



ENGLISH SCRIPT FOR CALI UNFOLDING SCENARIO 7: EMPLOYMENT TRAINING

This is an interpreting scenario in an employment setting involving job training.

For this assignment, two hearing interpreters have been assigned to team interpret a new employee training. The two interpreters know each other and have worked together in multiple other settings. They have a good working relationship. They were given this assignment by an interpreting referral center they both work for as freelance interpreters.

The consumer in this scenario is a 42 year old Deaf male with low vision and mental health problems. With the help of a VR counselor, this consumer has recently relocated to a new city to take a new job. The first week on the job involves his participation in an orientation and training program for new employees.

In the following video clip, you will see a Deaf consumer who has similar characteristics as the Deaf male in this scenario. He is being interviewed by a Deaf interpreter. This will help you to visualize the type of Deaf consumer for whom the Deaf-hearing interpreting team will interpret.

CLIP OF DEAF CONSUMER

Next, are a series of decision points associated with this assignment. As with any interpreting assignment, different issues or demands arise that require the interpreter to make decisions using sound judgement and discretion associated with an ethical framework. There will be a total of six such decision points in this scenario.

You will see a slide that alerts you that a decision point will follow. Watch the explanation of what happens. Then, there will be a pause for you to videotape and upload your two-minute response. There are two parts to your response—what you would do and why. When you discuss the why, include information about the ethical principle or value that guides your decision. For example, maybe your decision is guided by an ethical principle involving respect for consumers, or respect for a colleague, or confidentiality, or message accuracy and accessibility, or informing the consumers when some adjustment to the communication process needs to change, or some other ethical value. Be sure to discuss what principle or value is guiding your decision.



Northeastern University

Center for Atypical Language Interpreting

So again, you will videotape and upload your two-minute response in ASL. Be sure to include the two parts—what you would do and why. And remember, part of the why includes information about what ethical principle or value influenced your decision.

Next you will see a slide indicating the first decision point, followed by a pause. After the pause, the next decision point will be introduced. This process will be repeated for all seven decision points. Let's begin.

Slide for Decision Point 1.

When the interpreters arrive at a job site for a week-long new employee training, the instructor of the training helpfully provides a copy of the trainee's packet for the interpreters to follow along. It includes the schedule with the breaks and other materials.

After setting up seating, the Deaf employee arrives. He is exhausted and disgruntled. Having transferred from the other side of the country, he is tired of traveling, moving, and his girlfriend. He decides the set-up is wrong and demands the interpreters move into a corner where there is no room to switch interpreters or see a feed from the support interpreter. The Deaf employee's suggestion conveniently positions the "off" interpreter to easily chat with the Deaf employee.

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 2.

The training begins with a dozen employees. Before the instructor finishes the first section, the Deaf employee interrupts to ask when the break will come so he can smoke. Finding that there is another hour or more of material to cover before the first break, the Deaf employee insists that people need breaks. The instructor agrees with having breaks, but refuses to budge from the pre-printed schedule; the training is set into sections or modules with different instructors depending on the module.

The Deaf employee, displeased for not getting his way, proceeds to sulk while the rest of the class moves on. Sulking doesn't last long as he starts swearing about the training. He uses swearing that is inappropriate--particularly for the job-training setting of a new employee.



Northeastern University

Center for Atypical Language Interpreting

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 3.

Realizing that nothing is getting accomplished, the Deaf employee turns to the support interpreter and attempts to chat. The interpreter explains that she is focused on teaming with her colleague, but he continues. He tells the interpreter the meeting is dull and regales her with stories about his life. His girlfriend, that he brought with him, was being a nag all weekend, so last night he kicked her out. When the interpreter offers to interpret his comments, he repeatedly tells her not to interpret and asks about what she did last weekend. The interpreter makes every effort to ignore him and remain on task, but he is very insistent.

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 4.

During a break, the Deaf employee asks permission of his new supervisor to use a company phone to make a long-distance call about a pay issue from his old job location. Very concerned that he didn't get his pay check on Friday and has bills to care for with the move, he wants to be sure that his transfer signing bonus will also arrive soon. The supervisor, seeming displeased, grudgingly agrees to allow a short business related phone call in the privacy of his office during the training break. Instead of calling immediately, the Deaf employee disappears. Just when the training is about to restart, the Deaf employee returns and calls one of the interpreters out to go to make his phone call.

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 5.

The interpreter accompanies the Deaf consumer to the supervisor's office to interpret the phone call. He places the long-distance call to his mother from the manager's office. They discuss her balancing his check-book, not getting the paycheck Friday and



Northeastern University

Center for Atypical Language Interpreting

other moving concerns. The call goes on and on. The supervisor shows up and requests that the call be immediately terminated and the Deaf employee return to the training. The Deaf employee states he is wrapping up and the supervisor leaves. But several minutes go by and the call is not yet finished.

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 6.

Both interpreters are frustrated by the Deaf consumer's behavior, but continue to interpret the job training. At the end of the day, the Deaf consumer thanks both of the interpreters and says how much he looks forward to chatting with them the rest of the week since he doesn't have any friends here in this new area. He wants to trade numbers and get a cocktail after, which both interpreters decline. The interpreters feel very conflicted about whether they want to continue interpreting the assignment.

What could/should the interpreters do and why?

Pause and Respond Slide.

Closing Slide.