



Video Scenarios to Accompany PW Curriculum Role Playing in Adult Education

Over the past few years, there has been greater interest in employing active learning techniques, such as contextual learning, project-based learning, and role playing in the classroom. Active participation in the learning process allows students to utilize their strengths in best acquiring and understanding the learning process.

This project was created as an addendum to the Preparing Workers for 21st Century Skills curriculum. The original intent of creating the video clips was to hire professional actors from a local Michigan College as participants. However, after further review and research, we realized that Role Playing through video was a better opportunity to help students understand the material.

They were engaged, excited and ready to perform!

Thank you to the student actors from Northwest Michigan Works!

Chunan Hsu, Cynthia Griffin, Kyle Banton, Anthony Morgan, Fred Ray and Mau Marma

and THANK YOU to Christy Luckey-Nelson, Andrea Rothney and our Videographer, Dan for their support.

There are 8 video scenarios. Each scenario is based on an existing Preparing Workers scenario from the *Preparing Workers – Making the Most of a Job Workbook*.

What follows is the script of each video clip, along with the discussion questions. Videos will be linked separately on the PW webpage. Teachers: Please pause the video at the end when the discussion questions are presented. Allow your students time to write down their responses to each question.

Acquire and Use Information



- Acquire, use, and share information accurately and in a timely manner in order to:
 - Get work done.
 - Identify appropriate procedures.
 - Respond to requests from internal and external customers.
- Read and understand information presented in written form well enough to get the job done.
- Communicate in spoken English well enough to get the job done.
- Ask for clarification or help from supervisor or appropriate others when needed.

Jane and Nancy - The Interview

Similar Scenario from PW Making the Most of a Job - Alyssa – 1.1

Two people: Jane is nicely groomed and Nancy is messy. They are both sitting outside of an office waiting for an interview.

Jane: “*Are you here for the receptionist job too.*”

Nancy: (Texting on her phone, smacking chewing gum) “*Yes. I lost my last few jobs and it has been hard for me to find another one.*”

Jane gives Nancy a sideward glance looking at the sloppy way she is dressed.

Questions for consideration:

1. Why do you think Nancy has been unable to keep a job?
2. Should Jane say anything to her? Why – or why not?

Use Technology



- Learn how to use appropriate computer-based technology to get the job done most efficiently.
- Be able to use a telephone, pager, radio, or other device to handle and process communication.
- Make sure that all equipment is in safe working order.
- Use equipment properly to minimize damage to equipment or injury to oneself or others.

Terry and Gordon – The Copy Machine

Similar Scenario from PW Making the Most of a Job - Oscar – 2.1

Terry is carrying a pile of papers he has just finished copying at the photocopy machine. Gordon is walking toward the photocopy machine. They say their hellos and start a conversation.

Gordon: Tries to copy something and the machine keeps jamming.

Gordon: *“This equipment is no good! It doesn’t work right.”*

Terry: Walks up closer to the machine. *“Have you checked the error codes?”*

They both look at the machine.

Terry: *“Have you checked to see if there is any paper in the machine?”* Terry looks over, opens the paper drawer and sees that it is empty.

Gordon: *“All I have to do is touch a piece of equipment and it breaks.”*

Questions for consideration:

1. What was the reason Gordon had trouble with the photocopier?
2. What should Terry have done to help?

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Gretchen and Sonya – The In-Laws

Similar Scenario from PW Making the Most of a Job - Paul and David – 2.3

Gretchen (the boss) walks up next to Sonya in their office. *“Good morning, Sonya. Don’t forget that I need that report finished before lunch today.”*

Sonya: *“Good morning, Gretchen. No problem at all. Finishing your report is my top priority this morning.”*

Gretchen: Talks while she is walking away. *“Thanks, this is really important.”*

Sonya: Starts typing up the report on her computer. The telephone rings.

Sonya: *“Good morning, Paper Providers, Inc., how can I help you this morning?”* Sonya begins talking on the phone. It is clearly a personal phone call. As Sonya stops typing, she leans back in her chair.

Sonya: *“Oh, hi honey. What? What do you mean your parents are coming over tonight? I haven’t gone to the grocery store yet. Oh well, I can just run to the store during my break to get what we need for dinner. OK, I will see you tonight.”*

Sonya: Gets her coat and looks at the clock before leaving. It is 9:30 a.m.

Sonya: Returns to her office and puts her grocery bags down on her desk. She looks at the clock and sees that it is 12:15 p.m.

Gretchen: Standing next to Sonya’s desk with a look of disapproval, tapping her foot, clearly annoyed.

Questions for consideration:

1. What do you think Gretchen is upset about?
2. What should Sonya have done before leaving on her break?

Use Systems



MONITOR AND CORRECT PERFORMANCE

- Monitor quality of own work.
- Accept and use constructive criticism for continuous improvement of own job performance.
- Keep track of changes within the organization and adapt to them.

UNDERSTAND SYSTEMS

- Understand how one's own performance can impact the success of the organization.
- Comply with organizational policies and procedures in a consistent manner.
- Pay attention to company guidelines regarding:
 - Personal and professional interactions.
 - Appropriate dress.
 - Health and safety.
- Follow established procedures for handling urgent situations or emergencies.
- Keep informed about quality and health standards set by external sources, including unions, OSHA, and other national and international organizations.
- Go to the appropriate person/source when approval is needed for work related activities.

Alex and Michael – Henry's Missing

Similar Scenario from PW Making the Most of a Job - Victor and Tricia 3.2

Alex (the Boss) Walks up to an empty desk. Looks around. "Does anyone know where Henry is?"

