

Instructor's Guide

For

ACCUVISION

Workforce Readiness System Learning Experience

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Instructor's Guide for AccuVision Workforce Readiness System Learning Experience

Overview

This Instructor's Guide and the AccuVision Workforce Readiness System video vignettes combine to create a meaningful, enjoyable and practical learning experience whereby individuals enhance job relevant skills required for success in an increasingly competitive labor market. The learning experience is flexible and has the following characteristics:

- Can be delivered as a single learning experience of moderate duration or can be delivered as relatively brief multiple learning sessions over time.
- Provides instructors with all information needed to successfully conduct learning sessions and does not require an extensive subject matter expertise by instructors.
- Emphasizes observation and guided discussion of simulated work situations which are highly relevant and engaging.

Suggested Facilitation Process

The following process for facilitating discussion is suggested; however, other processes may also prove effective.

1. Play the video vignette and pause the video once text choices for all four choices are displayed on the screen.
www.Accutalent.com/workforce/admin/resourcecenter/casas/recording/wrs_trainingvignettes.mp4
2. Ask the group at large to comment on the single choice they believe is **least effective** and their rationale for why it is least effective. Facilitate the discussion using the provided Discussion Points for the choice and/or Summary Comments for the vignette to assist the discussion. Ask the group at large to comment on the single choice they believe is **most effective** and their rationale for why it is most effective. Facilitate the discussion using the provided Discussion Points for the choice and/or Summary Comments for the vignette to assist the discussion.
3. Briefly ask the group to comment on the effectiveness of the two choices between the most and least effective choices.
4. After all choices have been discussed, ask the group members to comment on what principles have been learned and if they have ever faced *similar* situations at work.
5. Summarize the skill reflected by the situation and the key learning points for the situation.

NOTE: consensus among group members is less important than discussion and understanding of key concepts which contribute to the overall effectiveness or ineffectiveness of behaviors reflected in choices.

T2 - Situation Overview

Darren arrives at work at 11:00. However, when Julio accidentally sees Darren's timecard, Darren wrote that he arrived at 10:30. What should Julio do?

[Skill – Integrity; Work Situation - Tries to stop others who are about to break a rule. Reminds them of the rules and what could happen if they get caught. Will go to supervisor if necessary.]

Choices	Discussion Points
A. Go ask Darren about the timecard. [BEST]	Although Julio knows the information is wrong, he doesn't know why Darren wrote it – careless mistake, intentional action, etc. Asking Darren is a simple way to learn more, before deciding on a course of action.
B. Tell the Supervisor [WORST]	Although this action shows concern for the employer, it assumes Darren has intentionally done something wrong and that may be a completely incorrect assumption. If so, Julio's relationship with Darren and potentially other team members will be seriously damaged.
C. Change the timecard and say nothing about it to anyone.	Although possibly well intentioned, this is a somewhat unethical action in its own right and does nothing to address Darren's potentially unethical behavior.
D. Do nothing since it's not your job to monitor timecards.	Although it may seem that doing nothing causes no harm, over the long run, having no regard for unethical/illegal actions by co-workers does not benefit your employer nor potentially your job stability.
<p>Summary Comments:</p> <ul style="list-style-type: none">• Falsifying timecards is a form of theft and every employee should attempt to protect the employer from theft.• Making assumptions can result in misguided actions. Julio knows only that the sign-in time is wrong, but not the reasons – intentional, mistake, or something else.• In many cases, obtaining more information is a good first step for effective problem solving, as is initially attempting to resolve issues directly with others before taking concerns to management.	

T3 – Situation Overview

Julio is in the break room. Darren walks in and notices Julio looking at the timecards. Darren explains to Julio that he has been altering his timecard for a month and that Julio should do it as well. What should Julio do?

[Skill – Integrity; Work Situation – Declines participating in rule violations. Tries to stop others who are breaking the rules by reminding them of the rules and what could happen if they are caught. Will go to supervisor if necessary.]

