



Horticultural Crops Production Level III

Learning Guide-85

Unit of Competence: Provide advice and information on plant culture products

Module Title: Providing advice and information on plant culture products

LG Code: AGR HCP3 M20 LO1-LG-85

TTLM Code: AGR HCP3TTLM 0120v1

LO1: Identify the issue/ customer needs



This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics –

This learning guide is developed to provide you the necessary information regarding the following content coverage and topics –

- Initiating contact with the customer
- Assisting customer in explaining the issue
- Using appropriate interpersonal skills to identifying customer needs
- Handling customer enquiries courteously and promptly
- Matching available products to customer needs
- Clarifying nature of the issue
- Defining issue according to researched and experimental awareness
- Researching and updating knowledge and understanding of agronomic products

This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, upon completion of this Learning Guide, you will be able to –

- Initiate contact with the customer
- Assist customer in explaining the issue
- Use appropriate interpersonal skills to identifying customer needs
- Handle customer enquiries courteously and promptly
- Match available products to customer needs
- Clarify nature of the issue
- Define issue according to researched and experimental awareness
- Research and updating knowledge and understanding of agronomic products

Learning Instructions:

1. Read the specific objectives of this learning guide.
2. Follow the instructions described below 3 to 4.
3. Read the information written in the information “Sheet1 - 8”.
4. Accomplish the “Self-check 1- 8” in page -4, 14, 16, 20, 22, 25, 28 and 30 respectively.

Information Sheet-1**Initiating contact with the customer****1.1. Identify who are the clients and what type of information do they want**

In fact, your client base is quite varied and includes not only farmers, but also:-

- Community and special interest groups
- Customers who buy products and services or obtain information (retail and industry)
- Staff members
- Industry members such as suppliers, consultants and contractors (local, interstate and overseas)
- Primary and high school excursion groups
- Students and lecturers from universities and training organizations (for example, TVET).

As you can imagine with this client base, you answer a lot of queries everyday covering a variety of horticultural and organizational matters.

What type of information our clients usually want, right?

Here are a few examples of some common requests for information.

Common requests for information

- Provide expert knowledge about species and plant cultures
- Recommend plants for a particular garden design (for example, plant selection and positioning, watering regimes and soil requirements)
- Give advice on effective techniques and treatments (for example, propagation and weed control)
- Advise on best practice guidelines (for example, environmental and conservation)
- Interpret site designs and ground plans
- Interpret horticulture literature, labels and information sheets
- Estimate treatment and product requirements, material sizes and quantities
- Calculate ratios, proportions and application rates of fertilizers.

As you can see from this list, you will be kept pretty busy and on your toes answering a wide range of information requests. These requests can be provided by a variety of means such as face-to face, phone, email, fax and post.



Self-Check 1	Written Test
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Name: _____

Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers

1. What are the benefits of knowing of common request information? (4pts)
2. What type of clients could come to ask advice? (2pts)
3. What are the common information requests? (4 point)
4. Your clients may be? (2 points)

Answer

Score = _____

Rating: _____

Note: Satisfactory rating – 12 points

Unsatisfactory - below 12 points

You can ask your teacher for the copy of the correct answer

Name: _____

Date: _____

Short Answer Questions



Information Sheet-2

Assisting customer in explaining the issue

2.1. Explaining the issue for customer

Do you think all communication between people is verbal? In fact, approximately 93% of messages are sent through non-verbal communication such as body language.



Figure :1.1. Communication through body language

To help you identify the client's concern and gather relevant information from them quickly and efficiently, you need two crucial skills that form the basis of good communications:-

- 1. Attentive listening**
- 2. Effective questioning**

Observe interactions with man or woman, and see if you can interpret what messages are being conveyed by our body language. Also watch as and try to pinpoint what's right or wrong about these conversations and where improvements can be made. Examples of interactions on communications between staff and clients:

- **Body language**
- **Conversations**

❖ **Body language**

Conversations between women the visitor centre manager and man showing various examples of body language:-

- **Posture**
- **Hand gestures**
- **Eye contact**
- **Facial expressions**

❖ **Posture**



Figure :1.2. Use posture to communication with customer

What is the body language telling you...?

About women?

Women? Stance of leaning forward and pointing her finger is typical aggressive behavior.

About man?

Man hands on hips stance shows that he has taken a defiant position.

❖ Hand gestures



Figure :1.3. Using hand gesture to communication with customer

What is the body language telling you ...?

About Women? Hand gesture indicates she thinks Man comment is small.

About Man? Man open palms shows he wants Women? Attention.

❖ **Eye contact**



Figure :1.4. Use eye contact to communication with customer

What is the body language telling you...?

About Women? Direct eye contact shows she is listening to man.

About Man? Man eye contact is also direct and shows he is listening to Women.

❖ **Facial expressions**



Figure :1.5. Using facial expressions to communication with customer

What is the body language telling you...?

About Women? Frown indicates she is rejecting Man comment.

About Man? Man lip-compression shows he is angry or frustrated.

❖ Conversations

Examples of conversations between the man and clients: -



Figure :1.6. Conversation communication with customer

❖ Conversation 1

Is this an effective conversation?

Client (polite). "Excuse me. I'm looking for a plant that has yellow spider shaped flowers. Can you help me, please?"

Volunteer (rushed and distracted) "the garden display is located behind the visitor centre. You can get a map from the stand near the front door. It will show where to go."

Client (annoyed because she hasn't got Man full attention). "Are those particular plants...?"

Volunteer (interrupts the client while she is talking but is still distracted with his other task)

"We have a huge variety of plants on display. I'm sure you'll find what you're looking for."

Client (eager)

"What name will I look for?"

Volunteer (thoughtful but professional)

"Hmm. *Grevillea olivacea* or perhaps the hybrid of *Grevillea thelemanniana* and *Grevillea olivacea*. No, I'm pretty sure it's *Grevillea olivacea* yellow. Yeap that's it - *Grevillea olivacea*. Birds just love them!"

Client (confused and anxious). "Grevillea what? I thought Grevillea's only had red flowers?"

Do you think this was an effective conversation between a staff member and client? What would you do differently? To compare your ideas, see women? 'secret shopper' observations and then look at the 'take two' conversation.

'Secret shopper' observations

Man attention was not focussed on the client because he continued to carry out tasks and talk at the same time. Man was not attentively listening and as a result he gave the client information she did not want. He also interrupted the client while she was talking and then confused her by using botanical names.

Take a look at 'take two' for a more effective way of interacting with this client.



Figure :1.7. Conversation communication with customer

❖ **Conversation - take two**

Client (polite)

"Excuse me; I'm looking for a plant that has yellow spider shaped flowers. Can you help me, please?"

Volunteer (thoughtful but professional)

"Hmm. You'd be looking for a Grevillea. Birds just love them!"

