

Teacher Guide For

Who Would You Hire?

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Who Would You Fire?

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Technical Information

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Alignment with the Common Core State Standards

(Click on any topic)

Anchor Standards for:

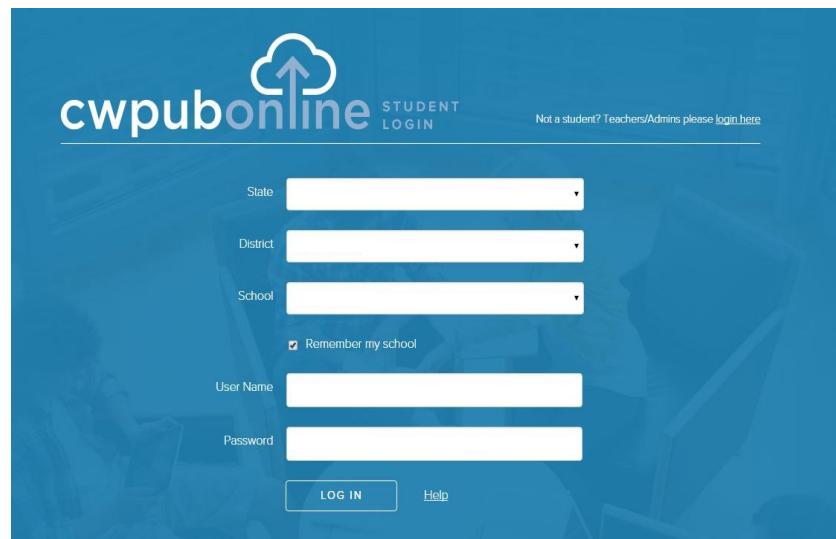
- [Reading](#)
- [Writing](#)
- [Mathematical Practice](#)

Student Login: How your students will access the programs.

Example: If you want your students to complete **Who Would You Hire**, the students would do the following:

- 1) Go to www.cwpubonline.com
- 2) Click **STUDENT LOGIN** on the home page.
- 3) LOG IN :

- **State:** First, use the drop down menu to select your state.
- **District:** Next, use the drop down menu to select your district.
- **School:** Finally, use the drop down menu to select your school.
- **User Name:** Enter your user name.
- **Password:** Enter your password.
- Click **LOG IN**



- 4) Select Who Would You Hire from the Career Programs.

Program	Career Programs: Career Decisions Finding A Job Trivia Job Search On The Job Trivia Who Would You Fire Who Would You Hire Who Would You Promote
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- 5) Click **BEGIN**

TIP: If you want to run the Career programs just as your students do, log in to your Teacher account and choose “Access the Programs”.

The Programs Work Best in Full Screen Mode

To work in full screen mode, use the following commands based on your type of device:

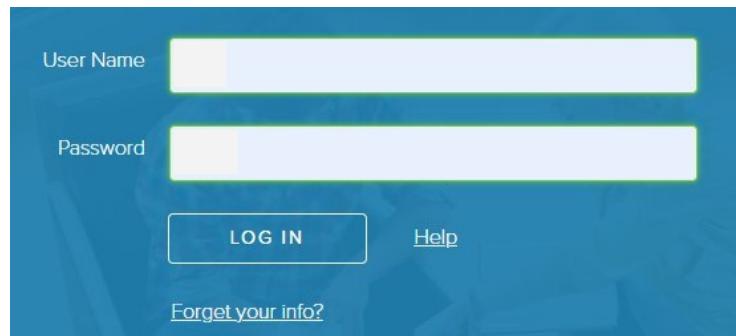
- Windows: F11
- Mac: Command + Shift + F
- Chromebook: Full Screen key

Teacher/Admin Log in

To log in to the system as a teacher or admin, you will click the **TEACHER/ADMIN LOGIN** at the top right of the cwpubonline.com homepage.

Enter your User Name and password and then click the **LOG IN** button.

If you cannot remember your user name or password, click the “Forget your info?” link under the **LOG IN** button and enter your email on the next screen and click the submit button. Your credentials will be emailed to your address.



The image shows a login form with a blue header. It has two input fields: 'User Name' and 'Password', both with placeholder text. Below the fields are 'LOG IN' and 'Help' buttons. At the bottom is a link 'Forget your info?'.

Note: Teacher and Admin accounts can only log into the admin portion of the portal.

TIP: If you want to run the Career programs just as your students do, log in to your Teacher account and choose “Access the Programs”.

