

TASK DETAIL	
Modul	<b>JOB APPLICATION PREPARATION</b>
Type	TEAM
Activity Stage	ORGANIZATIONAL STRUCTURE
Department	ALL DEPARTMENT
Duration	2x SESSION, 4 LESSON HOUR
LEARNING OBJECTIVE	
<ul style="list-style-type: none"> <li>Students understand the relationship between their interests, talents, and career suitability with positions within an organizational structure.</li> <li>Students gain experience in the job application process.</li> </ul>	
OUTPUT	
<ul style="list-style-type: none"> <li>Self-Assessment Letter</li> <li>ATS – Friendly CV</li> </ul>	

## INTRODUCTION

Every company has a team composed of individuals with diverse skills, tailored to the needs of each department. To secure the right position, an individual must understand the company's organizational structure, identify their own interests and talents, and prepare compelling application documents such as a resume and cover letter that attract recruiters' attention. In this module, students will prepare job application documents, including a resume tailored to Applicant Tracking System (ATS) standards, and learn how to conduct themselves effectively during job interviews.

No	ACTIVITY
1	<b>Identifying Career Interests and Fit</b> The facilitator guides students to take interest and aptitude tests using platforms like <ol style="list-style-type: none"> <li>temubakat.com</li> <li>personality.co, or other methods provided on the internet</li> </ol> Afterwards, the facilitator leads a brief discussion on how interests and talents can influence career choices.
2	<b>Learning to Write a Cover Letter (Self-Assessment)</b> Once students receive the results of their interest and personality tests, they are guided to write a short essay using the Self-Assessment format provided in the Task Format section. Students may discuss their drafts within their groups.
3	<b>Learning to Create an ATS-Friendly Resume</b> Students are introduced to the ATS and how companies use it to automatically screen resumes. Key principles of an ATS-friendly resume include: <ul style="list-style-type: none"> <li>Using a simple format without excessive design elements</li> <li>Including relevant keywords from the job description</li> <li>Presenting work experience in bullet points</li> <li>Choosing professional, easy-to-read fonts</li> </ul> Students compare examples of ATS-friendly and non-ATS-friendly resumes for clarity.

4	<p><b>Practice Writing Resumes and Cover Letters</b></p> <p>Each student selects a position within the organizational structure (e.g., CEO or VP of a department) they wish to apply for. They then draft a resume and cover letter tailored to the chosen position, which will later be used as part of the employee selection process.</p>
5	<p><b>Theoretical Learning: Job Interviews</b></p> <p>The facilitator introduces the objectives and types of job interviews, including:</p> <ul style="list-style-type: none"> <li>• <b>Traditional Interview:</b> General questions about experience and motivation</li> <li>• <b>Behavioral Interview:</b> Focused on past experiences with questions like “Describe a time when...”</li> <li>• <b>Situational Interview:</b> Based on hypothetical scenarios, e.g., “What would you do if...”</li> <li>• <b>Panel Interview:</b> Conducted by multiple interviewers from different departments</li> <li>• <b>Phone/Video Interview:</b> Remote interview formats</li> <li>• <b>Group Interview:</b> Candidates interviewed together or assigned group tasks</li> </ul> <p>Students and the facilitator can deepen their understanding by accessing the reference link from <a href="https://www.astoncarter.com">astoncarter.com</a> provided in the resources.</p> <p>The facilitator also explains the STAR technique for answering common interview questions:</p> <ul style="list-style-type: none"> <li>• <b>S – Situation:</b> Describe the context or background</li> <li>• <b>T – Task:</b> The task or challenge faced</li> <li>• <b>A – Action:</b> Concrete steps you took</li> <li>• <b>R – Result:</b> Outcomes of your actions (preferably including numbers or specific impacts)</li> </ul> <p>Students watch videos of both good and bad interview practices (available on the VCI Portal or educational YouTube channels) to analyze best practices.</p>
6	<p><b>Paired Interview Simulation</b></p> <ul style="list-style-type: none"> <li>• Students pair up, with one acting as the recruiter and the other as the applicant, based on the positions chosen in Activity 4.</li> <li>• Recruiters use a list of prepared interview questions from the facilitator or created with the class (general interview questions can be found in the reference section). Choose 4–5 of the most relevant questions.</li> <li>• After the interview session, students switch roles.</li> </ul>
7	<p><b>Preparation for Next Stage: CEO Pitch and VP &amp; Employee Selection</b></p> <p>After completing the interview activities, all students are guided to prepare for the next stage—CEO Pitch and VP &amp; Employee Selection—using the documents they have created during this module.</p>

## REFERENCE

1. Aptitude Test - [temubakat.com](https://temubakat.com) , [personality.co](https://personality.co)
2. ATS Friendly CV Example - [LINK](#) , [LINK](#)
3. Job Interview Types - [LINK](#)

## TASK TEMPLATE

1. Self-Assessment - [LINK](#)
2. ATS-Friendly CV - [LINK](#)