

# Connecting to Workplaces:

*Validating Outcomes Demonstrations with Employers*



## **Florist Assistant Demonstration**

**LBS Level 3**

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Project Coordinator: Susan Taylor

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



Literacy Network Northeast



Far Northeast Training Board (FNETB)

# Acknowledgements

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## *Florist Assistant Demonstration*

### **Description of Demonstration Activity:**

In this demonstration the learner is required to take a phone order. They will record order information correctly from a phone customer (role play), making suggestions and then completing the invoice including cost, delivery date, payment method and gift card instructions. The learner must then relay instructions to the florist.

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All demonstrations can be found on the following websites:

<http://demonstrations.alphaplus.ca/DemonstrationBank/@>

or

<http://www.nt.net/literacy@>

We would like to acknowledge the employers that helped make this project a success.

The Love Bug, Timmins

The Country House of Flowers & Gifts, Cochrane

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## Essential Core Skills Chart

### Florist Assistant Profile

Participating employers ranked these essential skills in order of importance. This order may change according to each individual company or employer. The Connecting to Workplaces Project focused on the identified top five skills. Take note that what is of importance to employers may extend beyond the skills, abilities or knowledge LBS programs can provide and may require partnering with other programs.

### Essential Core Skills Chart

	HRSDC Essential Skills	<b>Most Important</b> <span style="font-size: 2em;">→</span> <b>Important</b>				
<b>Most Important</b> <span style="font-size: 3em;">↓</span> <b>Important</b>	Writing Skills	Complete work orders	Write notes, directions, instructions	Write names, addresses	Record inventory	Complete simple forms
	Math Skills	Multiply and divide	Work with measurement	Add, subtract with carrying	Solve mathematical problems	Read, write numbers to 1000
	Reading Skills	Read notes, messages, notices	Read, follow instructions, directions	Read company products, services		
	Additional Skills	Be artistic	Be friendly, helpful, efficient	Practise good hygiene	Listen, understand information	Take direction appropriately
	Time Management	Work independently	Take initiative	Work with minimal supervision	Organize information, time	Take direction, feedback well

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

“Florist Assistant” profile continues on next page.

**Florist Assistant Profile** (continued)

More Workplace Information from Participating Employers

**Methods most often used to train employees:**

(In order of importance)

1. Job Shadowing

**Requirements most employers look for:**

1. Other-Natural Talent

**Courses employers most often provide to employees:**

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

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

Yes — 2 employers    No — 0

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

Yes — 2 employers    No — 0

**Employers also base their hiring decisions on:**

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

## Assessment Preamble

### More about pre-demonstration training and assessment:

Assessing a learner's performance in accordance with expectations in a real-world place of employment is more complicated than assessing the learner's work for academic purposes where 6 out of 10 is a pass. How do instructors determine what constitutes a pass for demonstrations of employment-related activities and skills? How do they know where to draw the line between what is good enough in a particular job and what is not? There is no simple answer. Instead, the answer lies in the relative importance placed by each individual employer on the overall significance of various tasks and duties in pursuit of desired company objectives. It is not something that others outside the company are necessarily aware of. Until more of that information is available, instructors may need to rely on their own good common sense in helping learners determine an appropriate level of performance for employment-related activities.

Assessment of workforce demonstrations is also challenging for instructors because of inconsistencies across employment sectors. What is acceptable in one workplace setting may not be acceptable in another. What is high on the priority list in one setting may not factor in much at all in another. Even within same industries, specific expectations and required levels of performance will not be consistent location to location. For that reason, the assessment of end-of-training or employment-readiness demonstrations should be less concerned with measuring discreet elements of separate learning outcomes and more interested in recognizing the learner's overall successful accomplishment of each integrated employment-related task.

Success in the workforce involves not only understanding and being able to meet the particular demands of the job but also being aware of and avoiding serious mistakes that could put the job in jeopardy. For that reason, an important aspect of pre-demonstration training should involve helping the learner: 1) recognize relative levels of importance associated with different job duties and tasks, 2) become aware of the level and quality of performance that is expected, and 3) anticipate possible outcomes or repercussions for different kinds of mistakes.

