

Block**2****PREPARING FOR JOB INTERVIEWS**

Block Introduction **3**

UNIT 5**Using Body Language Effectively** **5**

UNIT 6**Portfolio Making** **18**

UNIT 7**Writing Your Curriculum Vitae (CV)** **35**

UNIT 8**Preparing to Face an Interview** **43**

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BLOCK INTRODUCTION

This block is designed for adult students who will soon be entering the world of business at the end of their course of studies.

In order to present yourself successfully you need to be able to use your non-verbal communication skills (body language) effectively, build up your portfolio, write an impactful CV/ biodata and be confident at the interview and other activities such as group discussions which are often part of the interview process these days. Our units in this Block cover these areas:

Unit 5 Using Body Language Effectively

Unit 6 Portfolio Making

Unit 7 Writing Your Curriculum Vitae (CV)

Unit 8 Preparing to face an Interview

Please attempt all the activities related to these topics. Students who already have some practical experience of using English in business may be able to proceed more rapidly through these units than students with less experience.

While the focus of each unit may be different, the language skills of Reading, Writing, Listening, Speaking, and Grammar are covered. Role play is also an essential part of the course. We suggest you practice with any friend/sibling/classmate you are comfortable with and who has a certain proficiency in the language.

To be fluent and confident in the language, you need to have a good vocabulary. Besides the vocabulary we have introduced in the units, it would be a good idea to have a “vocabulary register” where you note down new words - and what’s more, use them in the right context.

We hope you enjoy reading this Block.

ACKNOWLEDGEMENT

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Material for this Block has been taken from IGNOU CFE Course BEG-006, Block-2 and 3.

UNIT 5 USING BODY LANGUAGE EFFECTIVELY

Structure

- 5.0 Objectives
- 5.1 Warm Up
- 5.2 Reading Comprehension
- 5.3 Vocabulary: Making Sentences
- 5.4 Listening Comprehension
- 5.5 Speaking: A Television Interview
- 5.6 Grammar: 'If' – Conditional Clauses
- 5.7 Writing: A Speech
- 5.8 Let Us Sum Up
- 5.9 Answers

5.0 OBJECTIVES

This unit will help you to:

- Expand your vocabulary regarding non-verbal communication
- Understand non-verbal communication
- Recognize the importance of body language
- Improve your own body language
- Face an interview panel confidently
- Prepare and deliver a speech impressively

5.1 WARM UP

Look around you at the people in the room and identify:

- Body movements that indicate interest
- Body movements indicating boredom
- Signals exhibiting authority or power
- Movements that convey pride

Discuss the impact of these movements with a friend.

5.2 READING COMPREHENSION

Communication between people takes place in various ways. Most people think that the most popular way of communication is by speaking. What they don't know is that actual verbal communication, accounts for only 10% of a message. We really cannot determine the truthfulness or sincerity of people by what they say alone. Very often words transmitted verbally do not reflect what people really feel. The only way you can determine their true inner feelings is by reading their body language. It is difficult to question a person directly because even his/her replies may not indicate what s/he really feels or thinks. What then should we do?

Read people’s body movements and gestures. Here are some examples of non verbal behaviour and their interpretation.

Brisk, erect walk	Confidence
Standing with hands on hips	Readiness, aggression
Sitting with legs crossed, foot kicking slightly	Boredom
Sitting, legs apart	Open, relaxed
Arms crossed on chest	Defensiveness
Walking with hands in pockets, shoulders hunched	Dejection
Hand on cheek	Evaluation, thinking
Touching, slightly rubbing nose	Rejection, doubt, lying
Rubbing the eye	Doubt, disbelief

Body Language during an Interview

When you appear for an interview it is important to remember that besides your resume you are going to be watched for the clothes that you wear and how you present yourself during the interview itself. After all before a word has even been spoken, your body language will have already given people their first impression of you. Based on your body language they would be able to assess if you come across as insecure or self assured. It can also show if you are an assertive or a quiet type of person. It helps give an impression whether you are speaking the truth or not. Body language can show if you are prone to stress or not. It can show others how enthusiastic you are and if you are a nice person, someone who will take work seriously and yet has a sense of humor. The Committee may ask you a question but they will pay attention not only to what you say but also to how you say it. Body Language will determine whether you “click”. Everybody uses body language but it takes place mostly at the subconscious level. By becoming more aware of your own body language and recognizing the body language of others you can definitely improve and increase your chances of getting the job.



During your job interview, try to adopt a posture that shows interest but still comes across as being relaxed. You can do this by sitting up on the chair at the beginning of the interview with your back against your chair. If you slouch it might give the impression that you are not interested in the job. If you sit at the edge of a chair you come across as being tense and uncomfortable. You can change your body posture during the interview. For example, when someone says something, it is good to turn a little with your shoulders towards the speaker and to lean forward a little. This shows that you are taking interest in what the other person is saying. It is also important to pay attention to the posture of the person who is interviewing you.

Sometimes your hands are an obstacle during a job interview rather than a useful means of communication. In a difficult situation we fold our arms across our body. During a job interview it is better not to do this because it can be interpreted as a defensive gesture. It is better to let your hands lie on your lap or place them on the armrest of your chair. From these positions it is also easy to support your words with hand gestures. Hand movements also help to liven up the interview. It indicates that you feel at ease and you are relaxed. However, it is better not to make too many hand movements as it may be a distraction. Do pay attention to inadvertent movements that you may make sometimes due to nervousness. For example, shuffling your feet or kicking against the leg of a table can be very irritating to other people. Drumming with your fingers is also a distraction.



It is also important to show through your body language that you are listening to the people interviewing you. Looking directly into somebody's eyes or looking away actually serves as the dots and commas in your spoken sentences. When one of the committee members explains something or poses a question, keep looking at the person for as long as she / he is speaking. This shows that you are listening. When you answer a question you should look first at the person who asked the question, but while you answer you should take turns looking at the other people on the interview panel.

Success at the interview also comes from paying attention to the body language of the people interviewing you. Acceptance and irritation of the panel can be noted through their body language. So do be conscious of the body language of the members of the interview panel.

To conclude, do remember that knowledge of body language can help you in many ways to improve your own body language during an interview. Keep yourself updated on issues relating to body language to make a success of your career and your life.

Adapted from an article “Body Language during a Job Interview” by Frank van Mar Wijk.

Activity 1

1) Besides speaking what are the other means of communication?

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2) Here are some body gestures. What do you think they indicate?

- Sitting with hands clasped behind the head and crossing the legs

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- Open palms

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- Tilted head

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- Stroking chin

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3) What are some of the inherent qualities that your body language may reveal at an interview? List at least four.

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- 4) What advice does the article give you regarding sitting on the chair at an interview.

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- 5) Some movements could be distracting and irritating. What are they?

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- 6) Mention two other points to remember about body language when facing an interview panel.

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5.3 VOCABULARY: MAKING SENTENCES

Activity 2

- 1) Use the following words in sentences so as to bring out their meaning.

i) convey

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ii) transmit

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iii) assess

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iv) self-assured

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.....

v) prone

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.....

vi) indicate

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vii) inadvertently

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viii) mutual

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.....

ix) updated

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.....

x) issues

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.....

5.4 LISTENING COMPREHENSION

Activity 3

After listening to the audio, attempt these questions.

1) Complete these sentences:

- i) If you understand body language you can excel in yourand.....
- ii) Dialogue includes
- iii) Before we reach any conclusion we must understand
- iv) Understanding the unspoken word have helped people
- v) One should not just believe the

2) Match the gestures in A with what they indicate in B.

- | | |
|---|-----------------|
| i) Left hand over right with palms down shows | disinterest |
| ii) Right hand over left shows | interest |
| iii) Crossing legs watching without flickering the eyes shows | encouragement |
| iv) Nodding the head shows | decision making |
| v) Narrowing of the eyes and stroking the chin shows | disagreement |

5.5 SPEAKING: A TELEVISION INTERVIEW

Activity 4

Mr. Jaiswal is the CEO of a well known advertising firm. Ms. Bindu is a TV reporter. In pairs, take on the roles of Mr. Jaiswal and Ms. Bindu and practise the interview. Listen to the dialogue to get the right stress and intonation.

