The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the retail florists occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Three 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: designing, selling and servicing; and delivering and servicing. Lists of equipment; design elements, occasions for floral use, safety factors and hazards are appended. (BP)
RETAIL FLORIST
AN ANALYSIS OF THE RETAIL FLORIST OCCUPATION

Developed By

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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
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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.
The information offered in this analysis is based on procedures followed in today's floricultural industry. Everything taught in the floriculture classroom should simulate real business situations so that the student will have a practical understanding of his/her field when employed. A composite approach using both small-business and large-business techniques is suggested.

In the profession the florist must exhibit sensitivity to the customer being served. Such sensitivity results in a satisfied customer because the customer's needs are considered. For this reason, this analysis places great emphasis on sensitivity to psychological factors.
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
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Beachwood, Ohio

N. S. Gidwani, Chemistry
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Worthington, Ohio

Glenn Mann, Communications
Columbus, Ohio

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Colleen Osinski, Psychology
Columbus Technical Institute
Columbus, Ohio

David Porteous, Communications
University of Connecticut
Colchester, Connecticut

James A. Sherlock, Communications
Columbus Technical Institute
Columbus, Ohio

Jim VanArsdall, Mathematics
Worthington High School
Worthington, Ohio

Lillian Yontz, Biology
The Ohio State University
Caldwell, Ohio
JOB DESCRIPTION

The retail florist is a designer and salesperson of flowers and plants. He/she creates by using knowledge of products and manipulative skills and experience. He/she varied floral "pictures" for all occasions and gives prompt delivery and required services.
Duty A

Designing

1. Arrange a funeral basket
2. Arrange a hospital vase
3. Arrange a center piece
4. Make a casket spray
5. Make up a bud vase
6. Construct a set piece (emblem)
7. Make a boutonniere
8. Make a corsage
9. Make a wedding bouquet
10. Decorate scene of wedding
11. Dress a blooming plant
12. Arrange a fruit basket
13. Plant a dish garden (terrarium)
**TASK STATEMENT**

**ARRANGE A FUNERAL BASKET**

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

| Tools:   | Knife, floral shears, scissors, wire snips, water bulb, pictures |
| Supplies: | Wire, ribbons |
| Containers: | Baskets |
| Holding devices: | Foam, styrofoam, evergreen, chicken wire, vermiculite |
| Flowers and foliages | Line, mass, filler, form, decorative materials |

### PERFORMANCE KNOWLEDGE

- Gather items used to design basket/choose basic design
- Proceed to design basket including principles and elements of design, being sensitive to death, age, sex, religion, and social group
- Make no. 40 ribbon bow add as focal point
- Attach completed name card to basket
- Calculate and complete billing invoice
- Tag for wrapping

### DECISIONS

- Decide on size and quality as to price

### CUES

- Application of design principles
- Consideration of customer instructions
- Availability of each item

### SAFETY - HAZARD

- "K" and "L" (See Appendix)

### ERRORS

- Poor design
- Not pleasing to customer
- Not worth the price in size and/or quality

### SCIENCE

- Principles of: design, balance, scale, harmony, focal point, accent, rhythm, repetition, and unity
- Elements: line, form, pattern, texture, color, odor, and space
- Psychological factors: death, sex, age, religion, and social group, organization

### MATH - NUMBER SYSTEMS

- Basic arithmetic skills in relation to arriving at retail price
- Price of a bunch or box
- Measures of length (inches in height length - feet to follow specifications)
- Measures of time and speed (Example: time = seconds, minutes, etc.; speed = feet per minute, R.P.M., etc.)
- Time allotted for arrangement - minutes
- Measures of weight (Cut foliage - fertilizer)
- Measures of temperature (Regulating refrigerator and working conditions)
- Liquid and dry measures (Fertilizer and bloom additives)
- Ratio and proportion (Water to container - design to container)
- Read and interpret charts, tables, and/or graphs (Table to determine unit or multiple price)
- Given a coding system, recognize and identify each unit involved by assigning necessary symbols, numerical or literal (Sample pictures for vase orders - coded)

### COMMUNICATIONS

- Reading comprehension with sensitivity to customer’s needs
- Talk with salesperson about original order
<table>
<thead>
<tr>
<th>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</th>
<th>PERFORMANCE KNOWLEDGE</th>
<th>SAFETY – HAZARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knife</td>
<td>Gather items used to design vase</td>
<td>“K” and “L” (See Appendix)</td>
</tr>
<tr>
<td>Floral shears</td>
<td>Use all flowers and foliages</td>
<td></td>
</tr>
<tr>
<td>Wire</td>
<td>Proceed to design to include principles and elements of design</td>
<td></td>
</tr>
<tr>
<td>Tape</td>
<td>(consider psychological factors)</td>
<td></td>
</tr>
<tr>
<td>Cylinder</td>
<td>Calculate and complete billing invoice</td>
<td></td>
</tr>
<tr>
<td>Pedestal vase</td>
<td>Tag for wrapping</td>
<td></td>
</tr>
<tr>
<td>Pillow case</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Styrofoam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Line</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mass</td>
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<tr>
<td>Filter</td>
<td></td>
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<tr>
<td>Form</td>
<td></td>
<td></td>
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<tr>
<td>Decorative material</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DECISIONS</th>
<th>CUES</th>
<th>ERRORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decide on size and quality according to price range desired</td>
<td>Application of design</td>
<td>Poor design</td>
</tr>
<tr>
<td></td>
<td>Consideration of customer instructions</td>
<td>Not pleasing to customer</td>
</tr>
<tr>
<td></td>
<td>Availability of each item</td>
<td>Not worth the price in size and/or quality</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCIENCE</th>
<th>MATH – NUMBER SYSTEMS</th>
<th>COMMUNICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles: design, balance, scale, harmony, focal point, accent, rhythm, repetition, unity</td>
<td>Basic arithmetic skills in relation to:</td>
<td>Reading comprehension with sensitivity to customer’s needs</td>
</tr>
<tr>
<td>Elements: line, form, pattern, texture, color, odor, space</td>
<td>- arriving at retail price</td>
<td>Talk with salesperson about original order</td>
</tr>
<tr>
<td>Psychological factors: sickness, age, religion, sex, social group, organization, hobbies, birth</td>
<td>- price of bunch</td>
<td></td>
</tr>
<tr>
<td>Measures of time and speed (Example: time-seconds, minutes, etc.; speed - feet per minute, R.P.M., etc.)</td>
<td>Measures of weight</td>
<td></td>
</tr>
<tr>
<td>(Time allotted to an arrangement)</td>
<td>Measures of temperature</td>
<td></td>
</tr>
<tr>
<td>Measures of weight</td>
<td>(Regulating refrigerator and working conditions)</td>
<td></td>
</tr>
<tr>
<td>[Cut foliage-fertilizer]</td>
<td>Liquid and dry measures</td>
<td></td>
</tr>
<tr>
<td>Measures of temperature</td>
<td>[Fertilizing and additives]</td>
<td></td>
</tr>
<tr>
<td>[Regulating refrigerator and working conditions]</td>
<td>Ratio and proportion</td>
<td></td>
</tr>
<tr>
<td>Liquid and dry measures</td>
<td>[Flowers, water and container; design to container]</td>
<td></td>
</tr>
<tr>
<td>[Fertilizing and additives]</td>
<td>Read and interpret tables, charts and/or graphs</td>
<td></td>
</tr>
<tr>
<td>Ratio and proportion</td>
<td>[Table for determine unit or multiple price]</td>
<td></td>
</tr>
<tr>
<td>[Flowers, water and container; design to container]</td>
<td>Given a coding system, recognize and identify each unit</td>
<td></td>
</tr>
<tr>
<td>Read and interpret tables, charts and/or graphs</td>
<td>involed by assigning necessary symbols, numerical or literal</td>
<td></td>
</tr>
<tr>
<td>[Table for determine unit or multiple price]</td>
<td>[Sample pictures for wire orders - coded]</td>
<td></td>
</tr>
</tbody>
</table>
**TASK STATEMENT**  ARRANGE A CENTER PIECE