Discuss, or research and discuss, the role each skill plays and its relative importance in the overall success of day-to-day work. Identify mistakes that might constitute a fireable offence. Take these discussions into account when you assess the learner's performance on this demonstration.<sup>1</sup>

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1. Jane Barber, *Connecting to Workplaces: Validating Outcomes Demonstrations with Employers*, Chambermaid/Housekeeping Cleaner Demonstration, 2005

## HRSDC Essential Skills List

\* — skills used for this demonstration

<b>Reading Text</b>	<input type="checkbox"/> plant care instructions <input type="checkbox"/> florist magazines <input type="checkbox"/> research flowers and plants * read customer and co-worker instructions	* price lists, invoices <input type="checkbox"/> read company products and services <input type="checkbox"/> read notes and messages
<b>Writing</b>	* order forms * simple information forms * complete work orders * gift cards	* directions, instructions * write names and addresses * nice hand writing <input type="checkbox"/> record inventory
<b>Oral Communication</b>	* phone skills * take orders	* get the proper information * take instructions from customers and co-workers
<b>Use of Documents</b>	* invoices <input type="checkbox"/> visa and debit slips	* price lists
<b>Thinking Skills</b>	* suggestions to customers * be artistic	<input type="checkbox"/> quality control <input type="checkbox"/> organize time
<b>Continuous Learning</b>	<input type="checkbox"/> design workshops <input type="checkbox"/> seminars	
<b>Working With Others</b>	* deal with the public <input type="checkbox"/> team player * be friendly, helpful and efficient * good listening skills	* compassionate <input type="checkbox"/> take directions * practice good hygiene
<b>Numeracy</b>	* addition * multiplication <input type="checkbox"/> division <input type="checkbox"/> subtraction <input type="checkbox"/> work with measurement	* read and write numbers * percentage <input type="checkbox"/> give change <input type="checkbox"/> count money
<b>Computer Use</b>	<input type="checkbox"/> debit machine <input type="checkbox"/> fax machine	<input type="checkbox"/> visa machine <input type="checkbox"/> cash register

Learner Name \_\_\_\_\_ Date Completed \_\_\_\_\_

## Description of Demonstration Activity

In this demonstration the learner is required to take a flower order over the phone. He/she will take order information correctly from a phone customer (role play), make suggestions and then complete the sales invoice and the appropriate gift card. The learner will then relay instructions to the florist.

### Main Goal Path:

Employment

### Theme:

Sales and Service in a Florist Shop

### Short-Term Goal:

To obtain entry level employment in a Florist Shop.

### Outcomes:

- ▶ Write clearly to express ideas
- ▶ Read with understanding for various purposes
- ▶ Speak and listen effectively
- ▶ Perform basic operations with numbers

### Materials Required:

- ▶ Calculator
- ▶ Note pad
- ▶ Pen/pencil



Learner Name \_\_\_\_\_ Date Completed \_\_\_\_\_

## Practitioner Instructions

### Practitioner Instructions and Information:

1. Make sure the learner understands the instructions for this demonstration. Answer any questions the learner may have.
2. Go over the evaluation section with the learner to ensure that the learner understands what skills, knowledge or behaviors are being assessed by this demonstration.
3. Discuss with the learner what a reasonable amount of time would be to complete this demonstration.
4. When the learner has completed the demonstration, complete the assessment form with the learner, enter the date and note whether the demonstration was successful or not. Add any comments.

The demonstration will be an actual phone call with you as the customer. The learner will take all needed information on the phone taking notes. Once the learner has completed the phone call and has all needed information, he/she will complete the invoice and the appropriate gift card. The learner will then repeat instructions to you as though you are the florist.

### Phone Instructions for Practitioner

*You, the customer, want to send roses to a friend. She has helped you with an important project at work and you want to express your thanks. You want to spend \$50 on flowers. Tax and delivery will be extra. You will use your own name and mailing address and a fictitious name and in-town address for delivery. You want the flowers to be delivered before noon on a date of your choice. You will use your Visa card (card #562 349 111 354, expiry November 2012) for payment. You want care instructions sent with the flowers.*

Learner Name \_\_\_\_\_ Date Completed \_\_\_\_\_

## Learner Information and Instructions

You are preparing for a job as a Florist Assistant. An important part of this job is taking phone orders from customers.

This demonstration is a role-play and takes place on the phone with you acting as the Florist Assistant and your instructor as the customer. You will take a flower order.