- Ms. Bindu: Good evening viewers. Welcome to the Business Show. We have with us a very important guest this evening. It is none other than Mr. Jaiswal, CEO of Ogilcy and Ogilcy – the well known advertising firm. Good evening Mr. Jaiswal, let me begin by thanking you for spending time with us. Could you tell our viewers when you started this firm? Tell us something about the origin of the organization?
- Mr. Jaiswal: Well, it all began in a very small way, when my brother and I decided to set up a printing press. We did our work well and we began to get orders to print advertisements. That was the beginning. It was printing advertisements, and not creating advertisements that started us off.
- Ms. Bindu: That is interesting. So what made you enter the world of advertising?
- Mr. Jaiswal: We started getting involved in what we printed. Then we wondered why should we not design the advertisements? I still remember that it was an advertisement for biscuits. Something simple yet something that reached every home. That advertisement was a success. It really reached out.
- Ms. Bindu: That's great! But today we see you as the head of a firm that is synonymous with everything in advertising whether it is in the print or visual media. How did that happen?
- Mr. Jaiswal: Well it just happened. We got a good creative team together and we set up an advertising firm. Perhaps it was the team headed by Mr. Tiwari that really stole the show. The people just loved it and there was no turning back.

- Ms. Bindu: Viewers let us take a quick break and watch two popular advertisements designed by Mr. Jaiswal.
- Ms. Bindu: Wasn't that really spellbinding? All of us really love watching those advertisements over and over again. Mr. Jaiswal, yours is really a success story. Since we are running short of time, would you like to give our viewers a special message?
- Mr. Jaiswal: Yes, ours is a success story but success does not come without effort. Hard work, originality, good team work and a desire to do your best will really go a long way to make you the No. 1 company.
- Ms. Bindu: That's a wonderful message for all of us wherever we are, whatever we do. Thank you Mr. Jaiswal and thank you viewers. See you again on our Business Show next week.

5.6 GRAMMAR: 'IF' – CONDITIONAL CLAUSES

- 1) Eg. (1) Teo has lost his watch. He thinks it might be in Lin's house.
So he says. 'If I find my watch in Lin's house I will give you a call'
(There is a strong possibility that he will find the watch)
- 2) Eg. (2) Ayesha imagines what she will do if she wins a lottery
"If I won a lottery, I would give it to charity"
(Here Ayesha is imagining the possibility of winning a lottery, she does not believe in that possibility)

In sentence 1 we are referring to an action or event that will be possible or is likely to happen. Therefore, we promise something. In such cases we use the simple present tense in the 'if' clause and simple future in the main clause.

In sentence 2, we are referring to an action or event that is imaginary or impossible. In such cases we use the simple past tense in the *if clause*, and *would* plus *the first form of the verb* in the main clause.

Also remember that if the 'if' clause comes before the main clause, it is followed by a comma. If the main clause comes before the 'if' clause, we don't put comma before the 'if' clause.

Here are some more examples of the use of 'If' conditional clauses.

- 3) I'd be very frightened if a thief entered my home.
- 4) If I go to France this summer, I will visit all the museums.
- 5) If you asked me out for dinner I'd order a vegetarian meal.
- 6) If you loved me you would not do this to me.
- 7) We would all be very ill if we drank the water from that tank.

Activity 5

- 1) Complete these sentences using main or if clauses.
 - i) If I went to bed now, _____
 - ii) _____ if we did not accept their invitation.
 - iii) If I was bitten by a snake, _____
 - iv) What would you do if _____?
 - v) What would happen if _____?
- 2) Put the verb in brackets in the correct form.
 - i) I'm sure she will lend you the money. I'd be very surprised if she _____ . (refuse)
 - ii) If somebody _____ in here with a gun, I'd be very frightened. (walk)
 - iii) I'm sure Ibrahim _____ if you explained the situation to him. (understand)
 - iv) Nimi gave me this ring. She _____ very upset if I lost it. (be)
 - v) _____ you mind if I used the phone? (will)
 - vi) If he finishes his work on time, I _____ (take) him out for lunch.
 - vii) The litmus paper turns red if we _____ (dip) it in acid.
 - viii) I'll punish him if he always _____ (come) home late.
 - ix) If you drink dirty water, you _____ (fall) sick.
 - x) The prices _____ (go up) if it does not rain well.
- 3) Answer the questions in the example given below:

Example:

- a) Shall we leave at 10.30 am?
- b) No (arrive / too early) If we leave at 10.30 a.m. we will arrive too early.
- i) Is Lyn going to write the examination?
No. (fail) If she _____
- ii) Let's be honest with them.
No. (not believe) If _____
- iii) Why don't we visit Birmingham?
No (cost too much) If _____
- iv) Is Manju going to apply for the job?
No (not get) If _____
- v) Why don't we invite Jay home?
No. (have to invite friends too) If _____

5.7 WRITING: A SPEECH

Activity 6

You have been asked to give a speech to a group of young people in your community on “posture”. Here are a few points. Using them write out a speech to be delivered at the community center.

- Posture shows level of self confidence
- Attentiveness when body turns to the speaker
- Lack of interest and reservation shown when you do not incline towards the speaker
- Hunch shoulders and lowered head indicates a tendency to hide and not be seen
- A puffed chest shows aggressiveness
- Posture shows your status in the group

Remember to use simple, conversational language that will help to establish a rapport with the audience.

5.8 LET US SUM UP

Interpersonal relations play a major part in our lives today. Yet relationships are built on so many things that are left unsaid. In this unit you have learnt about the significance of body language. This will help you to understand people and make you conscious of your own body. You have also been introduced to a large number of words (both adjectives and verbs) associated with body language. Besides, you have practised preparing and giving a speech. Someday, when you sit as a member of the interview panel this knowledge will help you in performing your role as an interviewer.

5.9 ANSWERS

Activity 1

- 1) The other means of communicating are by observing and understanding body movements.
- 2)
 - Confidence, Superiority
 - Trust, sincerity, innocence
 - Interest
 - Process of taking a decision
- 3) Whether you are insecure
speaking the truth
prone to stress
you are enthusiastic
you have a sense of humour
(any four)

- 4) Have your back against the chair
Do not slouch on the chair
Do not sit on the edge of the chair
Change body postures to face other interviewers
- 5) Too many movements of the hands
Shuffling of the feet
Kicking the table
Drumming your fingers
- 6) Look at the person who poses the questions initially. Look at everyone else thereafter.

Activity 2

- 1) His letter does not convey his true feeling about the incident.
- 2) We can use a radio to transmit messages.
- 3) His mode of living makes it difficult to assess his status.
- 4) His way of walking indicates that he is a self assured person.
- 5) She is always prone to accidents, so I am not surprised.
- 6) All the symptoms indicate that Ravinder has dengue fever.
- 7) The secret just slipped out from my mouth inadvertently.
- 8) The respect between the two department heads is mutual.
- 9) This letter will keep you updated about the events.
- 10) I have no issues to settle with you so please be relaxed.

Audio text: Body Language and the Art of Listening through one's eyes: Magic of Movements

It's no myth that those who understand body language better excel in their workplace and in their social circle because they know when to make the right moves. Managers, salespersons, teachers and many more use it in their everyday life to their advantage.

The way we speak and what we speak forms a very small portion of our dialogue. The majority of the conversation can be understood through a person's body language. An experienced salesperson always looks into the eyes of his customer to see his pupils. If the pupils are dilated then it means that the customer is interested in the product and that it is the right time to strike.

During a meeting or training program or a presentation you can very easily make out if a person is listening to you or not. If the left hand is kept on right hand and the palms facing down then it's a clear cut signal that the listener is interested in whatever you are saying. On the other hand, if the right one covers the left one it's a signal of disagreement or that the listener wants to raise a point opposing yours. If a person is sitting with his arms and legs crossed and gazing continuously at you without flickering his eyes then it means that the person is not interested in what you are talking about. If a listener nods his head then it means that he is interested and is encouraging you. On the other hand, if he nods his head rapidly then it means that he wants you to finish quickly. If the listener narrows his eyes

occasionally or strokes his chin or pulls his beard gently then it's a sign of evaluation and that the listener is about to make a decision.

However, all said and done, one must be wise enough to read the overall signals and not come to any conclusion based on just any one gesture. It is the art of understanding the unspoken words that has given an edge to those who have excelled in their respective professions merely over others who believed the word of mouth.

Activity 3

1)

- i) excel in your workplace and social circle.
- ii) the way we speak and what we speak.
- iii) all the overall signals.
- iv) excel in their professions.
- v) spoken word.

2)

- i) Left hand over right with palms down show interest
- ii) right hand over left shows disagreement
- iii) crossing legs, watching without flickering the eyes shows disinterest
- iv) nodding the head shows encouragement
- v) narrowing of the eyes and stroking the chin shows decision making

Activity 5

1)

- i) I would wake up early in the morning.
- ii) They would feel bad —————
- iii) ————— I would see a doctor at once.
- iv) ————— someone hurt you?
- v) ————— you won the lottery?