Client (confused)

"I thought Grevillea's only had red flowers?"

Volunteer (helpful)

"Grevilleas come in a couple of varieties - not only red but also yellow, orange, pink and white. They also come with small and large flowers. Which one do you want?"

Client (eager)

"I definitely want yellow flowers."

Volunteer (helpful)

"So you can buy the right variety, you need to know its botanical name. The Grevillea you want is Grevillea olivacea. That's spelt, grevillea (grevillea) and olivacea, olivacea. would you like me to write it down for you?"

Can you tell the difference between this conversation and the first one where Man was distracted and the client became confused and distressed?

Take a look at 'secret shopper' observations to see what she thinks.

'Secret shopper' observations

This interaction between man and the client was courteous and polite. He was very helpful and offered her extra assistance.



Figure :1.8. Conversation communication with customer

❖ Conversation 2

Is this an effective conversation?

Client (polite). "I'm looking for a plant for my garden."

Volunteer (helpful). "What area of the garden do you want to plant it in?"

Client (polite). "Near my back fence."

Volunteer (enquiring). "Is that part of the garden in full sun or part shade?"

Client (quizzical). "Sunny most of the day."

Volunteer (questioning). "What type of plants do you already have in that area?"

Client (confident). "Roses and daisies."

Volunteer (helpful). "Are you looking for a similar plant for the area?"

Client (confident). "Yes."

Do you think this was an effective conversation between a staff member and client?

What would you do differently? To compare your ideas, see Women? 'Secret shopper' observations.

'Secret shopper' observations



Man listened attentively and effectively used:

- Open-ended questions to get detailed responses.
- Closed questions to limit responses, such as a 'yes' or no' answer.

As a result, he is able to provide the client with appropriate plant choices to suit their needs.

What did you notice from these client interactions?

You probably realized that dealing with clients requires skills and practice, right?



Self-Check 2	Written Test
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Name: _____ Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers

1. What are the two crucial skills that form the basis of communication? (5 pts)
2. What are body languages? (5 pts)

Answer

Score = _____

Rating: _____

Note: Satisfactory rating – 10 points

Unsatisfactory - below 10 points

You can ask your teacher for the copy of the correct answer

Name: _____

Date: _____

Short Answer Questions

Information Sheet-3	Use appropriate interpersonal skills to identifying customer needs
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3.1. Customer needs could include

The specific needs of customer depending on job requirements and specifications. They may also relate to the need for specialized or technical assistance and the intended use of product and environment in which product are to be used. To help you develop good communications skills, here is list of top twelve tips. Follow these basic techniques and you'll be assured of satisfying your clients' needs.

❖ 12- Communication tips

1. Be aware of why you are listening - assists you to gain a better understanding.
2. Focus your attention - don't do two things at once.
3. Look directly at the client - eye contact is crucial when speaking and listening.
4. Take note of body language, voice intonation and inflection.
5. Allow the client to explain their situation and avoid interrupting them.
6. Speak slowly and carefully to avoid misunderstandings and reduce anxiety, stress or uncertainty.
7. Use both common and scientific names for plants and sound out your words or vowels - particularly when spelling complicated words, such as botanical or scientific names.
8. Ask open-ended or clarifying questions to ensure the listener understands what's being said and avoid asking such questions as, "Do you understand?" or "Is that clear?"
9. Confirm important information - for example, repeat telephone numbers, times and dates, and spell out people's names.
10. Write down the key points - don't rely on your memory.
11. Appreciate the other person's point of view and take note of meaning and feelings.
12. Stay calm and impartial - don't get upset, angry or drawn into emotional responses.



If you are having trouble communicating effectively with clients, seek help from another staff member or your workplace supervisor.

Remember, it takes practice to develop good communications skills - make these essential workplace skills a top priority because they save time and make a good impression!



Self-Check 3	Written Test
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Name: _____ Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers

1. What are the 12 communication tips? (2ts)
2. What is the importance of the 12 communication tips.(2pts)

Answer

Score = _____

Rating: _____

Note: Satisfactory rating – 4 points

Unsatisfactory - below 4 points

You can ask your teacher for the copy of the correct answer

Name: _____

Date: _____

Short Answer Questions



4.1. Handling customer enquiries courteously and promptly

Here are some reasons for customer dissatisfaction - see if you can identify with them.

❖ **Customers or clients become dissatisfied when:-**

- The product or service they want is not available
- They have been given incorrect information
- When the product or service is unreliable or not lived up to expectations
- They have not been attended to promptly or other customers 'queue jump'
- They are not being listened to
- They are being ignored
- They are interrupted while they are talking
- Their point of view is not appreciated
- They are talked down to (for example, the customer is ignorant while the attendant is knowledgeable)
- The situation becomes emotional (angry or upset) or personal.

Did any of these examples sound familiar?

No doubt you've experienced some, if not all, of them at some time or another in your personal or professional life. You can also probably recognize from these examples that client dissatisfaction usually falls into two broad groups:

1. Quality of service

2. Respect and understanding.

As a rule, potentially difficult or unpleasant situations can be avoided by using simple strategies, such as offering additional assistance or reflecting back to the client your understanding of the issue. Here's a common scenario: you're working in the nursery when you are called to attend to clients in the visitor centre. You arrive and find six clients waiting for assistance. What do you do? If you're unsure who's to be served first, it can be as easy as asking - "Who's next please?", in a friendly and enthusiastic voice. Observe the strategies that Stefan the volunteer used to deal with clients and potentially difficult situations.



Client 1 (angry)

"I requested the Kangaroo paw seeds two months ago and I haven't received them yet. You promised that they would arrive in two weeks - that was 8 weeks ago. Now it's too late to sow them."

Staff (calm and professional)

"I understand how upset you must be. Unfortunately, our supplies have been delayed due to transport problems. However, a new shipment is expected in a few days. I apologize that you weren't advised earlier. I will ring you as soon as the product arrives."

Client 2 - (upset)

"While visiting your recent floral exhibition of prize-winning flowers, I enquired about the growing conditions of azaleas and I was told by one of your staff that they needed full sun in alkaline soil. It turns out that azaleas needs part sun and acidic soil. I planted six azaleas and now they're all dying. I spent hours preparing the garden and taking care of them. What a waste of money, time and energy."

Staff (calm and professional)

"I'm sorry you were given incorrect information. Unfortunately, that particular exhibition was on floral arrangements. While it was held in our function room, it was not staffed by our volunteers, instead it was organized by the Midwest Florists' Association and staffed by their members. I usually recommend to clients that they always check the label when buying plants. It sounds simple, but it can save a lot of heartache because you can be assured of getting the right plants that suit your garden. Are you familiar with plant labels? If you have time, I'd be pleased to explain to you how to understand one."

Client 3 - (frustrated)

"I'm looking for information on pruning stone fruit trees. I was told that the Visitor Centre was where I could find it."

