 121 to 123.
2. Answers will vary.
3. Essentially, the Pareto Principle is "80 percent of results come from 20 percent of efforts". The web site has several versions of this rule; any of them is correct.
4. Saturday is missing from the schedule; this is an important day in the retail florist industry. (Saturday and Sunday is also a correct response.)
5. Aster should have planned large tasks first.

Thinking it over

1. Aster arrived early because she is working alone and is responsible for all activities in the florist shop.
2. Answers will vary. Some examples might be that Time Management is related to working independently because it helps to:
 - organise oneself
 - impose a schedule on unstructured time
 - allot time to do certain tasks
3. A weekly planner has everything in one place and is less likely to be lost.

Activity 5-1

A sample planner page for Tuesday and Wednesday is listed below. The learner's may be slightly different, but must have all of the elements in place at the right times. The learner must have all of the tasks listed in the first column of the note plus the two additional activities found on page 122. Both of these additional activities must be fitted in on Tuesday.

	Monday May 24	Tuesday May 25	Wednesday May 26
8 am		<i>-Phone plant order</i>	
9am		<i>-Open shop</i>	<i>-Open shop</i>
10am		<i>-Trim flowers</i>	<i>-Trim flowers</i>
11am		<i>-Tidy displays</i>	<i>-Tidy displays</i>
12 pm		<i>-Cooler bouquets</i>	<i>-Cooler bouquets</i>
1 pm		<i>-Receive flowers</i>	
2 pm			
3 pm		<i>-Lunch</i>	<i>-Lunch</i>
4 pm			
5 pm		<i>-Make up orders</i>	<i>-Make up orders</i>
6 pm			
7 pm		<i>-Close shop</i>	<i>-Close shop</i>
8 pm		<i>-Count cash</i>	<i>-Count cash</i>

Chapter Five

Scenario and Activity



Scenario 5-1

It was Thursday afternoon at Rain Forest Florist and Aster had just finished filling up the cooler with ready-made bouquets in vases. She took a step back from the glass doors and looked at them with critical admiration. Aster had arranged the bouquets artistically on the shelves, and she thought they looked very attractive. The phone rang, and Aster went around the counter to answer it.

“Rain Forest Florist, may I help you?” she said

“Yes, I’d like to speak to Iris, please.”

“Certainly. One moment please.” Aster took the phone into the back room where Iris was working and handed it to her. She went back to the counter where she was checking an order of vases that had arrived.

A few minutes later Iris came out of the back and said,

“Aster, you don’t have anything planned for the Victoria Day weekend, do you?”

Aster looked at the calendar and shook her head.

“No, I have no plans,” she said.

“Great!” said Iris and she returned to the back room. A few minutes later she came out again.

“Seat sale!” she exclaimed. “I just got the best deal on a flight to Vancouver! I’m flying out to see my sister for a week!”

“Wow, that’s terrific,” said Aster, “Vancouver’s definitely on my list of places to see. Um, what’s going to be happening here while you’re gone?”

“I’ve asked Susan if she can come in. You know Susan, of course. She worked with us for a few days over Valentine’s and Easter. She’ll come in Thursday, Friday and Saturday. That means that you’ll only be alone the Wednesday before the long weekend (that’s the day I fly out) and Tuesday and Wednesday of the



following week. You'll be just fine. If I didn't have confidence in you, I wouldn't be going."

"Are you sure?" asked Aster.

"Of course I am," said Iris, "You've learned such a lot since you've been here. I know you'll be able to manage just fine."

Aster smiled brightly. What an opportunity! It was scary, but exciting too.

The Wednesday before the Victoria Day weekend arrived quickly. Aster took an earlier bus to work. It was just after 8:30 a.m. when she fitted her key into the lock and gazed around the flower shop with new eyes. Everything looked a lot different somehow now that it was all her responsibility. She did a few tasks that she always did first thing in the morning. She put in the cash drawer and opened the door at 9 a.m. What should she do next? Aster thought back to the time when Iris had not come in to work and had left her a note telling her what she should do. Well, there was no note now, thought Aster.

