The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the wholesale florist occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Five duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety—hazard; and on the second page: science; math-number systems; and communications (performance modes, examples, and skills and concepts). The duties include: buying and selling flowers, florist's greens, and florist's supplies and accessories; keeping records and inventories; establishing maintenance and delivery systems; and promoting public relations. (BP)
WHOLESALE FLORIST

Instructional Materials Laboratory
Grade and Industrial Education
The Ohio State University
AN ANALYSIS OF THE WHOLESALE FLORIST OCCUPATION

Developed By

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Instructor, Horticulture
Penta County Vocational School
Perrysburg, Ohio

Occupational Analysis
E.P.D.A. Sub Project 73402
June 1, 1973 to December 30, 1974
Director: Tom L. Hindes
Coordinator: William L. Ashley

The Instructional Materials Laboratory
Trade and Industrial Education
The Ohio State University
"The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions that are expressed herein do not reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S Office of Education should be inferred."
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FOREWORD

The occupational analysis project was conducted by The Instructional Materials Laboratory, Trade and Industrial Education, The Ohio State University in conjunction with the State Department of Education, Division of Vocational Education pursuant to a grant from the U.S. Office of Education.

The Occupational Analysis project was proposed and conducted to train vocational educators in the techniques of making a comprehensive occupational analysis. Instructors were selected from Agriculture, Business, Distributive, Home Economics, and Trade and Industrial Education to gain experience in developing analysis documents for sixty-one different occupations. Representatives from Business, Industry, Medicine, and Education were involved with the vocational instructors in conducting the analysis process.

The project was conducted in three phases. Phase one involved the planning and development of the project strategies. The analysis process was based on sound principles of learning and behavior. Phase two was the identification, selection and orientation of all participants. The training and workshop sessions constituted the third phase. Two-week workshops were held during which teams of vocational instructors conducted an analysis of the occupations in which they had employment experience. The instructors were assisted by both occupational consultants and subject matter specialists.

The project resulted in producing one hundred two trained vocational instructors capable of conducting and assisting in a comprehensive analysis of various occupations. Occupational analysis data were generated for sixty-one occupations. The analysis included a statement of the various tasks performed in each occupation. For each task the following items were identified: tools and equipment; procedural knowledge; safety knowledge; concepts and skills of mathematics, science and communication needed for successful performance in the occupation. The analysis data provided a basis for generating instructional materials, course outlines, student performance objectives, criterion measures, as well as identifying specific supporting skills and knowledge in the academic subject areas.
This occupational analysis was undertaken with the end in view that every horticulture teacher should have available to him/her units of instruction on every phase of the horticultural field. The wholesale florist plays a major role in the industry and is a vital link in the chain from producer to ultimate consumer. The information put forth herein was derived not only from personal experience but also from many visits and dealings with several wholesalers. The main jobs of a wholesale florist are outlined and the tasks and sub-tasks for each job are analyzed. The size of a wholesale florist will vary greatly from one community to another, but the jobs and tasks are similar with only the number of personnel being different. The pursuance of this occupational analysis should give an instructor the basis for presenting the fundamentals of the wholesale florist industry.
ACKNOWLEDGMENT

We wish to acknowledge the valuable assistance rendered by the following subject matter specialists. They provided input to the vocational instructors in identifying related skills and concepts of each respective subject matter area and served as training assistants in the analysis process during the two-week workshops.

Rollin M. Barber, Psychology
The Ohio State University
Columbus, Ohio

Jodi Beittel, Communications
Columbus, Ohio

Diana L. Buckeye, Mathematics
University of Michigan
Avon Lake, Ohio

Rick Fien, Chemistry
The Ohio State University
Beachwood, Ohio

N. S. Gidwani, Chemistry
Columbus Technical Institute
Columbus, Ohio

Bruce A. Hull, Biology
The Ohio State University
Columbus, Ohio

Donald L. Hyatt, Physics
Worthington High School
Worthington, Ohio

Glenn Mann, Communications
Columbus, Ohio

Jerry McDonald, Physical Sciences
Columbus Technical Institute
Reynoldsburg, Ohio

Colleen Osinski, Psychology
Columbus Technical Institute
Columbus, Ohio

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Colchester, Connecticut

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Columbus Technical Institute
Columbus, Ohio

Jim VanArsdall, Mathematics
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Worthington, Ohio

Lillian Yontz, Biology
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Caldwell, Ohio
The following individual is acknowledged for organizational assistance in identifying and coordinating the vocational instructors and consultants in Agriculture Education.

Dr. Wayne Asche
Teacher Education
Kent State University
Kent, Ohio

Acknowledgment is extended to the following I.M.L. staff members for their role in conducting the workshops; editing, revising, proofing and typing the analyses.

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Carol Fausnaugh
Mindy Fausnaugh
Rita Hastings
Carol Hicks
Sue Holsinger
Barbara Hughes
Carol Marvin
Patti Nye
Kathy Roediger
Mary Salay

Research Associate
Administrative Assistant
Editorial Consultant
Typist
Typist
Typist
Typist
Typist
Typist
Typist
Typist
Typist
Typist
JOB DESCRIPTION

The wholesale florist buys and sells flowers, florist's greens, florist's supplies and accessories; and keeps adequate levels of inventory on all products sold. He/she also keeps records of sales purchases and performance records and files on all personnel. The wholesale florist maintains an efficient delivery system to keep in good standing with retailers. As a member of the community, he/she must also promote good public relations with suppliers and customers and comply with all federal, state and local regulations in reference to wages, Social Security, unemployment and industrial compensation. It is necessary to maintain all equipment, trucks, refrigerators, lighting, storage areas, display areas, and offices to perform and serve at top efficiency. To run an effective business, the wholesale florist establishes credit for both buying and selling; and prepares budgets for advertising, maintenance, payroll and other operations. He/she also joins and attends professional organizations and meetings.
Duty A  Buying Flowers, Florist's Greens, Florist's Supplies and Accessories

1. Buy fresh cut flowers
2. Buy potted flowering plants
3. Buy foliage plants
4. Buy florist's greens
5. Buy supplies and accessories
6. Prepare advertising materials
7. Use various media of advertising such as direct mail, radio, T.V., newspapers
### Performance Knowledge

