

Who Would You Promote?

Teacher Guide



Industry Direct is one of the nation's leading suppliers of industrial products. They believe that much of their success is based on their hiring philosophy. Whenever possible, they promote from within.

Martha Stein, the human resource director, has been assigned the task of filling the position of sales team leader. This person is responsible for the efficient operation of a sales team of 15 to 20 customer service representatives.

Martha will be interviewing six candidates and your students will decide who should be promoted!

- A menu allows easy access to each employee interview.
- Closed captioned
- Running Time: 30 minutes

Table of Contents

Accompanying Interview Evaluation Forms:

Mariana Chavez	1
Zach Stone	2
Reese Everett	3
Aaron O'Neal	4
Maddie Kim	5
Jason Aldrich	6

Alignment of the Program with the **Common Core State Standards:**

Alignment with Common Core State Standards for Speaking and Listening	7
Alignment with Common Core State Standards for Reading	8
Alignment with Common Core State Standards for Writing	9



Mariana's strengths as a potential sales team leader:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Mariana's weaknesses as a potential sales team leader:

- _____
- _____
- _____
- _____
- _____
- _____

How would you rank Mariana overall (1-10) for the sales team leader position?

1 2 3 4 5 6 7 8 9 10

Explain why.

1) Promptness for the Interview

On Time _____

Late _____

2) Appropriate Dress / Appearance

Excellent _____

Good _____

Average _____

Poor _____

3) Attitude

Positive _____

Negative _____

4) Self-Confidence

High _____

Average _____

Low _____

5) Communications Skills

Excellent _____

Good _____

Average _____

Poor _____

6) Leadership Potential

Excellent _____

Good _____

Average _____

Poor _____



Zach's strengths as a potential sales team leader:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Zach's weaknesses as a potential sales team leader:

- _____
- _____
- _____
- _____
- _____
- _____

How would you rank Zach overall (1-10) for the sales team leader position?

1 2 3 4 5 6 7 8 9 10

Explain why.

1) Promptness for the Interview

On Time _____
Late _____

2) Appropriate Dress / Appearance

Excellent _____
Good _____
Average _____
Poor _____

3) Attitude

Positive _____
Negative _____

4) Self-Confidence

High _____
Average _____
Low _____

5) Communications Skills

Excellent _____
Good _____
Average _____
Poor _____

6) Leadership Potential

Excellent _____
Good _____
Average _____
Poor _____



Reese's strengths as a potential sales team leader:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Reese's weaknesses as a potential sales team leader:

- _____
- _____
- _____
- _____
- _____
- _____

How would you rank Reese overall (1-10) for the sales team leader position?

1 2 3 4 5 6 7 8 9 10

Explain why.

1) Promptness for the Interview

On Time _____

Late _____

2) Appropriate Dress / Appearance

Excellent _____

Good _____

Average _____

Poor _____

3) Attitude

Positive _____

Negative _____

4) Self-Confidence

High _____

Average _____

Low _____

5) Communications Skills

Excellent _____

Good _____

Average _____

Poor _____

6) Leadership Potential

Excellent _____

Good _____

Average _____

Poor _____



Aarons strengths as a potential sales team leader:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Aaron's weaknesses as a potential sales team leader:

- _____
- _____
- _____
- _____
- _____
- _____

How would you rank Aaron overall (1-10) for the sales team leader position?

1 2 3 4 5 6 7 8 9 10

Explain why.

1) Promptness for the Interview

On Time _____

Late _____

2) Appropriate Dress / Appearance

Excellent _____

Good _____

Average _____

Poor _____

3) Attitude

Positive _____

Negative _____

4) Self-Confidence

High _____

Average _____

Low _____

5) Communications Skills

Excellent _____

Good _____

Average _____

Poor _____

6) Leadership Potential

Excellent _____

Good _____

Average _____

Poor _____



Maddie's strengths as a potential sales team leader:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Maddie's weaknesses as a potential sales team leader:

- _____
- _____
- _____
- _____
- _____
- _____

How would you rank Maddie overall (1-10) for the sales team leader position?

1 2 3 4 5 6 7 8 9 10

Explain why.

1) Promptness for the Interview

On Time _____

Late _____

2) Appropriate Dress / Appearance

Excellent _____

Good _____

Average _____

Poor _____

3) Attitude

Positive _____

Negative _____

4) Self-Confidence

High _____

Average _____

Low _____

5) Communications Skills

Excellent _____

Good _____

Average _____

Poor _____

6) Leadership Potential

Excellent _____

Good _____

Average _____

Poor _____



Jason's strengths as a potential sales team leader:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Jason's weaknesses as a potential sales team leader:

- _____
- _____
- _____
- _____
- _____
- _____

How would you rank Jason overall (1-10) for the sales team leader position?

1 2 3 4 5 6 7 8 9 10

Explain why.

1) Promptness for the Interview

On Time _____

Late _____

2) Appropriate Dress / Appearance

Excellent _____

Good _____

Average _____

Poor _____

3) Attitude

Positive _____

Negative _____

4) Self-Confidence

High _____

Average _____

Low _____

5) Communications Skills

Excellent _____

Good _____

Average _____

Poor _____

6) Leadership Potential

Excellent _____

Good _____

Average _____

Poor _____

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 Promote?* 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 Promote?* 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 Promote?* 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.