"I know!" she said aloud. Just because Iris hadn't left her a note didn't mean she couldn't write one for herself.

First Aster decided to list everything she could think of that she had to do in a day. Then she listed the things that were done only on specific days. Next she added the few extras that she was required to do while Iris was away. Aster arranged her note in three columns:

To do everyday	To do certain days	Iris's to do list
<i>Open store</i> <i>Count cash</i> <i>Close store</i> <i>Trim flowers</i> <i>Make up orders</i> <i>Bouquets for cooler</i> <i>Tidy displays</i>	<i>Dust</i> <i>Receive shipments</i>	<i>Bank deposit</i> <i>Prepare flower order for Friday am</i> <i>Prepare plant order for Mon or Tues</i>

Aster was pleased with her list. It was easy now to list the tasks in the correct order and on the correct days to make sure that she didn't miss anything.



Aster was looking for the note pad when she remembered the brand new day planner in the drawer beneath the cash. Iris had recently introduced the planner to the florist shop after she had attended a workshop on time management. So far it was pretty blank. Iris's method of remembering things was to write herself notes on Post-its and stick them to the shelf above the counter where she usually worked. Iris had laughed and told Aster that the facilitator of the workshop had called hers the LPP system: Little Pieces of Paper. Aster had laughed too, but she also thought that she would like to try and use the bright

new planner. She had read some of the material that Iris had brought back from the workshop on time management, and it had really made sense. One of the handouts is printed on the next page.

Time Management Tips

1. Time management starts with the commitment to change. Time management is easy as long as you commit to action. The key to successful time management is planning and then protecting the planned time, which often involves re-conditioning your environment, and particularly re-conditioning the expectations of others. In terms of time management, you are at your most efficient the day before you start your vacation. Your time management and efficiency on this day is probably awesome. If you really want to, you can be this well-organised every day...
2. Be prepared to make drastic changes. Be creative to find and introduce different ways of doing things. If you need a starting point see the ['Pareto Principle' \(80:20 Rule\)](#), to assess what efforts and activities are most productive, and which are not.
3. Manage your emails and phone calls - don't let them manage you. Ideally check at planned times, and avoid continuous notification of incoming emails.
4. Challenge your own tendency to say 'yes' without scrutinising the request - start asking and probing what's involved - find out what the real expectations and needs are.
5. Really think about how you currently spend your time. Keep a time log for a few days to find out. Knowing exactly what's wrong is the first step to improving it.
6. Challenge anything that could be wasting time and effort, particularly habitual tasks, meetings and reports where responsibility is inherited or handed down from above.
7. Review your activities in terms of your own personal short-term and long-term life and career goals, and prioritise your activities accordingly.
8. Plan preparation and creative thinking time in your diary for the long-term jobs, because they need it. The short-term urgent tasks will always use up all your time unless you plan to spend it otherwise.

9. Use a diary, and an activity planner to schedule when to do things, and time-slots for things you know will need doing or responding to. There's a [sample time management activity schedule template](#) with examples on the new time management section. Click on the appropriate link on the page.
10. You must plan time slots for unplanned activities - you may not know exactly what you'll need to do, but if you plan the time to do it, then other important things will not get pushed out of the way when the demand arises.
11. When you're faced with a pile of things to do, go through them quickly and make a list of what needs doing and when. After this handle each piece of paper only once. Do not under any circumstances pick up a job, do a bit of it, then put it back on the pile.
12. Do not start lots of jobs at the same time - even if you can handle different tasks at the same time it's not the most efficient way of dealing with them, so don't kid yourself that this sort of multi-tasking is good - it's not.
13. Be firm and diplomatic in dealing with time allocated for meetings, paperwork, telephone, and visitors, etc. When you keep your time log you will see how much time is wasted. Take control. Provided you explain why you are managing your time in this way, people will generally understand and respect you for it.
14. Keep a clean desk and well-organized systems, but don't be obsessive about it.
15. You don't need to be a manager to delegate. Just asking nicely is sometimes all that's required to turn one of your difficult tasks into an easy one for somebody else better able to do it.
16. Set up an acceptable template for the regular weekly or monthly reports you write, so you only need to slot in the updated figures and narrative, each time.
17. Sharpen up your decision-making.
18. Always probe deadlines to establish the true situation - people asking you to do things will often say 'now' when 'later today' would be perfectly acceptable. Appeal to the other person's own sense of time management: it's impossible for anyone to do a good job without the opportunity to plan and prioritise.