<table>
<thead>
<tr>
<th>Decision</th>
<th>Cues</th>
<th>Errors</th>
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<tbody>
<tr>
<td>Determine and compare current prices from selected catalogs</td>
<td>Price information, inspection of product availability</td>
<td>Inefficient use of funds</td>
</tr>
<tr>
<td>Examine quality of product, if inspection is possible</td>
<td>Analysis of past sales records, projection of future sales trends; analysis of area market requirements, determination of season and holiday needs</td>
<td>Inferior product purchased</td>
</tr>
<tr>
<td>Determine demand for product</td>
<td>Budget information, allowable expenditure, availability of product, perishability of product, projected sales</td>
<td>Incomplete product mix</td>
</tr>
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<td>Determine seasonality of product</td>
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<td>Waste</td>
</tr>
<tr>
<td>Order product</td>
<td></td>
<td></td>
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</tbody>
</table>

### Tools, Equipment, Materials, Objects Acted Upon

- Calculators
- Typewriters
- Stationery and stamps
- Freight rates for air and truck
- Catalogs
- Price lists
- Telephone

### Science

- Basic Arithmetic Skills
  - Addition and subtraction of whole numbers
  - Multiplication and division with whole numbers
  - Addition and subtraction of decimal fractions
  - Multiplication and division of decimal fractions
  - Rounding off decimals and whole numbers
  - Finding a percent of a number and what percent one number is of another

- Knowledge of Monetary System

### Math - Number Systems

- Read: Price lists, Freight rates, Catalogs
- Write: Purchase orders
- Speak: (telephone)

### Communications

- Read: Price lists, Freight rates, Catalogs
- Write: Purchase orders
- Speak: (telephone)
  - Clarity of expression
  - Appropriate diction
  - Proper usage
  - Perfect enunciation.
### TASK STATEMENT
BUY POTTED FLOWERING PLANTS

### TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON
- Calculators
- Typewriters
- Stationery and stamps
- Freight rates for air and truck
- Catalogs
- Price lists
- Telephone

### PERFORMANCE KNOWLEDGE
- Determine and compare current prices from selected catalogs
- Examine quality of product, if inspection is possible
- Determine demand for product
- Determine seasonality of product
- Order product

### SAFETY – HAZARD
- Safety: Use caution in connecting and disconnecting electric cords
- Hazard: Potential for electric shock and burn

### DECISIONS
- Determine from which supplier purchase will be made
- Determine selection of products to be purchased
- Determine quantity of each product to be purchased

### CUES
- Price information, inspection of product, availability of product
- Analysis of past sales records, projection of future sales trends, analysis of area market requirements, determination of season and holiday needs
- Budget information, allowable expenditure, availability of product, perishability of product, projected sales

### ERRORS
- Inefficient use of funds
- Inferior product purchased
- Incomplete product mix
- Waste

### SCIENCE

### MATH – NUMBER SYSTEMS
- Basic Arithmetic Skills
  - Addition and subtraction of whole numbers
  - Multiplication and division with whole numbers
  - Addition and subtraction of decimal fractions
  - Multiplication and division of decimal fractions
  - Rounding off decimals and whole numbers
  - Finding a percent of a number and what percent one number is of another
- Knowledge of Monetary System

### COMMUNICATIONS
- Read: Price lists, Freight rates, Catalogs
- Write: Purchase orders, Order letters following principles of proper format and content

### BASIC ARITHMETIC SKILLS
- Addition and subtraction of whole numbers
- Multiplication and division with whole numbers
- Addition and subtraction of decimal fractions
- Multiplication and division of decimal fractions
- Rounding off decimals and whole numbers
- Finding a percent of a number and what percent one number is of another

### KNOWLEDGE OF MONETARY SYSTEM
- Read: Price lists
- Write: Purchase orders
- Telephone

### PRICE LIST
- Freight rates
- Catalogs

### ORDER LETTERS
- Proper format and content
- Telephone

### PRONUNCIATION
- Telephone
- Usage
- Enunciation
### TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON
- Calculators
- Typewriters
- Stationery and stamps
- Freight rates for air and truck
- Catalogs
- Price lists
- Telephone

### PERFORMANCE KNOWLEDGE
- Determine and compare current prices from selected catalogs
- Examine quality of product, if inspection is possible
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### DECISIONS
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### ERRORS
- Inefficient use of funds
- Inferior product purchased
- Incomplete product mix
- Waste

### SCIENCE
- Basic Arithmetic Skills:
  - Addition and subtraction of whole numbers
  - Multiplication and division with whole numbers
  - Addition and subtraction of decimal fractions
  - Multiplication and division with decimal fractions
  - Rounding off decimals and whole numbers
  - Finding a percent of a number and what percent one number is of another
- Knowledge of Monetary System

### MATH - NUMBER SYSTEMS

### COMMUNICATIONS
- Read:
  - Price lists
  - Freight rates
  - Catalogs
- Write:
  - Purchase orders
- Order letters following principles of proper format and content
- Speak:
  - (telephone)
  - Clarity of expression
  - Appropriate diction
  - Proper usage
  - Perfect enunciation

### SAFETY - HAZARD
- Safety: Use caution in connecting and disconnecting electric cords
- Hazard: Potential for electric shock and burn
<table>
<thead>
<tr>
<th><strong>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</strong></th>
<th><strong>PERFORMANCE KNOWLEDGE</strong></th>
<th><strong>SAFETY - HAZARD</strong></th>
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</thead>
<tbody>
<tr>
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<td>Determine and compare current prices from selected catalogs</td>
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<td>Stationery and stamps</td>
<td>Determine demand for product</td>
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<tr>
<td>Freight rates for air and truck</td>
<td>Determine seasonality of product</td>
<td></td>
</tr>
<tr>
<td>Catalogs</td>
<td>Order product</td>
<td></td>
</tr>
<tr>
<td>Price lists</td>
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<td><strong>CUES</strong></td>
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<td><strong>MATH - NUMBER SYSTEMS</strong></td>
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<td><strong>READ</strong></td>
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<td>Price lists</td>
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<td></td>
<td>Addition and subtraction of decimal fractions</td>
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<td>Multiplication and division of decimal fractions</td>
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<td>Rounding off decimals and whole numbers</td>
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<tr>
<td></td>
<td>Finding a percent of a number and what percent one number is of another</td>
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</tr>
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### (TASK STATEMENT) BUY SUPPLIES AND ACCESSORIES

#### TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
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<tr>
<td>Calculators</td>
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<td>Typewriters</td>
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<tr>
<td>Stationery and stamps</td>
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<tr>
<td>Freight rates for air, truck and U.P.S.</td>
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<tr>
<td>Catalogs</td>
<td></td>
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<tr>
<td>Price lists</td>
<td></td>
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<tr>
<td>Telephone</td>
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</table>

#### PERFORMANCE KNOWLEDGE

<table>
<thead>
<tr>
<th>Task</th>
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<tbody>
<tr>
<td>Determine and compare current prices from selected catalogs</td>
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</tr>
<tr>
<td>Determine seasonality of product</td>
</tr>
<tr>
<td>Order supplies and accessories</td>
</tr>
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</table>

