



FLORAL CLERKS (NOC 6421)

Job Definition¹:

Floral clerks are employed in floral departments of grocery stores and are responsible for the proper care and handling of flowers and plants. They apply basic knowledge of flowers, plants and foliage in providing reliable customer service. Floral clerks also participate in merchandising activities, ordering, receiving and pricing activities. In all activities, they must demonstrate professionalism and contribute to a healthy and safe working environment.

Additional Occupational Information²:

Floral Clerks are generally responsible for: maintaining the floral department; preparing floral arrangements and gift baskets; greeting and building a rapport with customers; suggesting floral arrangements and gift baskets for customers; providing advice and information about cut flowers, plants and seasonal items such as bedding plants and bulbs; processing deliveries of fresh cut flowers, plants and other floral department products; creating merchandising displays; creating flower arrangements; maintaining floral departments by keeping displays full, cleaning debris, watering plants and removing distressed flowers, leaves, etc.; arranging deliveries of purchased floral items; maintaining work areas to meet safety requirements; receiving and giving back change and processing credit and debit purchases.

Overview:

This Occupational Language Analysis (OLA) presents Canadian Language Benchmarks (CLB) competencies and typical listening, speaking, reading and writing tasks performed at a competent level by Floral Clerks. The tasks are illustrative only, and do not provide a complete sample of what a Floral Clerk does on the job. Other essential skills such as numeracy and computer skills are beyond the scope of the OLA. The OLA was developed by a CLB expert using three key resources:

- the *Canadian Language Benchmarks 2000*, Centre for Canadian Language Benchmarks and Citizenship and Immigration Canada
- the *National Occupational Standards for Floral Clerks*, Canadian Food Industry Council
- the *Essential Skills Profile for Floral Clerks (NOC 6421)*, Canadian Food Industry Council

For a more complete picture of the competencies that are needed to perform this occupation, refer to these source documents.

¹ *Essential Skills Profile for Floral Clerks*, Canadian Food Industry Council

² *National Occupational Standards for Floral Clerks*, Canadian Food Industry Council

How to Read this Occupational Language Analysis:

The titles, numbers and sequence of categories are based on the *Canadian Language Benchmarks 2000*, which address four major skill areas: Speaking, Listening, Reading and Writing. CLB competencies (language descriptors) are entered at the left margin and followed by a number indicating the benchmark level (1 - 12) for each competency. Sample occupational tasks (work/task descriptors) drawn from the Essential Skills Profile or the National Occupational Standards are indented and italicized underneath each competency and referenced to their source, as follows:

Task Source	Reference	Example
Essential Skills Profile	ES + the first letters of the profile section	(ES-DU) = Essential Skills Profile, Document Use section
National Occupational Standard	NOS + the section/subsection	(NOS-A1.2) = National Occupational Standard, Major Category A, Skill 1; Subskill 2

Comparative Ratings:

The following chart compares typical and most complex essential skills ratings for Floral Clerks, based on the Essential Skills Profile, to the corresponding range of CLB ratings, as suggested in the *Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework*³. These are general ranges and there may be some language tasks that fall outside of this range.

Skill Area	Typical		Most Complex	
	Essential Skills	CLB	Essential Skills	CLB
Speaking	1 - 3	5 - 10	3	9 - 10
Listening	1 - 3	5 - 10	3	9 - 10
Reading	1 - 3	3 - 9	3	7 - 9
Writing	1 - 2	4 - 7	2	6 - 7

Common Conditions of Communication:

Condition	Description
Purpose	Providing customer service, taking/giving direction or information, marketing/selling, documentation
Audience	Customers (typically one-on-one), co-workers, supervisors, delivery personnel
Context	Routine, with seasonal variation in products and pace, especially re: major holidays and special days (e.g., Mother's Day, Christmas)
Topic	Usually concrete and familiar, accuracy of factual details is important
Mode	In person, by phone, by computer, public address systems/intercom (in some contexts)

Skill: Speaking

¹ *Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework*, Centre for Canadian Language Benchmarks, 2005

