

# Who Would You Hire?

## Teacher Guide



As Midwest Bank Corp grows, so does the need to increase technical support for new employees to integrate them into the company's computer system.

The company has decided to increase their help desk staff so that one technician can be assigned exclusively to each new bank -- what they will call Personal Tech Reps. This person will need the hard skills of a technician plus the soft skills of a customer service representative.

Lisa Rodriguez, the human resources director, will be interviewing six candidates for the first Personal Tech Rep position and your students will decide who should be hired.

- A menu allows easy access to each employee interview.
- Closed captioned
- Running Time: 34 minutes

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**1) Promptness**  
On Time \_\_\_\_\_  
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**2) Appropriate Dress / Appearance**  
Excellent \_\_\_\_\_  
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Yes \_\_\_\_\_  
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**8) Other Technical Experience**  
Yes \_\_\_\_\_  
No \_\_\_\_\_

**9) Other Work Experience**  
Yes \_\_\_\_\_  
No \_\_\_\_\_

**10) Overall Evaluation**  
1 2 3 4 5 6 7 8 9 10

**Background Information for Trey Johnson**

**Work Experience:**

Present:  
Mississippi Valley Bank Teller  
Responsible for assisting customers with account deposits and withdrawals, loan payments and cashing checks.

Previous:  
Mississippi Valley Bank Teller Intern  
Began work as a teller intern during his senior year in high school and continued as a full-time teller after graduation.

**Education:**

Scott Community College  
Working toward Associate Degree in Network Administration.

Rock island High School  
Rock Island, Illinois

**Other Activities:**

Coach for YMCA youth baseball team.

Would you hire this candidate as a Personal Tech Rep?

Yes: \_\_\_\_\_ No: \_\_\_\_\_ Explain why.

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**Background Information for Sierra Simmons**

**Work Experience:**

Present:  
Clinton Community Arts Academy Technology Assistant  
(Part-time)  
Assists the staff with technical questions regarding their computer system. Designs and maintains the academy's web page.

**Education:**

Clinton Community College  
Associate Degree in Information Technology  
Emphasis on web development and virtual reality

Clinton High School  
Clinton, Iowa  
Activities and Honors:  
• Volleyball  
• Jr/Sr Prom Student Coordinator  
• Chess Club  
• Honor Society

Other Activities:  
Clinton Park District  
Worked after school and in the summer as a youth activity leader.

Would you hire this candidate as a Personal Tech Rep?

Yes: \_\_\_\_\_ No: \_\_\_\_\_ Explain why.

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**Background Information for Nick Garcia**

**Work Experience:**

Present:  
Unemployed  
Nick is seeking his first job since graduating from Western Illinois University with his Bachelor of Science Degree.

Previous:  
Western Illinois University Tech Department (Student Job)  
Helped staff members with their technical problems. Trained new staff members in the use of the network. Fielded staff complaints and attempted to rectify the problems.

Data One  
Nick worked from home as a data input technician before the company downsized.

**Education:**

Western Illinois University  
Bachelor of Science Degree in Information Technology

East Moline High School  
East Moline, Illinois

Would you hire this candidate as a Personal Tech Rep?

Yes: \_\_\_\_\_ No: \_\_\_\_\_ Explain why.

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**Background Information for Matt Riley**

**Work Experience:**

Present:  
Unemployed  
Matt has been without work for nearly a year after being laid off by his former employer.

Previous:  
Midwest Information Services  
Network Administrator  
Responsible for the maintenance of the company's network.

Aztec Industries  
Network Administrator  
Responsible for the maintenance of the company's network.

Crescent Manufacturing  
Assistant Network Administrator  
Assisted the network administrator as assigned.

**Education:**

Black Hawk College  
Associate of Applied Science Degree  
Information Technology

Bettendorf High School  
Bettendorf, IA

Would you hire this candidate as a Personal Tech Rep?  
Yes: \_\_\_\_ No: \_\_\_\_ Explain why.

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**Background Information for Ashley Lawrence**

**Work Experience:**

Present:  
Hostess at Le Cher' Restaurant

Previous:  
Ashley spent four years as a stay-at-home mom until her husband died two years ago.

Midwest Bank Corp Help Desk  
Worked one year on the help desk before taking a pregnancy leave.

**Education:**

Black Hawk College  
Associate in Applied Science (Network Administration)

Bettendorf High School  
Bettendorf, Iowa

Would you hire this candidate as a Personal Tech Rep?