19. Break big tasks down into stages and plan time-slots for them.
20. Choose some of the above time management tips and commit to putting them into effect.

Rocks in a Bucket Time Management Analogy

Start with a bucket, enough big rocks enough to fill it, some small stones, some sand and water.

Put the big rocks in the bucket - is it full?

Put the small stones in around the big rocks - is it full?

Put the sand in and give it a shake - is it full?

Put the water in. Now it's full.

The point is: unless you put the big rocks in first, you won't get them in at all.

In other words: Plan time-slots for your big issues before anything else, or the inevitable sand and water issues will fill up your days and you won't fit the big issues in (a big issue doesn't necessarily have to be a work task - it could be your child's sports-day, or a holiday).

Aster could really appreciate the “rocks in a bucket” analogy, and she read the time management tips with interest. Some of the tips didn't seem to apply to her at all, but others she thought she could use in both her work and personal life.

1. Which tips do you think Aster can use at Rain Forest Florist? List at least three, and then choose one of these and explain how Aster will use this Time Management Tip.

2. Now choose another three tips that you think you could use at work, school or in your personal life. Explain why you've chosen these three.

Next Aster thought she would check out the links in the article. She was curious to learn about the Pareto Principle and to see the time management tools.

3. Click on the first link in 'Time Management Tips'.

What is the Pareto Principle?

Next Aster checked out the time management activity schedule. She liked the way it was divided into before and after lunch, but she noticed it was missing a very important day in a florist shop. She decided not to use this document.

4. Look at the management activity schedule on the following page, or go to the website and print it out. What day or days are missing? Why is this important?

Discuss your reflections and responses with your instructor or a fellow learner with similar interests.

time manager - activity scheduler*I manage my time by scheduling and protecting my activities***w/c**

	mon	tue	wed	thu	fri	comments/actions follow-up notes
am						
lunch						
pm						

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Aster was just admiring the clean white pages of the daily planner when the phone rang. She jumped. Aster had been so busy planning how to plan her time, she had nearly forgotten work!

“Good morning, Rain Forest Florist, may I help you?”

When Aster got off the phone, she added another item to her to do list for the day:

Arrange one bouquet of mixed flowers @ \$40 for pick up at 5 pm.

Aster decided she had better stop thinking about time management and just start doing it!

Aster opened the planner to Wednesday May 19. First she decided to fill in the daily tasks from Wednesday to Saturday. Then she put in the activities that she would do only a couple of times per week. Finally, she went to put in the activities that Iris had given her. She slotted in the bank deposit on Friday evening and the plant order on Thursday afternoon. Then she looked for a place to put the flower order. The flower order was a big job. It involved counting all of the flowers in the shop and checking the invoices to see how many of them were sold. This was the first time that Aster was going to do it herself, and she wanted to give herself lots of time. But when she looked at her schedule, she couldn't see enough time anywhere!



5. Aster's schedule is printed on the next page. What should she have done first? (Hint: remember the story of the rocks in the bucket.)