Michael – another employee walking by. Turns and says, "No, I don't think he's here yet."

Alex – looks at his watch. "This is the third time he's been late." Alex shakes his head. "Have him come see me when he gets here, will you please?"

Michael – "Yes sir."

Questions for consideration:

1. What do you think Alex is going to say to Henry when he sees him?
2. What SHOULD have Henry done if he was running late or sick?
3. Does Alex have a good reason to fire Henry?



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Roberto and Lauren – The Sloppy Mess

Similar Scenario from PW Making the Most of a Job - Jan and Simon 3.3

Roberto – in the breakroom, microwaving his soup for lunch. He takes it out of the microwave with his bare hands and drops it on the floor. *“Oh great! Now I’m going to have to go buy something for lunch.”*

Roberto starts to clean up the mess, but is in a hurry and doesn’t get it all.

Lauren – walking into the breakroom just as Roberto is leaving. She notices the liquid mess still on the floor. *“Hey Roberto, is this your mess? Why didn’t you clean it up all the way? This is dangerous!”*

Roberto – *“I’ll clean it up better when I get back. I only have 15 minutes left on my lunch and I’m STARVING!”*

Questions for consideration:

1. What potential safety hazard does leaving the soupy mess on the floor pose for Roberto and his co workers?
2. What should have Roberto done?
3. What should Lauren do?
4. What could happen if the soupy mess stays on the floor in the break room?



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Lauren and Kendrick – Hazard in the Break Room Similar Scenario from PW Making the Most of a Job - Tina 3.4

Lauren is back in the breakroom for her afternoon break. She notices the soupy mess still on the floor. *“I can’t believe that Roberto would just leave this mess and not clean it up.”*

Kendrick – Her boss, walks in. *“I heard there was spill in here. I overheard Roberto telling someone that he couldn’t believe that someone else left that mess.”*

Lauren – *“You’re kidding! HE was the one who left the mess. And then he was in such a hurry that he didn’t clean it up all the way. I can’t believe he’s putting this on someone else.”*

Kendrick – *“I’ll have a talk with him. He knows the rules about safety in the workplace.”* He shakes his head and leaves the breakroom.

Questions for consideration:

1. Why do you think Roberto didn’t finish cleaning up the mess?
2. Do you think Roberto understands the importance of Safety at the workplace?
3. People often receive criticism on the job. Which of the following is a positive way to deal with criticism? Why?
 - Blame yourself for the problem and tell the supervisor it will never happen again.
 - Listen to the criticism and think about how to fix the problem.
 - Deny what has happened and think of who you can blame.



Work with Others

SERVE CLIENTS

- Address customer comments, questions, concerns and objections with direct, accurate, and timely responses.
- Verify customer or client identification to validate forms, provide services, or carry out procedures.

DIVERSITY

- Work as part of a team to develop and achieve mutual goals and objectives.
- Develop and maintain good working relations with coworkers, supervisors, and others throughout the organization, regardless of background or position:
 - Be respectful and open to the thoughts, opinions, and contributions of others.
 - Avoid use of language or comments that stereotype others.

NEGOTIATE

- Work through conflict constructively.

Sonya and Jack – Jack’s Bad Day

Similar Scenario from PW Making the Most of a Job - Lydia and Larry 4.1

Sonya – is sitting at her desk working on her computer. The phone rings. “*Good morning, Paper Providers, how can I help you?*”

She listens and says “*I’m sorry sir, Gretchen isn’t in today. I can forward your call to her assistant, Jack.*” She smiles, as the caller agrees to that option. “*Just a moment please.*” She punches some keys and hangs up the phone. She goes back to working. (go to clock on the wall)(fade out)

(fade in) The time has changed, an hour or so.

Jack walks over to Sonya’s desk. Says, disrespectfully. “*Why did you forward Sonya’s call to me? I had to sit there and listen to 5 minutes of yelling from this client as he blasted me for not getting his paper order to him on time! I didn’t have anything to do with his order. That’s Sonya’s job! Next time ASK me before you forward a call! First I get a flat tire, and now this! Great way to start the day!*” He looks her up and down, shakes his head in disgust and walks away.

Sonya – sits there, mouth opened, shocked. She’d always thought Jack was a nice person. She thought they worked together well.

Questions for consideration:

1. Sonya’s feelings are hurt. Should she go talk to Jack?
2. What should have Jack said to Sonya when he went to her desk?
3. Sometimes events outside of work have an effect on our work. What can we do to try and keep our day to day personal events under control?
4. Is it right to take out our frustrations on someone else?

Know How to Learn



- Accept help from supervisors and coworkers.
- Learn new/additional skills related to your job.
- Learn about the products/ services of the organization.

Alex and Michael – Finally, Someone noticed!
Similar Scenario from PW Making the Most of a Job - Fred 5.1

Michael is sitting at his desk, looking at a large, stapled handout. He is making various highlights to certain rows. Alex, the boss, comes over to him.

Alex – *“Michael, I’ve noticed that you’ve been working very hard lately. I know how long it takes you to manually highlight those customers who are late on their payments. Would you be interested in learning our database program? It would cut your workload in half. That way I could use you on other projects.”*

Michael – *“I would like to learn the computer system. I’ve never had much computer experience, so I hope I won’t mess it up.”*

Alex – *“You’ll be fine. I’ll have Henry come next to you so he can teach you.”*

Michael – *“I like Henry. He is smart and easy to talk to. Thank you very much. I will not let you down.”*

Questions for consideration:

1. Why did Alex chose Michael to learn the database system?
2. Why do you think Alex chose Henry to teach Michael the database?
3. How likely is Michael to call Henry from time to time for help?