1. You will get all needed information while on the phone with the customer.
2. You may take notes while on the phone.
3. Once you have completed the phone call and verified all information with the customer, you will complete all necessary information on the invoice.
4. The delivery charge is \$5.00.
5. You will complete the appropriate gift card so it can be sent with the flowers.
6. Once this is completed, you will give the invoice and gift card to your instructor.
7. You will then explain the order instructions to your instructor.

Good Luck!

### Supports Allowed:

1. You may ask questions before beginning the demonstration.
2. You may take time to look at the invoice and price list before beginning the demonstration.
3. You may take notes.
4. You may use a calculator to calculate costs.

Learner Name \_\_\_\_\_ Date Completed \_\_\_\_\_

## Assessment

The learner should be able to complete the following list of skills to successfully complete this demonstration. The agreed upon amount of time for the learner to complete this task is \_\_\_\_\_ .

### Learner Assessment Form



Skill	Have I completed this skill successfully?
I answered the phone properly.	<input type="checkbox"/> yes <input type="checkbox"/> needs work
I was friendly and courteous to the customer.	<input type="checkbox"/> yes <input type="checkbox"/> needs work
I demonstrated some understanding of flowers and their care by answering any questions the customer asked.	<input type="checkbox"/> yes <input type="checkbox"/> needs work
I asked questions for clarification.	<input type="checkbox"/> yes <input type="checkbox"/> needs work
I took notes while on the phone.	<input type="checkbox"/> yes <input type="checkbox"/> needs work
I was able to make several suggestions to the customer.	<input type="checkbox"/> yes <input type="checkbox"/> needs work
I verified information for the customer.	<input type="checkbox"/> yes <input type="checkbox"/> needs work
I wrote the correct addresses.	<input type="checkbox"/> yes <input type="checkbox"/> needs work
I was able to calculate the cost of the order.	<input type="checkbox"/> yes <input type="checkbox"/> needs work
I chose and completed the appropriate gift card.	<input type="checkbox"/> yes <input type="checkbox"/> needs work
I provided clear instructions to the instructor.	<input type="checkbox"/> yes <input type="checkbox"/> needs work
I completed this demonstration in a reasonable amount of time.	<input type="checkbox"/> yes <input type="checkbox"/> needs work
This demonstration began at:	and was completed by:
<b>Comments:</b>	

Learner Name \_\_\_\_\_ Date Completed \_\_\_\_\_

## Success Markers

Success Markers	Needs Work	Satisfactory	Complete
<b>Read with understanding for various purposes</b>			
<input type="checkbox"/> Scans to find specific information. *			
<b>Write clearly to express ideas</b>			
<input type="checkbox"/> Completes complex forms requiring non-personal information. <input type="checkbox"/> Writes instructions or short summaries to present factual information. <input type="checkbox"/> Prints legibly. <input type="checkbox"/> Punctuates simple and compound sentences with periods and commas.* <input type="checkbox"/> Uses phonics, knowledge of word structure about spelling to spell with accuracy.* <input type="checkbox"/> Selects words and expressions to create specific effects.*			
<b>Speak and listen effectively</b>			
<input type="checkbox"/> Uses effective openings and closings. <input type="checkbox"/> Speaks clearly in a focused and organized way when presenting information to others in a variety of topics. <input type="checkbox"/> Asks for further information and clarification where necessary. <input type="checkbox"/> Rephrases and clarifies ideas that were not clearly stated. <input type="checkbox"/> Takes notes as needed.			
<b>Perform basic operations with numbers</b>			
<input type="checkbox"/> Reads, writes and compares decimal numbers. <input type="checkbox"/> Adds, subtracts, multiplies and divides multi-digit numbers and decimals. <input type="checkbox"/> Estimates and calculates percent.			
<b>To be successful, all success markers must be marked as "complete" except those marked with an * must be marked "satisfactory" or "complete"</b>			
This demonstration: <input type="checkbox"/> was successful <input type="checkbox"/> needs to be tried again			
Date of Completion:			