Choices	Discussion Points
A. Tell Darren he can't do that anymore or you'll tell the Supervisor. [BEST]	Identifying Darren's actions as inappropriate and serious reflects good ethical standards. Given the serious nature of Darren's behavior (theft), informing him you will tell the Supervisor if he does not stop is completely appropriate.
B. Tell Darren that he shouldn't do that anymore and then plan to tell the Supervisor. [WORST]	Identifying Darren's actions as inappropriate and serious reflects good ethical standards. However, going behind Darren's back to the Supervisor will likely create problems with many other co-workers.
C. Tell Darren you won't do that, but do nothing since it's not your job to monitor timecards.	Although it is good to not participate in unethical behavior, every employee has some obligation to safeguard the employer from such unethical behavior. Julio should take some action to get Darren to stop such behavior.
D. Tell Darren no and that he shouldn't do it anymore either.	Identifying Darren's actions as inappropriate and serious reflects good ethical standards. Likewise, asking him to stop is a step in the right direction; however, given the serious nature of Darren's behavior stronger behavior by Julio is warranted.
<p>Summary Comments:</p> <ul style="list-style-type: none">• Falsifying timecards is a form of theft and every employee should attempt to protect the employer from theft.• Julio should provide Darren the option to turn himself in or stop before involving the Supervisor.• If criminal behavior continues after advising the offender that it is wrong, the behavior should be reported to the Supervisor.	

T4 – Situation Overview

John is a salesperson in the Men's department in a large retail store. He is new and is not familiar with proper protocol for various situations. Earlier in the day a customer wanted to return an item. Not knowing how to handle the situation John sent the customer to Customer Service. The line was very long and the customer complained about John. Salespersons are supposed to handle item returns. John's Supervisor, Matt, is discussing the situation with him. What should John do?

[Skill – Responsibility; Work Situation – Admits when a mistake is made. Demonstrates openness to learn.]

Choices	Discussion Points
A. Agree that Matt is right and promise that it won't happen again.	It is good that John appears non-defensive, agrees and indicates his concern about doing things right. But it would be even more effective if John also indicated that he is eager to learn the job better, rather than only mentioning the single mistake of referring the customer to customer service.
B. Apologize and promise to try harder and not make mistakes.	It is good that John appears non-defensive, agrees and indicates his concern about doing things right. But it would be even more effective if John also indicated that he is eager to learn the job better.
C. Apologize and restate that things were busy and have not been trained on everything. [WORST]	Apologizing is good, but John then seems to be somewhat defensive when he appears to offer "excuses."
D. Agree that Matt is right and state that you have a lot to learn. [BEST]	John's receptivity to the feedback and openness to learning are attitudes which all employers will value.
Summary Comments: <ul style="list-style-type: none">Responding positively to feedback, indicating a desire to perform well, and openness to learning are important for job success.	

T6 – Situation Overview

Jodi and Jay work in a small kitchen in a small family restaurant. Most duties involve washing dishes, cleaning the kitchen floor and tables. Their shift ends very soon. Jay is exhausted and Jodi has plans for after work. At the last minute a cartful full of dishes from a large table arrive in the kitchen and require cleaning. It will take at least an hour to finish. What should Jay do?

[Skill – Situational Understanding; Work Situation – Finishing work which appears last minute even though clock out time is near. Offers help at personal expense.]

Choices	Discussion Points
A. Suggest asking the manager if you can leave the dishes until tomorrow. [WORST]	Work doesn't always go as planned and the ability to adapt to the unexpected is appreciated by employers. This response seems totally inflexible and indicates a lack of understanding about how business work.
B. Offer to finish the dishes so Jodi can leave when Steve arrives. [BEST]	Offering to finish the dishes so Jodi can leave is a nice gesture. Not only will Jodi be able to keep her engagement, but she will most likely feel goodwill for Jay. Likewise, it reflects good adaptability.
C. Suggest that Jodi call Steve and let him know that she will be late.	Implying that Jodi should stay is not unreasonable. Especially since Jay is tired and could use the help. It also indicates an understanding that the work must get done.
D. Offer to finish up tonight if Jodi will do the same someday.	Reflects an understanding that the work must get done and attempt to help out Jodi. However, it may be best to simply make the offer with no stated expectation for pay-back in the future.