#### DECISIONS

<table>
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<th>Task</th>
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<th>Hazard</th>
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<tbody>
<tr>
<td>Use caution in connecting and disconnecting electric cords</td>
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</tr>
<tr>
<td>Potential for electric shock and burns</td>
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<td>Budget information, allowable expenditure, availability of product, perishability of product, projected sales</td>
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#### ERRORS

<table>
<thead>
<tr>
<th>Error</th>
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<tbody>
<tr>
<td>Inefficient use of funds</td>
</tr>
<tr>
<td>Inferior product purchased</td>
</tr>
<tr>
<td>Incomplete product mix</td>
</tr>
</tbody>
</table>

#### SCIENCE

<table>
<thead>
<tr>
<th>Math Skill</th>
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</thead>
<tbody>
<tr>
<td>Basic Arithmetic Skills: Addition and subtraction of whole numbers</td>
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<tr>
<td>Multiplication and division with whole numbers</td>
</tr>
<tr>
<td>Addition and subtraction of decimal fractions</td>
</tr>
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<td>Finding a percent of a number and what percent one number is of another</td>
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<tr>
<td>Knowledge of Monetary System</td>
</tr>
</tbody>
</table>

#### MATH – NUMBER SYSTEMS

<table>
<thead>
<tr>
<th>Math Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Price lists</td>
</tr>
<tr>
<td>Freight rates</td>
</tr>
<tr>
<td>Catalogs</td>
</tr>
</tbody>
</table>

#### COMMUNICATIONS

<table>
<thead>
<tr>
<th>Communication Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write Purchase orders, Order letters following principles of proper format and content</td>
</tr>
<tr>
<td>Speak Clarity of expression, Appropriate diction, Proper usage, Perfect enunciation</td>
</tr>
</tbody>
</table>
## (TASK STATEMENT) PREPARE ADVERTISING MATERIALS

### TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON

- Typewriter
- Advertising mats
- Drawing paper and pencils
- Scotch tape
- Thumb tacks
- Scissors
- Rubber cement
- Mucilage
- Drawing board
- Telephone

### PERFORMANCE KNOWLEDGE

- Prepare copy (script) and layout for ads
- Contact and correspond with media
- Determine if media is available
- Determine rate information
- Submit copy to media
- Instruct media on frequency, dates, time, etc.

### SAFETY - HAZARD

- Safety Use caution in using rubber cement
- Hazard Potential for fire, burns
- Safety Use caution in using scissors
- Hazard Potential for personal injury—cuts, lacerations
- Safety Keep mucilage bottle closed
- Hazard Potential for inhaling, hallucinogen

### DECISIONS

- Determine need for advertising
- Determine advertising budget
- Select media to be used
- Allocate advertising requirements to various media
- Determine market target

### CUES

- Analysis of sales records, customer traffic, popularity of product
- Analysis of financial information, sales trends, competition activity
- Media rate information, media availability; media's capacity to reach (market) audience
- Analysis of advertising budget, market saturation ability of each media; availability of media
- Analyze customer demographics, geographic area, competition activity

### ERRORS

- Target market not reached by advertising message
- Inefficient use of funds

### SCIENCE

- Ratio and proportion
- Geometric constructions

### MATH - NUMBER SYSTEMS

- Interpret Usage of propaganda devices
- Usage of emotional appeals
- Usage of proper readership levels
- Usage of logic
- Usage of good, proper vocabulary
- Usage of persuasive language

### COMMUNICATIONS

- Read: Layout as presented
<table>
<thead>
<tr>
<th>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</th>
<th>PERFORMANCE KNOWLEDGE</th>
<th>SAFETY – HAZARD</th>
</tr>
</thead>
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<tr>
<td>Writing paper, pencils, pens</td>
<td>Prepare copy (script) and layout for ads</td>
<td></td>
</tr>
<tr>
<td>Drawing paper, pencils, pens</td>
<td>Contact and correspond with media</td>
<td></td>
</tr>
<tr>
<td>Price rates for advertising in various media</td>
<td>Determine if media is available</td>
<td></td>
</tr>
<tr>
<td>Drawing board</td>
<td>Determine rate information</td>
<td></td>
</tr>
<tr>
<td>Telephone</td>
<td>Submit copy to media</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instruct media on frequency, dates, time, etc.</td>
<td></td>
</tr>
</tbody>
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<th>COMMUNICATIONS</th>
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</thead>
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<td>Read: Orders for advertising layout</td>
<td>Ratio and proportion</td>
<td></td>
</tr>
<tr>
<td>Interpret Layouts for newspaper</td>
<td>Geometric constructions</td>
<td></td>
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<tr>
<td>Scripts for radio/T.V.</td>
<td>Letter composition for direct mail</td>
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<th>MATH – NUMBER SYSTEMS</th>
<th>COMMUNICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read: Orders for advertising layout</td>
<td>Ratio and proportion</td>
<td></td>
</tr>
<tr>
<td>Interpret Layouts for newspaper</td>
<td>Geometric constructions</td>
<td></td>
</tr>
<tr>
<td>Scripts for radio/T.V.</td>
<td>Letter composition for direct mail</td>
<td></td>
</tr>
</tbody>
</table>
Duty B  Selling Flowers, Florist's Greens, Florist's Supplies and Accessories

1. Sell by telephone (established customers)
2. Sell from the floor
3. Solicit new accounts by telephone
4. Identify merchandise sold
### (Task Statement) Sell by Telephone (Established Customers)

**Tools, Equipment, Materials, Objects Acted Upon**
- Telephone
- Order blanks
- Price lists
- Pen, pencil

**Performance Knowledge**
- Call customer
- Identify and name merchandise used by customer
- Describe and promote new merchandise
- Give all necessary information
- Write order, arrange delivery
- Process paperwork

**Decisions**
- Determine which customers to call
- Determine which merchandise to

**Cues**
- Analysis of past sales records of customer; customer inquiries for information; new market information
- Analysis of past sales records of customer, customer inquiries, related merchandise lines

**Errors**
- Loss of potential sales and/or customers
- Customer dissatisfaction
- Failure to achieve positive sales results in answer to objections

**Science**

**Math - Number Systems**
- Addition and subtraction of whole numbers
- Multiplication and division of whole numbers
- Addition and subtraction with decimal fractions
- Multiplication and division of decimal fractions

**Communications**
- Speak: Use clarity of speech, good diction, proper enunciation, persuasion
- Listen: Handle customers' complaints and objections with poise, dignity and diplomacy
### Task Statement: Sell from the Floor