Minimum System Requirements

- Reliable Broadband Internet Connection
- A web browser that supports HTML5. C.W. Publications recommends Google Chrome.
- Microsoft Windows: Windows 7 / Windows 8 / Windows 10 / Windows 11
- Mac OS X 10.6 or higher
- Chrome OS
- Monitor
 - A Color Monitor with minimum resolution of 1024 x 768 is required.
- Sound Capability
 - The sound is optional and may be turned off by clicking on the Audio Icon located in Program Utilities.
- *For technical support email support@cwpub.com or call 815.441.4308*

Generating Student Reports

To create the reports for one or more students:

- 1) Click the “Classes” link on the left side of the page
- 2) Click the green reports icon next to the class containing the student(s) for which you want to generate the report(s)

Classes

School	First Name	Last Name	Class	# of Students current/max	Expiration Date	Student Management
Demo School	Demo		Teacher	Demo 3	10/50	1/17/2016
Demo School	Demo		Teacher	Demo 2	4/100	1/23/2016
Demo School	Demo		Teacher	Demo 1	1/50	1/5/2016

Most Recent < >

- 3) On the Reports screen that opens, click the radio button next to the report you wish to print. If you are choosing to print a budget or a spending report, you will also need to choose the month from the drop down box.
- 4) Select the Student Name, or choose the All Students option if you want to print your entire class, from the drop down menu
- 5) Press the **Get Report** button
- 6) The report for the student will be present on the screen. If you wish to print the report, click the **Print Report** button and a printable version of the report will be created.

Reports for Demo 2 - Demo School

Select Report:

On Your Own *On The Job*

Summary Personnel File

Spending Budget [August]

Select Student:

Student504, Demo **Get Report** **Cancel**

NOTE: You are only able to generate reports for the current or finished simulation for students. If a student starts a new simulation the report data will reset.

Limiting Program Availability to Students

By default, all students in your class(es) have access to all programs available within the cwpubonline portal. If you wish to limit your student(s) to certain programs this can be accomplished through the Admin Portal.

LIMITING INDIVIDUAL STUDENTS:

- 1) Log into the Admin Portal
- 2) Click the “Students” link on the left hand side of the screen
- 3) You can scroll through the list of students on the bottom section of the screen or you can use the search box at the top of the screen to quickly find the student you wish to limit
- 4) Click the “Pencil Icon” next to the student
- 5) Click the check box next to “Customize access to simulations for this student (overrides current class setting)”
- 6) Remove the check marks next to the programs you do not want your student to access
- 7) Click the “Update” button

LIMITING YOUR ENTIRE CLASS TO ONE OR MORE PROGRAMS:

- 1) Log into the Admin Portal
- 2) Click on the “Classes” link on the left hand side of the page
- 3) Click the “Pencil Icon” next to the class in which you want to set the limits
- 4) Check the box next to “Select simulations available to students in the class”
- 5) Remove the check marks next to the programs you do not want your students to access
- 6) Click the “Update” button at the bottom of the screen
- 7) You will see a warning box state that setting limits for a class will override individual student selections,

Overview of Who Would You Hire?

Lisa is the Human Resources Director at a popular resort and is searching for a new Events Sales Specialist who will be responsible for marketing the resort's services and facilities. From the many applicants, Lisa has chosen six young people to interview and your students get to decide who they would hire.

Your students will watch each of the six candidates short interviews. After each interview, they will evaluate that candidate based on the quality of the interview and resume information that is provided. After evaluating all six candidates, they will decide which of the six they would hire and explain why.

For instructions on how to use the program, students can select Help on the menu bar.



How The Program Works

To begin Who Would You Hire?, students will watch a short video (1 minute and 50 seconds) that will introduce them to the six candidates and let the human resources director explain the job requirements and what type of person she is looking for. Students have control of the video so they can view it more than once if they wish. When they are ready to continue, they will select the GET STARTED button and be shown the six candidates.



Students can select the picture of any of the six candidates to watch the interview. Each interview runs from 4 to 5 minutes. Students have control of each interview video so they can watch it more than once or move to various points in the interview. At any time, students can move between the interview video, the candidate's resume and the candidate's evaluation form by choosing that item on the menu bar.



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The Resumes

Each candidate's resume is a brief outline of their work experience and education. Students will use this information along with the interview to evaluate each candidate.