I. Social Interaction

Interpersonal Competencies

Open, maintain and close a short routine formal conversation. (CLB 6)

- ❑ *Greet customers and exchange pleasantries (ES-OC)*
- ❑ *Approach customer; greet customer; smile at the customer; remain polite at all time. (NOS-A1.1)*

Express/respond to apology, regrets and excuses. (CLB 6)

- ❑ *Apologize [to an unhappy customer] (NOS-A1.4)*

Respond to a minor conflict or complaint. (CLB 8)

- ❑ *Encounter customers who are unhappy about products purchased and not satisfied with options such as refunds, replacements and future discounts offered. They refer customers to their supervisors. If customers are unhappy about how long they had to wait for service, they apologize and refer customers to their supervisors. (ES-TS)*
- ❑ *Handle customer complaints: acknowledge the situation; apologize; ask the customer what could be done to resolve the situation; refer to a supervisor if required (NOS-A1.4)*
- ❑ *Interact with suppliers to discuss distressed and damaged products in deliveries and to share plant information (ES-OC)*

Conversation Management

Confirm own comprehension. (CLB 7)

- ❑ *Take customer order; confirm date and time of delivery or pick up; confirm purchase price; confirm payment method (NOS – E1.2)*
- ❑ *Confirm accuracy of numerical information (e.g., address and phone numbers, credit card number, date of delivery or pick up) (NOS- H1.2)*

Use a number of strategies to keep the conversation going: hold the floor; resume after interruption; change topic. (CLB 7)

- ❑ *Carry out everyday communications with customers to build rapport, create up-selling opportunities and provide customer service to build repeat business (ES-OC)*

Phone Competencies

Take live phone messages with five to seven details. (CLB 7)

- ❑ *Customer orders may be phoned in...obtain customer's name, address and phone number; obtain recipient's name, address and phone number; confirm date and time of delivery or pickup; fill out greeting card as directed by customer (NOS- E1.1)*

Carry on a brief phone conversation in a professional manner. (CLB 8)

- ❑ *May call suppliers and other stores to locate and order items. For example, advertised specials do not arrive in delivery orders. They phone suppliers to find out when the products will be delivered. (ES-TS)*
- ❑ *Phone suppliers to order cut flowers, plants and other floral products such as vases (ES-OC)*
- ❑ *Use proper telephone etiquette (NOS-H1.2)*

II. Instructions

Give a set of instructions dealing with simple daily actions and routines where the steps are not presented as a point-form sequence of single clauses. (CLB 6)

- ❑ *Provide advice to customers on product care; provide advice on the care of plants; provide advice to customers on the care of cut flowers (NOS-G1.9)*
- ❑ *Let customers know when to pick up arrangements (ES-N)*

Give clear instructions and directions related to moderately complex familiar technical and non-technical tasks. (CLB 7)

- ❑ *Provide advice to customers on how to prevent plant disease (NOS-G1.7)*

III. Suasion (Getting Things Done)

Ask for, offer, and accept assistance. (CLB 3)

- Ask the customers if they need assistance (NOS-A1.2)
- Request assistance from colleague if load is too heavy to lift alone (NOS-F1.1)
- Seek assistance from other team members as needed; Assist other team members (NOS-H1.5)

Call for emergency assistance. (CLB 5)

- Notify the appropriate authority of the situation and assist as required (NOS-F1.4)

Make a simple formal suggestion; provide reason. (CLB 6)

- May have the opportunity to provide suggestions for floor designs and stock items (ES-OC)
- Provide advice and make suggestions about various gift baskets and flower arrangement options (ES-OC)
- Suggest items to increase the appeal of the purchase (ribbons, bows, picks, pot covers, balloons; tie in other products (books on plant care, fertilizer products) (NOS-A1.3)

Make a simple prediction of consequences. (CLB 6)

- Advise customer on proper care during transportation (NOS-C1.5)

Make a verbal request for an item. (CLB 6)

- May call suppliers and other stores to locate and order items (ES-TS)

