



**LANGUAGE TRAINING CENTER**  
**UNIVERSITAS MUHAMMADIYAH YOGYAKARTA**  
**SKILL BASED: BUSINESS ENGLISH**

**SOP Test: Application Letter, CV, Job Interview (Total: 40%)**

1. Teacher provides the students with a list of job vacancies, in which they are going to apply for the job (the list of job vacancies list is provided). Each student is allowed to freely choose one of the job vacancies. The teacher will be acting as the employer while the students will be as the employee candidates.
2. On the day of the Test, each student should bring the following documents as the job vacancy requirements for the job interview:
  - **Application Letter (maximum weight 10%)**
  - **CV (maximum weight 10%)**
3. Each student will be given maximum 10 minutes for the duration of the interview (**maximum weight 20%**). The interview questions are based on the teacher's discretion (see the rubric for more detailed scoring).

## **Job Vacancies List – HI:**

### **1. Presenter/Reporter**

#### **Requirements:**

- ✓ A man or a woman max 28 years old
- ✓ Minimum education of Bachelor degree in Broadcasting, Journalistic or Communication
- ✓ Camera face (highly accustomed to be standing in front of camera)
- ✓ Possessing experiences in Journalistic or TV production
- ✓ Able to write articles related to social-politics
- ✓ Possessing wide insights related to any disciplines
- ✓ Creative. Energetic and communicative

### **2. International Cooperation and Student Affairs**

#### **Requirements:**

- ✓ Willing to work full time
- ✓ Minimum education of Bachelor degree in FISIPOL major
- ✓ Fluent in English and preferably another foreign language
- ✓ Work/internship experience is highly preferred
- ✓ Having International Exchange experiences is highly preferable
- ✓ Capable of working as a team
- ✓ Good interpersonal skills

### **3. Media and Event Staff**

#### **Requirements:**

- ✓ Fluent in spoken and written English
- ✓ Minimum education of Bachelor degree in FISIPOL major
- ✓ Work/internship experience is highly preferred
- ✓ Highly creative and possessing strong attention to details
- ✓ Familiar with Graphic Design Software (Photoshop, Illustrator, Corel Draw, etc.)
- ✓ Knowledgeable of Social Media Branding
- ✓ Possessing good management skills

Interested applicants please send the application letter and the CV to (the following is just an example):

**Wendy Rahmad Biyandi**

**Director of Global Engagement Office UMY**

**Shortlisted candidates will be invited for interview on Wednesday, 24<sup>th</sup> October 2018**

## Cover Letter Rubric

	Exemplary – 5	Satisfactory – 3	Unsatisfactory – 1	Rating (1-5)
<b>Opening Paragraph</b>	The opening paragraph arouses the interest of the employer by stating why you are interested in the organization, names the specific job applied for and states where you heard of the job.	The opening paragraph is poorly written or is missing one of the required elements: why you are interested, specific job, where you heard of the job.	The opening paragraph is poorly written and is missing more than one of the required elements.	
<b>Body Paragraph</b>	The middle paragraph is neatly written and creates a desire for an employer to know more about you. It emphasizes the resume pointing out achievements and qualifications that meet the job description.	The middle paragraph is poorly written and does not create a desire for the employer to know more about the student or does not emphasize the resume.	The middle paragraph is poorly written and does not make the employer want to meet the individual, emphasize the resume and does not refer to the job description.	
<b>Closing Paragraph</b>	The closing paragraph paves the way for an interview by offering to call in the future.	The closing paragraph leaves the employer unsure if the applicant would like an interview or does not offer to call in the future.	There is no closing paragraph.	
<b>Layout</b>	The letter is organized. It includes all of the required components in the correct order with the correct spacing between elements.	The letter is missing 1 of the required elements or the component are not in the correct order.	There is no apparent organization to the letter. It is missing multiple components.	
<b>Grammar and Mechanics</b>	Sentences are fluent and effective. Very few errors in mechanics, punctuation, and word usage.	Sentences are usually controlled. There are minor errors in mechanics, punctuation, and word usage.	Sentences are generally adequate. There are lapses in mechanics, punctuation, and grammar.	