Candidate Evaluation Form

Each candidate will be evaluated based on the following 12 criteria:

- On Time
- Greeting
- Appropriate Dress
- Grooming
- Eye Contact
- Body Language
- Communications Skills
- Personality
- Self Confidence
- Enthusiasm
- Organization
- Work Experience

Background Information:

Sierra McKee

Work Experience:

Present Beaufort Youth Arts Academy
Program Assistant (summer employment)
Assisted the director with the following:

- Scheduling various classes.
- Creating the annual class catalog
- Set up for various presentations including concerts, plays and art exhibits.
- Miscellaneous office tasks.

Previous..... Beaufort YMCA
Worked after school and in the summers as a youth activity leader.

Education..... Beaufort County High School Beaufort, South Carolina

Activities and Honors:

- Volleyball
- Jr/Sr Prom Student Coordinator
- Honor Society

Students grade each criteria by choosing a number (1-5) with 1 being the worst and 5 being the best. A choice can be changed at any time by choosing a different number. As students make their choices, the numbers are automatically transferred to the Group Evaluation Form and totaled so that the six candidates can be compared on one form. A student can return to a candidate's individual evaluation form at any time and make changes.

Trey Rodriguez

On Time

1	2	3	4	5
---	---	---	---	---

Greeting

1	2	3	4	5
---	---	---	---	---

Group Evaluation Form

	Sierra McKee	Ryan Slattery	Renee Walker	Trey Rodriguez	Sherry Henderson	Ashley Jordan
On Time	5	-	-	-	-	-
Greeting	4	-	-	-	-	-

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Which Candidate Would You Hire?

Students will use all the information they have at hand including the interview video, the resume information, their evaluation score for each candidate and the comparison of all six candidates' evaluation scores to decide which candidate they would hire. To make this choice, students select the circle by the name of their choice at the bottom of the Group Evaluation Form. Finally, students will explain why they made their choice in the text box at the bottom of the Group Evaluation Form.

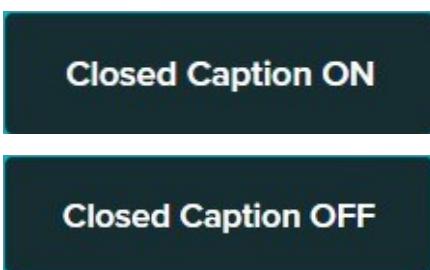
Who Would You Hire?	<input type="radio"/> Sierra McKee	<input type="radio"/> Ryan Slattery	<input type="radio"/> Renee Walker	<input type="radio"/> Trey Rodriguez	<input type="radio"/> Sherry Henderson	<input checked="" type="radio"/> Ashley Jordan
Explain Your Choice	Place your thoughts here...					

To Save Their Work and Quit the Program.

To save their work and quit the program, students will select Back to Main Menu and then select Quit. A student's simulation is considered complete once they have made a choice of "Who Would You Hire?" and quit the simulation. Once a simulation is complete, a student will receive a message stating that their simulation has been completed if they use the Load Saved Game button.

Closed Captioning

Closed captioning can be turned on or off at any time during a video segment by selecting the Closed Captioning ON or OFF button to the right of the video.



Overview of Who Would You Fire?

Jason is the owner of Airplay Sports & Espresso, a coffee shop. He has two locations, but is planning on closing both to open in East Heights, the new place to be in the city. Unfortunately, one shop doesn't need two staffs. Some employees have left voluntarily, but Jason still needs to let one person go. He is going to meet with six employees and your students get to decide who should be fired!

Your students will watch each of the short meetings Jason has with the employees. After each video, they will evaluate that employee based on the information presented in the video and the job description. After evaluating all six employees, they will decide which of the six they would fire and explain why.

For instructions on how to use the program, students can select Help on the menu bar.



How The Program Works

To begin Who Would You Fire?, students will watch a short video (1 minute and 24 seconds) during which Jason, the owner of Airplay Sports & Espresso, explains why he is relocating and why he still has to let one more of his employees go. Students have control of the video so they can view it more than once if they wish. When they are ready to continue, they will select the GET STARTED button and be shown the six employees.



Students can select the picture of any of the six employees to watch the meeting with Jason. Each meeting runs from 3 to 5 minutes. Students have control of each video so they can watch it more than once or move to various points in the discussion. At any time, students can move between the video, the employee's job description and the employee's evaluation form by choosing that item on the menu bar.



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The Job Descriptions

Each employee's job description is a brief outline of their responsibilities at Airplay. Students will use this information along with the video to evaluate each Employee.

