



# Innovative Situated Instruction of Process Phase Targeted Resume & Autobiography Composition

Pi-Shan Hsu

Ching Kuo Institute of Management and Health, Department of Senior Citizen Care and Welfare  
(ivymax950@gmail.com)

**Abstract-** The traditional way of teaching the composition of resume and autobiography is done by instructor's static lecture, which is not able to apply the learning effectively in the practical dynamic and changeable recruitment and job application process. Therefore, the big gap is taken place between learning and practical application, which affects employment competence and the ability of communication and expression. This research aims to develop and introduce an innovative instruction named as situated instruction of process phase targeted job application. The first step of this research is to develop an innovative situated instruction methodology of process phase targeted resume and autobiography composition in order to enhance effective application of learning in resume and autobiography composition which is perceived by the firms who recruit new employees.

**Keywords-** *Job Application, Process Phase, Resume, Situated Instruction, Targeted*

## I. INTRODUCTION

The major disparity of traditional resume and autobiography instruction is not in line with the requirements of firms who recruit new employees, which is listed as followings:

- Lacking of process phase situated experience of job application which is in line with practical recruitment requirements of firms
- The format and content of resume and autobiography is not perceived by recruiter effectively
- The content of resume and autobiography does not link with recruitment requirements of firms

The goal of innovative situated instruction methodology of process phase targeted resume and autobiography composition is to solve the following issues:

- How to design and construct a process phase situation which is in line with practical job application process?
- How to compose resume and autobiography which is in accordance with recruitment requirements of firms?

- How to design narrative instruction materials and apply in resume and autobiography composition?
- How to facilitate students to merge into the simulated situation of job application process?
- How to design situated practices of resume and autobiography composition?

Therefore, this research aims to develop an innovative situated instruction methodology of process phase targeted resume and autobiography composition which integrates the theories of situated learning, role-play instruction and job search self-efficacy into the process phase situation construction of job application in order to achieve the following results:

- Design and construct process phase situation in classroom for the situated instruction of process phase targeted job application
- Develop situated instruction methodology of process phase targeted resume and autobiography composition
- Merge STAR narrative methodology into the role-play situated practices of process phase targeted resume and autobiography composition

## II. THEORY

### A. Job Search Self-Efficacy

Job application is a dynamic process which involves four steps in terms of enthusiasm, stagnation, frustration and apathy [1]. Therefore, receiving positive feedback continuously in job application process is an effective approach to keep job applicants staying in the first step of job application process by enhancing their confidence in job application [2] [3]. The job applicant will stay in better confidence level in the job application process once he/she has certain job search self-efficacy [4] [5]. Job applicant's self-efficacy can be enhanced by situated practices which simulates actual job application process and vicarious experience which is received from successful job applicants [6]. Job applicants spend more time in

situated practices can enhance job search self-efficacy and achieve successful employment effectively [3].

### B. Situated Learning

Situated learning theory highlights that learners experience practical situation and apply knowledge and skill in problem solving in order to achieve learning effect and effective application [7] [8]. Therefore, situated learning focus on the importance of situation to knowledge learning and the reality of learning activities to effective learning [9] [10]. Lave and Wenger [11] noted that shared practice and member of community of practice developed social interaction between students and experts in practical situation which constructed knowledge through collaborative social interaction process [10].

### C. Role-Play Instruction

Regarding the educational function of role-play instruction, following five viewpoints are noted: 1. Allow students to express actual perception and receive value clarification under no constrain; 2. Assist students to handle unpredictable condition in flexible ways; 3. Help students consider the social responsibility of each other and understand complicate interpersonal problems through role-play; 4. Role-play under no-pressure simulated situation tolerates mistake or failure without fear and encourages students experience failure without losing learning interest; 5. Instructor facilitates students through scaffolding learning which results in better learning effect by inspiring students' learning motivation and interest [10] [12] [13].