Accept all ideas as long as the correct form of the verb is used.

2)

- i) refused
- ii) walked
- iii) would understand
- iv) would be
- v) would

- vi) will take
- vii) dip
- viii) comes
- ix) will fall
- x) will go up

3)

- i) If she wrote it, she would fail
- ii) If we are honest with them they will still not believe us/ If we were honest with them they would not believe us.
- iii) If we visited Birmingham it would cost too much/If we visit Birmingham, it will cost too much.
- iv) No, if she applied for the job she would not get it/If she applies for the job, she will not get it.
- v) No, if we invited Jay we would have to invite his friends too. / No if we invite Jay we will have to invite his friends too.

Activity 6

Friends, we are all aware that communication can be both verbal and non verbal. I am going to tell you something about non-verbal communication which is sometimes more potent and effective than a hundred spoken words. I will take just one aspect of non-verbal communication and that is your posture. Have you ever wondered about what your posture conveys? It really tells the person watching a lot about you. It conveys the level of your self confidence. By orienting your body to a speaker addressing you, you show attentiveness and by not doing it you show lack of interest and reservation. It may also indicate indifference. As you listen to the speaker your alertness is indicated by the way you sit. Hunched shoulders and head down indicates a tendency to hide and not be seen.

It could even show dishonesty. Of course, puffing your chest up and placing your head with your chin up could be a sign of superiority or over confidence. You may appear as a rather unpleasant person. Above all your posture reveals your status within the group. So friends do take care of your posture and do remember that even if you have not spoken a word people can learn a lot about you just by observing your posture. It speaks a lot about you!

UNIT 6 PORTFOLIO MAKING

Structure

- 6.0 Objectives
- 6.1 Warm Up
- 6.2 Reading Comprehension: Organising a Portfolio
- 6.3 Vocabulary
- 6.4 Grammar: Modals Indicating Obligation
- 6.5 Writing: Self-profile
- 6.6 Speaking: Presentation
- 6.7 Listening: Creating a Web-version of your Portfolio
- 6.8 Let Us Sum Up
- 6.9 Answers

6.0 OBJECTIVES

In this Unit you will learn about the objectives of portfolio making. You will also learn

- what a portfolio is
- the difference between a portfolio and a resume
- the importance of having a portfolio
- what materials to collect for a portfolio
- the order of documents in a portfolio
- to arrange documents in a portfolio according to relevance for a job
- to write a brief profile of yourself highlighting your strengths
- the importance of having a web-version of a portfolio

Note: You may write 'resume' or *résumé* or *resumé*'.

6.1 WARM UP

- 1) Take a look at these pictures. What qualities of a person do you think each picture highlights?

i)



ii)



iii)



iv)



v)



vi)



- 2) Now look at the following character traits and decide which pictures best represent these traits. You may add some relevant characteristics of your own.

Creativity
Dedication
Communication skills
Spirit of Competition
Teamwork
Ambition
Spirit of adventure
- 3) Now make a list of the strengths you have and should highlight while applying for any job.

6.2 READING COMPREHENSION: ORGANISING A PORTFOLIO

Pre-reading

Before you read the text on Portfolios attempt the following questions. Then read the passage and check your answers.

- 1) Is a portfolio just another name for a resume?
- 2) Is a resume included in a portfolio?
- 3) Can one put pictures into a portfolio?
- 4) How long does it take to collect documents for a portfolio?

Usually, when you talk to someone who is preparing for an interview and ask him/her if his/her portfolio is up-to-date, the response you get is that of bewilderment. People more often than not question the need of a portfolio.

Perhaps the answer to their question is, “No, a portfolio is not absolutely necessary.” But if you want to give proof of your skills, get an edge, make an impact, or in short do everything possible to procure a job, then yes, you really do need a portfolio when you are called for an interview for a professional position.

How is a portfolio different from a resume?

- A portfolio is not a resume. The first personal document in the portfolio is the resume.
- Portfolio contains tangible evidence of your skills and abilities.
- It may contain colorful graphics relevant to the skills required for the position sought.
- A portfolio is not sent out like a resume; it is usually taken along at the time of the interview.

A portfolio is a powerful interviewing tool for just about all job seekers. It is a visual representation of your abilities, skills, capabilities, knowledge, qualities

and it represents your potential. It presents tangible proof of your skills and abilities.

Physically, it is a collection of things that represent work-related events in your life. Remember that while pursuing hobbies or volunteer activities, or simply pursuing your interests, you probably developed skills that can now be extremely useful in a work-related environment. The portfolio provides “evidence” of your potential by demonstrating what you accomplished in the past.

Why is a portfolio worth the work?

It helps you to:

- Make focused preparation for interviews.
- Convince others of your skills, abilities and qualities pertaining to the job requirement.
- Showcase and hence communicate your skills clearly.
- Demonstrate the results of your work.
- Establish the habit of documenting your accomplishments and results.
- Create a personal database.
- Assess your own progress in your career development.

A portfolio can be an important learning tool for job seekers to help them assess their learning and to compare it to the employer’s need for skilled and capable employees.

How do you make a portfolio?

You start by developing a portfolio “collection” that contains all of your artifacts. If you have written, developed, created or earned anything, you can file, print, frame, photocopy, photograph or digitize it. This is the stuff of which portfolios are made. These may include any of the following:

- Articles
- Awards
- Brochures
- College transcripts and degrees
- Drawings and designs
- Grants
- Letters of commendation
- Letters of reference
- Manuals and handbooks
- Merit reviews
- Photographs
- Presentations
- Programming examples

- Project summaries and reviews
- Scholarships
- Training certificates

These should be used according to their relevance to the position currently being sought, and should appear in chronological order.

The portfolio should be housed in a sturdy 3 ring binder with not more than 20 pages. This will allow you to add or subtract documents as needed. The binder should be neat and orderly, and the contents well organized.

The first page of the portfolio should be the index. This will give the interviewer a concise overview of what is actually contained in the portfolio. It will enable him/her to look at the documents of interest, and quickly get an idea of your achievements.

The first personal document should be your personal resume or curriculum vitae. This concise document should outline all relevant credentials, education, work experiences, and activities. The next section of the portfolio will include all certificates, commendations and other credentials. The most relevant or the most recently gained document should come first in this section. Following this should be educational degrees, achievements, club recognition, or volunteer acknowledgments. This section may come prior to the credential file if a person is just entering the professional world, or just graduating from college. The remainder of the portfolio can be personalized from here.

The ideal portfolio is organized, neat, and presents a clear picture of who this person is that is applying for the position. It is important to remember that the interviewer is busy, so the portfolio should present a person in the best light without too many frills or time-consuming inclusions.

The portfolio, like the resume, should be fluid. Adjustments need to be made in it for each position sought. It is important to keep the portfolio updated and complete. At the back of your mind, keep looking for documents to add to your notebook. The portfolio is your best chance of demonstrating skills and experience to a prospective employer. Make sure you have one.

Activity 1

Answer the following questions based on the reading text:

- 1) How would you define a portfolio?

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2) What are the basic differences between a portfolio and a resume?

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3) Name four qualities that a portfolio can represent.

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4) How does building a portfolio act as a learning tool for students?

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5) How should artifacts be placed in a portfolio?

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6) When should a person start collecting artifacts for his portfolio?

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6.3 VOCABULARY

Activity 2

- 1) Find a word in the Reading Comprehension that is similar in meaning to each of the following words/phrases:
 - i) Results that are easy to see so there is no doubt.
 - ii) Evidence that shows people your abilities.
 - iii) Ornamental objects of no great value
 - iv) Arranged in order of time of occurrence
 - v) An object produced or shaped by human craft
 - vi) An official award or a recommendation
 - vii) Expressing much in few words
 - viii) Coming before

- 2) Look at the following sentence from the Reading Passage:

The portfolio should be housed in a sturdy 3 ring binder with not more than 20 pages.

As you are aware the verb housed is derived from the noun house. There are other such words which are normally nouns but are sometimes used as verbs. Some of these words are *carpet*: carpeted, *elbow*: elbowed and so on.

Fill in the blanks with the correct form of the words in the box.

motor	queue	captain	carpet	pocket
pilot	floor	butter	bud	shoulder

- i) I want my room
- ii) We down to Lucknow.
- iii) He the plane in a skilful manner.
- iv) Who will the team?
- v) We up for the tickets.
- vi) After his father's death, he all the responsibilities.
- vii) Let me the toast.
- viii) Plants in spring.
- ix) He all the money and left.
- x) His last question completely me.

6.4 GRAMMAR: MODALS INDICATING OBLIGATION

As you are already aware modals are auxiliary verbs that indicate the functions

of the language –they express functions such as *suggestions, advice, capability, possibility* and so on.