Learner Name \_\_\_\_\_ Date Completed \_\_\_\_\_

## Price Lists

### PRICE LIST 1 \* *Roses in Vases* \*

Vase Style	# Roses	Long Stem	Sweetheart
	1 rose	\$11.25	\$10.25
	2 roses	15.00	13.00
	3 roses	18.75	15.75
	4 roses	22.00	17.25
	5 roses	24.75	19.50
	6 roses	\$36.25	\$30.25
	7 roses	40.00	32.25
	8 roses	43.75	34.25
	9 roses	47.50	36.50
	10 roses	51.25	
	6 Roses in a plastic Vase	\$33.00	\$28.00
	12 long stem roses in a 10 ½ vase		\$67.00
	6 roses	\$40.25	\$34.50
	7 roses	45.50	36.50
	8 roses	50.75	38.75
	9 roses	55.75	40.75
	10 roses	60.50	42.75
	11 roses	65.75	44.75
	12 roses	70.00	47.00

Learner Name \_\_\_\_\_ Date Completed \_\_\_\_\_

**PRICE LIST 2**  
\* *Wrapped Flowers* \*

<b>Roses Wrapped</b>		
	<b>Long Stem</b>	<b>Sweetheart</b>
1 rose	\$3.75	\$2.75
2 roses	7.50	5.50
3 roses	11.25	8.25
4 roses	15.00	11.00
5 roses	18.75	13.75
6 roses	22.50	16.50
7 roses	26.25	19.25
8 roses	30.00	22.00
9 roses	33.75	24.75
10 roses	37.50	27.50
11 roses	41.25	30.25
12 roses	45.00	33.00



<b>Carnations Wrapped</b>	
1 carnation	\$1.75
2 carnations	3.50
3 carnations	5.25
4 carnations	7.00
5 carnations	8.75
6 carnations	10.50
7 carnations	12.25
8 carnations	14.00
9 carnations	15.75
10 carnations	17.50
11 carnations	19.25
12 carnations	21.00

Learner Name \_\_\_\_\_ Date Completed \_\_\_\_\_

# Invoice

## OLIVIA'S

Fresh Flowers • Plants • Gifts

(123) 456-7899  
 Fax (123) 456-7789  
 Box 123  
 11 Black Street  
 Haileybury, ON  
 H9L 4L9

SOLD TO _____		INVOICE NO. <b>13147</b>	
ADDRESS _____		DELIVERY DATE	
CITY _____	PROV. _____	A.M.    P.M.	
TEL. # _____	ORD. BY _____		

Credit Card No. _____		Expiry Date _____	
PHONED	WIRE	CASH	CHARGE
IN	OUT		
QTY			ORDER DATE
DESCRIPTION			AMOUNT
			Del. Chg.
			Rel. Chg.
			Phone
			Sub.Total
CARD			G.S.T.
			P.S.T.
			TOTAL
		<input type="checkbox"/> H.B.	<input type="checkbox"/> ANN.
		<input type="checkbox"/> CON.	<input type="checkbox"/> BABY B/G
		<input type="checkbox"/> SYM.	<input type="checkbox"/> S.R.

FIRST NAME _____		LAST NAME _____	
Deliver to _____			
Address _____			Apt. _____
City _____			P# _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
--------	--------	---------	-----------	----------	--------	----------