Give and respond to a warning; discourage others. (CLB 7)

- Occasionally, customers may come in with an idea about a product they want that may not be appropriate.... They use tact and good communication skills to listen to customers and redirect customers to purchase other items. (ES-OC)

Request a word. Ask for and respond to recommendations or advice. (CLB 7)

- Report any disease or pest to a supervisor (NOS-C1.5)
- Seek clarity on priorities as needed (NOS-H1.7)

Make an extended suggestion on how to solve an immediate problem or make an improvement. (CLB 7)

- Face product shortages. For example, advertised specials do not arrive in delivery orders. They inform their supervisors and merchandising supervisors about the shortage. They phone suppliers to find out when the products will be delivered. They inform customers about the shortage, when items will be available and offer 'rain check coupons. (ES-TS)
- Offer ideas and suggest modified approaches to address current situations or issues (NOS-H1.6)

Indicate problems and solutions in a familiar area. (CLB 8)

- Find that there are not enough supplies to complete orders for flower arrangements and fruit and food baskets. They offer alternative products if they are unable to get supplies when needed. (ES-TS)
- Take action to deal with common houseplant problems resulting from improper plant care (NOS-G1.5)

IV. Information

Presentations

Tell a detailed story/report an incident (CLB 5)

- Report incidents without delay (NOS-F1.4)
- Provide updates about product deliveries when large quantities arrived damaged or were missing (ES-OC)
- Report temperature fluctuations to supervisor (NOS-C1.3)
- Report discrepancy of UPC scan to supervisor (NOS-D1.3)

Describe a scene or picture. (CLB 5)

- Discuss floral purchases with customers (ES-OC)
- Offer suggestions for arranging...cut flowers and plants (ES-OC)
- [Describe] supplies and orders...cut flowers, plants and other floral products; distressed and damaged products (ES-OC)

Relate a detailed sequence of events from the past; tell a detailed story, including reasons and consequences. (CLB 6)

- Report to supervisor any issues related to delivery; for example, poor quality of product or shortages (NOS-D1.2)

Describe a simple process. (CLB 6)

- Advise customer on proper care during transportation (NOS-C1.6)

Describe a moderately complex process. (CLB 7)

- Explain to customers... environmental factors in foliage plant care (NOS-G1.2)
- Explain to customers the cause of ... common houseplant problems (NOS-G1.5)
- Provide advice to customers on how to deal with common plant diseases (NOS-G1.8)

Interaction One-on-One

Ask for and provide information related to routine daily activities (e.g., personal, family, others, work). (CLB 5)

- ❑ *Discuss job assignments with supervisors (ES-OC)*
- ❑ *Answer all customer inquiries honestly and directly (NOS-A1.2)*
- ❑ *Inform the customer of the total amount due; count and confirm the total amount received with the customer (NOS-E1.1)*
- ❑ *Confirm purchase price with customer; confirm payment method (NOS-E1.2)*

Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements. (CLB 7)

- ❑ *Speak to co-workers, supervisors and supplier representatives to seek information about different products such as plants and cut flowers with which they are unfamiliar (ES-OC)*
- ❑ *Speak with shop stewards (ES-TS)*
- ❑ *Consult others (suppliers, supervisors, colleagues) if unsure about product information (NOS-H1.8)*
- ❑ *Provide the botanical or common name of plants to customers (NOS-G1.11)*

Ask for and/or provide detailed information related to personal needs, varied daily activities and routine work requirements. (CLB 8)

- ❑ *Discuss ongoing work with co-workers. For example, throughout work shifts they speak with co-workers to discuss job assignments, coordinate the use of work space and integrate tasks. (ES-OC)*
- ❑ *Exchange information with a variety of individuals (e.g., customers, suppliers, colleagues, supervisors); use proper vocabulary; communicate effectively with individuals with special needs (NOS-H1.2)*
- ❑ *Communicate special customer requests to supervisors (NOS-D1.1)*
- ❑ *Explain that plant materials produce ethylene gas as they mature; that ethylene produced by fruit is especially harmful to plants and flowers (NOS-G1.6)*