In this unit, we will look at the modals which express suggestions and obligation. The modals are *should, must, have to, have got to, ought to, need to*.

<u>Suggestion</u>	<u>obligation</u>	<u>Prohibition</u>
should	needn't	mustn't
ought to (strong)	don't have to	can't
need to	must	shouldn't
	have to	

Activity 3

1) Fill in the gaps in the following sentences using the words given below:

should	shouldn't	have to/has to	don't have to
must	mustn't	need(s)	

- i) Although you _____ make a portfolio to apply for a job, it helps to represent your skills and capabilities better.
 - ii) You _____ send/mail your portfolio to the organization, but take it with you to the interview.
 - iii) One _____ preserve and file all records and proofs of achievement in all fields in order to create an impressive portfolio.
 - iv) The first document in the portfolio _____ be the resume.
 - v) The candidate _____ to make adjustments in the portfolio for each position sought.
 - vi) One _____ try to dress up the portfolio with unnecessary frills to make it look impressive. It _____ look professional.
 - vii) It _____ be put in a three-ring binder as this allows you to add or subtract documents when needed.
- 2) Choose the correct phrase/word(s) in italics to complete each sentence:
- i) Applicant *must/need* include the names of two referees.
 - ii) You *needn't/mustn't* stay back late -we have cancelled the meeting.
 - iii) You *needn't/mustn't* send that reminder to Khalid and Sons -they paid their dues this morning.
 - iv) Airline pilots *should/ have to* have excellent eyesight.
 - v) You *should/must* save the file before you turn the computer off, or you will lose it.
 - vi) Employees are reminded that they *mustn't/needn't* use the office phone to make personal calls.
 - vii) You *mustn't/don't have to* come to the meeting if you have more important things to do.

- viii) University teachers *must/should* be graduates in their respective areas.
- ix) They *should/must* have a PhD if possible.
- x) They *need/should* have several publications in referred journals.

6.5 WRITING: SELF- PROFILE

Activity 4

Now write a brief, one-page profile of yourself. You may add this profile to your portfolio. If you are not working yet, you may write a profile of a friend who does. Use the framework below as a guideline:

Current job profile
Responsibilities you are required to undertake in this job
Skills required to fulfill these responsibilities
Brief outline of previous jobs and special skills developed in the period
Educational qualifications
Extra-curricular activities in college and school, highlighting the skills they helped develop
Awards, scholarships, special commendations received during student life
Career path you would like to chart out for yourself in the next five years

Note: With relevant changes corresponding to each job you apply for, this profile may also be used as a cover letter. If you already have a job or have held one earlier, you should highlight the first four points mentioned above and mention the others briefly. For first-time job seekers, however, it is important to emphasize your educational background, field work, surveys, projects and major activities. You should be able to highlight how everything you did honed some skills, which can now be used to advantage in a professional environment.

6.6 SPEAKING: PRESENTATION

Activity 5

Make a presentation to your class/friend on why you think it is essential to have a portfolio while applying for a position in an organization.

6.7 LISTENING: CREATING A WEB-VERSION OF YOUR PORTFOLIO

Activity 6

Listen to an expert talking to you about creating a web-version of your portfolio and answer the questions given below. You can listen to the audio two to three times if needed.

- 1) Why is it especially beneficial for a web designer or a software engineer to have a portfolio website?

.....
.....
.....
.....

2) Why must you be careful while choosing a free website to create your portfolio?

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.....

3) How is it easier to show a client your expertise in a field in a web portfolio?

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.....
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.....

4) Why do you need to keep checking your portfolio website regularly?

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.....
.....
.....

5) Can you complete the following sentences based on what you heard in the audio?

- Having a portfolio in a web format demonstrates
- A portfolio is always a work in
- Artists can use the web portfolio to
- You must mention the link to your portfolio in your

6.8 LET US SUM UP

In this Unit you learnt about the importance of portfolios in job searches. A portfolio helps to highlight your strengths as it presents a visual and tangible evidence of your skills and achievements. It has become increasingly important to have a portfolio when applying for a job.

Collecting a portfolio is not a one-day job; it is something you do over a period of time, as you achieve milestones in all you undertake to do. These are not just proof of what you have done but the special skills you utilized in the process. A portfolio is always a piece of work in progress. This means it is important to keep updating it regularly. House your portfolio in a three-ring binder, so that it is easy to add or subtract documents according to need. Do not let your portfolio exceed twenty pages.

It is important to index the documents in your portfolio so that a potential employer can easily locate in it the documents that are of greater relevance to the job you are seeking.

Remember the first personal document in your portfolio is always your resume, followed by credentials, and then educational degrees, volunteer work, etc. Place your documents according to their relevance to the job you are aspiring for. Having a web version of your portfolio is an added advantage as it creates an impressive visual impact, demonstrates that you are tech-savvy, and is easy to access.

The vocabulary exercises and the grammar activities are given to help you to improve your word-power and acquire fluency in the language.

6.9 ANSWERS

Warm up

Possible answers:

- 1) Team spirit, creativity, artistic temperament
- 2) Sportsmanship, competitive spirit, ambition, dedication
- 3) Ambition, teamwork
- 4) Good communication skills, good interpersonal skills
- 5) Team spirit, spirit of adventure, fearlessness
- 6) Innovative thinking, creativity

Pre-reading

- 1) No, a portfolio is not a resume. A portfolio is much more comprehensive than a resume. It is a compilation of documents that are a tangible proof of a person's achievements and skills.
- 2) Yes, the resume is the first document in the portfolio.
- 3) Yes, the portfolio can include pictures that document one's skills and achievements.
- 4) Collecting documents for a portfolio is an ongoing process. One should add all documents to it that can be used to highlight one's personality. You, however, need to edit it for each job application.

Activity 1

- 1) How would you define a portfolio?

A portfolio is a visual representation of a person's abilities, skills, capabilities, knowledge and qualities. It presents tangible proof of these skills and abilities in the form of artifacts, certificates, and other documents. The portfolio provides evidence of a person's potential by demonstrating what s/he accomplished in the past.

- 2) What are the basic differences between a portfolio and a resume?

A resume is a concise document that outlines all of a person's relevant credentials, education, work experience, and activities. It does not include any additional documents.

A portfolio has detailed proof of these credentials in the form of documents. It may also contain photographs. A resume is always the first document in a portfolio.

- 3) Name four qualities that a portfolio can represent.

Some qualities that a portfolio can represent in the form of documented evidence are a person's abilities, skills, knowledge and potential.

- 4) How does building a portfolio act as a learning tool for students?

A portfolio acts as an important learning tool for students. It helps to form the habit of documenting your accomplishments and to make a focused preparation for interviews. It also helps you to assess your own progress in career development and compare it to the employer's requirements.

- 5) How should artifacts be placed in a portfolio?

The portfolio begins with an index. The first document in a portfolio is always the resume. The next section contains certificates, commendations and other credentials. The third section of the portfolio has all educational degrees, achievements, extra-curricular activities, volunteer work, etc. The final section contains personal information in brief.

- 6) When should a person start collecting artifacts for his portfolio?

A portfolio collection is developed over a period of time. It is always a work in progress and should be updated regularly. Whenever you develop, create, write or do anything that could be of value to you in your work, you should file its documents as part of your portfolio collection.

Activity 2

- 1)

- | | |
|--|---------------|
| i) Results that are easy to see so there is no doubt | Tangible |
| ii) Evidence that shows people your abilities | Credentials |
| iii) Ornamental objects of no great value | Frills |
| iv) Arranged in order of time of occurrence | Chronological |
| v) An object produced or shaped by human craft | Artifact |
| vi) An official award or a recommendation | Commendation |

vii) Expressing much in few words

Concise

viii) Coming before

Prior

- 2) i. carpeted ii. motored iii piloted iv. captain v. queued vi. shouldered vii. butter viii. bud ix. pocketed x. flooded

Activity 3

1)

- i) Although you **don't have to** make a portfolio to apply for a job, it helps to represent your skills and capabilities better.
- ii) You **shouldn't** send/mail your portfolio to the organization, but take it with you to the interview.
- iii) One **should/must** preserve and file all records and proofs of achievement in all fields in order to create an impressive portfolio.
- iv) The first document in the portfolio **must** be the resume.
- v) The candidate **needs to** make adjustments in the portfolio for each position sought.
- vi) One **shouldn't/mustn't** try to dress up the portfolio with unnecessary frills to make it look impressive. It **should** look professional.
- vii) It **should** be put in a three-ring binder as this allows you to add or subtract documents when needed.