	Monday May 17	Tuesday May 18	Wednesday May 19	Thursday May 20	Friday May 21	Saturday May 22
8 am						
9am			<i>-Open shop</i>	<i>-Open shop</i>	<i>-Open shop</i>	<i>-Open shop</i>
10am			<i>-Trim flowers</i>	<i>-Trim flowers</i>	<i>-Trim flowers</i>	<i>-Call in order</i>
11am			<i>-Tidy displays</i>	<i>-Tidy displays</i>	<i>-Tidy displays</i>	<i>-Trim flowers</i>
12 pm			<i>-Bouquets for cooler</i>	<i>-Bouquets for cooler</i>	<i>-Bouquets for cooler</i>	<i>-Tidy displays</i>
1 pm			<i>-Lunch</i>	<i>-Lunch</i>	<i>-Lunch</i>	<i>-Bouquets for cooler</i>
2 pm			<i>-Bouquet for 3pm</i>	<i>- Order plants</i>	<i>-Receive shipments</i>	<i>-Lunch</i>
3 pm			<i>-Make up orders</i>	<i>-Make up orders</i>	<i>-Make up orders</i>	<i>- Dust</i>
4 pm						
5 pm			<i>-Close shop</i>			
6 pm			<i>-Count cash</i>	<i>-Close shop</i>	<i>-Supper</i>	<i>-Close shop</i>
7 pm				<i>-Count cash</i>		<i>-Count cash</i>
8 pm					<i>-Close shop</i> <i>-Count cash</i> <i>-Bank deposit</i>	

Aster realised that she had forgotten to put in the big rocks first; that is, she should have scheduled the big job of ordering the flowers before some of the shorter tasks. She also remembered by checking her note that it had to be called in on Friday morning. Aster looked at her schedule again. She decided to move the plant order to Friday evening. She knew that she had until Monday or Tuesday to call it in. That would give her a couple of free hours on Thursday afternoon. Sometimes the morning tasks didn't take her until noon. If she finished early she would take an early lunch to give herself a little more time. Aster's revised weekly plan is on the following page. Her week was well organised and so was she.

	Monday May 17	Tuesday May 18	Wednesday May 19	Thursday May 20	Friday May 21	Saturday May 22
8 am						
9am			<i>-Open shop</i>	<i>-Open shop</i>	<i>-Open shop</i>	<i>-Open shop</i>
10am			<i>-Trim flowers</i>	<i>-Trim flowers</i>	<i>-Trim flowers</i>	<i>-Trim flowers</i>
11am			<i>-Tidy displays</i>	<i>-Tidy displays</i>	<i>-Tidy displays</i>	<i>-Tidy displays</i>
12 pm			<i>-Bouquets for cooler</i>	<i>-Cooler bouquet</i>	<i>-Bouquets for cooler</i>	<i>-Bouquets for cooler</i>
1 pm			<i>-Lunch</i>	<i>-Lunch</i>	<i>-Lunch</i>	<i>-Lunch</i>
2 pm			<i>-Bouquet for 3pm</i>		<i>-Receive shipments</i>	<i>-Dust</i>
3 pm			<i>-Make up orders</i>	<i>-Make up orders</i>	<i>-Make up orders</i>	<i>-Make up orders</i>
4 pm			<i>-Close shop</i>		<i>-Supper</i>	<i>-Close shop</i>
5 pm			<i>-Count cash</i>	<i>-Close shop</i>	<i>-Plant order</i>	<i>-Count cash</i>
6 pm				<i>-Count cash</i>		
7 pm					<i>-Close shop</i>	
8 pm					<i>-Count cash</i>	
					<i>-Bank deposit</i>	

**Thinking it over**

1. Aster caught an early bus and arrived at work fifteen minutes ahead of her usual time. Why did she arrive so early? Do you think this was a good idea?

2. This chapter is on working independently. Why is Time Management an important part of working independently? Briefly explain two ways in which Time Management is directly related to working independently.

3. What is the advantage of using a weekly planner over 'little pieces of paper'?



Activity 5-1

Aster has completed planning her week until Saturday. Iris will also be away Tuesday and Wednesday of the following week. **Complete the planner for Tuesday and Wednesday of the following week.** Aster's note has been re-printed for you below. As well, fit in the following activities:

- Phone in the plant order Monday or Tuesday (takes less than half an hour).
- The flower order that Aster placed on Friday arrives on Tuesday. It usually takes one to two hours to receive and put away.