Discuss options. (CLB 8)

- ❑ *Make suggestions about various gift baskets and flower arrangement options (ES-OC)*
- ❑ *If the customer is unhappy, offer replacements or discounts on future purchases (ES-TS)*
- ❑ *Occasionally, customers may come in with an idea about a product they want that may not be appropriate. They explain the reasons why this might not work and offer alternatives. (ES-OC)*

Interaction in a Group

Participate in a small group discussion/meeting on non-personal familiar topics and issues: express opinions, feelings, obligation, ability, certainty. (CLB 6)

- ❑ *Participate in staff meetings (ES-OC)*

Skill: Listening

I. Social Interaction

Identify factual details and inferred meanings in dialogues containing compliments, invitations, and offers; discussion of interests, likes/dislikes and preferences. (CLB 5)

- *Interact with customers to determine customers' needs and preferences (ES-OC)*
- *Help customers choose products (NOS-A1.2)*

Identify stated and unspecified details, facts and opinions about situation and relationship of participants containing expression of and response to gratitude and appreciation, complaint, hope, disappointment, satisfaction, dissatisfaction, approval and disapproval. (CLB 7)

- *Receive complaints about cut flowers and plants from customers. Ask questions to determine the problem about the products and ask how the plants were handled. (ES-TS)*
- *Listen carefully to the customer; be empathetic (NOS-A1.4)*

II. Instructions

Understand a range of spoken everyday instructions on step by step procedures. (CLB 5)

- *Listen to others: to understand the instructions of the supervisor (NOS-H1.2)*

Understand a set of instructions when not presented completely in point form: sequence/order must be inferred from the text. (CLB 6)

- *Receive instruction from co-workers and supervisors about preparing gift baskets and flower arrangements (ES-OC)*

Understand sets of instructions related to simple technical and non-technical tasks. (CLB 7)

- *Discuss tasks and receive instructions for creating arrangements (ES-OC)*
- *Instructions to display products may be communicated [verbally] (NOS-B1.2)*

Understand simple directions on the phone. (CLB 7)

- *Customer orders may be phoned in (NOS-E1.2)*
- *Phone suppliers to find out when the products will be delivered (ES-TS)*

III. Suasion (Getting Things Done)

Demonstrate comprehension of factual details and some inferred meanings in simple advice and suggestions, announcements and commercials. (CLB 5)

- *Listen to others: to understand the requests of colleagues; to understand customer needs (NOS-H1.2)*
- *[Listen] to public address systems (ES-OC)*

Demonstrate comprehension of details and speaker's purpose in suggestions, advice, encouragements and requests. (CLB 6)

- *Respond to customers' enquires and orders while completing daily housekeeping and merchandising tasks (ES-TS)*
- *Seek answers to questions from other sources if necessary (NOS-A1.2)*

Demonstrate comprehension of details and speaker's purpose in directive requests, reminders, orders and pleas. (CLB 7)

- *Remember verbal details and instructions from supervisors and customers (ES-TS)*
- *Take customer's order: obtain customer's name, address and telephone number; obtain the recipient's name, address, telephone number; confirm date and time of delivery or pick up (NOS-E1.2)*
- *Listen to customers' complaints to determine the best solution such as providing refunds, exchanges and credits (ES-OC)*

IV. Information

Demonstrate comprehension of the gist, factual details and some inferred meanings by listening to a descriptive or narrative text. (CLB 5)

- *Interact with customers to determine customers' needs and preferences (ES-OC)*

Demonstrate comprehension of mostly factual details and some inferred meanings in an extended description, report or narration when events (or stages) are reported out of sequence. (CLB 7)

- *During staff meetings, learn about new products and receive instructions for implementing new procedures, providing customer service and initiating 'up-selling' opportunities (ES-OC)*
- *Listen, observe and ask questions during demonstrations (ES-OC)*

Identify main idea (which is not explicitly stated) organization and specific details in extended oral presentations. (CLB 8)