<table>
<thead>
<tr>
<th>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</th>
<th>PERFORMANCE KNOWLEDGE</th>
<th>SAFETY – HAZARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knife</td>
<td>Gather items used to design center piece</td>
<td>“K” and “L” (See Appendix)</td>
</tr>
<tr>
<td>Floral shears</td>
<td>Principles and elements of design</td>
<td></td>
</tr>
<tr>
<td>Wires</td>
<td>Proceed to design including principles and elements of design</td>
<td></td>
</tr>
<tr>
<td>Tape</td>
<td>being sensitive to holidays and special occasions, weddings and other gala affairs, religion, social group, organization</td>
<td></td>
</tr>
<tr>
<td>Floral paints</td>
<td>Calculate and complete billing invoice</td>
<td></td>
</tr>
<tr>
<td>Foil</td>
<td>Tag for wrapping</td>
<td></td>
</tr>
<tr>
<td>Candles</td>
<td><strong>DECISIONS</strong></td>
<td></td>
</tr>
<tr>
<td>Center piece bowl</td>
<td>Choose a basic design</td>
<td></td>
</tr>
<tr>
<td>Foam</td>
<td>Select a container</td>
<td></td>
</tr>
<tr>
<td>Chicken wire</td>
<td>Select flower and foliage</td>
<td></td>
</tr>
<tr>
<td>Line</td>
<td>Decide on size and quality according to price range desired</td>
<td></td>
</tr>
<tr>
<td>Mass</td>
<td></td>
<td></td>
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<tr>
<td>Filler</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decorative material</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SCIENCE**

- Principles: design, balance, scale, harmony, focal point, accent, rhythm, repetition, and unity
- Elements: line, form, pattern, color, odor, and space
- Psychological factors: holidays and special occasions, weddings, and gala affairs, religion, social group and organization, hobbies

**MATH – NUMBER SYSTEMS**

- Basic arithmetic skills in relation to:
  - arriving at retail price
  - price of bunch or box
  - Measures of length (Inches in height, length - feet to follow specifications)
  - Measures of time and speed (Example time - seconds, minutes, etc.; speed - feet per minute, R.P.M., etc.)
  - Time allotted for arrangement
  - Measures of weight [Cut foliages - fertilizer]
  - Measures of temperature [Regulating refrigerator and working conditions]
  - Liquid and dry measures [Fertilizer and bloom additives]
  - Ratio and proportion [Water to container - design to container]
  - Read and interpret charts, tables, and/or graphs
  - Table to determine unit or multiple price
  - Given a coding system, recognize and identify each unit involved by assigning necessary symbols, numerical or literal
  - Sample pictures for wire orders - coded

**COMMUNICATIONS**

- Reading comprehension with sensitivity to customer's needs
- Talk with salesperson about original order
<table>
<thead>
<tr>
<th>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</th>
<th>PERFORMANCE KNOWLEDGE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Knife</td>
<td>Gather items used to design spray</td>
<td>“K” and “L” (See Appendix)</td>
</tr>
<tr>
<td>Floral shears</td>
<td>Select design</td>
<td></td>
</tr>
<tr>
<td>Scissors</td>
<td>Prepare materials</td>
<td></td>
</tr>
<tr>
<td>Stapler</td>
<td>Elevate prepared spray base on table 12” high</td>
<td></td>
</tr>
<tr>
<td>Wire snips</td>
<td>Assemble spray - spray with water bulb</td>
<td></td>
</tr>
<tr>
<td>Water bulb</td>
<td>Make no. 40 ribbon insert into top of spray</td>
<td></td>
</tr>
<tr>
<td>Wire</td>
<td>Staple lettering to steamer, netting is optional</td>
<td></td>
</tr>
<tr>
<td>Tape</td>
<td>Tag for delivery</td>
<td></td>
</tr>
<tr>
<td>String</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Netting</td>
<td></td>
<td></td>
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<tr>
<td>Ribbons</td>
<td></td>
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<tr>
<td>Foli</td>
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<tr>
<td>Lettering</td>
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<tr>
<td>Spray bulb</td>
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<td>Foam</td>
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<tr>
<td>Chicken wire</td>
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<td>Basic arithmetic in relation to:</td>
<td>Reading comprehension with sensitivity to customer's needs</td>
</tr>
<tr>
<td>Element: line, form, pattern, texture, color, odor, and space</td>
<td>- arriving at retail price</td>
<td>Refer to obituaries</td>
</tr>
<tr>
<td>Social factor: death, sex, age, religion, social group, and organization</td>
<td>- price of a bunch or box</td>
<td>Talk with salesperson about original order</td>
</tr>
<tr>
<td></td>
<td>Measures of length</td>
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<tr>
<td></td>
<td>[Inches in height, length and feet to follow specifications]</td>
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<tr>
<td></td>
<td>Measures of time and speed [Examples: time - seconds, minutes, etc.; speed - feet per minute, R.P.M., etc.]</td>
<td></td>
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<tr>
<td></td>
<td>[Time allotted arrangement - minutes]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Measures of weight</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[Cut foliages - fertilizer]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Measures of temperature [Regulating refrigerator and working conditions]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Liquid and dry measures [Fertilizer and bloom additives]</td>
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<td>Ratio and proportion [Water to container - design to container]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read and interpret tables, charts and/or graphs</td>
<td></td>
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<tr>
<td></td>
<td>(Sample pictures for wire orders - coded)</td>
<td></td>
</tr>
</tbody>
</table>