<table>
<thead>
<tr>
<th><strong>Tools, Equipment, Materials, Objects Acted Upon</strong></th>
<th><strong>Performance Knowledge</strong></th>
<th><strong>Safety - Hazard</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Order forms</td>
<td>Greet customer</td>
<td></td>
</tr>
<tr>
<td>Billing machine</td>
<td>Determine customer's wants and needs</td>
<td></td>
</tr>
<tr>
<td>Pen, pencil</td>
<td>Show customer merchandise</td>
<td></td>
</tr>
<tr>
<td>Price lists</td>
<td>Help customer make decision</td>
<td></td>
</tr>
<tr>
<td>Merchandise</td>
<td>Write order on billing machine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wrap merchandise</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collect or have customer sign</td>
<td></td>
</tr>
</tbody>
</table>

### Decisions

- Determine customer needs
- Determine related products of interest (possible) to customer

### Cues

- Analyze past sales records; customer inquiries; related product lines
- Use past sales, manufacturer suggestions; creative selling techniques

### Errors

- Lost sales
- Customer dissatisfaction
- Selling inadequate products for customer's intended use

### Science

**Math - Number Systems**

- Addition and subtraction with whole numbers
- Multiplication and division with whole numbers
- Addition and subtraction of decimal fractions
- Multiplication and division of decimal fractions

### Communications

- Speak: Use clarity of speech, good diction, proper pronunciation, persuasion
- Listen: Handle customer's objections with poise, dignity, respect and diplomacy
- Try to understand customer's desires and fulfill them
### Solicit New Accounts by Telephone

<table>
<thead>
<tr>
<th><strong>Tools, Equipment, Materials, Objects Acted Upon</strong></th>
<th><strong>Performance Knowledge</strong></th>
<th><strong>Safety - Hazard</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Directory of potential customers</td>
<td>List names of potential customers and call each name on list</td>
<td></td>
</tr>
<tr>
<td>Telephone directory</td>
<td>Greet customer; identify self, explain purpose of call, describe the kinds of merchandise offered for sale; answer questions</td>
<td></td>
</tr>
<tr>
<td>F.T.D. directory</td>
<td>Explain delivery system and how to establish credit, invite potential customer to visit place of business; thank potential customer for their time</td>
<td></td>
</tr>
<tr>
<td>Teleflora directory</td>
<td>Follow-up first call in a few days or week</td>
<td></td>
</tr>
<tr>
<td>Florafa directory</td>
<td>Greet customer; identify self; explain reason for call, inform potential customer that credit rating was investigated and found satisfactory; extend a second invitation to visit or call; thank</td>
<td></td>
</tr>
<tr>
<td>Order blanks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Price lists</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pen, pencil</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Decisions

- **Cues**
- **Errors**

### Science

- Behavioral Science

### Math - Number Systems

- Addition and subtraction of whole numbers
- Multiplication and division with whole numbers
- Addition and subtraction of decimal fractions
- Multiplication and division of decimal fractions

### Communications

- Speak: Use clarity of speech, good diction, proper enunciation, persuasion
- Listen: Handle customer's objections with poise, dignity, respect and diplomacy
- Try to understand customer's desires and fulfill them
<table>
<thead>
<tr>
<th>TASK STATEMENT</th>
<th>IDENTIFY MERCHANDISE SOLD (FLOWERS, GREENS, SUPPLIES, ACCESSORIES)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</td>
<td>PERFORMANCE KNOWLEDGE</td>
</tr>
<tr>
<td>Plant keys</td>
<td>Distinguish between perishable and non-perishable flowers and greens (fresh and artificial flowers and greens, dried flowers)</td>
</tr>
<tr>
<td>Pictures</td>
<td>Identify and name flowers and greens (fresh and artificial flowers and greens, dried flowers)</td>
</tr>
<tr>
<td></td>
<td>Identify supplies and accessories</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>DECISIONS</td>
<td>CUES</td>
</tr>
<tr>
<td>Determine positive correct identification and usage of products</td>
<td>Use learned principles, pictures, information, etc.</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>MATH - NUMBER SYSTEMS</td>
</tr>
<tr>
<td>Plant science and plant identification</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Duty C  Keeping Records and Inventory

1. Establish inventory control system
2. Maintain sales records
3. Maintain purchase records
4. Keep performance records and personal files on all personnel
5. Maintain payroll records and files on laws governing wages, unemployment and other compensation
6. Prepare budget (advertising, operation, maintenance, insurance)
7. Locate sources of and secure credit
### ESTABLISH INVENTORY CONTROL SYSTEM

#### TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON
- Files
- File folders
- File index
- Pencils
- Pens
- Typewriter
- Printed inventory forms
- Calculating machine

#### PERFORMANCE KNOWLEDGE
- Determine information needs to be provided by system
- Construct information retrieval system
- Purchase or construct inventory forms
- Fill in forms for each daily purchase
- Total daily purchases
- Deduct total daily sales from total stock level (for each item)
- File inventory sheets in predetermine order

#### SAFETY – HAZARD
- Safety: Connecting, disconnecting electric cords of business machines
- Hazard: Potential electric shock

#### DECISIONS
- Decide type of system to be constructed

#### CUES
- Analysis of sales information available, retrieved information required, time and work availability

#### ERRORS
- Inaccurate information retrieved
- Unusable information retrieved
- Inefficient use of time and work hours

#### SCIENCE

#### MATH – NUMBER SYSTEMS
- Addition and subtraction of whole numbers

#### COMMUNICATIONS
- Read, invoices of incoming merchandise
- Comprehend categories of merchandise to be placed on inventory sheets
### (TASK STATEMENT) MAINTAIN SALES RECORDS

#### TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON
- Files
- File folders
- File index
- Calculating machines
- Pens
- Pencils
- Printed forms

#### PERFORMANCE KNOWLEDGE
- Total sales receipts daily or weekly for each salesman, use completed sales forms
- Total sales receipts daily or weekly for entire sales operation; use completed sales forms
- File recapitulated sales receipts
- Enter sales totals on appropriate accounting forms

#### DECISIONS
- Decide if total should be taken weekly or daily

#### SAFETY – HAZARD
- Safety  Connect, disconnect business machines
- Hazard  Potential for electrical shock

#### DECISIONS
- Analysis of information needs, time available
- Inaccurate records
- Inefficient maintenance

#### SCIENCE

#### MATH – NUMBER SYSTEMS
- Addition and subtraction of whole numbers

#### COMMUNICATIONS
- Read and comprehend Daily sales invoices
- Interpret  Terminology and code numbers on invoices
**TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON**
- Files
- File folders
- File index
- Calculating machines
- Pens
- Pencils