- *May participate in training programs provided by their employers and unions covering topics such as the Workplace Hazardous Material Information System, safe food handling, first aid and customer service (ES-CL)*
- *May attend floral design courses offered through community colleges (ES-CL)*
- *Attend required mandatory and voluntary training...equipment training (e.g. compactor); emergency preparedness (NOS-F1.2)*

Skill: Reading

I. Social Interaction Texts

Identify factual details in moderately complex notes, e-mail messages, letters and announcements containing cancellations of arrangements, apologies. (CLB 6)

- *May use communication software. For example, they may send and receive e-mail and attachments using e-mail and organizations' intranet. (ES-CU)*

II. Instructions

Follow one- to five-step common everyday instructions and instructional texts. (CLB 3)

- *Scan instructions in housekeeping checklists to understand correct procedures to complete tasks (ES-R)*

Understand and follow moderately complex written instructions for seven to 10-step procedures. (CLB 5)

- *Read plant care instructions, handling precautions and mixing directions on product labels (ES-R)*

Follow a set of common everyday instructions (up to 10 steps) when not presented completely in point form: sequence/order must be inferred. (CLB 6)

- *Read brief comments in customer orders to follow floral arrangement instructions (ES-R)*
- *Scan customer orders to understand the types of flowers and greenery to use and to follow special instructions (ES-R)*
- *Select sequence of tasks [guided by] notes and instructions from supervisors (ES-TS)*
- *Follow emergency procedures; locate emergency phone numbers (NOS-F1.4)*

Follow everyday instructional texts. (CLB 7)

- *Read company procedures to ensure tasks are completed correctly. For example, they read food handling procedures. They read floral arrangement preparation and assembly procedures to create products such as mixed plant baskets. They read daily and weekly housekeeping procedures to understand and complete maintenance tasks. (ES-R)*
- *Instructions to display products may be communicated through...written instructions (NOS-B1.2)*

Follow an extended set of multi-step instructions for established process. (CLB 8)

- *Read gift basket descriptions and preparation instructions to determine items required for baskets and to follow correct packaging procedures (ES-R)*
- *Follow Workplace Hazardous Materials Information System (WHMIS) guidelines for safe use, storage and disposal of hazardous materials at the workplace (NOS-F1.3)*

Follow coherent extended instructional directions. (CLB 8)

- *May read employer's policies and procedures manuals (ES-R)*

III. Business/Service Texts

Find information in formatted texts: forms, tables, schedules, directories. (CLB 4)

- *Scan daily and weekly job schedules to locate their weekly work shifts (ES-DU)*
- *Scan product labels and warning signs. For example...they locate prices, codes, plant descriptions and care instructions on product labels... They observe hazard warnings on equipment and container labels. (ES-DU)*
- *Collect cheque; verify identification; ensure that the credit card signature matches receipt signature (NOS-E1.1)*

Get information from short business brochures, notices, form letters and flyers. (CLB 4)

- *Read brief memos from their supervisors. For example, they read about upcoming health and safety inspections, featured sale items and new procedures. They read the information to maintain current knowledge about what is going on in the store. (ES-R)*
- *Review weekly flyers and featured sales items lists to learn about weekly specials and verify that prices displayed on cash registers match list prices (ES-DU)*
- *Read internal communication (newsletters, e-mail, merchandisers, notices on the bulletin board) (NOS-H1.8)*

Identify factual details and some inferred meanings in moderately complex texts containing advice, requests, specifications. (CLB 6)

- *Locate data in customer orders. For example, they locate customer delivery due dates and payment details, special instructions and item and quantity data for flower arrangements and plant and gift baskets. (ES-DU)*

- ❑ *Read memos and bulletins from their employers, unions and the Canadian Food Inspection Agency about procedure changes and new products such as orchids and speciality ferns. For example, they read memos to understand plant care for new products. They read memos about insects on roses to understand and follow culling and sanitation procedures. They read memos from health and safety representatives to learn about new procedures for knife storage and stocking products in coolers. They read about allergy alerts and changes to food handling regulations. (ES-R)*