13
### TASK STATEMENT

**MAKE UP A BUD VASE**

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

- Knife
- Floral shears
- Bud vase
- Line
- Form

### PERFORMANCE KNOWLEDGE

- Gather items used to design vase
- Choose vertical design
- Insert flower and foliage into vase
- See that principles and elements of design are included
- Consider psychological factors
- Calculate and complete billing invoice
- Tag for packaging

### SAFETY - HAZARD

- "K" AND "L" (See Appendix)

### DECISIONS

- Choose a basic design
- Select a container
- Select flowers and foliage
- Decide on height and quality as to price

### CUES

- Consideration of customer instructions
- Availability of each item

### ERRORS

- Poor design
- Not pleasing to customer
- Not worth the price in size and/or quality

### SCIENCE

**Principles:** design, balance, scale, harmony, focal point, accent, rhythm, repetition, and unity

**Elements of line, form, pattern, texture, color, odor, and space**

**Psychological factors:** sickness, birth, holidays and special occasions, sex, age, hobbies

### MATH - NUMBER SYSTEMS

- Basic arithmetic skills
- Addition, subtraction, multiplication and division of whole numbers
- Reduction of fractions
- Addition, subtraction, multiplication and division of proper and improper fractions
- Changing mixed numbers to improper fractions
- Addition, subtraction, multiplication and division of decimal fractions
- Rounding off decimals and whole numbers
- Changing percents to fractions and fractions to percents
- Finding a percent of a number and what percent one number is of another

### COMMUNICATIONS

- Reading comprehension with sensitivity to customer’s needs
- Talk with salesperson about original order
<table>
<thead>
<tr>
<th>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</th>
<th>PERFORMANCE KNOWLEDGE</th>
<th>SAFETY - HAZARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knife</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Floral shears</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stapler</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scissors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wires</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Netting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water bulb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ribbons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Floral paints</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greening pin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water pics</td>
<td></td>
<td></td>
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<tr>
<td>Lettering</td>
<td></td>
<td></td>
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<tr>
<td>Easels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emblem</td>
<td></td>
<td></td>
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<tr>
<td>Mass</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filler</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decorative materials</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Performance Knowledge:**
- Gather items used to design piece
- Choose holding device
- Fill foliage pinned using greening pin to upper surface and outer edges of emblem
- Cut stems of flowers to 2 1/2" to 3" long
- Put into water filled water pics
- Insert flowers covering emblem - wet with water bulb
- Add filler fill in with ribbons and netting
- Touch up with floral paints
- Staple lettering to ribbon
- Wire emblem on an easel
- Calculate and compute billing
- Tag for wrapping

**Decisions:**
- Choose basic design
- Select flowers and foliage
- Choose container
- Decide on size and quality as to price

**Cues:**
- Application of design principles
- Consideration of customer instruction
- Availability of each item

**Errors:**
- Poor design
- Not pleasing to customer
- Not worth the price in size and/or quality

---

**Science**

**Math - Number Systems**

- Basic arithmetic skills in relation to:
  - arriving at retail price
  - price of a bunch or box
- Measures of length [inches in height length - feet to follow specifications]
- Measures of time and speed [Examples: time - seconds, minutes, etc; speed - feet per minute, R.P.M., etc.]
- M [Time allotted for arrangement - minutes]
- Measures of weight [Cut foliage - fertilizer]
- Measures of temperature [Regulating refrigerator and working conditions]
- Liquid and dry measures [Fertilizer and bloom additives]
- Ratio and proportion [Water to container - design to container]
- Read and interpret charts, tables, and/or graphs [Tables to determine unit or multiple price]

**Communications**

- Reading comprehension with sensitivity to customer's needs
- Talk with salesperson about original order

---

**Science**

**Math - Number Systems**

- Basic arithmetic skills in relation to:
  - arriving at retail price
  - price of a bunch or box
- Measures of length [inches in height length - feet to follow specifications]
- Measures of time and speed [Examples: time - seconds, minutes, etc; speed - feet per minute, R.P.M., etc.]
- M [Time allotted for arrangement - minutes]
- Measures of weight [Cut foliage - fertilizer]
- Measures of temperature [Regulating refrigerator and working conditions]
- Liquid and dry measures [Fertilizer and bloom additives]
- Ratio and proportion [Water to container - design to container]
- Read and interpret charts, tables, and/or graphs [Tables to determine unit or multiple price]

**Communications**

- Reading comprehension with sensitivity to customer's needs
- Talk with salesperson about original order

---

**Science**

**Math - Number Systems**

- Basic arithmetic skills in relation to:
  - arriving at retail price
  - price of a bunch or box
- Measures of length [inches in height length - feet to follow specifications]
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**Science**

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**Communications**

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**Science**

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  - arriving at retail price
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- Measures of length [inches in height length - feet to follow specifications]
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- Ratio and proportion [Water to container - design to container]
- Read and interpret charts, tables, and/or graphs [Tables to determine unit or multiple price]

