



Task Title: Discussing Store Closing with a Co-Worker

OALCF Cover Sheet – Practitioner Copy

Learner Name: _____

Date Started: _____

Date Completed: _____

Successful Completion: Yes ☐ No ☐

Goal Path: Employment ☒ Apprenticeship ☐

Secondary School ☐ Post Secondary ☐ Independence ☐

Task Description: The learner will have a conversation with their co-worker (instructor) about store closing procedures.

Main Competency/Task Group/Level Indicator:

- Find and Use Information/Read continuous text/A1.2
- Communicate Ideas and Information/Interact with others/B1.2

Materials Required:

- Conversation Partner (Instructor)

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Notes for Instructors/Practitioners

In this taskset, you will role play with your learner. They will be coming to talk to you, their co-worker, about ensuring store closing procedures are completed properly each evening.

Learner Information

In the workplace, it is important to be able to clearly communicate with co-workers. Often, several employees are responsible for daily tasks, and they need to work together to ensure everything is completed properly.

Read the “Dollar Stop Closing Procedures”.

Dollar Stop Closing Procedures

After cash has been counted and put away, please ensure the following tasks are completed before closing.

- Wash front door (including handles!)
- Ensure aisles are tidied and clear of objects or debris
- Sweep aisles before closing
- Check mat at front of store to make sure it’s properly secured and isn’t a tripping hazard
- Check electrical cords at back of store near staff room; make sure they are properly taped to the floor and not a tripping hazard
- Make sure staff room door is closed and locked. It is often propped open during the day and needs to be closed when the store closes at night.
- Turn off all lights
- Set alarm and lock front door

Work Sheet

Task 1: You and your co-worker (instructor) close the store together on Mondays, Tuesdays and Thursdays. You try to divide the closing tasks equally. Lately, your co-worker has been offering to close the staff room door and check the electrical cords. These are two of the fastest tasks to complete. You are now left doing the remaining closing tasks which take longer. Your co-worker usually sits on their phone while you finish everything.

Talk to your co-worker about the problem. In your conversation, clearly describe

- **the problem**
- **why this is a problem for you**
- **solutions you propose**
- **possible next steps if the problem continues**

Answer: No written response required here.

Task completed: Yes: ☐

Task 2: You and you co-worker (instructor) have just started working together. This is your third closing shift together. Your co-worker says they will complete some of the closing tasks, but these aren't always done. For example, last night, your co-worker said they would close the staff room door. You later found it propped open when you went to get your bag before leaving.

Talk to your co-worker about the problem. In your conversation, clearly describe

- **the problem**
- **why this is a problem for you**
- **solutions you propose**
- **possible next steps if the problem continues**

Answer: No written response required here.

Task completed: Yes: ☐

Task 3: You and your co-worker (instructor) are talking about who will do which closing tasks today. Your co-worker tells you that they don't ever check the rug or the electrical wires. They say it's because these things aren't really a tripping hazard. They tell you it's no big deal.

Talk to your co-worker about the problem. In your conversation, clearly describe

- **the problem**
- **why this is a problem for you**
- **solutions you propose**
- **possible next steps if the problem continues**

Answer: No written response required here.

Task completed: Yes: ☐

Answers

Task 1: You and your co-worker (instructor) close the store together on Mondays, Tuesdays and Thursdays. You try to divide the closing tasks equally. Lately, your co-worker has been offering to close the staff room door and check the electrical cords. These are two of the fastest tasks to complete. You are now left doing the remaining closing tasks which take longer. Your co-worker usually sits on their phone while you finish everything.

Talk to your co-worker about the problem. In your conversation, clearly describe

- **the problem**
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- **solutions you propose**
- **possible next steps if the problem continues**

Answers will vary. The learner should be able to engage in conversation that includes clearly describing

- it is unfair for them to do most of the closing tasks, and for the co-worker to be relaxing on their phone
- they shouldn't have to do more work to ensure that shared tasks are all completed before everyone goes home
- they may propose a different distribution of tasks: For example, alternating tasks each evening, or asking the other person to help if they complete their closing tasks sooner
- the learner may propose talking to the store manager if this continues

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- **solutions you propose**
- **possible next steps if the problem continues**

Answers will vary. The learner should be able to engage in conversation that includes

- clearly stating that all tasks need to be completed before store closing
- explaining that it isn't their responsibility to ensure that a co-worker has completed their tasks as planned
- they might propose a checklist, or visual confirmation by both people confirming that all tasks have been completed before leaving
- the learner may propose talking to the store manager if this continues

Task 3: You and your co-worker (instructor) are talking about who will do which closing tasks today. Your co-worker tells you that they don't ever check the rug or the electrical wires. They say it's because these things aren't really a tripping hazard. They tell you it's no big deal. Talk to your co-worker about the problem. In your conversation, clearly describe

- **the problem**
- **why this is a problem for you**
- **solutions you propose**
- **possible next steps if the problem continues**

Answers will vary. The learner should be able to engage in conversation that includes clearly describing

- why it doesn't matter if someone doesn't think certain tasks are as important as others; these are the tasks that employees need to complete before leaving. It's an important part of everyone's job
- they may talk about how everyone is responsible for ensuring all tasks are completed, and they don't want to get in trouble for neglecting things a co-worker thought were unimportant
- they may discuss how safety issues are important, regardless of whether or not someone believes this to be the case
- they may talk about how easy it is to trip and they wouldn't want customers or staff to trip in the store
- the learner may propose talking to the store manager if this continues

Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
A1.2	locates multiple pieces of information in simple texts			
	makes low-level inferences			
	follows the main events of descriptive, narrative and informational texts			
	obtains information from detailed reading			
B1.2	shows an awareness of factors that affect interactions, such as differences in opinions and ideas, and social, linguistic and cultural differences			
	demonstrates some ability to use tone appropriately			
	uses strategies to maintain communication, such as encouraging responses from others and asking questions			
	speaks or signs clearly in a focused and organized way			
	rephrases to confirm or increase understanding			
	uses and interpret non-verbal cues (e.g. body language, facial expressions, gestures)			

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This task: Was successfully completed ☐ Needs to be tried again ☐

Learner Comments:

Instructor (print):

Learner (print):