**PERFORMANCE KNOWLEDGE**
- Total purchase receipts daily or weekly using special forms for each salesperson and for entire sales operation
- File recapitulated purchase receipts
- Enter totals on appropriate accounting forms
- Calculate discounts on purchases
- Inspect customer agreements

**SAFETY – HAZARD**
- Safety: Connect, disconnect electrical cords on business machines
- Hazard: Potential electrical shock

**DECISIONS**
- Decide if total should be taken weekly or daily

**CUES**
- Analysis of information needs, time available

**ERRORS**
- Inaccurate records
- Inefficient maintenance

**SCIENCE**

**MATH – NUMBER SYSTEMS**
- Addition and subtraction of whole numbers
- Multiplication and division with whole numbers
- Rounding off decimals and whole numbers
- Finding a percent of a number and what percent one number is of another

**COMMUNICATIONS**
- Read and comprehend: Invoices of purchases
- Interpret: Terminology and discount rates
**TASK STATEMENT**  KEEP PERFORMANCE RECORDS AND PERSONAL FILES ON ALL PERSONNEL

<table>
<thead>
<tr>
<th>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</th>
<th>PERFORMANCE KNOWLEDGE</th>
<th>SAFETY – HAZARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Files</td>
<td>Keep records on absenteeism and tardiness and promptness of each employee</td>
<td></td>
</tr>
<tr>
<td>File folders</td>
<td>Make evaluation reports of all personnel</td>
<td></td>
</tr>
<tr>
<td>File index</td>
<td>Integrity, enthusiasm for work, knowledge of job, aggressiveness in adapting to changed conditions, ability to accept supervision</td>
<td></td>
</tr>
<tr>
<td>Pens</td>
<td>Put reports on file</td>
<td></td>
</tr>
<tr>
<td>Pencils</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Typewriter</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCIENCE</th>
<th>MATH – NUMBER SYSTEMS</th>
<th>COMMUNICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral Science</td>
<td>Read and comprehend: Orders for daily duties</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Memos to call customers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speak: Conversation with customers, employer and other employees emphasizing: Pose, Diction, Enunciation, Persuasion, Vocabulary, Clarity of Expression</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listen: Customer needs, desires and complaints</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Politeness, Courtesy, Consideration</td>
<td></td>
</tr>
</tbody>
</table>
**TASK STATEMENT**

MAINTAIN PAYROLL RECORDS AND FILES ON LAWS GOVERNING WAGES, UNEMPLOYMENT AND OTHER COMPENSATION

<table>
<thead>
<tr>
<th>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</th>
<th>PERFORMANCE KNOWLEDGE</th>
<th>SAFETY – HAZARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Files</td>
<td>Calculate each employee's pay, include social security and withholding tax (federal, state, city)</td>
<td>Safety: Connect and disconnect electric cords on machines</td>
</tr>
<tr>
<td>File folders</td>
<td>Calculate tax to be paid—federal, state and city</td>
<td>Hazard: Potential shock from electric cord</td>
</tr>
<tr>
<td>File index</td>
<td>Calculate insurance to be paid—unemployment, state industrial, health and accident</td>
<td></td>
</tr>
<tr>
<td>Calculating machine</td>
<td>File records of each category</td>
<td></td>
</tr>
<tr>
<td>Pens</td>
<td>Add new material pertaining to new laws, etc. in file</td>
<td></td>
</tr>
<tr>
<td>Pencils</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payroll checks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check machine</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCIENCE</th>
<th>MATH – NUMBER SYSTEMS</th>
<th>COMMUNICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Application of specific mathematics in each case</td>
<td>Read and comprehend Laws, rules, regulations concerning wages</td>
</tr>
<tr>
<td></td>
<td>Implied</td>
<td>Interpret: Terminology and scales</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DECISIONS</th>
<th>CUES</th>
<th>ERRORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implied</td>
<td>Application of specific mathematics in each case</td>
<td>Over-expenditure for wages</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Incomplete information files</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Investigation by government agencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inaccurate records</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ERRORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over-expenditure for wages</td>
</tr>
<tr>
<td>Incomplete information files</td>
</tr>
<tr>
<td>Investigation by government agencies</td>
</tr>
<tr>
<td>Inaccurate records</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMMUNICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read and comprehend Laws, rules, regulations concerning wages</td>
</tr>
<tr>
<td>Interpret: Terminology and scales</td>
</tr>
</tbody>
</table>
### Task Statement

Prepare budget (advertising, operation, maintenance, insurance)

### Tools, Equipment, Materials, Objects Acted Upon

<table>
<thead>
<tr>
<th>Advertising rates (newspaper, radio/T.V.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax rates (vendor's license, real estate, vehicle license)</td>
</tr>
<tr>
<td>Utility rates</td>
</tr>
<tr>
<td>Calculating machines</td>
</tr>
<tr>
<td>Pens, pencils</td>
</tr>
<tr>
<td>Files</td>
</tr>
<tr>
<td>File folders</td>
</tr>
</tbody>
</table>

### Performance Knowledge

| Allocate money for advertising (newspaper, radio/T.V.) |
| Allocate money for operation Payroll; vehicles, utilities, donations, repairs |
| Allocate money for taxes, licenses—federal, state, city |
| Allocate money for insurance—liability, fire, theft, wind, water, etc., automobile |
| File all allocations in proper place |

### Safety – Hazard

| Safety: Connect and disconnect electric cords on machines |
| Hazard: Potential for electric shock, burn |

### Decisions

| Implied |

### Cues

| Analysis of financial position, priorities for allocations, money needs of each item |

### Errors

| Misappropriations of money |
| Unbalanced finances |

### Science

### Math – Number Systems

| Addition and subtraction of whole numbers |
| Multiplication and division with whole numbers |
| Addition and subtraction of decimal fractions |
| Multiplication and division of decimal fractions |
| Rounding off decimals and whole numbers |
| Finding a percent of a number and what percent one number is of another |

### Communications

| Read and comprehend Printed schedules and rates on advertising, taxes, regulations |
| Interpret Terminology of regulations |
### Task Statement
Locate Sources of and Secure Credit

### Tools, Equipment, Materials, Objects Used Upon
- Credit files
- File cards
- Membership in credit bureau
- Pen, pencil
- Telephone

### Performance Knowledge
- Establish credit for new customer
  - Check place of employment, check credit bureau, check bank on which checks are written
  - Make out credit file card
  - Check file card for old customer