**Communications**

- Reading comprehension with sensitivity to customer's needs
- Talk with salesperson about original order
<table>
<thead>
<tr>
<th>TASK STATEMENT</th>
<th>MAKE A BOUTONNIERE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</td>
<td>PERFORMANCE, KNOWLEDGE</td>
</tr>
<tr>
<td>Knife</td>
<td>Gather items used to design boutonniere</td>
</tr>
<tr>
<td>Floral shears</td>
<td>Select one form flower, cut stem ½&quot; below calyx x either</td>
</tr>
<tr>
<td>Water bulb</td>
<td>Piece through calyx x with no. 24 wire or insert chenille stem from bottom of cut</td>
</tr>
<tr>
<td>Wires</td>
<td>Add form foliage and tape calyx x and stem with Parafilm</td>
</tr>
<tr>
<td>Parafilm</td>
<td>Spray with water bulb place in a cellophane bag close with boutonniere pin</td>
</tr>
<tr>
<td>Boutonniere pin</td>
<td>Tag for bagging</td>
</tr>
<tr>
<td>Cellophane beg</td>
<td>Calculate and complete billing invoice</td>
</tr>
<tr>
<td>Chenille stem</td>
<td><strong>DECISIONS</strong></td>
</tr>
<tr>
<td>Form</td>
<td><strong>CUES</strong></td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td><strong>MATH - NUMBER SYSTEMS</strong></td>
</tr>
<tr>
<td>Principles: design, balance, scale, harmony, focal point, accent, rhythm, repetition, and unity</td>
<td>Basic arithmetic skills in relation to:</td>
</tr>
<tr>
<td>Elements: line, form, pattern, texture, color, odor, and space</td>
<td>- arriving at retail price</td>
</tr>
<tr>
<td>Holidays and special occasions, weddings and gala affairs, sex, age and social group, hobbies</td>
<td>- price for bunch or box</td>
</tr>
<tr>
<td><strong>ERRORS</strong></td>
<td>Poor design</td>
</tr>
<tr>
<td>Not pleasing to the customer</td>
<td>Not worth price in size and/or quality</td>
</tr>
</tbody>
</table>
### Task Statement

**MAKE A CORSAGE**

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

- Knife
- Floral shears
- Scissors
- Stapler
- Water bulb
- Wires
- Parafilm
- Netting
- Ribbons
- Corsage pin
- Chenille stems
- Cellophane bag
- Boxes
- Decorative novelties
- Lettering
- Line
- Mass
- Filter
- Form
- Decorative material

### Performance Knowledge

- Gather items used to design corsage
- See boutonniere task
- Assemble corsage
- Place in cellophane bag and seal with corsage pin
- Place in box
- Tag for boxing

### Safety - Hazard

- "K" and "L" (See Appendix)

### Decisions

- Decide on size and quality as to price

### Cues

- Application of design principles
- Consideration of customer instructions
- Availability of each item

### Errors

- Poor design
- Not pleasing to customer
- Not worth the price in size and/or quality

### Science

- Design, balance, scale, harmony, focal point, accent, rhythm, repetition, and unity
- Line, form, pattern, texture, color, odor, and space
- Death, sickness, birth, holidays and special occasions, weddings and gala affairs, sex, age, religion, social group, organization, and hobbies

### Math - Number Systems

- Basic arithmetic skills in relation to:
  - Arriving at retail price
  - Price of a bunch or box
- Measures of length
  - Inches in height, length - feet to follow specifications
- Measures of time and speed
  - Example: time - seconds, minutes, etc., speed - feet per minute, R.P.M., etc.
  - Time allowed arrangement - minutes
- Measures of weight
  - Cut foliage - fertilizer
- Measures of temperature
  - Regulating refrigerator and working conditions
  - Liquid and dry measures
  - Fertilizer and bloom additives

### Communications

- Reading comprehension with sensitivity to customer's needs
- Talk with salesperson about original order

- Ratios and proportions
  - Water to container - design to container
  - Read and interpret charts, tables and/or graphs
  - Table to determine unit or multiple price
  - Given a coding system, recognize and identify each unit involved by assigning necessary symbols, numerical or literal
  - Sample pictures for wire orders - coded

- Formulas
**TASK STATEMENT:** MAKE A WEDDING BOUQUET

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

- Knife
- Floral shears
- Scissors
- Stapler
- Water bulb
- Pictures
- Tape
- Netting
- Wires
- Parafilm
- Ribbons
- Floral points
- Corage pin
- Dried materials
- Decorative novelties
- Bouquet holder
- Line
- Mass
- Filler
- Form
- Decorative material

### PERFORMANCE KNOWLEDGE

- Gather items used to design bouquet
- Choose design
- Add trailing if cascade
- Tag for boxing

### DECISIONS

- Choose a basic design
- Select a container
- Select flower and foliage
- Decide on size and quality as to price

### ERRORS

- Poor design
- Not pleasing to customer
- Not worth the price in size and/or quality

### SCIENCE

- Design, balance, scale, harmony, focal point, accent
- Rhythm, repetition, and unit
- Line, form, pattern, texture, color, odor, and space
- Weddings and gala affairs, sex, age, religion, social group, and organization

### MATH - NUMBER SYSTEMS

- Basic arithmetic skills in relation to
  - Arriving at retail price
  - Price of a bunch or box
- Measures of length
  - Inches on height, length, feet to follow specifications
- Measures of time and speed (examples: time, seconds, minutes, etc.; speed, feet per minute, R.P.M., etc.)
  - Time allotted for arrangement - minutes
- Measures of weight (cut foliage, fertilizer)
- Measures of temperature (regulating refrigerator and working conditions)
- Liquid and dry measures (fertilizer and bloom additives)
- Ratio and proportion (water to container - design to container)
- Read and interpret charts, tables and/or graphs
  - [Tables to determine unit or multiple price]
  - Given a coding system, recognize and identify each unit involved by assigning necessary symbols, numerical or literal (sample pictures for wire orders - coded)

### COMMUNICATIONS

- Reading comprehension with sensitivity to customer's needs
  - Refer to sales pictures
  - Talk with salesperson about original order
### TASK STATEMENT
DECORATE SCENE OF WEDDING