To do everyday	To do certain days	Iris's to do list
<i>Open store</i> <i>Count cash</i> <i>Close store</i> <i>Trim flowers</i> <i>Make up orders</i> <i>Bouquets for cooler</i> <i>Tidy displays</i>	<i>Dust</i> <i>Receive shipments</i>	<i>Bank deposit</i> <i>Prepare flower order for Friday am</i> <i>Prepare plant order for Mon or Tues</i>

	Monday May 17	Tuesday May 18	Wednesday May 19	Thursday May 20	Friday May 21	Saturday May 22
8 am						
9am			-Open shop	-Open shop	-Open shop	-Open shop
10am			-Trim flowers	-Trim flowers	-Trim flowers	-Trim flowers
11am			-Tidy displays	-Tidy displays	-Tidy displays	-Tidy displays
12 pm			-Bouquets for cooler	-Cooler bouquet	-Bouquets for cooler	-Bouquets for cooler
1 pm			-Lunch	-Lunch	-Lunch	-Lunch
2 pm				- Order flowers		
3 pm					-Receive shipments	- Dust
4 pm			-Bouquet for 3pm	-Make up orders	-Make up orders	-Make up orders
5 pm			-Make up orders			
6 pm						
7 pm			-Close shop	-Close shop	-Supper	-Close shop
8 pm			-Count cash	-Count cash	-Plant order	-Count cash
					-Close shop	
					-Count cash	
					-Bank deposit	

	Monday May 24	Tuesday May 25	Wednesday May 26
8 am			
9am			
10am			
11am			
12 pm			
1 pm			
2 pm			
3 pm			
4 pm			
5 pm			
6 pm			
7 pm			
8 pm			

Learner Name _____

Chapter Five Assessment

Assess yourself at the end of this chapter. You should be able to complete the following list of skills to successfully finish the curriculum.

Skill	Have I successfully completed this skill?
I am able to consult a list of activities with a view to planning their sequence.	<input type="checkbox"/> yes <input type="checkbox"/> yes, and would like more practice <input type="checkbox"/> needs work
I can integrate activities from more than one list in a planner.	<input type="checkbox"/> yes <input type="checkbox"/> yes, and would like more practice <input type="checkbox"/> needs work
I can decide on the best sequence for my tasks.	<input type="checkbox"/> yes <input type="checkbox"/> yes, and would like more practice <input type="checkbox"/> needs work
I can use a planner to plan tasks to maximize my time.	<input type="checkbox"/> yes <input type="checkbox"/> yes, and would like more practice <input type="checkbox"/> needs work
I recognise the importance of arriving earlier at work when I have extra responsibilities.	<input type="checkbox"/> yes <input type="checkbox"/> not really
This chapter was started on:	This chapter was completed on:

Practitioner Comments:



In Chapter Five you've practised working independently with a special emphasis on Time Management.

Time management is an **essential skill** for a florist's assistant, and you're another step closer to getting the job you want! Even if you've decided you'd like more practice at the skills in this chapter, you've made an excellent start.

Maybe without realising it, you've learned something else, too. These **essential skills** are all **transferable**. This means you can take these skills and use them in other places and contexts.

The list below suggests some other ways in which you can use your **essential skills**. Can you add to the list?

Now that you can...

Recognise that sometimes on time is early

Look at a list of tasks and put them in order

Use a planner to plan florist tasks

You can...

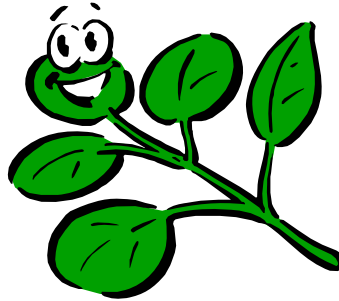
Arrive early at important appointments

Plan an event like a retirement party

Use a planner for school or your personal life

What's Next?

Congratulations!
You're finished and
you deserve a
bouquet of flowers!



Now that you have completed *Say It with Flowers* you're ready for the **Florist Assistant Demonstration**. Let your tutor or instructor know.

Your successfully completed demonstration will show that you have the essential skills required to be a florist assistant. Be sure to update your résumé to include both the *Say It with Flowers* curriculum and the Florist Assistant Demonstration.

Additional skills that employers said are important for florist assistants are:

- To be artistic
- To be friendly, helpful and efficient
- To practise good hygiene

These are skills you can practise daily.

Good luck with the Florist Assistant Demonstration and your future job search.