**THANK YOU !** CST# R108576737

**2.5% Service Charge on overdue accounts (\$1.00 minimum) NET 15 DAYS**

WHITE - Bookkeeping    YELLOW - Work    PINK - Customer

Learner Name \_\_\_\_\_ Date Completed \_\_\_\_\_

## Gift Cards





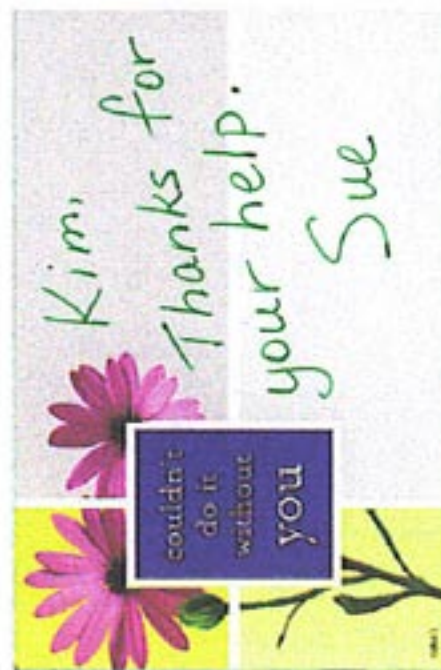
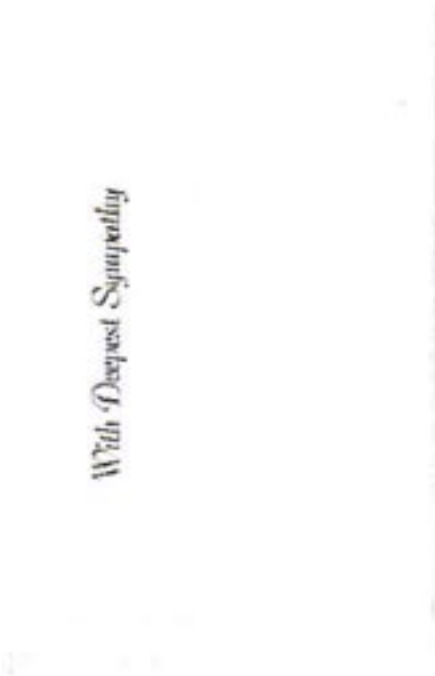
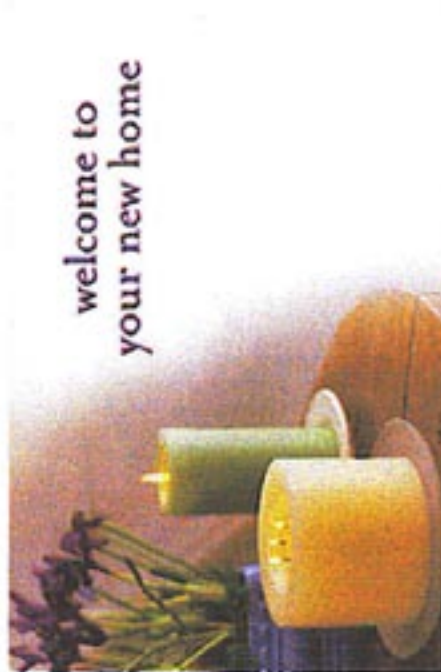
Learner Name \_\_\_\_\_ Date Completed \_\_\_\_\_

## Answer Key

The following answer key is an example of possible scenarios for this demonstration. It may change depending on the instructor giving the demonstration, type of flowers ordered and customer information.

**NOTE:** The invoice is a scanned document and contains a credit card expiry date of 11/05. If the demonstration is to be used beyond the expiry date, the practitioner should consider changing the date in the instructions to the learner.

## Gift Cards



### Invoice

# OLIVIA'S

Fresh Flowers • Plants • Gifts

(123) 456-7899  
 Fax (123) 456-7789  
 Box 123  
 11 Black Street  
 Haileybury, ON  
 H9L 4L9

**SOLD TO** Susan Hughes

**ADDRESS** 881 Dawson Point Road

**CITY** New Liskeard **PROV.** ON **CODE** P01P0

**TEL #** 705-647-4953 **ORD. BY** \_\_\_\_\_

**INVOICE NO.**  
**13147**

**DELIVERY DATE:**  
Jan. 13

**A.M.**  **P.M.**

**Credit Card No.** 562349111354 **Expiry Date** 11/05

PHONE		WIRE	CASH	CHARGE	ORDER DATE
IN	OUT				
QTY	DESCRIPTION			AMOUNT	
	9 pink roses in a glass vase.			47 50	
	Please include care instructions.			Del. Chg. 5 00	
				Rel. Chg.	
				Phone	
				Sub Total 52 50	
				G.S.T. 3 68	
				P.S.T. 4 20	
				<b>TOTAL 60 38</b>	

**CARD**

Kim

Thanks for your help!

Sue

HB.  ANN.  
 CON.  BABY/BO  
 SYM.  SR.

**FIRST NAME** \_\_\_\_\_ **LAST NAME** \_\_\_\_\_

**Deliver to** Kim White

**Address** 215 Elm Street **Apt.** \_\_\_\_\_

**City** Haileybury **Ph#** 672-5264

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				<input checked="" type="checkbox"/>		

**THANK YOU!**

GST# R108576737

2.5% Service Charge on overdue accounts (\$1.00 minimum) NET 15 DAYS

WHITE - Haileybury YELLOW - Wick POCK - Ontario

## Reference Materials

Employer — Flowers By Amber (Amber Elliot)

HRSDC Website — <http://www.hrsdc.gc.ca/en/hip/hrp/essentialskills/essentialskillsindex.html#e>

AWAL Website — <http://www.awal.ca/>

Matrix

Other Site to Consider: <http://www.wnetwork.com/articles/homegardenT1.asp?id=364>