### Safety - Hazard

### Decisions
- Decide which customers can apply for credit
- Determine if credit rating is acceptable to extend credit

### Cues
- Customer's purchasing power and stock needs
- Information received
- Standards set by company

### Errors
- Loss of revenue through poor credit risks

### Science

### Math - Number Systems
- Addition and subtraction of whole numbers
- Multiplication and division with whole numbers

### Communications
- Read and comprehend: Printed material from credit bureau
- Speak: Use telephone to call credit bureau
- Listen: Reports from credit bureau on new customer on telephone
Duty D  Establishing Maintenance and Delivery System

1. Make up, package and bill customer orders
2. Deliver customer orders
3. Pick up flowers and supplies from freight terminals
4. Place incoming flowers in water
5. Place incoming supplies on shelves or storage
6. Clean and maintain sales, storage and refrigeration areas
7. Check oil, water and gasoline levels and tire inflation of delivery vehicle
8. Repair electrical components, replace parts, clean and oil electric motors
### TASK STATEMENT
MAKE UP, PACKAGE AND BILL CUSTOMER ORDERS

### TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON
- Tables, counters, other plane surfaces
- Wrapping paper
- Boxes
- Cord, stapler
- Address labels
- Billing machine
- Crushed ice for roses
- Knife

### PERFORMANCE KNOWLEDGE
- Assemble merchandise on customer's order
- Wrap or pack in box
- Label or address package or box
- Write invoice
- Send invoice to proper channels
- Mail package (if not deliverable)

### SAFETY – HAZARD
- Safety: Do not spill water, ice or leaves on floor
- Hazard: Personnel and customers could slip and fall
- Safety: Use caution when using knife to cut cord
- Hazard: Potential cuts

### DECISIONS
- Determine which methods to wrap (or ship) package

### CUES
- Customer instructions
- Size and fragility of order

### ERRORS
- Incorrect billing
- Improper packaging, causing damaged goods

### SCIENCE

### MATH – NUMBER SYSTEMS
- Basic Arithmetic Skills
  - Addition and subtraction of whole numbers
  - Multiplication and division with whole numbers
  - Addition and subtraction of decimal fractions
  - Multiplication and division of decimal fractions
  - Finding a percent of a number and what percent one number is of another
- Geometric construction
- Knowledge of Monetary System

### COMMUNICATIONS
- Read Customer orders
- Interpret Delivery route to send orders
<table>
<thead>
<tr>
<th><strong>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</strong></th>
<th><strong>PERFORMANCE KNOWLEDGE</strong></th>
<th><strong>SAFETY - HAZARD</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Truck(s)</td>
<td>Load truck (first delivery loaded last, last delivery loaded first)</td>
<td>Safety Drive carefully and defensively</td>
</tr>
<tr>
<td>City directory</td>
<td>Follow delivery route</td>
<td>Hazard: Careless driving, accident</td>
</tr>
<tr>
<td>Florist’s directory</td>
<td>Make delivery to customer at proper designated area</td>
<td>Safety: Observe traffic laws</td>
</tr>
<tr>
<td>Credit card for gas and oil</td>
<td>Unload order carefully</td>
<td>Hazard: Violation of traffic laws, citation</td>
</tr>
<tr>
<td>Order forms</td>
<td>Have customer sign for order</td>
<td>Safety: Careful handling of perishables</td>
</tr>
<tr>
<td></td>
<td>Collect for C.O.D. order</td>
<td>Hazard: Perishables can be damaged, refusal of order, personal injury</td>
</tr>
<tr>
<td></td>
<td>Take order for future delivery</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pick up damaged or inferior materials</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>DECISIONS</strong></th>
<th><strong>CUES</strong></th>
<th><strong>ERRORS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine best delivery route</td>
<td>Analyze map information, time and distance information, consider customer store hours</td>
<td>Imprompt deliveries</td>
</tr>
<tr>
<td>Determine priority orders (rush)</td>
<td>Instructions from manager</td>
<td>Inefficient use of truck mileage</td>
</tr>
<tr>
<td></td>
<td>Read &quot;Rush&quot; labels on boxes and packages</td>
<td>Disregard instructions and labels</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SCIENCE</strong></th>
<th><strong>MATH - NUMBER SYSTEMS</strong></th>
<th><strong>COMMUNICATIONS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge of Monetary System</td>
<td>Read Addresses on orders</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interpret Location of addresses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use tact and diplomacy in handling customer complaints</td>
</tr>
<tr>
<td><strong>TASK STATEMENT</strong></td>
<td>PICK UP FLOWERS AND SUPPLIES FROM FREIGHT TERMINALS</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| **TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON** | Load truck  
| Credit card for gas and oil | Safety  
| Sign for materials picked up | Drive carefully observing traffic laws  
| Pay for materials if C.O.D. | Hazard  
| Safety | Careless driving, accident  
| Safety | Careful handling of perishables and fragile goods  
| Safety | Careless handling, personal injury, damaged merchandise  
| **DECISIONS** | Determine whether proper material is picked up  
| **CUES** | Material description, freight terminal instructions  
| **ERRORS** | Imprompt pick-up  
| | Pick up wrong material  
| **SCIENCE** | Knowledge of Monetary System  
| **MATH – NUMBER SYSTEMS** | Read Orders to pick up merchandise  
| | Interpret Identify the quantity of merchandise to pick up  
| **COMMUNICATIONS** | |
**TASK STATEMENT**  PLACE INCOMING FLOWERS IN WATER

<table>
<thead>
<tr>
<th>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</th>
<th>PERFORMANCE KNOWLEDGE</th>
<th>SAFETY - HAZARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Containers</td>
<td>Fill containers with water</td>
<td>Safety: Do not lift heavy containers of shipped flowers or flower-filled display containers from a bending position</td>
</tr>
<tr>
<td>Water hose</td>
<td>Remove flowers from shipping container</td>
<td>Hazard: Potential back injury, rupture</td>
</tr>
<tr>
<td>Knife or other cutting devices</td>
<td>Cut off stem ends</td>
<td>Safety: Use caution in cutting stems of flowers</td>
</tr>
<tr>
<td></td>
<td>Place flowers in containers</td>
<td>Hazard: Personal injury by cutting</td>
</tr>
<tr>
<td></td>
<td>Put flower filled containers in refrigerated area</td>
<td>Safety: Do not spill water on floor</td>
</tr>
<tr>
<td></td>
<td>Arrange flower-filled containers in refrigerated areas in rows for easy access</td>
<td>Hazard: Potential fall resulting in personal injury</td>
</tr>
<tr>
<td></td>
<td>Check invoice against contents of shipping containers</td>
<td></td>
</tr>
</tbody>
</table>