Yes: \_\_\_\_ No: \_\_\_\_ Explain why.

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**Background Information for Ryan McCallister**

**Work Experience:**

**Present:**

E-City (Electronics Retail Store) Service Department Manager  
Responsible for the day-to-day operation of the service department at E-City including the 24/7 help Desk. Managed a staff of 12.

**Previous:**

E-City Help Desk Technician  
Before being promoted to service department manager, Ryan worked as a technician on E-City's subscription help desk.

**Education:**

Scott Community College  
Associate of Science Degree in Information Technology

Organized a student outreach program to aid seniors in the community.

Davenport High School  
Davenport, Iowa

**Activities and Honors:**

- Baseball
- Student Government President
- Honor Society

Would you hire this candidate as a Personal Tech Rep?

Yes: \_\_\_\_ No: \_\_\_\_ Explain why.

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## Complementary Activity Descriptions

Located in a separate file on this CD are the following complementary activities. Each activity includes one or more reproducible student pages and a teacher's key with answers and sample responses.

Listed below are detailed descriptions of each activity.

### Bad Answers

Students will explain what was wrong with the answers given to three interview questions.

### Interview Day

Students will read an explanation of how to have a successful interview. They will decide if Rod dressed appropriately for his interview and how he handled being late. They will also evaluate several aspects of Vicki's interview for a position as a staff writer at WKPR. They will write a thank you letter to the manager of The Finish Line sporting goods store after interviewing for a position as assistant manager. A sample follow up letter is provided.

### Miguel's Job Interview

Students will explain how they think Miguel should prepare for his interview at Vestra, Inc. They will write responses to a series of interview questions that Miguel and his counselor are using to practice interviewing. They will also write a follow up letter to the interviewer at Vestra, Inc.

### Preparing For An Interview

Students will read an explanation of how to prepare for an interview. They will decide if the answers Jakenna gave during two interviews were good or bad and explain why. They will also write out a response to eight common interview questions.

### Questions and Answers

Students will read 17 statements about interviewing, decide if they are True or False and explain why.

### Tough Questions

Students will write answers to four very difficult interview questions.

### Types Of Interviews

Students will read a description of telephone interviews and face-to-face interviews. They will evaluate Maurice's answers during a phone interview and explain how they might have answered differently.

## Additional Classroom Discussion and Exercises:

1. Here is a great opportunity to do some role playing if time permits. It is one thing to discuss interview situations and write out answers to questions - it is another thing to actually do an interview face to face. Here are some suggestions:

- You act as the interviewer and do short interviews with students which can then be discussed by the class as a whole.
- Divide the class into small groups with one student as the interviewer and the others as interviewees. Give each group a different job opening. The interviewer will create a short list of questions and interview each of the students in front of the class. The class can then discuss each interview.

An alternative is to divide the class into pairs and have each pair take turns being the interviewer and the interviewee.

- If you have the equipment and time, why not videotape the interviews. The class can then evaluate the interviews as they are watching them.



## Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects

Each of the following anchor standards for speaking and listening which is aligned with *Who Would You Hire?* or with the complementary activities described on page 7 has been marked with a **red arrow**.

### College and Career Readiness Anchor Standards for Speaking and Listening

#### Comprehension and Collaboration

- ▶ 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- ▶ 2. Integrate and evaluate information presented in diverse media and formats, including **visually**, quantitatively, and **orally**.
- ▶ 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- ▶ 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- ▶ 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects

Each of the following anchor standards for reading which is aligned with *Who Would You Hire?* or with the complementary activities described on page 7 has been marked with a red arrow.

### College and Career Readiness Anchor Standards for Reading

#### Key Ideas and Details

- ▶ 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ▶ 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

#### Craft and Structure

- ▶ 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- ▶ 6. Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

- ▶ 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- ▶ 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### Range of Reading and Level of Text Complexity




- ▶ 10. Read and comprehend complex literary and informational texts independently and proficiently.

## Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects



Each of the following anchor standards for writing which is aligned with *Who Would You Hire?* or with the complementary activities described on page 7 has been marked with a **red arrow**.

### College and Career Readiness Anchor Standards for Writing


#### Text Types and Purposes

-  1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
-  2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
-  3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.


#### Production and Distribution of Writing

-  4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-  5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### Research to Build and Present Knowledge

- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
-  9. Draw evidence from literary or **informational** texts to support analysis, reflection, and research.

#### Range of Writing

-  10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.