Staff (calm and professional)

"I'm sorry but that type of information needs to be answered by an expert. You'd be better to ask for this information at a plant nursery that specializes in fruit trees, or ask the Department of Agriculture if they have a fact sheet."





I hope you've picked up some helpful strategies for the best way to deal with clients. It is important to remember that you may not be able to satisfy a client's request or solve their problem, so don't be afraid to refer those clients to more qualified staff members or other specialized organizations or businesses.

Do you have any personal or work experiences of client dissatisfaction? How was the situation remedied and what strategies were used? What was the outcome?

To keep you on track, so you can maintain a high quality of service and treat clients in a professional and respectful way, always keep in mind the old saying, "Do unto others..." and you won't go wrong!

If you are having trouble dealing with difficult clients, seek help from another staff member or your workplace supervisor.



Self-Check 4	Written Test
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Name: _____ Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers

1. Customers or clients become dissatisfied when? (2ts)
2. Client dissatisfaction usually falls into two broad groups? (2pts)
3. What is the meaning of "Do unto others..." and you won't go wrong! (2pts)

Answer

Score = _____

Rating: _____

Note: Satisfactory rating – 6 points

Unsatisfactory - below 6 points

You can ask your teacher for the copy of the correct answer

Name: _____

Date: _____

Short Answer Questions

Information Sheet-5

Matching available products to customer needs

5.1. Available products to customer needs

Obviously the more information you have about a plant the greater the chance you have of making a correct identification. If you have the plant in front of you, plant material such as:-

- **Leaves**
- **Fruits**
- **Stems and**
- **Flowers**

Can set you well on the way to working out exactly what the plant is called. These clues, when used with a good plant identification book, will help you to come up with the unique botanical name of the plant. However, often a customer may ask you about a plant that they cannot really describe. If they can give you the common name trade name this will help, but these names are not always consistent. Sample of the plant, with as many of the features mentioned as possible, is always great.

Really, the only fail-safe way of identifying a specific plant is to find out its botanical name.

More information about plant names

Occasionally a plant will have a cultivar or a hybrid name as well, eg grevillea 'robyn gordon' a popular garden plant. A cross between grevillea bipinnatifida and grevillea banksii resulted in the cultivar grevillea 'robyn gordon'. Sometimes you may see the abbreviation syn. (synonym) after a plant name. This means the plant was called something else but now has another name. Eg callistemon macropunctatus - syn. Callistemon coccineus. Melaleuca affine - syn. Melaleuca polyanthum.

Meaning of plant names

It is sometimes easier to learn and remember plant names if you can have some understanding of the meaning of their names. Pimelea rosea has pinkish flowers - rosea means colored red. Grevillea robusta is a tall tree - robusta means strong or robust. Grevillea rosmarinifolia - rosmarina means rosemary, folia means foliage - has leaves like the herb rosemary. Pittosporum undulatum - has leaves that are wavy - undulate means wavy.

Self-Check 5	Written Test
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Name: _____ Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers

1. What is the importance of understanding plant names? (2Pts)
2. How do you identify plants? (2pts)

Answer

Score = _____

Rating: _____

Note: Satisfactory rating – 4 points

Unsatisfactory - below 4 points

You can ask your teacher for the copy of the correct answer

Name: _____

Date: _____

Short Answer Questions

6.1. Clarifying nature of issue

In order to gather the information you need to begin a plan with a new client, asking a series of questions to determine the specific problem they want to fix would be the possible approach. There are five steps that can be used to gather information to know customers' needs/wants.

1. Talk to customers

Develop a list of five to 10 open-ended and multiple choice questions designed to stimulate information from customers about how they perceive your service/product and the level of service you deliver. These interviews can be conducted one-on-one with customers over the phone, or in small focus groups of five to ten people.

2. Listen to employees

While organizations might think customer service challenges are only about the customers, they are often surprised to learn the employees who work with customers have some valuable ideas about customer service. Developing a confidential, unspecified survey that employees take electronically can be a game changer. Because it's anonymous, employees who might not feel comfortable talking with managers open up with their observations, challenges and even suggestions. The results of an employee survey often reveal that customers and employees are more on the same page than management ever imagined.

3. Address the real issues

Armed with solid, realistic information from both customers and employees, business leaders can begin to address the real problems they're facing to deliver quality customer service. They may begin to develop processes and procedures that will ensure outstanding service. They may find that additional training is needed for employees. They may also find creative and productive ways to create on-going communication with customers.

4. Reality check with customers

Although it may seem like the hard work is over, it's crucial that companies continue to measure customer satisfaction, either through one-on-one conversations, focus groups, hand-written questionnaires, or a confidential electronic survey.



5. Develop on-going processes for working with customers

As the pieces of the customer service puzzle start to fall into place, and the company has a clearer understanding of what its customers and employees need to deliver outstanding service, it's crucial to invest the time into developing a plan that will ensure continuing high levels of service. Without formal policies, procedures, and processes to support the commitment to service, the company might find itself falling back into old practices by ignoring its customers' needs and desires.

Activity: Develop a questioners and go out and conduct interview with your potential ideal customers. What additional information do you get? Share your experience with your classmate.



Self-Check 6	Written Test
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Name: _____ Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers

1. List the five steps that can be used to gather information to know customers' needs/wants.? (5Pts)

Answer

Score = _____
Rating: _____

Note: Satisfactory rating – 5 points

Unsatisfactory - below 5 points

You can ask your teacher for the copy of the correct answer

Name: _____

Date: _____

Short Answer Questions

Information Sheet 7

Define issue according to researched and experimental awareness

7.1. How to plan an experiment

Here is an example of a process for planning an experiment. Read each stage to find out more information.

A detailed step-by-step process for designing a fair test

The following is a more detailed step-by-step process that briefly outlines what needs to be planned for and included in designing an experiment.

Step 1: Design the test

A. Write down your preliminary ideas, for example:

- What do you want to do? (make an educated guess or hypothesis)
- What do you already know?
- What do you think the answer is to your hypothesis?
- What do you think will happen, and why?
- What are the things that are going to change (variables)?
- What are the things that can be measured and recorded (data)?
- What material you will need?

B. Sort out your ideas, for example, write:

- a hypothesis
- The one thing that you will change is..... (known as an independent variable)
- The one thing that you will measure is..... (known as a dependent variable)
- All the things you will keep the same are.... (Known as constants).

C. Create the procedure:

- Set the parameters of your trial and write the steps you need to do to carry out it out.
Include:
 - ✓ Variables (independent and dependent)
 - ✓ Constants
 - ✓ Sampling (duration, interval, e.g. daily, sample size)
 - ✓ Assumptions
 - ✓ Controls

- What are your predictions?
- Create data sheets for recording the information

Step 2: Carry out the test

- Use the procedures you designed to carry out the test.
- Use the datasheet to record the information.