## III. METHOD

Situated learning theory noted that learners have to merged into practical social situation and learn knowledge and skill through actual activities in order to achieve learning effect and apply learning for problem solving. Role-play instruction drives instruction designed as process phase activities which simulates actual job application process. Students conduct role-play as job applicants to experience job application process which results in increasing learning interest and proactive learning. This research develops innovative situated instruction methodology of process phase targeted resume and autobiography composition by applying situated learning and role-play instruction to keep job applicants' (students') job searching self-efficacy under high level. The details are listed as followings:

### A. Development of Process Phase Job Application Situation

104 job bank, the most popular on-line job application approach utilized mainly by most of job applicants, is utilized by this research as the practical job application situation. The process phase job application situation was developed as followings:

- Instructor facilitated students to conduct role-play as job applicants, set up job searching target and list down related individual information in terms of professional skill, certificates, education, work or practical training experience and personality.

- Then instructor facilitated students to conduct on-line surfing 104 job bank in order to filter proper recruitment notices which fitted with students' setting and target.
- Following by the available recruitment notice, instructor taught students how to compose effective resume and autobiography by applying situated instruction methodology of process phase targeted resume and autobiography composition.
- Finally, STAR narrative methodology was taught and applied by students in better composition of autobiography and certain categories of resume.

### B. Core Concept of Situated Instruction Methodology

In principle, recruiter reviews resume and autobiography quickly in a very short time period. The technique to achieve quick review is by searching those keywords represented in the recruitment notice from different categories of resume and autobiography. More keywords are identified from resume and autobiography by the recruiter, higher opportunity to accept the resume and autobiography. Definitely better chance to receive job interview by the job applicant. Therefore, "targeted" represents the core concept of the methodology and to be constructed practically as followings:

- Filtering and identifying keywords from recruitment notice is the core concept to generate basic wording for resume and autobiography composition in order to target all major requirements of recruitment precisely, as well the firm's requirements on new recruited employees.
- Categorizing those keywords into individual group and those groups form the format of resume and autobiography is the way to construct effective resume and autobiography which is in accordance with recruiter's reviewing technique.
- Utilizing STAR narrative methodology to link keywords with job applicant's actual condition and compose resume and autobiography in a better quality of communication and expression.

### C. Development of Situated Practical Practices

Scaffolding theory [14] [15] [16] noted that instructor plays as a facilitator and conducts modeling of required knowledge and skill. Instructor offers scaffolding at proper timing in order to inspire students to articulate knowledge and skill with practical practices independently under the simulated situation. Therefore, this research developed following situated practical practices under simulated job application process for students. Students conducted role-play as job applicants to accomplish each situated practical practice accordingly:

- Link recruitment notice with resume and autobiography through identifying and categorizing keywords from recruitment notice.
- Utilize STAR narrative methodology to link keywords identified from recruitment notice with students' (job

applicant's) actual condition and compose resume and autobiography accordingly.

- Optimize resume and autobiography composition through collaborative learning by sharing and discussing each other's works.

#### IV. RESULT

The innovative situated instruction methodology of process phase targeted resume and autobiography composition was developed as following steps:

1) *Job applicant role-played* by specific student set up job searching target and list down related personal information in terms of professional skill, certificates, education, work or practical training experience and personality.

2) *Filter and identify keywords* from the recruitment notice selected by job applicant through surfing 104 job bank on-line website.

3) *Categorize those keywords into individual group*: job title, workplace location, duty content, qualification, professional skill, certification, education, practical training or work experience, personality and firm's core value.

4) *Cross Compare the keywords with job applicant's actual personal profile* for each category in order to identify cross-related keywords, and modify specific keywords in accordance with actual personal profile if required.

5) *Allocate the keywords of each category* into the respective category of the format of resume and autobiography: apply job position, education, lean autobiography and personality, certification, academic/practical training/student club/work experience, professional skill and computer and language skill.

6) *Utilize STAR narrative methodology* to link keywords with actual personal profile for specific category of resume in terms of lean autobiography and personality, academic/practical training/student club/work experience and professional skill.

7) *Utilize STAR narrative methodology* to link keywords with actual personal profile for specific section of autobiography:

- The first section - Why apply this job?

Link the keywords of specific category in terms of certification and academic/practical training/student club/work experience with actual personal special performance or experience to elaborate the reason of applying this job.

- The second section – practical application competence of knowledge/skill/ certificate

Link the keywords of specific category in terms of certification, professional skill and academic/practical training/student club/work experience with actual personal practical application experience.