Note: 'Should' is used to give advice, whereas 'must' is a stronger expression. Both can be grammatically correct in the same sentence, but with a difference in emphasis.

- 2) i) must
 ii) needn't
 iii) needn't
 iv) have to
 v) must
 vi) mustn't
 vii) don't have to
 viii) must
 ix) should
 x) should

Audio text

With the ever-increasing popularity of the Web, it is advantageous for you to know how to design web pages. Consider creating a web version of your resume, with links to your digitized portfolio. It's an excellent way to display your work and impress potential employers. Placing your portfolio into a web format is extraordinarily powerful. It demonstrates that you are current and contemporary. The visual impact is striking.

Portfolio websites are especially useful for photographers and artists looking to display photos, sketches, paintings or prints on the web. If you are a writer, it can contain writing samples. It makes perfect sense for a web designer, software engineer or writer for online content, to have a web site that shows their previous work. If this is the method in which you work, what better way to present yourself than online?

Remember that your portfolio is a work in progress. You don't need to upload everything at once. Take it one step at a time and take the time to create a professional, polished portfolio. Keep your portfolio current. Check to make sure everything is in working order on a regular basis. That means no broken images or broken links to other sites or outdated information. If you have a link to your email address test it to make sure it works.

Add a link of your portfolio to your resume and mention it in your cover letters so employers can access the information quickly and easily.

You just need to keep a few things in mind when building your online portfolio:

- If you decide to use a free website to create your portfolio, be mindful of domain names and free websites that offer you space for your site. Many free sites also use banner ads to support their sites and you have no control over what type of ad might be displayed. You would not want a hiring manager to see a pop up of Madonna on your portfolio!
- Use images and color, but keep it neat and clean.
- Edit and update as you come across new jobs that fit your interests. When you refer a client to your website, you will be able to refer them to specific web pages that demonstrate the expertise they are seeking.

Activity 6

- 1) Because it shows their previous work.
- 2) Many free sites use banner advertisements to support their sites and you have no control over what type of advertisements might be displayed. This may sometimes turn out to be embarrassing.
- 3) When you refer a client to your website, you can refer them to specific web pages that demonstrate the expertise they are seeking. This is easier than sifting through papers.
- 4) You need to check your website regularly to make sure everything is in working order and to ensure there are no broken images or broken links to other sites or outdated information. Also, if you have a link to your email address, you should test it regularly to make sure it works.
- 5) Completed sentences:
 - Having a portfolio in a web format demonstrates **that you are current and contemporary**.
 - A portfolio is always a work in **progress**.

Preparing for Job Interviews

- Artists can use the web portfolio to **display photos, sketches, paintings or prints.**
- You must mention the link to your portfolio in your **cover letter** and **resume.**

UNIT 7 WRITING YOUR CURRICULUM VITAE (CV)

Structure

- 7.0 Objectives
- 7.1 Warm Up
- 7.2 Reading Comprehension: What is a CV?
- 7.3 Vocabulary: Sub-heads in a CV
- 7.4 Listening: A Consultant Describes a Good CV
- 7.5 Grammar: Revising Tenses
- 7.6 Writing: Writing Your Own CV
- 7.7 Let Us Sum Up
- 7.8 Answers

7.0 OBJECTIVES

In this unit you will learn about the importance of a Curriculum Vitae (CV) while applying for a job. You'll learn to write your first CV or update a current one to ensure that it meets international standards. You will learn how to organize information on your CV under the most commonly accepted headings.

The grammar section will take you through a revision of different tenses.

Finally, in the writing section you'll use the given template to write your own CV.

7.1 WARM UP

Imagine that you are the manager of a McDonald's outlet in Shanghai, China. You are looking for a young person to take orders at the customer counter. You have received many CVs in response to your job advertisement. Put a tick against the personal information necessary to select the right candidate:

- Name
- Sister's name
- Date of birth
- Breed of the pet dog
- Favourite food
- Contact address
- E-mail
- Passport number

7.2 READING COMPREHENSION: WHAT IS A CV?

Read the following passage on what a CV is and how it should be written.

Your curriculum vitae (CV) is your most important weapon when it comes to job hunting. With your CV or resume you will be able to promote yourself.

Prospective employers will often make a snap judgment as soon as they read it. Even the most qualified people on the planet can find themselves rejected if the resume fails to impress the interview board. So how can your CV catch the attention of an employer?

Avoid making it too fancy and complicated. You only have about five seconds to grab the attention - if it is too clever and unreadable it will go in the bin.

Don't try to make jokes and never criticize previous employers.

CV length

There are no set rules governing the length of your CV - this will be decided on your career history, education and achievements. If possible, try to keep it to one page, but if this looks too crowded then spread it out over two sheets. If you write more than this, the employer has too much to read.

Everyone has a different theory when it comes to CV design. Don't make your design very complicated, just make sure everything is clearly marked. Include your career progress, education and achievements prominently so your prospective employer doesn't have to search.

Remember to include

Career history

Skills and strengths

Awards and achievements

Contact details

Here is a basic format: Start off with your name, address and contact details clearly listed at the top of the page. Follow this with a profile of yourself which should include an outline of your skills, experience and immediate career goals.

After this you can put in your career history - in reverse chronological order over the past 10 years - with brief descriptions of your responsibilities and achievements. Then comes education, interests/personal details and references.

Stick to the truth always

Make sure your CV is printed on good quality A4 size paper and never attach extra documents, letters or certificates. You can take these along for the interview. Read and re-read your CV, and then ask a friend or family member to read it as well. Make sure there are no spelling errors or coffee stains as these will be fatal. It is important to be truthful. Never try to smudge dates and jobs to hide periods of unemployment. A basic check will expose your deceit and ruin any chance of getting the job.

Follow all instructions on the job advertisement. If they want four copies of your CV, then you should send four. It is also important to get it in on time. Once again, remember your CV is the **first impression** that an employer has of you.

Activity 1

1) Read the passage carefully to answer the following questions:

i) How does a CV help in job hunting?

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ii) Why is it important to keep your CV simple and readable?

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iii) How long should your CV be?

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iv) In which section will you include your career goals?

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v) What do you need to keep in mind while describing your career history?

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vi) How can a friend help by reading your CV?

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vii) Should you hide that you were unemployed for six months?

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7.3 VOCABULARY: SUB-HEADS IN A CV

Although a CV can be organized in many different ways, most prospective employers would expect to see the following headings.

- | | | | |
|-------------------|-----------|-------------------------|---------|
| Education | Referees | Personal Details | Profile |
| Additional Skills | Interests | Professional Experience | |

Activity 2

Peter Devereaux, a French graduate, is compiling his CV. He has collected the relevant details. Now he has to organise them. Look at the following points and decide which heading Peter should put them under.

For example:

University of Paris – Bachelor’s degree in Business Management: answer = ‘Education’

Writing Your Curriculum Vitae

- i) Fluent in English
 - Interests
 - Additional skills
 - Education
- ii) Pop music and dancing
 - Interests
 - Additional skills
 - Personal details
- iii) Prof. D W Martin, University of Paris

- Personal details
 - Profile
 - Referees
- iv) Able to work well in a team
- Profile
 - Personal details
 - Interests
- v) Responsible for supply chain management
- Additional skills
 - Interests
 - Professional experience
- vi) McDonald's chain – Assistant Project manager (2017 – 2018)
- Personal details
 - Interests
 - Professional experience
- vii) Computer literate
- Interests
 - Professional experience
 - Additional skills
- viii) Date of birth – 4 May, 1993
- Personal details
 - Profile
 - Professional experience

7.4 LISTENING: A CONSULTANT DESCRIBES A GOOD CV

Activity 3

Listen to this advice from a recruitment consultant on how to produce a good CV. Then, look at the following statements and decide which are true and which are false, according to the audio. You may listen to the audio more than once.