Step 3: Collate and analyze the data

- What type of data are you collecting - quantitative or qualitative?
- Change the raw data into meaningful statistics - percentages, averages, graphs, comparisons.

Step 4: Interpret the statistics

- Does the data support or refute your hypothesis?
- Does the data reveal a flaw in your design?
- Was the hypothesis incorrect?
- Was there an alternative hypothesis?

Step 5: Write a report

- Make arguments based on your data and separate the observations from interpretation.
- Provide sufficient detail to enable others to repeat the same experiment.
- Summarize your findings and observations.
- Do not present raw data.
- Describe the outcome of the trial.
- Do not use the phrase 'made a mistake' or say that the experiment failed, instead, explain the outcome in terms of observable facts.
- Do not make excuses.
- Explain alternative hypotheses (if applicable).
- Explain issues that you did not consider in your initial design or hypothesis.
- Evaluate whether the test was valid, i.e. if the test was repeated would the same conclusions be reached?

Step 6: Review the experiment

- Look at how the test can be improved, i.e. what would you do differently next time?

**Self-Check 7****Written Test**

Name: _____ Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers

1. Why do you need to experiment? (2ts)
2. What are the steps for planning an experiment (2pts)
3. What is the need for righting a report? (2pts)

Answer

Score = _____

Rating: _____

Note: Satisfactory rating – 6 points

Unsatisfactory - below 6 points

You can ask your teacher for the copy of the correct answer

Name: _____

Date: _____

Short Answer Questions

8.1. Research and updated knowledge

Spend some time using a search engine's help functions. This will teach you how to structure your searches to obtain the most relevant information. 'Advanced search' enables you to search for specific phrases and to combine search terms. When using an online catalogue to find reference materials, for example, dictionaries of environmental terms search under subject: environment - dictionaries. Keep a record as you go of all the referencing details so you can prepare a bibliography at the end of your report or assignment. When using word processing packages to write reports:

- Use spelling and grammar functions to check for spelling errors.
- Use header and footer function to insert automatic page numbering.
- Use formatting, such as bold, italic and paragraph spacing to separate the main sections or areas.
- Use the help function to change the look of text, use functions and add formatting.
- Search online catalogues in libraries and learning resource centres using keyword "study skills".



Self-Check 8	Written Test
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Name: _____ Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. What is the importance of updating your knowledge? (3pts)
2. Explain the importance of search engines (internet) to update your knowledge? (3pts)

Answer

Score = _____

Rating: _____

Note: Satisfactory rating – 6 points

Unsatisfactory - below 6 points

You can ask your teacher for the copy of the correct answer

Name: _____

Date: _____

Short Answer Questions





Reference

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2. www.coursehero.com
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Horticultural Crops Production

Level III

Learning Guide-86

Unit of Competence: Provide advice and information on plant culture products

Module Title: Providing advice and information on plant culture products

LG Code: AGR HCP3 M20 LO2-LG-86

TTLM Code: AGR HCP3TTLM 0120v1

LO2: Decide on preferred solution

This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics –

This learning guide is developed to provide you the necessary information regarding the following content coverage and topics –

- Identifying and devising options and/or strategies
- Examining and evaluating options and/or strategies
- Determining optimal solution

This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, upon completion of this Learning Guide, you will be able to –

- Identify and devise options and/or strategies
- Examine and evaluate options and/or strategies
- Determine optimal solution

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 4.
3. Read the information written in the information “Sheet 1- 3”.
4. Accomplish the “Self-check 1- 3” in page -33, 39 and 43 respectively.

1.1. What do I need to consider when devising a project plan

Check with your workplace supervisor for the preferred method, documentation or procedures to follow or use when preparing design briefs or proposals.

Here is a list of things to consider. Remember, this is just a guide to help you think about the issues and costs involved with a project. It is not a comprehensive checklist. You should add your own project plan items, resources and costing to it.

Project plan items, resources and costing

- Machinery - bobcat, excavator, bulldozer (hourly rates).
- Rubbish removal - truckloads away (time and additional charges for use of truck and tipping fees).
- Re-use excavated soil (think about how much and how clean).
- Importing materials and using machinery and operator (bringing in/moving or placing rocks, soil, pallets of cement, pavers, etc).
- Electrical work - costing to include digging trenches at initial stages.
- Construction and installation of all 'landscape' (berms and beds) and reticulation to be undertaken after clearing and shaping.
- Construction of water feature:
- Rocks determine size and how they will be moved, i.e. bobcat. Specify sizes- one-man, two man and bobcat (or crane and operator)! Include cement, sand, coarse sand for render, any gravel and pebbles.
- Waterproofing - liner, concrete, fiberglass (may be prohibitively expensive), geotextile or mud like a dam.
- Pump and piping needed to recirculate or aerate water from source to feature, for example, fountain to aerate lake or pond water. To be installed by licensed electrician.
- Installation to be carried out by licensed electrician.
- Construction of pathways and roads (what materials are being used, for example, pavers, concrete, rammed earth, timber boardwalk, etc).
- Construction or repairs of other key features, such as gazebo or jetty repairs need to be carried out by licensed builders/carpenters. Jetty supports must be rated for permanent inundation and paints and seats to be included.



- Construction of walls - contractor or inhouse? What type of material is to be used? For example, squared blocks take far less time than natural rock.
- Upgrading existing buildings or structures - render new verandah, screening, etc. Materials and service providers to be costed.
- Plants should be selected and grown by the park or nursery a long time before the project starts. Specialty nurseries may be required for advanced trees:
- Other plant features, for example, entry statements.
- Lawn - what sort and how much? Evaluate the pros and cons of roll-on versus seeding or shreds.
- Soils - what sort and how much? Soil improvers for other areas.
- Delivery charges
- Clean up and rubbish removal (bobcat required again?).
- Plan B (what is it?).
- Business costs.
- Finishing off (unfinished work or finishing touches).
- Final clean up.

Self-Check 1	Written Test
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Name: _____

Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. What is the important of devising? (2 point)
2. Give at list 5 points to consider when you devise your project? (4 point)
3. What is plan B? Why consider it? (4point)

Answer

Score = _____

Rating: _____

Note: Satisfactory rating – 10 points

Unsatisfactory - below 10 points

You can ask your teacher for the copy of the correct answer

Name: _____

Date: _____

Short Answer Questions



2.1. Guidelines for evaluating a treatment program

The following checklist is not comprehensive and it is suggested that you carry out your own research to discover other relevant issues that might impact on your treatment program.