Employee Evaluation Form

Each employee will be evaluated based on the following 12 criteria:

- Attitude
- Communication Skills
- Customer Service
- Desire to Learn
- Follows Instructions
- Loyalty
- Organizational Skills
- Past Performance
- Personality
- Skill Level
- Team Player
- Value to Company

Angel

Job Title: Part-Time Barista

Duties:

- Greet customers in a helpful and friendly manner.
- Be knowledgeable about all products so you can answer customer's questions.
- Take customer orders.
- Fill customer orders quickly and correctly.
- Maintain all display cases and counters neatly.
- Make the shift manager and baker aware of any product needs.

Students grade each criteria by choosing a number (1-5) with 1 being the worst and 5 being the best. A choice can be changed at any time by choosing a different number. As students make their choices, the numbers are automatically transferred to the Group Evaluation Form and totaled so that the six employees can be compared on one form. A student can return to an employee's individual evaluation form at any time and make changes.

Angel					
Attitude	1	2	3	4	5
Communication Skills	1	2	3	4	5

Group Evaluation Form

	Angel	Deanne	Taye	Ryan	Lisa	Kayla
Attitude	4	-	-	-	-	-
Communication Skills	3	-	-	-	-	-

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Which Employee Would You Fire?

Students will use all the information they have at hand including the video, the job description, their evaluation score for each employee and the comparison of all six employees' evaluation scores to decide which candidate they would fire. To make this choice, students select the circle by the name of their choice at the bottom of the Group Evaluation Form. Finally, students will explain why they made their choice in the text box at the bottom of the Group Evaluation Form.

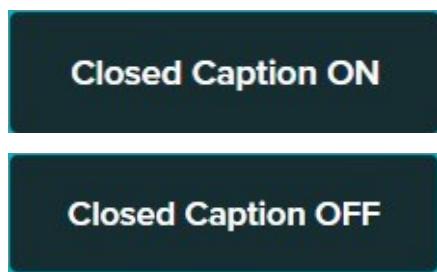
The image shows a digital interface for a group evaluation. At the top, there is a horizontal row of six names: Angel, Deanne, Taye, Ryan, Lisa, and Kayla. Each name is preceded by a radio button. The radio button for 'Kayla' is filled with a dark blue color, indicating it is selected. Below this row is a large text input field with the placeholder text 'Place your thoughts here...'. To the left of this input field, there is a label 'Explain Your Choice'.

To Save Their Work and Quit the Program.

To save their work and quit the program, students will select Back to Main Menu and then select Quit. A student's simulation is considered complete once they have made a choice of who to fire and quit the simulation. Once a simulation is complete, a student will receive a message stating that their simulation has been completed if they use the Load Saved Game button.

Closed Captioning

Closed captioning can be turned on or off at any time during a video segment by selecting the Closed Captioning ON or OFF button to the right of the video.



Overview of Who Would You Promote?

The human resources director at Industry Direct is hiring a new sales team leader who will be responsible for the efficient operation of a team of 15 to 20 customer service representatives. Since it is the policy at Industry Direct to hire from within whenever possible, the human resources director has chosen six young sales reps to interview for the promotion.

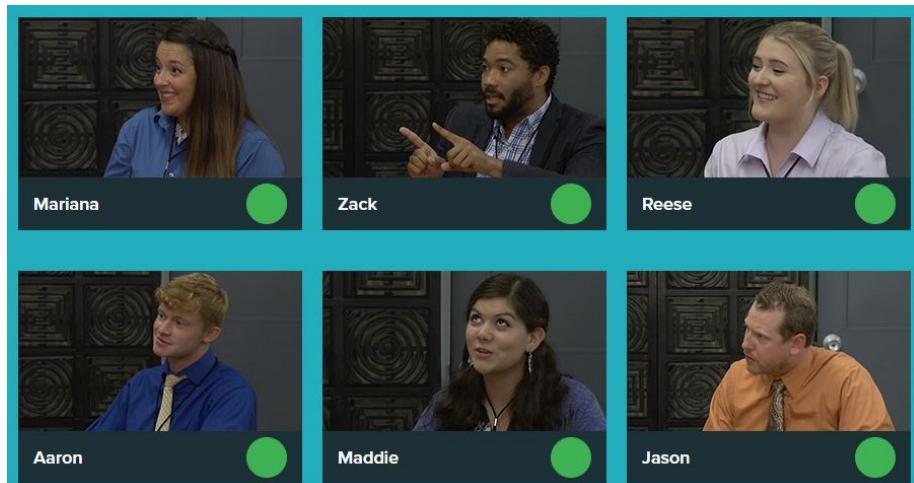
Your students will watch each of the short interviews with the six employees. After each video, they will evaluate that employee based on the information presented in the video and their interview highlights. After evaluating all six employees, they will decide which of the six they would promote and explain why.