- i) Employers don't care what CVs look like. (True / False)
- ii) Companies only receive a few applications for each position. (True / False)
- iii) Your CV should include as much information as possible. (True / False)
- iv) You should spread your points out on the page. (True / False)
- v) It is better to focus on key facts. (True / False)
- vi) The most important features are that it is easy to read and looks good. (True / False)
- vii) A good CV will guarantee a good job. (True / False)

7.5 GRAMMAR: REVISING TENSES

In this course you've learnt about the various tenses in the English language to denote the time of an action. Let us go through the following table to revise the most common tenses in English:

Tense	Use	Examples
Simple Present	<ul style="list-style-type: none"> • action in the present • habitual action • facts • talking about the future. 	I go. I brush my teeth every morning. Oil floats on water. The President leaves tomorrow morning.
Present Progressive	<ul style="list-style-type: none"> • action taking place in the moment of speaking 	He is playing. I am not playing.
Simple Past	<ul style="list-style-type: none"> • action took place in the past, mostly connected with an expression of time 	I worked hard yesterday. He went home today morning.
Past Progressive	<ul style="list-style-type: none"> • action going on at a certain time in the past • actions taking place at the same time 	I was working... She was going...
Present Perfect Simple	<ul style="list-style-type: none"> • action started in the past and continues up to the present 	I've worked... She has not gone...
Present Perfect Progressive	<ul style="list-style-type: none"> • putting emphasis on the course or duration (not the result) • action that recently stopped or is still going on 	He has been speaking since... I've been working for...
Past Perfect Simple	<ul style="list-style-type: none"> • action taking place before a certain time in the past 	She had spoken...
Past Perfect Progressive	<ul style="list-style-type: none"> • action taking place before a certain time in the past 	He had been painting...

Activity 4

- 1) Here is Jaishree Dutta describing her profile and interests in her CV. Fill in the blanks with the correct tenses. Use the table given above for reference.

Profile

I _____ (is) keen to follow a career in Tourism or Hotel Management.
I _____ (is) well-organised, highly motivated and _____ (has) excellent communication skills. In addition, I _____ (is) reliable, flexible and quick to learn.

Interests

I _____ (enjoy) yoga, swimming, skiing and classical music. Last summer, I also _____ (participate) in the New York marathon.

- 2) This is Li Ming Cho describing her professional experience on her first CV. Fill in the blanks with the correct tenses. Use the table given above for reference.

Professional experience

I _____ (study) commerce in Australia for three years.

While graduating, I _____ (do) voluntary work at the college library. My job _____ (is) to enter student profiles into the college database.

Recently, I _____ (manage) the cash counter at the local supermarket. This _____ (give) me additional skills in managing customers and dealing with money.

7.6 WRITING: WRITING YOUR OWN CV

Using all the information you've gathered on writing CVs in this unit, write a good CV for yourself. Keep in mind the ideal job that you're looking for. Before you actually start writing, organize the points under the various headings of a good CV.

If you are writing a CV for the first time, include any work experience that you have. This could be unpaid, voluntary, summer job(s), internship or extracurricular activity.

You can use the following template to write your CV. Feel free to make changes to the template according to your needs.

Curriculum Vitae

Tel: _____

Email: _____

<p>Profile</p> <p>Education</p> <p>Professional experience</p> <p>Additional skills</p> <p>Interests</p> <p>References</p>	
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7.7 LET US SUM UP

In this unit we focussed on the importance of writing a good CV. You learnt that clarity and impact are necessary to make your CV stand out in the crowd. In the listening section, you heard advice from a job consultant on the most important aspects of a CV. You learnt about the main headings for organising information on your CV.

The section on writing enabled you to use a popular template for writing a CV. In the grammar section you revised tenses.

Activity 1

- i) A CV helps in job hunting by giving a first overall impression of one's achievements to the prospective employers.
- ii) If a CV is not clear and readable it will get rejected. Most employers spend only 5 seconds on a CV.
- iii) A CV should not be more than one or two pages. We must choose the information that will go into the CV.
- iv) I will include my career goals in my profile.
- v) My career history should be in reverse chronological order. This is because an employer will be most interested in my latest job.
- vi) By reading through my CV, a friend can help me make sure that I've made no mistakes.
- vii) No, one should not lie in the CV. Most employers will check on the basic details. A lie will ruin all chances of getting the job.

Activity 2

- i) Additional skills
- ii) Interests
- iii) Referees
- iv) Profile
- v) Professional experience
- vi) Professional experience
- vii) Additional skills
- viii) Personal details

Tape Script

With CVs, first impressions are everything. For some vacancies, employers receive an enormous number of applications. So it's important that your CV stands out from the rest. Firstly, it should look good – well-presented, with a clear layout, with lots of white space so that the information can be located easily. Secondly, you should choose your points carefully so that your CV is concise and relevant. Keep it to one page, if you can. Use the spell-check on your computer. Use appropriate phrases, perhaps from the job advertisement, to express your achievements and abilities. To sum up, the key words are – clarity and impact. A good CV can go a long way in getting you that all important job interview.

Activity 3

- i) False - *The consultant says CVs should look good.*

Preparing for Job Interviews

- ii) False - *The consultant says - For some vacancies, employers receive an enormous number of (a lot of) applications.*
- iii) False – *You should select information carefully.*
- iv) True - *It should have a clear layout and lots of white space.*
- v) True - *Your CV should be ‘concise’ and ‘relevant’ - only put in information which you think is important for the job.*
- vi) True - *Clarity and impact are very important.*
- vii) False - *It won't guarantee a good job, but it could help you get an interview.*

Activity 4

- i) Jaishree Dutta
am, am, have, am, enjoy, participated
- ii) Li Ming Cho
studied, did, was, have been managing, has given

UNIT 8 PREPARING TO FACE AN INTERVIEW

Structure

- 8.0 Objectives
- 8.1 Warm Up
- 8.2 Reading Comprehension 1: From the Point of View of the Job Seeker
- 8.3 Reading Comprehension 2: From the Recruiter's Point of View
- 8.4 Vocabulary: Verbs
- 8.5 Listening Comprehension 1: Talking about Preparing for an Interview
- 8.6 Listening Comprehension 2: Two Interviews
- 8.7 Writing 1: An Analysis
- 8.8 Writing 2: Preparing My Reference Sheet
- 8.9 Grammar: Modals
- 8.10 Let Us Sum Up
- 8.11 Answers

8.0 OBJECTIVES

This unit will help you to

- Plan out your interview
- Identify the do's and don'ts while appearing for an interview
- Practise answering some tough questions

You will also be provided with

- Vocabulary inputs
- Quick tips
- Modals to ask appropriate questions
- Sample interview for analysis

8.1 WARM UP

Answer this about yourself: What do you notice most when you meet somebody for the first time? How soon do you form opinions? Is the first opinion important?

8.2 READING COMPREHENSION 1: FROM THE POINT OF VIEW OF THE JOB SEEKER

Read this leaflet of an employment agency designed to help young job seekers and answer the questions given below:

Congratulations! Your cover letter and resume' have made a good impression and the employer has called you in for an interview. Now it is time to make sure that you also have the interview planned out as far as possible.

Most people want to know how much English they need. Well here's the answer – a good amount of effective communication skills in English might actually clinch the deal for you.

In an interview you may have as little as ten minutes to give an impactful answer to the one main question from each panel member. There could easily be six or more of them, and not surprisingly the number of people gazing at you from across the table seems to increase the higher the profile of the job.

What the panel is testing is obvious:

a) Do they believe you can do the job well?

How can you expect the interview panel to pin down your good qualities if you're not sure of them yourself? You also need to be able to turn your not-so-positive attributes into something more flattering (for example, you may have chaotic organizational skills, but are finding tremendous help in the form of lists). So get the facts about yourself clear in your mind. You may know you are strong in the lab work but weak on writing up. Or you may be an excellent speaker but poor on project management. However your SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis shapes up, make sure you've assessed yourself thoroughly and honestly before you start. Getting constructive criticism from colleagues will undoubtedly help a lot.

b) Do they like the look of you?

It's true to say it's called an 'interview' because they call you 'in to view' you. Of course this has more to do with your attitude than with your haircut or the color of your tie or blouse. You could seriously harm your chances with something as trivial as not smiling at all during the interview. This will be interpreted as either that you are not able to cope under pressure or that you were born miserable. Not good.

You are a happy person and you are not under pressure. You are relaxed, confident. You are likely to get lots of other offers. You are on your way to the top. This is the impression you want to create. This is the affirmation you need to say in your mind before you walk through that door.

c) Do you show any strong contraindications for either a) or b)?

Just one 'no-no' can turn the panel against you even if they quite like you in all other respects.

In a nutshell, for the whole interview never cease to be ENTHUSIASTIC (you're relaxed, so smile a little), ATTENTIVE (you are alert, maintaining good eye-contact and nodding a fair bit), and POSITIVE (give forward-looking answers).

WARNING! Do not go to the other extreme and appear cocky. No one likes a cocky person. Even if your CV is strong and you've already come across well during the interview, a little humility is always a very positive thing. Expressing a willingness to learn more or admitting a small weakness will make you appear honest.

My last piece of advice would be to *never* let your guard down and get your big 10 must dos ready. Your sociability will almost certainly be tested. Everyone you encounter needs to be impressed, from the peon to the chairperson. So be prepared to think on your feet and charm them all. You'll end up feeling exhausted, but if you get your head straight before you start, you'll find it much easier to sell yourself. And with the best of luck, you might just get that job.