**DECISIONS**
- Implied - application of procedure

**CUES**
- Errors: Flowers not fresh
- Incomplete shipments go unnoticed

**SCIENCE**
- Forces acting on a body immersed or floating in a liquid

**MATH - NUMBER SYSTEMS**
- Determination of area and volume of cylinders

**COMMUNICATIONS**
- Read Packing slips on shipped merchandise
## TASK STATEMENT
PLACE INCOMING SUPPLIES ON SHELVES OR STORAGE

### TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON
- Hand trucks
- Knife or other cutting device
- Price tags, machines
- Invoices
- Tin snips
- Pliers
- Marking pens, pencils

### PERFORMANCE KNOWLEDGE
- Wheel cartons of supplies to display area
- Open cartons
- Check content of container against invoice
- Remove contents of container and price
- Place merchandise on display
- Place merchandise in storage
- Mark containers for content when placing in storage

### SAFETY – HAZARD
- Safety: Do not lift heavy cartons from bending position
- Hazard: Potential back injury, rupture
- Safety: Use caution in using cutting tools
- Hazard: Potential injury to hand
- Safety: Do not drop fragile merchandise
- Hazard: Potential injury from broken glass, ceramics, etc

### DECISIONS
- Quantity to be displayed
- Consider display area size, customer needs
- Determine which merchandise to be displayed in most prominent location
- New line
- Empty shelves on display
- Loaded storage area
- Storage area, uneasy access
- Overestimate customer's acceptance

### CUES
- Basic Arithmetic Skills
  - Addition and subtraction of whole numbers
  - Multiplication and division with whole numbers
  - Addition and subtraction of decimal fractions
  - Multiplication and division with decimal fractions
  - Finding a percent of a number and what percent one number is of another

### SCIENCE
- Knowledge of Monetary System

### MATH – NUMBER SYSTEMS

### COMMUNICATIONS
- Read Instructions for unpacking
- Interpret Some items may need assembling
- Verbal orders: How much merchandise to display
**TASK STATEMENT**
CLEAN AND MAINTAIN SALES, STORAGE AND REFRIGERATION AREAS

<table>
<thead>
<tr>
<th>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</th>
<th>PERFORMANCE KNOWLEDGE</th>
<th>SAFETY – HAZARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooms</td>
<td>Sweep floors in sales, storage and refrigeration areas</td>
<td>Safety</td>
</tr>
<tr>
<td>Cleaning compounds</td>
<td>Dust shelves in display area</td>
<td>Keep floors cleared of debris and keep them dry</td>
</tr>
<tr>
<td>Dust pans</td>
<td>Dust merchandise on shelves</td>
<td>Hazard</td>
</tr>
<tr>
<td>Light bulbs</td>
<td>Replace burned out light bulbs</td>
<td>Potential injury from falling</td>
</tr>
<tr>
<td>Dust cloths</td>
<td>Check and adjust refrigeration control</td>
<td>Safety</td>
</tr>
<tr>
<td></td>
<td>Clear old items from shelves and refrigerated area</td>
<td>Use caution when replacing light bulbs</td>
</tr>
</tbody>
</table>

**DECISIONS**
Determine which items should be discarded

**CUES**
Consideration of damaged to item, age of item, code dating of package, observation of item

**ERRORS**
Unsightly, unsanitary place of business
Waste through spoilage

<table>
<thead>
<tr>
<th>DECISIONS</th>
<th>CUES</th>
<th>ERRORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine if slow moving items should be displayed in a more prominent area</td>
<td>Location at back of shelf—larger items displayed in front of slow moving items</td>
<td>Unsightly, unsanitary place of business Waste through spoilage</td>
</tr>
</tbody>
</table>

**SCIENCE**

**MATH – NUMBER SYSTEMS**

**COMMUNICATIONS**
Always inform other personnel when working on electrical components.
### Task Statement

Check oil, water and gasoline levels and tire inflation of delivery vehicle.

### Performance Knowledge

<table>
<thead>
<tr>
<th>Tools, Equipment, Materials, Objects Acted Upon</th>
<th>Performance Knowledge</th>
<th>Safety - Hazard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tire inflation gauge</td>
<td>Check oil level</td>
<td>Safety: Do not check water level in radiator if it is boiling over</td>
</tr>
<tr>
<td>Funnel</td>
<td>Check water level</td>
<td>Hazard: Potential for scalding</td>
</tr>
<tr>
<td>Sprinkling can</td>
<td>Check gasoline level</td>
<td>Safety: Do not check gasoline level through the opening where it is filled while smoking. Check instrument on dashboard</td>
</tr>
<tr>
<td></td>
<td>Check tire inflation</td>
<td>Hazard: Potential for explosion and fire</td>
</tr>
</tbody>
</table>

### Decisions

- Implied—application of procedure

### Cues

- Unsafe vehicle

### Errors

- Unsafe vehicle

### Science

- Relationship of force to distortion in an elastic body

### Math - Number Systems

Read and comprehend order to check vehicle oil, water and gas levels

### Communications

Read and comprehend vehicle maintenance manual
**TASK STATEMENT** REPAIR ELECTRICAL COMPONENTS, REPLACE PARTS, CLEAN AND OIL ELECTRIC MOTORS.

<table>
<thead>
<tr>
<th>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</th>
<th>PERFORMANCE KNOWLEDGE</th>
<th>SAFETY – HAZARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screwdriver</td>
<td>Clean and oil electric motors</td>
<td>Safety: Do not work on any electrical components without first disconnecting circuit and lock out breakers</td>
</tr>
<tr>
<td>Pliers</td>
<td>Repair wiring on electric motor</td>
<td>Hazard: Potential for electrical shock and burns</td>
</tr>
<tr>
<td>Electrical tape</td>
<td>Repair electric switch</td>
<td>Safety: Do not stand on wet floor while working on electrical component</td>
</tr>
<tr>
<td>Oil and oil can</td>
<td>Replace electric switch</td>
<td>Hazard: Potential for electrical shock</td>
</tr>
<tr>
<td>Knife</td>
<td>Replace light fixture</td>
<td>Safety: Set step ladder firmly before using</td>
</tr>
<tr>
<td>Step ladder</td>
<td>Install electric motor</td>
<td>Hazard: Potential for falling, injury</td>
</tr>
<tr>
<td>Buss fuses</td>
<td>Replace burned out fuse</td>
<td>Safety: Use electrical tape where required</td>
</tr>
<tr>
<td>Cartridge fuses</td>
<td>Replace or adjust v-belts</td>
<td>Hazard: Fire and short circuits</td>
</tr>
<tr>
<td>Assorted gauges electrical wire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vacuum cleaner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brush</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Air compressor and hose</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DECISIONS**
- Implied—application of procedure

**CUES**

**ERRORS**
- Unsafe motors
- Damage due to insufficient maintenance

**SCIENCE**
- Simple machines used to gain mechanical advantage
- Magnetic fields of force
- Transfer of energy from one form to another

**MATH – NUMBER SYSTEMS**
- Measures of length
- Measure of time and speed (Example: time—seconds, minutes, etc.; speed—feet per minute, R.P.M., etc.)