For instructions on how to use the program, students can select Help on the menu bar.



How The Program Works

To begin Who Would You Promote?, students will choose **Start New Game** or **Load Saved Game**. As the program begins, students will watch a short, 30 second introductory video during which Martha, the human resources director, explains her task of hiring a new sales team leader from among the current sales team members. Students have control of the video so they can view it more than once if they wish. When they are ready to continue, they will select the GET STARTED button and be shown the six employees who will be interviewed.



Students can select the picture of any of the six employees to watch the interview. Each interview runs from 4 to 6 minutes. Students have control of each video so they can watch it more than once or move to various points in the discussion. At any time, students can move between the video, the interview highlights and the employee's evaluation form by choosing that item on the menu bar.

 [Watch Interview](#)

 [Interview Highlights](#)

 [Evaluate Employee](#)

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Interview Highlights

This is a listing of the high and low points of each interview. Students will use this information along with the video to evaluate each employee.

Employee Evaluation Form

Each employee will be evaluated based on the following 12 criteria:

- On Time for Interview
- Personal Appearance
- Overall Personality
- Self Confidence
- Communications Skills
- Sales Skills
- People Skills
- Problem Solving Skills
- Knows Coworkers
- Knowledge of Company
- Sales Team Experience
- Leadership Potential

Zack

Interview Highlights

- States confidently that he is a great salesman and can sell anything.
- Feels sales team leader is just the next step in becoming the head of the sales division.
- Does not know his coworkers well.
- Does not socialize with his coworkers.
- He is very sales results oriented.
- Was certain how to deal with a personnel problem.
- Understands the structure and background of the company.

Students grade each criteria by choosing a number (1-5) with 1 being the worst and 5 being the best. A choice can be changed at any time by choosing a different number. As students make their choices, the numbers are automatically transferred to the Group Evaluation Form and totaled so that the six employees can be compared on one form. A student can return to an employee's individual evaluation form at any time and make changes.

Zack	
On Time for Interview	1 2 3 4 5
Personal Appearance	1 2 3 4 5

Group Evaluation Form

	Mariana	Zack	Reese	Aaron	Maddie	Jason
On Time for Interview	1	5	1	1	1	1
Personal Appearance	1	4	1	1	1	1

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Which Employee Would You Promote?

Students will use all the information they have at hand including the video, the interview highlights, their evaluation score for each employee and the comparison of all six employees' evaluation scores to decide which employee they would promote. To make this choice, students select the circle by the name of their choice at the bottom of the Group Evaluation Form. Finally, students will explain why they made their choice in the text box at the bottom of the Group Evaluation Form.

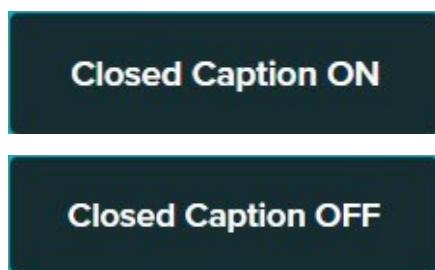
Who Would You Promote?	Mariana	Zach	Reese	Aaron	Maddie	Jason
Explain Your Choice	Place your thoughts here...					

To Save Their Work and Quit the Program.

To save their work and quit the program, students will select Quit on the Menu Bar. A student's simulation is considered complete once they have made a choice of who to promote and quit the simulation. Once a simulation is complete, a student will receive a message stating that their simulation has been completed if they use the Load Saved Game button.

Closed Captioning

Closed captioning can be turned on or off at any time during a video segment by selecting the Closed Captioning ON or OFF button to the right of the video.



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 *cwpubonline* 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 *cwpubonline* 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.

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

Each of the following anchor standards for math which is aligned with *cwpubonline* has been marked with a red arrow.

Standards for Mathematical Practice

- ▶ 1. Make sense of problems and persevere in solving them.
- ▶ 2. Reason abstractly and quantitatively.
- ▶ 3. Construct viable arguments and critique the reasoning of others.
- ▶ 4. Model with mathematics.
- ▶ 5. Use appropriate tools strategically.
- ▶ 6. Attend to precision.
- ▶ 7. Look for and make use of structure.
- ▶ 8. Look for and express regularity in repeated reasoning.