- The third section – the ties between personality and employment competence

Link the keywords of specific category in terms of lean autobiography and personality and academic/practical training/student club/work experience with actual personal special performance.

#### REFERENCES

- [1] W. Borgen and N. Amundson, "The dynamics of unemployment," *Journal of Counseling and Development*, vol. 66, pp. 180-184, 1987.
- [2] Y. Chen, "A study on employment barrier of disable workers," *Employment Security*, vol. 7(2), pp. 113-116, 2008.
- [3] Y. Su, "The effect of job seeking training program on job-seeking self-efficacy of students with hearing impaired," Master dissertation: Graduate Institute of Rehabilitation Counselling of National Changhua University of Education, Changhua, Taiwan, 2015.
- [4] H. Hsu, "The effect of a job-seeking training program on general self-efficacy and job-seeking self-efficacy of spinal core injured vocational trainees," Master dissertation: Graduate Institute of Rehabilitation Counselling of National Taiwan Normal University, Taipei, Taiwan, 2008.
- [5] L. Moynihan, M. Roehling, M. LePine, and W. Boswell, "Longitudinal study of the relationships among job search self-efficacy, job interviews, and employment outcomes," *Journal of Business and Psychology*, vol. 18(2), pp. 207-233, 2003.
- [6] J. Zikic and A. Saks, "Job search and social cognitive theory: The role of career-relevant activities," *Journal of Vocational Behavior*, vol. 74(1), pp. 117-127, 2009.
- [7] J. Brown, A. Collins, and P. Duguid, "Situated cognition and the culture of learning," *Education Researcher*, vol. 18(1), pp. 32-42, 1989.
- [8] H. McLellan, "Evaluation in a situated learning environment," in *Situated Learning Perspectives*, H. McLellan, Ed., Englewood Cliffs, NJ: Educational Technology Publications, 1996.
- [9] J. Choi and M. Hannafin, "Situated cognition and learning environments: Roles, Structures, and implications for design," *ETR & D*, vol. 43(2), pp. 53-69, 1995.
- [10] T. Hsieh, "The effect of role-play situated instruction on English learning performance of junior high school students," Master dissertation: Graduate Institute of Curriculum and Instruction of Mingdao University, Changhua, Taiwan, 2008.
- [11] J. Lave and E. Wenger, *Situated Learning: Legitimate Peripheral Participation*. Cambridge, NY: Cambridge University Press, 1991.
- [12] M. Bennett, *Guidance and Counseling in Groups*. New York: McGraw-Hill, 1963.
- [13] R. Chen, J. Yang, and C. Su, "A study of role-play instruction applied on web-based synchronous instruction," *Living Technology Education*, vol. 40(5), pp. 3-13, 2007.
- [14] A. Collins, J. Brown, and S. Newman, "Cognitive apprenticeship: Teaching the crafts of reading, writing, and mathematics," in *Knowing, Learning, and Instruction: Essays in honor of Robert Glaser*, L. Resnick, Ed., Hillsdale, NJ: Lawrence Erlbaum Associates, Inc., 1989.
- [15] L. Vygotsky, *Mind in society: The development of higher psychological process*. Cambridge, MA: Harvard University Press, 1978.
- [16] D. Wood, J. Bruner, and G. Ross, "The role of tutoring in problem solving," *Journal of Child Psychology and Psychiatry*, vol. 17, pp. 89-100, 1976.



**Pi-Shan Hsu** was born in Taiwan in 1966. She received Ph.D. degree from National Taiwan Normal University and major in on-line education in 2008. The major researches include on-line learning, innovation vs. learning, and senior education. She serves as the Associated Professor at the Department of Senior Citizen Care and Welfare of Ching Kuo Institute of Management and Health in Keelung, Taiwan. She has served in Ching Kuo Institute of Management and Health since 1996.

Dr. Hsu had led several national research projects supported by Ministry of Science & Technology in past decades. And she is also the reviewers of several international journals.

How to Cite this Article:

Hsu, P. S. (2020). Innovative Situated Instruction of Process Phase Targeted Resume & Autobiography Composition. *International Journal of Science and Engineering Investigations (IJSEI)*, 9(105), 7-10. <http://www.ijsei.com/papers/ijsei-910520-02.pdf>