<table>
<thead>
<tr>
<th>TDOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</th>
<th>PERFORMANCE KNOWLEDGE</th>
<th>SAFETY - HAZARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knife, Floral shears, Scissors, Stapler, Wire snips, Pliers, Wire, Tape, String, Ribbon, Dried materials, Candles, Candelabra, Aisle cloth, Kneeling bench, Props, Basket, Cylinder vase, Pedestal vase, Flare vase, Pillow vase, Candle holders and centerpiece bowls</td>
<td>Inspect premises before decorating&lt;br&gt;Consider room layout, ceiling height, etc.&lt;br&gt;Interview customer to ascertain desires&lt;br&gt;Aid in choosing tastefully&lt;br&gt;Choose props and candelabra, floral arrangements&lt;br&gt;Form design of finished product mentally&lt;br&gt;Gather necessary items to be used&lt;br&gt;Make arrangements with premises (church, hall, etc.) for decorating time</td>
<td>“K” and “L” (See Appendix)&lt;br&gt;Power tools, transportation&lt;br&gt;Not familiar with place to be decorated</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DECIIONS</th>
<th>CUES</th>
<th>ERRORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose materials in season&lt;br&gt;Select size and quality of decorations as to price range desired</td>
<td>Consider customer instruction&lt;br&gt;Consider design principles&lt;br&gt;Consider cost factors&lt;br&gt;Consider availability of supplies&lt;br&gt;Consider time usage</td>
<td>Poor setting&lt;br&gt;Not to customer’s satisfaction&lt;br&gt;Efficient use of time and space&lt;br&gt;Not worth price</td>
</tr>
</tbody>
</table>

### SCIENCE
Design, balance, scale, harmony, focal point, accent, rhythm, repetition and unity<br>Line, form, pattern, texture, color, odor and space<br>Weddings and gala affairs, holidays and special occasions, sex, age, religion, social group and organization

### MATH - NUMBER SYSTEMS
Basic arithmetic skills in relation to arriving at retail price<br>Price of a bunch or a box<br>Measures of length (inches in height, length, feet to follow specifications)<br>Measures of time and speed (Time allotted for arrangement)<br>Measures of weight (Cut foliage, fertilizer)<br>Measures of temperature (Regulating refrigerator and working conditions)<br>Liquid and dry measures (Fertilizer and bloom additives)<br>Ratio and proportion (Water to container, design to container)<br>Read and interpret tables, charts and/or graphs<br>Given a coding system, recognize and identify each unit involved by assigning necessary symbols, numerical or literal (Sample pictures for wire orders, coded)<br>Determination of area of triangles, area, perimeter and diagonals of polygons with more than four sides; area, perimeter and diagonals of quadrilaterals (four-sided figures); area and circumference of circles; and use of arcs or chords in determining facts about a circle or its parts<br>Geometric constructions

### COMMUNICATIONS
Reading comprehension with sensitivity to customer’s needs<br>Refer to original sales interview and pictures
**TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON**

- Knife
- Floral shears
- Scissors
- Stapler
- Water bulb
- Wire
- Tape
- Picks
- Ribbons
- Foil
- Paper
- Dried materials
- Decorative novelties and materials
- Buckets
- Bowls
- Baskets

**PERFORMANCE KNOWLEDGE**

- Choose plant; determine size of pot.
- Clean and water with a water bulb.
- Choose other bowls, baskets or foil.
- Use foil cut with scissors, size and color that brings foil 3 to 5" above lip of pot, depending on foliage and location of blossoms. Paper disc in center of foil for drainage.
- Make a bow of no. 9 ribbon place it on wire, attach it to a pick and insert it through foil to the front of the plant.
- Tag for wrapping

**DECISIONS**

- When best time during plant growth, cycle
- Decide on size and quality as to price

**COUES**

- Observe vitality of plant
- Horticulture principles
- Plants in season

**ERRORS**

- Loss of blooms
- Death of plant
- Not worth the price in size and/or quality

---

**SCIENCE**

- Principles: design, balance, scale, harmony, focal point, accent, rhythm, repetition, unity
- Elements: line, form, pattern, texture, color, odor, space
- Psychological factors: death, sickness, birth, holidays and special occasions, weddings and gala affairs, sex, age, religion, social group, organization, hobbies

**MATH – NUMBER SYSTEMS**

- Basic arithmetic skills as follows:
  - Addition and subtraction of whole numbers
  - Multiplication and division with whole numbers
  - Reduction of fractions (Example: 12/16 = 3/4)
  - Addition and subtraction of proper (example: 11/9) fractions
  - Multiplication and division of proper and improper fractions
  - Changing mixed numbers to improper fractions (Example: 3 3/4 = 19/4)
  - Addition and subtraction of decimal fractions
  - Multiplication and division of decimal fractions
  - Rounding off decimals and whole numbers (Example: .4877, .488 when rounding to three decimal places)
  - Changing percents to fractions and fractions to percents
  - Finding a percent of a number and what percent one number is of another

**COMMUNICATIONS**

- Reading comprehension with sensitivity to customer's needs
- Talk with salesperson about original interview

---

*TASK STATEMENT: DRESS A BLOOMING PLANT*
### TOOLS, EQUIPMENT, MATERIALS

- Knife
- Scissors
- Stapler
- Scales
- Cellophane
- Tape
- String
- Ribbons
- Paper
- Tray
- Baskets
- Bowls
- Buckets

### OBJECTS ACTED UPON

#### PERFORMANCE KNOWLEDGE

- Select fruit and nuts and container - arrange basket
- Stack in pyramid fashion
- Cut cellophane to size under bottom of container
- Staple
- Tie on bow
- Tag for wrapping

#### SAFETY - HAZARD

- "K" and "L" (See Appendix)
- Clean food to free it of bacteria to prevent disease and disorders to recipient

#### DECISIONS

- Select healthy fruit with palatability

#### CUES

- Consideration of customer instructions
- Availability of each item

#### ERRORS

- Poor design
- Not pleasing to customer
- Poor fruit selection in taste and quality

### SCIENCE

- Principles: design, balance, scale, harmony, focal point, accent, rhythm, repetition, unity
- Elements: line, form, pattern, texture, color, odor, space
- Psychological factors: sickness, holidays and special occasions, weddings and gala affairs, social group, hobbies

### MATH - NUMBER SYSTEMS

- Basic arithmetic skills
- Addition, subtraction, multiplication, and division of whole numbers
- Reduction of fractions
- Addition, subtraction, multiplication and division of proper and improper fractions
- Changing mixed numbers to improper fractions
- Addition, subtraction, multiplication and division of decimal fractions
- Rounding off decimals and whole numbers
- Changing percents to fractions and fractions to percents
- Finding a percent of a number and what percent one number is of another