- Is the program working?
- Are there any signs of pests, diseases, disorders or weed infestations?
- Are previously identified problems improving?
- Is the production rate (i.e. crops), cost and quality adequate?
- Is the program helping to meeting business goals?
- Are staffs coping with instructions and tasks delegated to them?
- Do staffs have adequate skills and knowledge?
- Does the program successfully avoid having any damaging effect on the environment?
- Is the program safe to staff, public and surrounding environment (wildlife, etc.)?
- Has any negative feedback been received?
- Is the program legal (i.e. biological controls, chemical use, etc)?
- Does the program take into account government regulations?
- Does the program take into account industry practices?

If you answered 'no' to any of the checklist questions, you need to take some action to modify your program so that it's more successful. Remember, some of the required changes may be quite small; however, others could have a serious impact. In this situation, consult with your supervisor because a judgment needs to be made regarding the program's worth and modifying it in terms of:

- cost
- time
- resources required
- Quality.

Did you notice that some measurements in the checklist could be grouped into seven main categories? If you were thinking about creating your own measurement tool you could devise a series of questions that related to:-

- Success
- Impact on business or production
- Staff
- Impact on environment



- OHS
- Market or customer reaction
- Legal implications



Sometimes identified problems are too difficult to manage or solve. You may need to seek assistance from professionals who specialize in troubleshooting. Ask your workplace supervisor for further assistance.

Self-Check -2-

Written Test



Name: _____ Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. Why do you need a check list? (2pts)
2. What points are considered in the check list? (3pts)
3. If you make your own check list the questions could relate to points like? (3pts)
4. What would you do if the problem is difficult to solve? (4pts)

Answer

Score = _____

Rating: _____

Note: Satisfactory rating – 12 points

Unsatisfactory - below 12 points

You can ask your teacher for the copy of the correct answer

Name: _____

Date: _____

Short Answer Questions

Information Sheet-3

Determining optimal solution

3.1. Determining optimal solution

There are five issues to consider during determining optimal solution:

1. Growth requirements
2. Problems
3. Features
4. Maximizing growth
5. Uses

❖ Growth requirements

Examples of issues to consider when selecting plants:

- Water quality and quantity
- Fertilizer
- Pruning
- Soil requirements

What questions would you ask yourself about these issues?

To compare your ideas, take a look at these questions:

❖ Questions to ask yourself about growth requirements:

- How much water and how often?
- What type of fertilizer needs to be used, how much and how often?
- When should pruning occur and what equipment must be used?
- What type of soil (pH, sand, clay, loam, alkaline or acidic), where is it located (coast, hills or desert) and how deep is it?

❖ Problems

Examples of issues to consider when selecting plants:

- Dropping limbs, bark and fruits
- Root systems
- nuisance
- Pest and diseases

What questions would you ask yourself about these issues?

To compare your ideas, take a look at these questions:

Questions to ask yourself about problems

- Where will the limbs, bark and fruits drop, when and how often?
- Where will the roots grow (in drains or sewers), why are the roots growing (competing for water, nutrients, or suckering)?
- What causes the irritation (pollen, foliage, thorns or spines) and when do they occur?
- What type of pests and diseases occur, what type of treatment needs to be used and how often?

❖ Features

Examples of issues to consider when selecting plants:

- Evergreen or deciduous
- Flowering or non-flowering
- Growth rate
- Adaptability

What questions would you ask yourself about these issues?

To compare your ideas, take a look at these questions:

❖ Questions to ask yourself about features:

- What type of plant is it - evergreen or deciduous (plants that shed their leaves seasonally in unfavorable growing conditions)?
- What type of flower does it have, if any?
- How fast will it grow?
- What conditions does it suit?

❖ Maximizing growth

Examples of issues to consider when selecting plants:

- Vandalism (harm)
- Climate
- Aspect
- Buildings

What questions would you ask yourself about these issues?

To compare your ideas, take a look at these questions:

❖ Questions to ask yourself about maximizing growth:

- What type of destruction may occur, if any?
- Is the plant sensitive to frost, heat or dry climate?
- Where does it need to be positioned - out of the wind, or in sun or shade?



- What nearby buildings or structures may affect the plant's growth, such as blocking the sun and water run-off?

❖ Uses

Examples of issues to consider when selecting plants:

- Home garden
- Public park
- Land care
- Wildlife corridors
- Crop production

What questions would you ask yourself about these issues?

To compare your ideas, take a look at these questions:

❖ Questions to ask yourself about uses:

- What is the production design?
- What are the existing plants and trees and where will the new plants or trees be positioned?
- What is the purpose of the planting, for example, crop production pollution resistant, erosion control or regeneration?
- What environmental elements, such as, endangered fauna (animal life) and flora (plant life), need to be taken into account?

Self-Check 3	Written Test
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Name: _____

Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. Why do you consider the five points when deciding on solutions? (6 point)
2. What does nuisance mean? Give example? (4 point)
3. What are the points to consider when selecting a plant? (4point)
4. What are the features to be considered? (5point)

Answer

Score = _____

Rating: _____

Note: Satisfactory rating – 19 points

Unsatisfactory - below 19 points

You can ask your teacher for the copy of the correct answer

Name: _____

Date: _____

Short Answer Questions



Reference

1. The Achieving Society. New York: The Free Press. McClelland, D. C. 1986. 'Characteristics of successful entrepreneurs'. The Journal of Creative Behaviour, 21(3):218–232. Nieman, G. & Nieuwenhuizen, C. (eds). 2009.
2. www.coursehero.com
3. www.nap.edu



Horticultural Crops Production

Level III

Learning Guide-87

Unit of Competence: Provide advice and information on plant culture products

Module Title: Providing advice and information on plant culture products

LG Code: AGR HCP3 M20 LO3-LG-87

TTLM Code: AGR HCP3TTLM 0120v1

LO3: Provide product advice solution

Instruction Sheet

Learning Guide 87



This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics –

This learning guide is developed to provide you the necessary information regarding the following content coverage and topics –

- Providing advice that addresses customer needs
- Exhibiting products that may meet customer need
- Suggesting alternative and additional products and services
- Addressing customers concerns and questions

This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, upon completion of this Learning Guide, you will be able to –

- Providing advice that addresses customer needs
- Exhibiting products that may meet customer need
- Suggesting alternative and additional products and services
- Addressing customers concerns and questions

Learning Instructions:

1. Read the specific objectives of this learning guide.
2. Follow the instructions described below 3 to 4.
3. Read the information written in the information “Sheet 1- 4”.
4. Accomplish the “Self-check 1- 4” in page -48, 50, 52 and 55 respectively.



1.1. Providing advice

❖ Advice should cover:-

- The identification of the most suitable product.
- Product and materials for the application; quantities needed;
- Recommendations on planting, sowing and applying seeds, crops and/or fertilizer;
- Advantages, disadvantages, benefits and limitations of various fertilizer mixes, seeds/crops;
- Environmental and residual considerations; basic nutrient requirements of crops; availability, and any rebates for quantity purchased.