Summary Comments:

- In the workplace, the unexpected often happens and employees who are flexible and place a priority on getting the job “done” are highly valued by employers.
- Creating goodwill between coworkers will enhance positive feelings in the work environment.

T7 – Situation Overview

Tyler is busy stocking shelves and is scheduled to go on break in a few minutes. A fellow employee explains that the store is getting busy and requests Tyler’s assistance. What should Tyler do?

[Skill – Setting Priorities; Work Situation – Prioritizes tasks as the situation demands. Does not leave unfinished work before taking a break.]

Choices	Discussion Points
A. Offer to help as soon as your work is done and then take your break. [WORST]	Although it is good that Tyler recognizes the need to reschedule the break, helping customers is a top priority and should also take priority over the restocking activity.
B. Ask the associate to see if he can find someone else but help him if he can’t.	Although this action shows some concern for customer service, it is unclear how long it might take to find another associate to help.
C. Offer to help immediately and take your break after finishing the shelves. [BEST]	This response acknowledges the importance of customer service. As long as the items in the box pose no threat to public safety, the best choice is to assist the coworker. This response displays that Tyler is both sensitive to the needs of coworkers and customers. The employee requesting help will appreciate Tyler’s assistance.
D. Offer to help immediately and finish the shelves after taking your break.	Although this response indicates a good level of concern for customer service, restocking the shelves is also important for good customer service – customers can’t buy something that is not on the shelf. It would be better to finish the restocking before taking the break.
<p>Summary Comments:</p> <ul style="list-style-type: none">• Assisting customers is a key business priority.• When confronted with competing work demands, it is important to look at the “big picture” to prioritize your actions.	

T8 – Situation Overview

Gene is a salesperson in the blinds department of a large store. He is new and not familiar with all of the products. He is with a customer who is having difficulty selecting blinds. The customer states that she should purchase the most expensive blinds since they are probably the best. What should Gene do?

[Skill – Sales; Work Situation – Uncovering customer needs. Making the appropriate decision based on correct product knowledge.]

Choices	Discussion Points
A. Agree with the customer's choice and say that she can't go wrong buying the more expensive kind.	Gene is unfamiliar with the products and shouldn't be making such a general comment. Also, he would need to know more about her planned use of the blinds in order to know if she really needs top-quality blinds. His comment may be interpreted as simply an empty comment which attempts to have her spend as much money as possible.
B. Suggest that the customer should look further before deciding which is best. [BEST]	By guiding the customer to look more, Gene progresses the sales process. Through their future conversations Gene will learn more about the customer's needs, and as a result, be able to better select the right blinds. He also comes across as attempting to act in the customer's best interest.
C. Explain that the more expensive blinds may not be better and suggest buying something less expensive. [WORST]	While the most expensive blinds may not be better, to suggest that the less expensive ones are superior is not wise. Selection of the product should be on the needs of the customer and quality of product, not necessarily price.
D. Offer to find someone else with more experience to help the customer decide which is the best.	Gene has not yet really tried to assist the customer. Therefore, asking for assistance is premature.

Summary Comments:

- Before requesting assistance, Gene can attempt to assist the customer. If help is needed at least a basic understanding of the customer's needs will have been uncovered.
- Recommendations should usually not be given unless one has a good understanding of the customer's situation.

T9 – Situation Overview

Gene works in the blind department of a large store. He answers a call which inquires about a set of blinds. Gene explains that he must go to the back stockroom and check. The customer is put on hold. On his way to the back, another customer stops him and requests assistance. What should Gene do?

[Skill - Judgment; Work Situation – Dealing with multiple clients who have unique needs. Makes correct prioritization.]