**Score = 25/2.5 = 10**

Adapted from [www.sisd.net/cms/lib/TX01001452/Centricity/.../cover\\_letters\\_grading\\_rubric.doc](http://www.sisd.net/cms/lib/TX01001452/Centricity/.../cover_letters_grading_rubric.doc)

## Scoring Rubric for CV


	5	4	3	2	1
Overall Appearance/ Layout	Fills page, not crowded. Consistent in font style and layout. Information is clear. Centered on page and good choice of font and type size. Structure has clear purpose.	Consistent in style but has some uneven white space or does not fill up a page. Important information may not stand out clearly to reader.	Unnecessarily run onto second page. Appearance may lack appropriate use of bold/italics, font, bullet points or margins.	Format is not appealing. Information is not laid out in a clear format.	Does not draw attention and has lack of structure.
Personal Information & Objective	All of the information is relevant. The objective is brief and concise and written with company goals in mind.	The personal information and career objective is well-written but not really specific to each role.	The objective poorly structured. The language is common and slightly clumsy, there is no evidence of this candidate having researched the role or organisation,	The elements of personal information is not complete and the objective is poorly written.	Section is not included or it is included but with irrelevant information.
Education	Degree and major are listed with graduation month and year, name and location of school. If GPA is listed it is over a 3.0. Honors and Scholarships are included here or in their own section if more appropriate. Important information is highlighted.	Degree is listed with necessary information but section could be expanded. Most important information does not stand out.	Additional information may need to be included to increase length of resume or too much information may be included.	Section lacks information and format.	Section is not included or crucial information is missing.
Experiences	Appropriate experience listed with organization name, title, dates, and location. Sentence fragments are concise, direct, and accomplishment oriented; strong verbs and appropriate verb tense is used. Results are quantified. Listed in correct chronological order	Appropriate experience listed. Sentence fragments are used, but descriptions may not be result oriented or verbs may be weak.	Too much or too little experience is included. Verbs may be weak and verb tense may be incorrect. Descriptions may not be in the form of bullets. Important information may be missing.	Descriptions are not detailed and offer no illustration of what was done.	No type of experience (work, volunteer, leadership or other) is listed.
Additional Sections: Ex. Skills/Activities	Included additional section with relevant, well organized, and easy to understand information. If appropriate, leadership roles and related activities are indicated.	Included additional section with relevant information, and minimal flaws; skills or activities may not be properly defined.	Additional section is missing key information.	Included additional section, but information is weak or irrelevant.	Additional sections are missing
Grammar & Mechanics	No or extremely minor errors (Capitalization, spelling, grammar).	Few errors, shows but consistent pattern. Information may be abbreviated when it should be spelled out.	Shows a persistent pattern of error or contains a number of varied mechanical errors	Mechanical errors are so widespread that they are distracting	Difficult to read because of mechanical errors.

**Score = 30:3 = 10**

Adapted from [https://students.tufts.edu/sites/default/files/NACE\\_GG\\_CoverLetterRubric.pdf](https://students.tufts.edu/sites/default/files/NACE_GG_CoverLetterRubric.pdf)