Find two or three pieces of information in moderately complex formatted texts. (CLB 6)

- ❑ *Locate data in lists and tables. For example, they locate stock quantities, descriptions and UPC codes in supplier invoices and inventory sheets. They locate cleaning and maintenance requirements in daily and weekly housekeeping lists. They locate product code numbers and prices in price lists. (ES-DU)*
- ❑ *Locate product data such as product codes, descriptions and quantities in inventory sheets to compare and verify that items and quantities delivered match those ordered (ES-DU)*
- ❑ *Compare invoice to the original order; compare quantity of products received with those on the invoice (NOS-D1.2)*

Identify factual and inferred meanings in written proposed solutions, recommendations and proposals; and in statements of rules, regulations, laws and norms of behaviour. (CLB 8)

- ❑ *May read collective agreements (ES-R)*
- ❑ *May read employer's policies and procedures manuals. For example, they read store procedures manuals to understand safety, merchandising and customer service policies and procedures (ES-R)*
- ❑ *May locate information about benefits, pay and overtime by reading union agreements. (ES-TS)*

IV. Informational Texts

Get the gist, key information, and important detail of simple explicit one- to two-paragraph texts. (CLB 3)

- ❑ *Read logbook entries and short notes from co-workers. For example, they read comments in daily logbooks about outstanding work, special orders, supply deliveries and items set aside for customer pick-ups. They read notes from supervisors about job tasks, housekeeping and arrangement priorities. They read about schedule changes and details for unscheduled stock deliveries. (ES-R)*
- ❑ *Read the care information for new products (NOS-H1.8)*

Show comprehension of a one-page moderately complex descriptive/narrative text on a familiar topic. (CLB 6)

- ❑ *Read brief reports about department performance. For example, they read safety and mystery shopper summary reports to learn about the performance of floral departments and areas to focus customer service and safety improvements. (ES-R)*
- ❑ *Read trade magazines and other design magazines. (NOS-H1.8)*

Demonstrate comprehension of a one- or two-page moderately complex extended description, report or narration on a familiar topic. (CLB 7)

- ❑ *Read about purchasing and arrangement trends, display and arranging techniques, customer service and industry highlights in floral magazines and employer newsletters. They use the information to enhance their floral knowledge. For example, they read about new floral blends and care suggestions to improve the longevity of cut flowers. (ES-R)*
- ❑ *Find information about flowers, plants and arrangement by scanning floral arrangement books and reading plant care textbooks, fact sheets and articles (ES-TS)*
- ❑ *[Read] floral magazines, plant books and articles provided by suppliers and their employers (ES-WWO)*

Demonstrate comprehension of moderately complex tables, graphs, diagrams, and flow charts. (CLB 7)

- ❑ *Locate merchandising and arrangement and gift basket data in quality control forms. For example, they scan display plans and merchandising colour wheels to follow merchandising set-ups. They review arrangement and gift basket charts and pictures to prepare products. (ES-DU)*

Information Literacy/Reference and Study Skills Competencies

Access and locate three or four pieces of information in on-line electronic reference sources (e.g., World Wide Web, library databases), if available, or from print reference sources. (CLB 7)

- ❑ *Read plant care books and articles provided by their employers and suppliers to enhance their knowledge and answer customers' questions (ES-R)*

Access/locate several pieces of information in on-line electronic reference sources. (CLB 8)

- ❑ *May use the Internet to browse websites devoted to floral and plant topics. For example, they search for information about products and suppliers' websites.(ES-CU)*

Skill: Writing

I. Social Interaction

Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to congratulations, thanks, apology or offer of assistance. (CLB 6)

- *May use communication software. For example, they may send and receive e-mail and attachments using e-mail and organizations' intranet. (ES-CU)*

II. Recording/Reproducing Information

Copy short texts to record information for personal use, or to complete tasks, or to learn information. (CLB 4)

- *Write notes on greeting cards using information provided by customers (ES-W)*
- *Document temperature readings on a temperature log at least twice a day (NOS-C1.3)*
- *Assist with inventory activities; record the inventory (NOS-D1.4)*