### COMMUNICATIONS

- Reading comprehension with sensitivity to customer's needs
- Refer to salesperson
**TASK STATEMENT**  PLANT A DISH GARDEN (TERRARIUM)

<table>
<thead>
<tr>
<th>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</th>
<th>PERFORMANCE KNOWLEDGE</th>
<th>SAFETY – HAZARD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DECISIONS</strong></td>
<td><strong>CUES</strong></td>
<td><strong>ERRORS</strong></td>
</tr>
</tbody>
</table>

**SCIENCE**

- Design, balance, scale, harmony, focal point, accent, rhythm, repetition and unity.
- Line, form, pattern, texture, color, odor, and space.
- Death, sickness, birth, holidays and special occasions, weddings and gala affairs, sex, age, religion, social group and organization, hobbies.

**MATH – NUMBER SYSTEMS**

- Basic arithmetic skills.
- Addition, subtraction, multiplication and division of whole numbers.
- Reduction of fractions.
- Addition, subtraction, multiplication and division of proper and improper fractions.
- Changing mixed numbers to improper fractions.
- Addition, subtraction, multiplication and division of decimal fractions.
- Rounding off decimals and whole numbers.
- Changing percents to fractions and fractions to percents.
- Finding a percent of a number and what percent one number is of another.

**COMMUNICATIONS**

- Reading comprehension with sensitivity to customer's needs.
- Talk with salesperson about original little.

**COMMUNICATIONS**

- Reading comprehension with sensitivity to customer's needs.
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- Basic arithmetic skills.
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- Reduction of fractions.
- Addition, subtraction, multiplication and division of proper and improper fractions.
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- Rounding off decimals and whole numbers.
- Changing percents to fractions and fractions to percents.
- Finding a percent of a number and what percent one number is of another.

- Reading comprehension with sensitivity to customer's needs.
- Talk with salesperson about original little.
Duty B  Selling and Servicing

1. Sell a floral product (floor)
2. Establish and maintain display area (floor sales)
3. Wrap a floral product (floor sales)
4. Sell a floral product (phone)
## SELL A FLORAL PRODUCT (FLOOR)

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

- Scissors
- Knife
- Stapler
- Cash register
- Sales slips
- Phone directory
- Cross reference directory
- Pictures
- Baskets
- Credit index
- Price chart
- Maps
- Credit cards
- Wrapping paper
- Boxes
- String
- Tape
- Staples
- Cards
- Envelopes

### PERFORMANCE KNOWLEDGE

- Greet and determine customer’s needs
- Show display and give an actual cost or estimate
- Close sale - write-up order correctly
- Cash, credit card (with signature), charge (with signature)
- Include card and attach properly
- Cross check addresses, phone number/time and place
- Provide personal customer service by answering questions and seeking solutions
- Arrange for wedding interview with designer by appointment
- Demonstrations/wrapping and packaging for delivery

### SAFETY - HAZARD

- "K" and "L" (See Appendix)
- Aisle ways and displays free of obstacles and secure to prevent customer injuries

### DECISIONS

- Determine best method to close sale
- Decide on size and quality of products as to price
- Determine psychological factors
- Know reasons and availability

### CUES

- Analyze customer behavior
- Analyze objectives
- Use logic
- Follow weather conditions
- Use delicacy with products
- Check plants for water

### ERRORS

- Failure to close sale
- Failure to please customer
- Wrong address
- Poor packaging
- Plant or flowers unwatered

### SCIENCE

- Death, sickness, birth, holidays and special occasions, weddings and other gala affairs, sex, age, religion, social group and organization, hobbies
- Knowledge of basic designs, principles and elements of design
- Dress and personality
- Use of senses - taste, touch, smell and sight

### MATH - NUMBER SYSTEMS

- Basic arithmetic skills
- Addition, subtraction, multiplication, and division of whole numbers
- Reduction of fractions
- Addition, subtraction, multiplication, and division of proper and improper fractions
- Changing mixed numbers to improper fractions
- Addition, subtraction, multiplication and division of decimal fraction
- Rounding off decimals and whole numbers
- Changing percents to fractions and fractions to percents
- Finding a percent of a number and what percent one number is of another

### COMMUNICATIONS

- Reading and writing comprehension with sensitivity
- Communicate with delivery person and designer
### Tools, Equipment, Materials, Objects Acted Upon

<table>
<thead>
<tr>
<th>Tools, Equipment, Materials, Objects Acted Upon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scissors</td>
</tr>
<tr>
<td>Stapler</td>
</tr>
<tr>
<td>Knife</td>
</tr>
<tr>
<td>Broom</td>
</tr>
<tr>
<td>Criss cross</td>
</tr>
<tr>
<td>Phone directories</td>
</tr>
<tr>
<td>Wire directories</td>
</tr>
<tr>
<td>Local directories</td>
</tr>
<tr>
<td>Towels</td>
</tr>
<tr>
<td>Tissues</td>
</tr>
<tr>
<td>Plant shine</td>
</tr>
<tr>
<td>Care cards</td>
</tr>
<tr>
<td>Wrapping paper</td>
</tr>
<tr>
<td>Boxes</td>
</tr>
<tr>
<td>String</td>
</tr>
<tr>
<td>Tape</td>
</tr>
<tr>
<td>Staples</td>
</tr>
<tr>
<td>Cards</td>
</tr>
<tr>
<td>Envelopes</td>
</tr>
<tr>
<td>Smock</td>
</tr>
</tbody>
</table>

### Performance Knowledge

- General housekeeping: dusting, sweeping, plant care (water and clean)
- Stock shelves
- Window display
- Refrigerator cleaning and display
- Decorate plants
- Package floral products: neatly and seasonally
- Write cards: address envelopes using criss cross, directories, etc.
- Demonstrations: check and recheck plants for water
- Check packages for delivery

### Safety - Hazard

- "K" and "L" (See Appendix)
- Aisle ways and displays free of obstacles and secure to prevent customer injuries

### Decisions

1. Implied: application of procedure
2. Determine weather conditions
3. Know the lessons

### Cues

- Analyze customer reaction
- Analyze objectives
- Good use of space and color
- Follow weather conditions
- Check orders as to packaging and addressing