❖ Additional advice may be written or verbal, and include

- Identification of safety and legal considerations in use, sales of products, correct usage of product; material handling hazards;
- Personal protective equipment requirements (which may include fitting or demonstration of product);
- Seed certification processes;
- Identification of chemically-treated seed in line with established legislation; and
- Establishment and maintenance requirements for crops and lawn.

Advice provided should also take account of prevailing soils and climates, recommended species and seed mix for environmental conditions, and customer/store responsibilities. Additional advice could be provided on fertilizer application techniques such as mechanical spreading, fertilizers, spraying, aerial spreading, flooding, fertigation; legal implications of sale of fertilizer to customers; seed cleaning; and materials need for application.

**Self-Check 1****Written Test**

Name: _____ Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. What is the benefit of selecting suitable products? (2pts)
2. Why take soil and climate conditions in to consideration? (2pts)
3. What are the additional advices? (2pts)

Answer

Score = _____

Rating: _____

Note: Satisfactory rating – 6 points

Unsatisfactory - below 6 points

You can ask your teacher for the copy of the correct answer

Name: _____

Date: _____

Short Answer Questions

Information Sheet-2

Exhibiting products that may meet customer need

2.1. Exhibiting products that may meet customer need

Arrangements may need to be made for products to be showcased or safely exhibited without wastage or contamination. Products may also be exhibited through the use of audio-visual and written materials to highlight product and its application.

❖ Preparing your plants for exhibition

When the customers look at your plant and/or display, you want it to make the best possible impression on them. Here are a few tricks:

- The plant should be well groomed. Although in most cases it is the flower quality that is being customers
- Remove all dead leaves, dried flower sheaths and dead plant material.
- Check for and remove insects and carefully spray if necessary.
- Clean the leaves with your favorite mixture, such as lemon juice, milk, etc or try this one: one cup water, one tablespoon powdered milk, one tablespoon liquid dishwashing soap. Wipe on with cotton or a soft paper towel and dry with a clean piece. To remove lime deposits or resistant water spotting, try: one cup water with two tablespoons vinegar, before you shine with the above mixture. Be careful to not let any of these items get on your flowers.
- Inspect flowers for bits of foreign matter, potting medium, webs, etc. and try gently blowing it off.
- Staking (ordering) will often improve your presentation.
- If you are placing your plant in a **pot** display, it is a good idea to tag down the pot with your name or use a return address sticker on the side of the pot with your name to help identify it at the end of the show.
- A final note: while more flowers on a plant are usually better, more judging points are usually given to the quality of the flowers



Self-Check 2	Written Test
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Name: _____

Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. Why do you exhibit plants? (6 point)

2. Why do you clean leaves of the plants to be exhibited loading and unloading materials? (6 point)

Answer

Score = _____

Rating: _____

Note: Satisfactory rating – 12 points

Unsatisfactory - below 12 points

You can ask your teacher for the copy of the correct answer

Name: _____

Date: _____

Short Answer Questions



3.1. Suggesting alternative and additional products

Alternative products and services that would also meet job/ customer requirements or could be needed to complete the application, such as more durable or cost effective alternatives. Tools needed in the construction or application of the product could also be included as "add on sales".

It's also important to notify clients of other key pieces of information, for example, terms or conditions. Remember, you need a degree of flexibility to ensure any unforeseen circumstance can be rectified with a viable alternative without further client consultation or approval. A good example is providing plant substitutions if the recommended plant is unavailable.

Although your clients are relying on your professional judgment and expertise in the area of plant selection, you need to formally advise them, particularly at the negotiation phase. A 'notes' section on the plantings list then becomes an easy way to remind them of this agreement.

The following are types of information that you may want to highlight:

- Selecting, sourcing and supplying the plants are your responsibility.
- Indicating sizes, such as pots and trees.
- Stating the eventual size and habit of trees.
- Advising that purchases are subject to market availability.
- Referring to other relevant documentation, for example budget estimates.

Don't forget to clearly state the client's details on your document because it enables good record keeping and ensures the right plantings list has been created for the appropriate client.

**Self-Check 3****Written Test**

Name: _____

Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. Why do you include alternatives? (6 point)
2. What are the types of information that you need to highlight? (4 point)
3. Why do you need to state the client's details on your document? (4point)

Answer

Score = _____

Rating: _____

Note: Satisfactory rating – 14 points

Unsatisfactory - below 14 points

You can ask your teacher for the copy of the correct answer

Name: _____

Date: _____

Short Answer Questions

Information sheet-4	Addressing customers concerns and questions
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4.1. Addressing customers concerns and questions

Assessment of customer need against the products/services of the enterprise.

Enterprise customers need high touch treatment from customer success and additional facts about the product to fill gaps. This might take in terms of:

Product customization: based on customer need/want or problem, the product will refine or brought different kinds of product

Professional service: scale professional services by level staffing to match the targeted new customers

Arrow process: in this process saving the customers, professional service which is mentioned on the above points, easy to use engagement and impression of the customer is included. It is demonstrated in the following way:

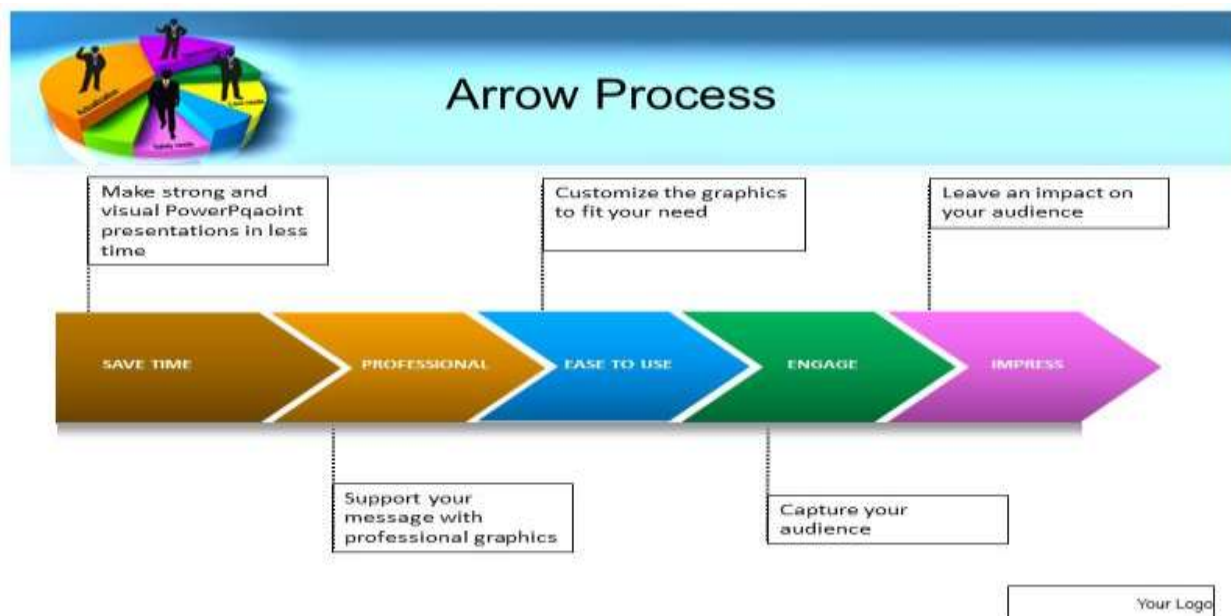


Figure:4.1. Arrow process

Activity: Now come up with your customer analysis which we discussed earlier and demonstrate and elaborate against the product/service.