Activity 1

- 1) Select the most appropriate answer according to the passage:
 - i) Good communication skill in English
 - a) may help you get the job
 - b) may impress the interviewer
 - c) are not very necessary
 - ii) A SWOT analysis
 - a) will reveal what you need to hide during the interview
 - b) will only discourage you
 - c) will help you make an honest assessment of yourself
 - iii) A suitable impression of you during the interview would be...
 - a) aiming for the top
 - b) appealing, relaxed, confident, alert
 - c) not under pressure, laid back
 - iv) How many of the following statements are true?
 - a) A good CV will not be enough if your attitude is wrong.
 - b) Admitting mistakes will create a bad impression.
 - c) Personal characteristics are a major part of what is being assessed.
 - d) It is important to be able to present your characteristics in a positive light.
 - e) The way you are dressed could be the single most influential factor in the interview.
 - f) The focus should be on being on your best behavior only in the interview room.
- 2) Here is a checklist that you could use for the interview. Read the passage and fill **the big 10 must dos** for the interview.
 - i) _____
 - ii) _____

- iii) _____
- iv) _____
- v) _____
- vi) _____
- vii) _____
- viii) _____
- ix) _____
- x) _____

Remember to do this with a pencil. By the end of the unit you might want to change or add a few more items on the list

3) Do you know the meaning of the following terms? Here’s a small brainteaser. Try guessing the meaning from the context, don’t use the dictionary.

- i) A profile of your professional/ educational achievements and qualifications _____ m _
- ii) Qualities or characteristics _____ r _____ t _ _
- iii) Extremely confusing state of something; for e.g. Traffic _____ c
- iv) In brief; a small or concise package n _____
- v) Fatigue, what you would feel after a hard day’s work _____ h _____
- vi) To comprehend, to understand something as... _____ p _ _ _

8.3 READING COMPREHENSION 2: FROM THE RECRUITER’S POINT OF VIEW

Most managements regard the hiring of entry-level professionals as one of its toughest jobs. With experienced people there is a frame of reference – a track record. With recent graduates there is little or nothing. Often the only solid things that the interviewer has to go on are the examination results which is a blind alley when it comes to the question of whether a candidate can be a good employee or not. Employers consider employing new recruits a gamble. So as recruiters we have to find different ways of predicting potential.

After relying as best we can on examination results to evaluate your ability, we focus on questions that reveal how willing you are to learn, to get the job done and how you would be on average days and when the going gets tough.

For the candidate our advice would be to try and stand out of the crowd. Don’t be branded as average in an interview where thousands are trying their luck. How to do this... well, the simplest way is to give concrete evidence of what you claim to be.

Contrary to popular belief, it isn't necessary to have snap answers ready for every question, because you can never do that. In fact, it is important to pause and collect your thoughts before answering. By the same token occasionally asking for time or asking for questions to be repeated is useful to gain time – only occasionally though.

Most recruiters would also advice owning up to something you don't know- don't try to bluff the panel on issues that can be verified and checked and believe me most things can. But of course remember you cannot really afford not to know too many things. If you do come across a question that stumps you, don't babble incoherently. It is best to say, "I'd like to come back to that later". You'll get time to come up with a logical answer.



Activity 2

- 1) Complete the following sentences with ideas from the passage
 - i) Most recruiters regard taking an entry level professional a tough job because.....
 - ii) Examination results are not the only thing; interviews are also focusing on
 - iii) One should not try to bluff through questions because
 - iv) Recruiters call hiring entry level professionals a gamble because
- 2) Choose the most appropriate answer:
 - i) What is the recruiters opinion about difficult questions
 - a) Go ahead and give any answer that comes to you
 - b) Take your time to think and then speak
 - c) Just say you don't know

- ii) Examinations are not the only standard of judgment
 - a) Because they never make sense anyway
 - b) Workplace skills like teamwork, problem solving, adaptability and ethics are not tested in examination formats
 - c) Because a good candidate can get a bad score once in a while
- iii) Concrete illustrations of the abilities that you claim to have will show
 - a) That you have amazing memory
 - b) That you are good at talking
 - c) That you have done what you claimed

8.4 VOCABULARY: VERBS

Activity 3

What do verbs do? They describe what you did / do / are going to do. Here are some verbs to help you talk about your responsibilities and experiences.

implement, analyze, document, arrange, upgrade, assist, conduct, consult, develop, facilitate, support, construct, justify, delegate, act, recommend, edit, collaborate, work.

Use the appropriate form of these verbs to complete the sentences below:

- i) I _____ as an assistant to the director of our theatre troupe.
- ii) We got together and _____ a new model for the science festival.
- iii) Many juniors have _____ me about their physics projects.
- iv) We were taught to _____ our questions carefully.
- v) I was in charge of _____ the freshers party.
- vi) I _____ the sports coach.
- vii) I believe teamwork means _____ productively.
- viii) We _____ a survey on students using mobiles.
- ix) Successful projects work through proper _____.
- x) All my projects have been _____ in the portfolio.
- xi) I _____ a new application for this software.
- xii) I _____ the college magazine this year.
- xiii) Training _____ progress, it allows us to improve our work.
- xiv) Plans need to be _____, not just designed.
- xv) My claims are _____ by my work during the apprenticeship.
- xvi) I like to learn new skills, to keep on _____ the old ones.
- xvii) We must _____ our beliefs with actions, in other words do what we say.
- xviii) I've never had African cuisine before. What would you _____ ordering?

8.5 LISTENING COMPREHENSION 1: TALKING ABOUT PREPARING FOR AN INTERVIEW

Activity 4

- 1) You will hear Ruchi Sahay talking about her preparations. Listen to the recording and use her CV to answer the questions that follow:

Ruchi Sahay
 44 London Road
 Contact: 01962-898960
 Manchester

Education
 St. Johns School
 Winchester College- Advertising Studies

Other information

- 3 year training and apprenticeship in Animations and computer graphics with Eye Corp International.
- Summer job with the Daily Planet, local news section, junior editor – 2014
- Fluency in Spanish and French
- Member of the local debating society
- Twice honorary member of the student council
- Core member of the project group dealing with counseling of teenagers
- Member of the state level team of the dramatic society
- Regular contributor to the Daily

Day and date: March 24th, Thursday

Meeting with: Mr. Fox Mulder

Company: New Age Corp.

My interest areas include

Skills they should know about

I'm good at

I can

I have

Questions to ask the interviewer

- 2) Choose the most appropriate alternative:
- i) David's suggestion was
 - a) to make a cheat sheet
 - b) to stop being nervous
 - c) to practice answering questions based on her CV
 - ii) Ruchi has not mentioned this
 - a) decided the clothes that she is going to wear

- b) gone over her answers to tricky questions
- c) reading up body language tips
- iii) Ruchi wants to avoid this
 - a) tough questions
 - b) reaching late
 - c) simple language
- iv) According to Ruchi, using language effectively implies
 - a) being able to match the level of interaction of the interviewer so that we don't sound too formal or informal.
 - b) using technical words to show that we know the job
 - c) providing detailed explanations for every question

Note: a cheat sheet need not contain only facts; it should have a list of everything that you need to remember to project in the interview



Quick tips

Positive factors in an interview	Negative factors in an interview
Psychological and behavioral cues	Psychological and behavioral cues
Early arrival	Late arrival
Alert, expressive attitude	Inattentive
Relaxed manner	Withdrawn or condescending
Smiling	Tense, fidgety
Clear voice	Frowning
	Mumbling, timid
Verbal cues	Verbal cues
Sticking to the main point	Changing the subject
Relevant responses	Generalizing or excessive detail
Organized information	Disorganized
Spontaneous replies	Uncalled for humor
Candor	Long and frequent pauses
Appropriate humor	Criticizing others
	Evasive

8.6 LISTENING COMPREHENSION 2: TWO INTERVIEWS

Activity 5

You will hear two interviews. Listen and answer the questions that follow. You may listen to them more than once.

- 1) Choose the correct option according to the recording
 - i) Ms. Wong did not continue her studies at Christ College because
 - a) She didn't want to go in for higher education
 - b) The college didn't offer a course of her choice
 - c) She had started her first job
 - ii) Ms. Wong's German is rusty since
 - a) she has had very few opportunities to use it
 - b) she loves French
 - c) she never understood German anyway
 - iii) The interviewer believes that the candidate likes a fast work pace because
 - a) it is given in her CV
 - b) she says she enjoys brainstorming and long session of project work.
 - c) she seems obsessed with work.
 - iv) David wants to join New Age Corp. because
 - a) he wants a job
 - b) he has just finished college
 - c) he'll get better opportunities at New Age
 - v) David would like to do this in future
 - a) work in the same company
 - b) own a company
 - c) work in any other company
 - vi) What is David's question for the recruiter?
 - a) whether he will get the job.
 - b) whether the company is going to move overseas.
 - c) whether he'll get the chance to work in one of the overseas branches as well.