### Errors

- Unattractive area
- Non-promoting displays
- Inefficient use of space, time, and promotion funds
- Not double checking orders
- Plants and flowers unwatered

### Science

- Death, sickness, birth, holidays and special occasions, weddings and gate affairs, sex, age, religion, social group and organization, hobbies
- Knowledge of basic designs, principles and elements of design

### Math - Number Systems

- Basic arithmetic skills
- Addition, subtraction, multiplication, and division of whole numbers
- Reduction of fractions
- Addition, subtraction, multiplication, and division of proper and improper fractions
- Changing mixed numbers to improper fractions
- Addition, subtraction, multiplication, and division of decimal fractions
- Rounding off decimals and whole numbers
- Changing percents to fractions and fractions to percents
- Finding a percent of a number and what percent one number is of another

### Communications

- Reading comprehension
- Refer to designing
- Refer to phone orders
- Refer to delivery
### Task Statement

Wrap a Floral Product (Floor Sales)

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

- Scissors
- Knife
- Stapler
- Phone directory
- Crosses
- Maps
- Cards
- Envelopes
- Tape
- Staples
- String
- Boxes
- Wrapping paper
- Sleeves
- Tissue
- Delivery tags
- Cellophane

### Performance Knowledge

- Planter - packaging
- Plants - blooming - wrapping
- Gift - packaging
- Cur arrangements - wrapping
- Corsages - boxing
- Weddings - labeling and boxing
- Include care cards, greeting card, address, time - stapled to package
- Check for water appearance before taking to delivery

### Safety - Hazard

"K" and "L" (See Appendix)

### Decisions

Determine method of packaging
Determine delicacy of product
Determine weather condition

### Cues

- Type of product
- Customer instructions
- Specific product requirements
- Journey to destination
- Time of year

### Errors

- Unsecured packaging
- Unsafe packaging
- Spoilage and waste
- Inefficient use of packaging

### Science

- Death, sickness, birth, holidays and special occasions
- Weddings and gala affairs, sex, age, religion, social group, and organization
- Knowledge of basic designs as well as elements and principles of design

### Math - Number Systems

- Basic arithmetic skills
- Addition, subtraction, multiplication, and division of whole numbers
- Reduction of fractions
- Addition, subtraction, multiplication, and division of proper and improper fractions
- Changing mixed numbers to improper fractions
- Addition, subtraction, multiplication, and division of decimal fractions
- Rounding off decimals and whole numbers
- Changing percents to fractions and fractions to percents
- Finding percent of a number and what percent one number is of another

### Communications

- Reading comprehension
- Refer to phone selling
- Refer to designing
- Refer to delivery
### Task Statement
SELL A FLORAL PRODUCT (PHONE)

<table>
<thead>
<tr>
<th>Tools, Equipment, Materials, Objects Acted Upon</th>
<th>Performance Knowledge</th>
<th>Safety - Hazards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone</td>
<td>Interpret customer needs</td>
<td></td>
</tr>
<tr>
<td>Sales slips</td>
<td>Describe products verbally</td>
<td></td>
</tr>
<tr>
<td>Wire service directory</td>
<td>Give price information</td>
<td></td>
</tr>
<tr>
<td>Local directory</td>
<td>Use credit index, cross-check verification</td>
<td></td>
</tr>
<tr>
<td>Pictures</td>
<td>Use local and wire directories</td>
<td></td>
</tr>
<tr>
<td>Maps</td>
<td>Keep reciprocal files</td>
<td></td>
</tr>
<tr>
<td>Credit bureau register</td>
<td>Know location and time of events; use obituary from latest newspaper and keep constant contact with funeral directors and hospitals</td>
<td></td>
</tr>
<tr>
<td>Credit card index</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telephone zone pricing</td>
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<td>Typewriter</td>
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<tr>
<td>Cards</td>
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<tr>
<td>Envelopes</td>
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<tr>
<td>Stapler</td>
<td></td>
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<tr>
<td>Crossword</td>
<td></td>
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<tr>
<td>Obituary list</td>
<td></td>
<td></td>
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<tr>
<td>Bell telephone tips</td>
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<table>
<thead>
<tr>
<th>Science</th>
<th>Math - Number Systems</th>
<th>Communications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Death, sickness, birth, holidays and special occasions weddings and gala affairs, sex, age, religion, social group and organization</td>
<td>Basic arithmetic skills: Addition, subtraction, multiplication and division of whole numbers, Reductions of fractions, Addition, subtraction, multiplication and division of proper and improper fractions, Changing mixed numbers to improper fractions, Addition, subtraction, multiplication and division of decimal fractions, Rounding off decimals and whole numbers, Changing percents to fractions and fractions to percents, Finding a percent of a number and what percent one number is of another</td>
<td>Reading comprehension with sensitivity, plus be able to paint a &quot;memory picture&quot; of products over telephone, Write orders legibly and precisely, Pleasing voice over telephone, Refer to designing</td>
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</tbody>
</table>

19
Duty C  Delivering and Servicing

1. Maintain delivery area and delivery vehicle
2. Make deliveries
<table>
<thead>
<tr>
<th>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knife</td>
</tr>
<tr>
<td>Scissors</td>
</tr>
<tr>
<td>Hammer</td>
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<tr>
<td>Crow Bar</td>
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<tr>
<td>Dollies</td>
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<tr>
<td>Fork lift</td>
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<tr>
<td>Truck</td>
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<tr>
<td>Hand tools</td>
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</table>