Problem Analysis

Effective negotiators must have the skills to analyze a problem to determine the interests of each party in the negotiation. A detailed problem analysis identifies the issue, the interested parties and the outcome goals. For example, in an employer and employee contract negotiation, the problem or area where the parties disagree may be in salary or benefits. Identifying the issues for both sides can help to find a compromise for all parties.

Preparation

Before entering a bargaining conversation either with customers or suppliers, the skilled negotiator prepared. Preparation includes determining goals, areas for trade and alternatives to the stated goals. In addition, negotiators study the history of the relationship between the two parties and past negotiations to find areas of agreement and common goals. Past instances and outcomes can set the tone for current negotiations.

Active listening

Negotiators have the skills to listen actively to the other party during the debate. Active listening involves the ability to read body language as well as verbal communication. It is important to listen to the other party to find areas for compromise during the conversation. Instead of spending the bulk of the time in negotiation helps the virtues of his viewpoint, the skilled negotiator will spend more time listening to the other party.

Emotional control

It is vital that a negotiator have the ability to keep his emotions in check during the negotiation. While a negotiation on contentious issues can be frustrating, allowing emotions to take control during the meeting can lead to unfavorable results. For example, a manager frustrated with the lack of progress during a salary negotiation may concede more than is acceptable to the organization in an attempt to end the frustration. On the other hand, employees negotiating a pay raise may become too emotionally involved to accept a compromise with management and take an all or nothing approach, which breaks down the communication between the two parties.





Self-Check 4	Written Test
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Name: _____ Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. List the important of addressing customers questions?(5 points)

Answer

Score = _____

Rating: _____

Note: Satisfactory rating – 5 points

Unsatisfactory - below 5 points

You can ask your teacher for the copy of the correct answer

Name: _____

Date: _____

Short Answer Questions





Reference

1. The Achieving Society. New York: The Free Press. McClelland, D. C. 1986. 'Characteristics of successful entrepreneurs'. The Journal of Creative Behaviour, 21(3):218–232. Nieman, G. & Nieuwenhuizen, C. (eds). 2009.
2. www.coursehero.com
3. www.nap.edu





Horticultural Crops Production

Level III

Learning Guide-88

Unit of Competence: Provide advice and information on plant culture products

Module Title: Providing advice and information on plant culture products

LG Code: AGR HCP3 M20 LO4-LG-88

TTLM Code: AGR HCP3TTLM 0120v1

LO4: Provide information on plants nature

Instruction Sheet**Learning Guide 88**

This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics –

This learning guide is developed to provide you the necessary information regarding the following content coverage and topics –

- Explaining the recommended solution, method of application and outcomes
- Referring the original source of the plant and its cultural
- Responding client requests
- Recording recommendation and making reports

This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, upon completion of this Learning Guide, you will be able to –

- Explain the recommended solution, method of application and outcomes
- Referre the original source of the plant and its cultural
- Response client requests
- Record recommendation and making reports

Learning Instructions:

1. Read the specific objectives of this learning guide.
2. Follow the instructions described below 3 to 6.
3. Read the information written in the information “Sheet 1- 4”.
4. Accomplish the “Self-check 1- 4” in page -61, 63, 65 and 67 respectively.
5. If you earned a satisfactory evaluation from the “Self-check” proceed to “Operation Sheet1” in page - 68 respectively.
6. Do the “LAP test” in page –69 (if you are ready).

Information Sheet-1	Explaining the recommended solution, method of application and outcomes
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1.1. Explaining the recommended solution and methods of application

❖ Where do find the solution to give to clients?

One way of finding out solution is to break down the task into three basic steps to make it easier to manage. Three step process for providing solution to clients.

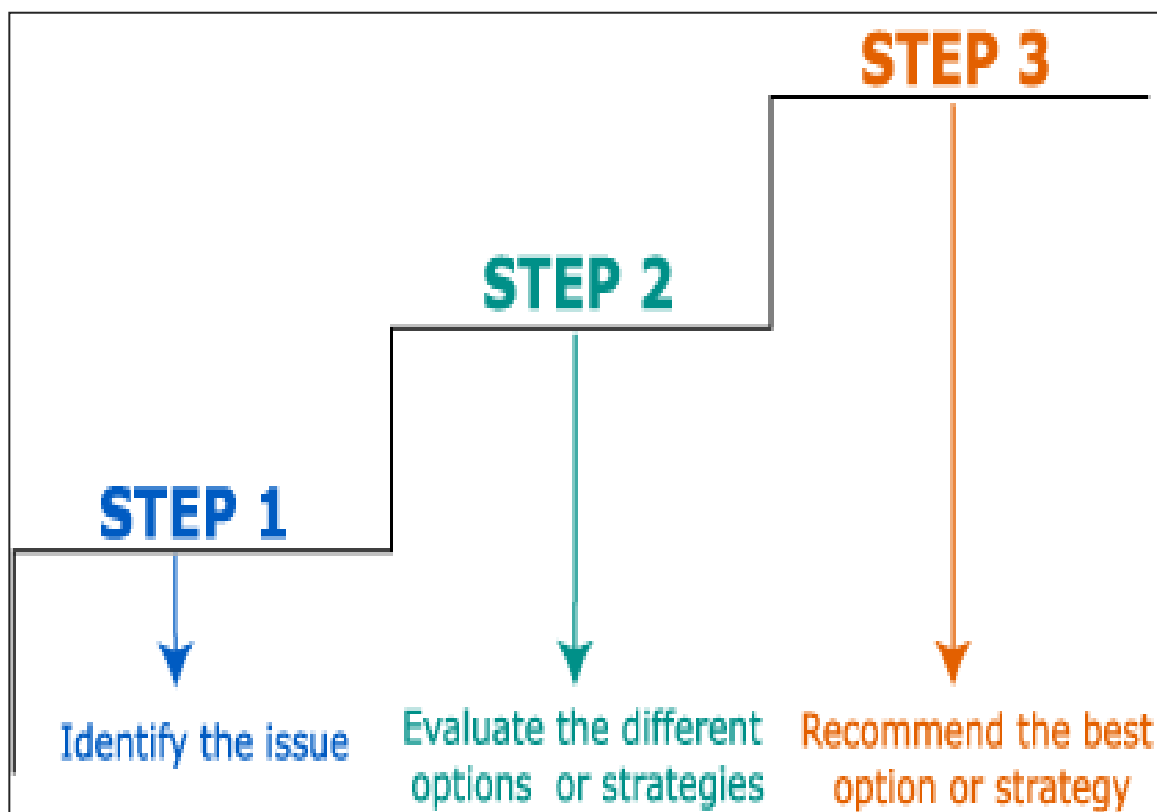


Figure :1.1. Three steps for providing solution

Naturally, the time it takes to complete this task will depend on the question and how complicated it is. As a result, it may take only a few minutes or perhaps hours of research to evaluate the different solutions and decide on the best one. So, you now have a plan for tackling the task, but what sources of information do you use to gather the information? Have a look at the following list and think about each information source and whether or not they are a suitable resource for