Take live phone messages, voice mail messages or pre-recorded information with five to seven details. (CLB 5)

- *Take customer's order: obtain customer's name, address and telephone number; obtain the recipient's name, address, telephone number; confirm date and time of delivery or pick up. (NOS-E1.2)*

III. Business/Service Messages

Fill out simple forms. (CLB 3-4)

- *Enter data into label templates. For example, they complete product labels and signs by entering prices and product details. (ES-DU)*

Convey simple business messages as written notes. (CLB 3-4)

- *Write brief messages on greeting cards (e.g. Happy Birthday, Happy Anniversary). (NOS-H1.2)*

Fill out moderately complex forms. (CLB 6-7)

- *Complete order, tracking and quality control forms. For example, they complete housekeeping checklists to indicate tasks completed and note required follow-up actions. They complete hourly floor logs to describe the condition of areas and to note actions such as mopping and placement of wet floor signs. They record customers' contact information, delivery and payment details, product data and customer instructions in order forms. They complete supplier 'request for credit' forms by entering dates, reason for credit requests and product codes and descriptions. They complete shrinkage sheets to record items discarded. They enter reasons for disposal, quantities, product codes and descriptions. They may complete stock transfer forms to track item transfers between stores and in-store departments. (ES-DU)*
- *Use computer cash registers to scan items, enter amounts and codes and process electronic payments such as debits and credit card transactions. (ES-CU)*

Convey business messages as written notes to pass on routine information, make requests, or respond to recommendations and warnings. (CLB 7)

- *Write brief notes in daily logs. For example, they write comments in daily logbooks to record customers' comments about products, to note items put aside for customers and concerns such as damaged stock in shipments, low inventories and outstanding tasks. (ES-W)*

Convey business messages as written notes, memoranda, letters of request, or work record log entries, to indicate a problem, to request a change, or to request information. (CLB 8)

- *Communicate in writing; write legibly, use proper spelling, grammar, punctuation, and vocabulary, write brief notes; for example, work completed and work to be done. (NOS-H1.2)*

IV. Presenting Information

Write a paragraph to relate/narrate a sequence of events; to describe a person, object, scene, picture, procedure or routine; or to explain reasons. (CLB 5)

- *They write notes to supervisors about customer calls for special occasion arrangements such as weddings and bereavements. They note customer contact details, dates and types of occasion. (ES-W)*

Write one or two paragraphs to: relate a familiar sequence of events, tell a story; provide a detailed description and comparison of people, places, objects and animals, plants, materials, or routines; or to describe a simple process. (CLB 6)

- *Write entries for a variety of forms. For example, they enter arrangement and gift basket instructions and customer details and preferences on order forms. They write brief narrative accounts of incidents on incident and accident reporting forms. (ES-W)*
- *[Prepare] signage [which] should include description, pot size (if applicable) and pricing. For the most part, signage is provided by the organization. However, in some cases, the floral clerk is responsible for creating appropriate signage. (NOS-B1.2)*
- *Write a brief, accurate, and legible description of type of product ordered (e.g. type of product, name of the flowers, colours, size) (NOS-H1.2)*

Write two or three paragraphs to narrate a familiar sequence of events from the past; to tell a story; or to provide a detailed description, comparison. (CLB 7)

- *May write descriptive paragraphs on display cards for new floral items. They describe the items noting such characteristics as colour, scent and life expectancies of plants and flowers, worded in such a way to entice customers to buy the items. (ES-W)*

For more information about:

Canadian Language Benchmarks or Occupational
Language Analyses

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National Occupational Standards for the Canadian
Food Industry

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Tel: (416) 675- 3115
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<http://www.cfic-ccia.ca/>

Essential Skills Profiles

Human Resources and Skills Development Canada,
Skills Information Division
Human Resources Partnerships
Human Resources and Skills Development Canada
112 Kent Street, Tower B, 21st floor
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K1A 0J9
http://www15.hrdc-drhc.gc.ca/english/general/home_e.asp



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