<table>
<thead>
<tr>
<th>PERFORMANCE KNOWLEDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet incoming deliveries and check invoices</td>
</tr>
<tr>
<td>Stock shelves - warehouse</td>
</tr>
<tr>
<td>Sweep floors and dust</td>
</tr>
<tr>
<td>Check truck - oil, gas, cleaning</td>
</tr>
<tr>
<td>Check heating system of truck</td>
</tr>
<tr>
<td>Unload flowers - place in water in refrigerator</td>
</tr>
<tr>
<td>Do odd jobs - carpentry, electrical work, displays etc. before and between delivering work</td>
</tr>
<tr>
<td>Prepare for next delivery and route</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SAFETY - HAZARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;K&quot; and &quot;L&quot;</td>
</tr>
<tr>
<td>Safety - protect against electrical and motorized equipment</td>
</tr>
<tr>
<td>Avoid lifting heavy packages</td>
</tr>
<tr>
<td>Hazards - electrical shock</td>
</tr>
<tr>
<td>Motor accident, back injury, falling merchandise</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>DECISIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implied - application of procedure</td>
</tr>
<tr>
<td>Determine when to get ready for next delivery</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>CUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weather conditions</td>
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<tr>
<td>Number of deliveries</td>
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<table>
<thead>
<tr>
<th>ERRORS</th>
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</thead>
<tbody>
<tr>
<td>Poorly maintained fleet</td>
</tr>
<tr>
<td>Inefficient use of maintenance funds</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SCIENCE</th>
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<tbody>
<tr>
<td>Basic arithmetic skills</td>
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<tr>
<td>Addition, subtraction, multiplication and division of proper and improper fractions</td>
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<tr>
<td>Changing mixed numbers to improper fractions</td>
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<tr>
<td>Addition, subtraction, multiplication and division of decimal fractions</td>
</tr>
<tr>
<td>Rounding off decimals and whole numbers</td>
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<td>Changing percents to fractions and fractions to percents</td>
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<tr>
<td>Finding a percent of a number and what percent one number is of another</td>
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<table>
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<tr>
<th>MATH - NUMBER SYSTEMS</th>
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<td>Finding a percent of a number and what percent one number is of another</td>
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<table>
<thead>
<tr>
<th>COMMUNICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading comprehension</td>
</tr>
<tr>
<td>Check with sales</td>
</tr>
<tr>
<td>Check with designer</td>
</tr>
<tr>
<td><strong>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</strong></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Truck</td>
</tr>
<tr>
<td>Holding devices (for packages)</td>
</tr>
<tr>
<td>Maps</td>
</tr>
<tr>
<td>Directories</td>
</tr>
<tr>
<td>Cross cros</td>
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<tr>
<td>Boxes</td>
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<tr>
<td>Paper</td>
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<tr>
<td>Tags</td>
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<tr>
<td>Driver slip</td>
</tr>
<tr>
<td>Clipboard</td>
</tr>
<tr>
<td>Time clock</td>
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<tr>
<td>Sales slips</td>
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<tr>
<td>Obituaries</td>
</tr>
<tr>
<td>Flash light</td>
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<th><strong>ERRORS</strong></th>
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<tbody>
<tr>
<td>Determine most efficient delivery and pick up route - time and date</td>
<td>Map</td>
<td>Inefficient use of personnel</td>
</tr>
<tr>
<td>How to remake floral products that upset, etc.</td>
<td>Time availability</td>
<td>Inefficient use of delivery vehicle</td>
</tr>
<tr>
<td></td>
<td>Weather conditions</td>
<td>Inefficient use of time</td>
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</table>

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<thead>
<tr>
<th><strong>SCIENCE</strong></th>
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<td>Basic arithmetic skills</td>
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<td>Reading comprehension with sensitivity</td>
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<td>Addition, subtraction, multiplication and division of whole numbers</td>
<td>Addition, subtraction, multiplication and division of whole numbers</td>
<td>Refer to sales</td>
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<td>Reduction of fractions</td>
<td>Reduction of fractions</td>
<td>Refer to designing</td>
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<td>Changing mixed numbers and improper fractions</td>
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</table>
# APPENDIX

## A. Tools
- Knife
- Floral shears
- Scissors and wire snips
- Stapler
- Scales
- Dry and wet measures
- Strippers
- Pick machine
- Water bulb
- Pictures
- Prongs
- Hand spade

## B. Supplies
- Wires
- Tape
- Parafilm
- String
- Nettings
- Ribbons
- Floral paints
- Corsage pin
- Boutonniere pin
- Chenille stem
- Foil
- Tissue
- Paper
- Cellophane bags
- Adhesive
- Floral clay
- Picks (wooden)
- Pig tail
- Boxes
- Water pics
- Hyacinth stake
- Sheet moss
- Spring moss (sphagnum)
- Leaf cleaner
- Greening pins
- Cellophane

## C. Accessories
- Dried materials
- Decorative novelties
- Lettering
- Easels
- Candles
- Candelabra
- Aisle cloth
- Kneeling bench
- Props
- Wreath frames

## D. Containers
- Glass – Pots made
  - Cylinder vase
  - Pedestal vase
  - Flare vase
  - Bowls
  - Brandy snifter
  - Pillow vases
  - Trays
  - Baskets
  - Pitchers
  - Novelty vases
  - Bud vases
  - Cups
  - Buckets
  - Cans
  - Candle holders
  - Mache'
  - Centerpiece bowl
  - Spray base
  - Bouquet holder
  - Bottles
### E. Holding devices
- Pin holder
- Foam
- Hardware cloth
- Styrofoam
- Evergreen
- Chicken wire
- Vermiculite
- Florist clay
- Emblem
- Soil
- Charcoal
- Stones
- Sand

### F. Flowers and foliages
- Line
- Mass
- Filler
- Form
- Decorative material

### G. Basic design
- Horizontal
- Hogarth
- Vertical
- Inverted T
- Symmetrical triangle
- Asymmetrical triangle
- Right angle
- Crescent
- Circle
- Oval
- Zig zag
- Spiral
- Diagonal
- Cascade
- Colonial
- Spray

### H. Principles of design
- Design
- Balance
- Scale
- Harmony
- Focal point
- Accent
- Rhythm
- Repetition
- Unity

### I. Elements of design
- Line
- Form
- Pattern
- Texture
- Color
- Odor
- Space
J. Psychological factors

Death
Sickness
Birth
Hobbies

Weddings and gala affairs
Sex
Age
Religion

Social group
Organization
Holidays and special occasions

K. Safety

Avoid broken vases, glass, wire, picks, thorns
Handle tools, knife, scissors, etc. with care
Keep floor clean of debris and water
Wear waterproof shoes
Wear safety glasses
Wear safety clothing
Have first aid kit at hand

L. Hazard

Small cuts, punctures, and scratches
Slipping and causing sprains, bruises and breaks
Bodily injury and eye injury
Prevent infection – bleeding and pain