gathering information about plants and their culture. Do you think the following information sources are suitable resources for gathering information about plants and their culture?

❖ **Information sources**

- Plant labels
- Information sheets (fact sheets)
- Local plant suppliers
- Internet (publications, catalogues, magazines and information sheets)
- Consultants
- Colleagues
- Nurseries
- Catalogues
- Plant lists
- Activity sheets
- Books
- CD-ROMS
- Telephone book

❖ **How did you go?**

If you said yes to them all, then you have correctly identified these information sources as excellent resources for gathering information on plants and their culture. Clients like the information provided as quickly as possible and as you increase your knowledge and skills providing information will become easier.



Your client is an important person and needs to feel welcome, understood, important, comfortable, and have their preferences, difficulties, likes and dislikes acknowledged.

Self-Check 1	Written Test
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Name: _____ Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. Why do you break down the task? (5 points)
2. What are the steps for providing information? (5points)
3. From where do you get your information? (3points)
4. Why do you acknowledge clients dislikes? (3points)

Answer

Score = _____

Rating: _____

Note: Satisfactory rating – 16 points

Unsatisfactory - below 16 points

You can ask your teacher for the copy of the correct answer

Name: _____

Date: _____

Short Answer Questions

2.1. Cultural conditions

A plant's cultural conditions involve areas including:

- **Horticultural uses** - how is the plant used? Can it be used as a street tree, windbreak, in parks, in a small garden?
- **Climate and aspect** - where should the plant be positioned to grow well? Does it do best in full sun, partial shade, near the beach?
- **Soils** - does the plant prefer sand, clay or loam?
- **Pruning** - does the plant need pruning? If so, when?
- **Propagation** - how is the plant propagated? From seed, cutting, graft?
- **Insect pests and diseases** - what insects and/or diseases may interfere with the growth of the plant?



Self-Check 2	Written Test
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Name: _____ Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. What are the cultural conditions that a plant should require? (6 points)
2. List horticultural uses of a plant? (6 points)

Answer

Score = _____

Rating: _____

Note: Satisfactory rating – 12 points

Unsatisfactory - below 12 points

You can ask your teacher for the copy of the correct answer

Name: _____

Date: _____

Short Answer Questions



3.1. Responding client/customer questions

❖ Listen to your client

Listening to your customers is an easy way to repoding customer quetions. One way social media can help is by providing a space for connect customers questions . By creating a company twitter handle, facebook page, and Instagram account, you can help customers reach out if they have any concerns, issues, questions or feedback. Listening to them on these social networks will allow you to respond quickly.

❖ Be genuine to your client

Being genuine with your customers goes a long way when it comes to maintaining customer relationships. For example, if your customers are having issues with your product, provide an honest answer and don't make promises you can't keep. The worst thing you can do as a business is make false promises instead of an effective customer solution.

❖ Put emphasis on client success

If you provide support to your customers, they will, in turn, reward you with loyalty and valuable feedback. This could start out small: for example, by entrusting someone on your team with customer support duties. This will help you maintain customer relationships, and establish your business as that which makes meeting their customer's needs a top priority.

❖ Keep in touch

Just like maintaining friendships, in order to maintain customer relationships you need to keep in touch. For businesses this can come in the form of holiday cards, birthday greeting Tweets, or a quarterly email reminding your customers that you're there for them if they need you. By keeping in touch with your customers, you'll stay "top of mind"—this is key to making sure your customers don't leave you for someone else, or forget about you altogether.



Self-Check 3	Written Test
---------------------	---------------------

Name: _____

Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. List the importance of responding client questions ? (3 point)

Answer

Score = _____

Rating: _____

Note: Satisfactory rating – 3 points

Unsatisfactory - below 3 points

You can ask your teacher for the copy of the correct answer

Name: _____

Date: _____

Short Answer Questions



Information sheet-4**Recording recommendation and making reports****4.1. Recording recommendation and making reports**

Why good documentation is essential?

An essential part of the quality assurance system and should exist for all aspects of GMP (Good Manufacturing Practice). Good documentation practice is an expected practice! Correct, complete, current, and consistent information effectively meet customer and stakeholder' requirements. What constitutes good documentation?

- Approve, review and update documents
- Changes & current revision status of documents identified
- Relevant versions of applicable documents available at points of use
- Documents remain legible and readily identifiable
- Documents of external origin identified and their distribution controlled
- Prevent unintended use of obsolete documents.

The final stage involves writing a report and recommending.

Your report must:-

- Demonstrate your understanding of the issues
- Provide sound reasoning for your choice
- Give examples and make comparisons with alternative options
- Close with a final recommendation
- Reference information sources used.



Self check 4	Written Test
---------------------	---------------------

Name: _____ Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. How do you demonstrate your understanding? (4 points)
1. What is the advantage of record keeping? (3 points)
2. What benefit could be gained from your recommendation? (3 points)

Answer

Score = _____

Rating: _____

Note: Satisfactory rating – 10 points

Unsatisfactory - below 10 points

You can ask your teacher for the copy of the correct answer

Name: _____

Date: _____

Short Answer Questions

Operation Sheet 1**Preparing report**

Objective: - at the end of this practice the trainees will able to:-

- Know how to prepare report

You should perform the following activities including all the points you should consider and by follow the following procedurs.

- Prepare a report
- Include all the activities conducted
- Record what was improved
- Write your recommendation



LAP Test	Practical demonstration
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Name: _____ Date: _____

Time started: _____ Time finished: _____

Instructions: You are required to perform the following as directed

Task 1. Prepare report?





Reference

1. The Achieving Society. New York: The Free Press. McClelland, D. C. 1986. 'Characteristics of successful entrepreneurs'. The Journal of Creative Behaviour, 21(3):218–232. Nieman, G. & Nieuwenhuizen, C. (eds). 2009.
2. www.coursehero.com
3. www.nap.edu