**COMMUNICATIONS**
- Read and comprehend Order to repair or replace electrical component
- Interpret Location and identity of electrical component
Duty E: Promoting Public Relations

1. Attend professional organization meetings
2. Invite customers to open house at holiday seasons
3. Foster neat appearance of all sales personnel
4. Maintain delivery vehicle with unique and attractive name and advertising design
<table>
<thead>
<tr>
<th>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</th>
<th>PERFORMANCE KNOWLEDGE</th>
<th>SAFETY – HAZARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of professional organizations</td>
<td>Send in reservation for meeting</td>
<td>Safety, Drive carefully to meeting, observing traffic rules and regulations</td>
</tr>
<tr>
<td>Schedule of meeting dates</td>
<td>Set up meeting room (if an officer)</td>
<td>Hazard: Accident on way to meeting</td>
</tr>
<tr>
<td>Telephone</td>
<td>Conduct meeting (if president)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arrange for speaker (if on committee)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participate in meeting</td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>DECISIONS</th>
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<th>ERRORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which meetings to attend</td>
<td>Analyze schedule, available transportation, interest level</td>
<td>Lack of knowledge provided by these meetings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCIENCE</th>
<th>MATH – NUMBER SYSTEMS</th>
<th>COMMUNICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral Science</td>
<td>Acknowledge invitation to meeting</td>
<td>Use telephone</td>
</tr>
<tr>
<td></td>
<td>Return properly filled in forms</td>
<td>Invite others to meeting</td>
</tr>
<tr>
<td></td>
<td>Call on telephone confirming</td>
<td>Arrange for a guest speaker</td>
</tr>
<tr>
<td></td>
<td>Write a letter clearly stating attendance/attendance</td>
<td>Set up committee meeting</td>
</tr>
</tbody>
</table>


<table>
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<tr>
<th>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</th>
<th>PERFORMANCE KNOWLEDGE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Complete list of customers and addresses</td>
<td>Display fresh flowers</td>
<td>Safety: Keep aisles clear in all display areas</td>
</tr>
<tr>
<td>List of potential customers</td>
<td>Display artificial flowers</td>
<td>Hazard: Guests could slip and fall—liability</td>
</tr>
<tr>
<td>Printed invitations, envelopes</td>
<td>Display ceramic and glass wares</td>
<td>Safety: Electric cords on display are connected properly</td>
</tr>
<tr>
<td>All merchandise properly displayed and priced</td>
<td>Display seasonal novelties</td>
<td>Hazard: Shock possibility—liability</td>
</tr>
<tr>
<td>Parking lots reserved</td>
<td>Display seasonal greens</td>
<td>Safety: Keep floors in cut flower display area dry</td>
</tr>
<tr>
<td>Supply of order blanks</td>
<td>Display seasonal ribbons</td>
<td>Hazard: Guests could slip and fall—liability</td>
</tr>
<tr>
<td></td>
<td>Display made-up arrangements</td>
<td>Safety: Keep store well lighted</td>
</tr>
<tr>
<td></td>
<td>Send invitations to selected customers</td>
<td>Hazard: Guests could bump into displays—damage</td>
</tr>
<tr>
<td></td>
<td>Advertise open house information</td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
<th>DECISIONS</th>
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<th>ERRORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What to display</td>
<td>Consider season, customer interest</td>
<td>Consider seasonal sales peaks</td>
</tr>
<tr>
<td>How to display</td>
<td>Consider display techniques, available space</td>
<td></td>
</tr>
<tr>
<td>Which customers to invite</td>
<td>Consider past sales to that customer, other possible criteria</td>
<td></td>
</tr>
<tr>
<td>Determine which season of the year is most profitable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<th>COMMUNICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral Science</td>
<td>Basic Arithmetic Skills</td>
<td>Read: Orders to promote sales</td>
</tr>
<tr>
<td></td>
<td>Addition and subtraction of whole numbers</td>
<td>interpret: Orders for sales promotion</td>
</tr>
<tr>
<td></td>
<td>Multiplication and division with whole numbers</td>
<td>Assembly directions on displays</td>
</tr>
<tr>
<td></td>
<td>Finding a percent of a number and what percent one number is of another</td>
<td>Use persuasion, propaganda devices, emotional appeals, poise, logic, good vocabulary</td>
</tr>
<tr>
<td></td>
<td>Knowledge of Monetary System</td>
<td></td>
</tr>
</tbody>
</table>

|                     |                     |                           | 13 |
## Task Statement

**FOSTER NEAT APPEARANCE OF ALL SALES PERSONNEL**

### TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON
- Supply of clean uniforms
- Clean restrooms
- Clean mirrors

### PERFORMANCE KNOWLEDGE
- Practice good grooming
  - Hair well groomed
- Clothing neat and clean
- Shoes polished
- Clean fingernails
- Personal hygiene

### SAFETY - HAZARD
- Safety: Neat, clean uniforms zipped or buttoned
  - Hazard: Torn, sloppy uniforms can cause accidents
- Safety: Proper foot coverage
  - Hazard: Sandals, etc. not protective for falling objects

### DECISIONS
- Implied

### CUES

### ERRORS
- Set bad example
  - Employ disheveled personnel

### SCIENCE
- Behavioral Science

### MATH - NUMBER SYSTEMS

### COMMUNICATIONS
- **Rise.** Orders to greet customers pleasantly and politely
  - Orders to assist customers
- **Interpret.** Approach customer by name, showable smile
  and use a pleasant tone of voice, blend to help and assist customers
# Task Statement
Maintain delivery vehicle with unique and attractive name and advertising.

## Tools, Equipment, Materials, Objects Acted Upon
- Truck(s)
- Sponges, chamois
- Pails
- Hoses
- Cleaning compound, wax, polish

## Performance Knowledge
- Wash truck(s)
- Polish or wax truck(s)
- Keep paint coated

## Safety - Hazard
- Safety: Keep windshield clean
- Hazard: Poor visibility, accidents
- Safety: Keep brakes adjusted
- Hazard: Bad brakes, accidents
- Safety: Check oil and water levels
- Hazard: Poor maintenance, costly repair

## Decisions
- Implied

## Cues

## Errors
- Poorly maintained fleet

## Science
- Behavioral Sciences

## Math - Number Systems

## Communications
- Read Orders to keep vehicle cleaned and polished
- Interpret: Wash and wax as often as needed according to weather conditions