## Job Interview Rubric

Criteria	4 – 3	5 – 6	7 – 8	9 – 10	Score
<b>Appearance</b>	<p>Overall appearance is untidy</p> <p>Choice in clothing is inappropriate for any job interview (torn, unclean, wrinkled)</p> <p>Poor grooming</p>	<p>Appearance is somewhat untidy</p> <p>Choice in clothing is inappropriate (shirt un-tucked, tee-shirt, too much jewelry, etc.)</p> <p>Grooming attempt is evident</p>	<p>Overall neat appearance</p> <p>Choice in clothing is acceptable for the type of interview</p> <p>Well groomed (i.e. shirt tucked in, jewelry blends with clothing, minimal wrinkles)</p>	<p>Overall appearance is very neat</p> <p>Choice in clothing is appropriate for any job interview</p> <p>Very well groomed (hair, make-up, clothes pressed, etc.)</p> <p>Overall appearance is businesslike</p>	
<b>Greeting</b>	<p>Unacceptable behavior and language</p> <p>Unfriendly and not courteous</p>	<p>Used typical behavior and language – did modify behavior to fit the interview</p> <p>Attempts to be courteous to all in interview setting</p>	<p>Acceptable behavior, well mannered, professionalism somewhat lacking</p> <p>Courteous to all involved in interview</p>	<p>Professional behavior and language (handshake, “hello,” thank you “, etc.)</p> <p>Friendly and courteous to all involved in interview</p>	
<b>Communication</b>	<p>Speaking is unclear – very difficult to understand message of what is being said (i.e. mumbling)</p> <p>Volume is inappropriate for interview (i.e. spoke too loudly, too softly)</p>	<p>Speaking is unclear – lapses in sentence structure and grammar</p> <p>Volume is uneven (varied)</p>	<p>Speaking is clear with minimal mistakes in sentence structure and grammar</p> <p>Volume is appropriate</p>	<p>Speaks clearly and distinctly with no lapse in sentence structure and grammar usage; speaks concisely with correct pronunciation</p> <p>Volume conveys business tone</p>	
<b>Body Language</b>	<p>Fidgeted – (i.e., constant movement of hands and feet); none or very poor use of physical gestures, facial expressions and body movements detracted from the interview process</p>	<p>Fidgeted –(i.e., movement of hands and feet frequently); minimal use of physical gestures, facial expressions and body movements in a manner which enhanced the interview process</p>	<p>Minimal fidgeting (i.e., occasionally shifting); average use of physical gestures, facial expressions and body movements in a manner which enhanced the interview process</p>	<p>No fidgeting; consistently used physical gestures, facial expressions and body movements in a manner which enhanced the interview process</p>	
<b>Posture and Eye Contact</b>	<p>Does not look at persons involved in the interview process; keeps head down; minimal eye contact; does not have good posture; slouching</p>	<p>Sits up straight; average posture; establishes eye contact with interviewers during the interview 70 -80% of the time</p>	<p>Sits up straight, good posture; establishes eye contact with interviewers during the interview 80 -90% of the time</p>	<p>Sits up straight, excellent posture; looks relaxed and confident; establishes eye contact with interviewers during the interview 90-100% of the time</p>	
<b>Politeness</b>	<p>Several times, the student interrupted or hurried the person doing the interviewing; forgot to thank person(s)</p>	<p>Student interrupted or hurried the interviewer 3-5 times during the course of the interview, thanked the person after the interview</p>	<p>Student interrupted or hurried the interviewer 1-2 times during the course of the interview, thanked the person after the interview</p>	<p>Student never interrupted or hurried the interviewer and thanked them after the interview</p>	
<b>General Attitude</b>	<p>Lack of interest and enthusiasm about the interview; passive and indifferent</p>	<p>Somewhat interested in the interview; shows little enthusiasm</p>	<p>Shows basic interest in the interview; shows some enthusiasm</p>	<p>Appropriately interested and enthusiastic about the interview process</p>	
<b>Responses to Questions</b>	<p>Answers with “yes’ or “no” and fails to elaborate or explain; talks negatively about past employers</p>	<p>Gives well-constructed responses, but sounds rehearsed or unsure</p>	<p>Gives well-constructed responses, does not sound rehearsed, student somewhat hesitant or unsure</p>	<p>Gives well-constructed, confident responses that are genuine</p>	
<b>Candidate Integrity</b>	<p>Responses are inconsistent or contradictory. No concrete or specific examples used</p>	<p>Responses are somewhat inconsistent or contradictory</p>	<p>Responses are generally consistent</p> <p>Concrete and specific examples often used</p>	<p>Responses are all consistent</p> <p>Concrete and specific examples are used</p>	

	Candidate provided no verifiable information for claims, and/or claims may be exaggerated or even appear manufactured	Concrete and specific examples occasionally used  Candidate provides some verifiable information for claims	Candidate provides verifiable information for most claims	Candidate provides verifiable information for all claims	
<b>Overall Demonstration of Interview Skills</b>	Demonstration of poor interview skills with little confidence displayed	Demonstrated limited proficiency; limited demonstration of competent interview skills in a generally confident manner	Demonstrated average proficiency; average demonstration of competent interview skills in a generally confident manner	Highly proficient; appropriately utilized interview skills in an enthusiastic, motivating and engaging manner	
Total out of 80 points possible (10 topics x 8 max possible)					<b>Total</b>
-					

Total Score Calculation:

$$10 \times 10 = 100 : 5 = 20\%$$