Choices	Discussion Points
A. Explain that you're helping someone on the phone and you'll be with her as soon as you're done. [BEST]	Most customers understand the 'first come, first serve' rule of customer service. The customer will understand that someone requested assistance before she did.
B. Ask the customer on the phone if they wouldn't mind holding an extra minute. [WORST]	Keeping a customer on hold should only be used if no other options are available. The customer will most likely not appreciate being put on hold for an extended duration. Leaving one customer to help another is seldom a good choice.
C. Ask the customer on the phone if you can call her back in a few minutes so she won't have to keep holding.	Phone customers should be afforded the same courtesies as those in the store. Leaving one customer to help another is seldom a good choice.
D. Refer the customer in the store to another salesperson so that she can be helped now.	If there is another clerk nearby then this may be feasible. However, the customer may not appreciate being passed off to someone else.
<p>Summary Comments:</p> <ul style="list-style-type: none">• Even though a customer is on the phone, they should be afforded the same courtesies as if they were in the store.• Passing off an in-store customer should be handled with care.	

T12 – Situation Overview

JoAnne is a single parent working as an Orderly in a community hospital. One of her children calls and asks her if she can attend a sports game they are participating in. The game starts an hour before her shift ends. JoAnne asks her Supervisor if she can leave early. The Supervisor explains that there is a meeting tonight and everyone is required to attend. Therefore, she cannot leave early. What should JoAnne do?

[Skill – Professionalism; Work Situation – Navigating situations where work impacts family. Retaining integrity when faced with tough choices.

Choices	Discussion Points
A. Tell Laura that in fact there has been an emergency. [WORST]	Lying to ones' employer is never a good idea. Overtime, individuals who repeatedly lie are often found out and have no credibility going forward.
B. Explain the real reason for needing to leave and ask to leave again.	Work often conflicts with personal needs. Since the game is clearly not an emergency and the Supervisor has been clear about the importance of the meeting, it is not appropriate to continue pressing the request.
C. Plan on getting to the game late. [BEST]	Work often presents employees with unexpected needs. Flexibility is often needed.
D. Offer to find someone to cover for you.	The meeting is the reason why JoAnne can't go. Asking someone to fill in for you is not effective.
<p>Summary Comments:</p> <ul style="list-style-type: none">• Lying to an employer is never a good idea.• There will be times when work will interfere with life. We must be prepared to handle these situations with professionalism, integrity and flexibility.• Being an employee in good standing has its perks.	

T13 – Situation Overview

Justina and Mark work in a pharmacy. Both have been trained on a new prescription dispensing machine by the Supervisor. The Supervisor recommends that they should try to use the machine in order to learn quicker. They can still use the old machine if needed. Additional training is available. An order has come in and Justina is having difficulties with the new equipment. She doesn't understand how to operate it. What should Mark do?

[Skill - Initiative; Work Situation – Providing assistance on demand and in a manner consistent with organizational needs.]

Choices	Discussion Points
A. Offer to fill the order and let Justina watch. Suggest that Mr. Smith can give her more training later.	Justina will learn something while observing Mark, but will likely need more training. If Mark is comfortable with the new machine, why would he not simply train Justina – no need to bother Mr. Smith?
B. Tell Justina to use the old equipment for now and ask Mr. Smith to give her more training later. [WORST]	Although this response gets the order filled, Justina learns nothing and Mr. Smith does the training. Mark is missing a chance to demonstrate proactive and leadership behavior to his employer.
C. Offer to train Justina on how to use the equipment and let her fill the order using it. [BEST]	The order is filled, Justina learns the new equipment and Mark demonstrates proactive leadership behavior to his employer.
D. Offer to fill the order and then ask Mr. Smith if you can train Justina later.	Although the order gets filled and Mark demonstrates some degree of proactivity, simply training Justina would have demonstrated even greater effectiveness.
<p>Summary Comments:</p> <ul style="list-style-type: none">• Most Supervisors appreciate initiative in their workers. Look for opportunities to assist others and demonstrate your ability to do more than simply “your job.”	