8.7 WRITING 1: AN ANALYSIS

Activity 6

- 1) Which do you think was a better interview? Why?

.....

.....

.....

.....

.....

.....

.....

- 2) Look at the final question of the second interview. What would be yours if you were in David's place?

.....

.....

.....

.....

.....

.....

8.8 WRITING 2: PREPARING MY REFERENCE SHEET

Make your own cheat sheet. Use David's idea and design a cheat sheet that may help you when you go for an interview. Please do remember not to refer to the cheat sheet while answering. It's only a reminder of everything you should say or do.

This is what we would include in our cheat sheet:

The company

Date, day and time

Person we are meeting [if known]

Anything important about the company

 In the last two years

 In the past

What special things have I done that they should know?

 In school

 In college

What makes me a good choice?

Interpersonal skills/ communication skills/ problem solving skills /creative / organized / effective negotiations/ marketing/ administrative skills/ adaptability/ flexibility/ integrity/ any other

Salary expected _____

Questions for the recruiter _____

What am I supposed to carry to the interview?

Copies of the C.V and other documents

8.9 GRAMMAR: MODALS

Modals are auxiliary verbs which show the speaker's attitude or mood. Modals do not take "-s" or "to" after them, nor do they take "do". For e.g.it would be wrong (*) to say

- * We should to phone later
- * I do may follow you
- * I cans understand you

They are used in the following ways

- To express intentions – *will, might* - I'll put them away today.
- To express permission – *can, may* - May I sit down?
- To express ability – *can, could* - We can do this.
- To express obligation – *must, should, ought to, have to* - You must get ready, we'll be late!
- To express prohibition – *mustn't, can't, shouldn't* - You shouldn't party every night.
- To make offers – *will, shall, can* - Will you join the club, please?
- To make suggestions – *should, shall, could* - We could go out tomorrow, don't you think?
- To make requests – *can, could, would, may* - Would you do this for me?

Activity 7

1) Complete the dialogue with the correct modal verbs.

Sales: Hello, Sales Department

Deepak Poddar: Oh, hello (I/speak). i) *Can I Speak* to Mr. Larson, please?

Sales: I'm afraid he isn't here today. (ii /help) you?

Deepak Poddar: (iii/ you give) him an urgent message?

Sales: Sure.

- Deepak Poddar: It's Deepak Poddar from the Chicago office. (iv/ you tell) _____ him that I (v /not/make) _____ it to our meeting in Stockholm because I (vi/ attend) _____ an important marketing meeting that day.
- Sales: Ok, I (vii/ give) _____ him the message.
- Deepak Poddar: That's great and (viii you/make) _____ sure that you tell Mr. Larson that he (ix not/decide) _____ the poster until he's spoken to me.
- Sales: I (x check) _____ with a colleague. (xi you/hold) _____ the line for a moment please? Hello. I'm afraid it was sent out yesterday.
- Deepak Poddar: Oh no!
- Sales: (xii/call) _____ the printers and tell them to stop work on the catalogue until further notice?
- Deepak Poddar Yes, please. And (xiii you/call) _____ me back to confirm that they have stopped work on it? It's really important that they don't print it yet.
- Sales: Sure, no problem. I (xiv/get) _____ back to you in a few minutes.

8.10 LET US SUM UP

The day of the interview is filled with a lot of uncertainties and you will be under pressure to give your best performance. The good thing is like all performances this can work out great with preparation. This unit focuses on last minute details, the right attitude during the interview as well as the recruiters' expectations from your answers.

The vocabulary section highlights the use of verbs and words from the passages while the discussion and writing section provides activities designed to reinforce your preparation. The grammar section reviews modals.

8.11 ANSWERS

Activity 1

- 1)
 - i) a
 - ii) c
 - iii) b
 - iv) True statements – a, c, d
- 2) **The big 10 must dos** for the interview – this is what our list looks like, you should have identified any 10 of these.
 - i) Effective communication skills in English

- ii) Turning not-so-positive attributes into positives
- iii) Doing a SWOT analysis
- iv) Smiling
- v) Staying relaxed, confident
- vi) Remain enthusiastic
- vii) Attentive - alert, maintaining good eye-contact and giving positive non verbal responses
- viii) Positive answers
- ix) Willingness to learn
- x) *Never* let your guard down
- xi) Think on your feet
- xii) Charm them all

- 3) i) resume
- ii) attributes
- iii) chaotic
- iv) nutshell
- v) exhausted
- vi) interpreted

Activity 2

- 1) i) ...there is no previous work record to judge the candidate's workplace skills.
- ii) ...your willingness to learn, ability to get the job done and how you would be as an employee.
- iii) ...most information is verifiable.
- iv) ...it is difficult to say for sure who will be a good employee and who will be a disappointment.
- 2) i) b
- ii) b
- iii) c

Activity 3

- 1) i) worked
- ii) constructed
- iii) consulted
- iv) analyse
- v) arranging
- vi) assisted

- vii) collaborating
- viii) conducted
- ix) delegation
- x) documented
- xi) developed
- xii) edited
- xiii) facilitates
- xiv) implemented
- xv) supported
- xvi) upgrading
- xvii) justify
- xviii) recommend

Audio text for listening comprehension 1

I'm so excited ... actually really nervous too. I had sent my CV to New Age Corp which is the market leader in the animations industry... and just when I thought of giving up – here's the call letter. After the first excitement ... well it was a bad case of jitters. Then my friend... David... he suggested getting a cheat sheet ready. Sounds interesting? ... it is. It has everything about me so that I don't forget, everything I want them to know... you know things like my skills and what I am like... and ... a checklist of the documents I need to carry. I even noted down the clothes and accessories I'm choosing... oh yes... and my answers to the tricky questions. I'm not going to learn them but this ... kind of ... helps me focus on important information... things I can't afford to miss.

In fact David grilled me on my CV.... I didn't know there were so many items to ask about. So I'm going over the details of projects, college, experiences... everything I've put in there.

I already have my transport ready.... reaching late would be suicidal and I've spent the last few days looking over company details ... I must know everything about New Age Corp... that reminds me I must ask them if they are venturing into film production ... that would be exciting.

What else about my preparation ... well let's see... we must be able to use language effectively ... not too formal if the recruiter is not ... what I mean is, we need to match the interviewers' level of formality. And... I'm going to keep my answers simple... you know ... no complicated explanations —and jargon only where necessary. I need to come across as approachable, manageable and skillful. It does sound like getting ready for a show but then being prepared could mean beating all odds and landing that dream job.

Activity 4

- 1) My interest areas include – animations/films, writing, sports/ softball, social activities, debating/public speaking, theatre [*you should have got at least four of these*]

I'm good at – verbal and written communication, interpersonal skills

I can – play softball, interact one to one or in large groups of people, speak two foreign languages

I have – participated in theatre, worked with young people, contributed to newspapers, been junior editor, been apprentice in an animations company

Questions for interviews: If they have ventured into film production

2) i) a ii) c iii) b iv) a

Audio text 2

Candidate 1 Ms. Sheila Wong

Interviewer: Good morning, Ms...?

Candidate: Ms. Wong, Good morning

I: Ms. Wong ... right... how are you?

C: Fine thank you, and you?

I: Oh fine ... um... so...you'd like to join our team, I gather?

C: Yes, I would.

I: That's good. ...We'd like to know something about you ... perhaps you could tell us about your education?

C: Sure, well I left school in 1999 and went on to join a graduate program in media studies. And then... I wanted to do a course in advertising, which my college didn't offer ... at specialization level that is.

I: That would be Christ College, Right?

C: Yes, in Bangalore. Well since they didn't have advertising, I went to New Age Media, which was giving a diploma ... a two-year diploma in advertising. In fact I finished the course this summer.

I: That's interesting.... Tell me what did you enjoy most at school? Which course did you like the most?

C: Ah.... That would have to be ... foreign languages.

I: Foreign languages?

C: Yes we had French and German.

I: And are you fluent in those now?

C: I'm good at French. My German ...mmm...is a bit rusty. You see I used a lot of French in my projects.

I: Did you like those projects... I see quite a few in your CV?

C: Oh yes, it was exciting. I loved working on the projects. For one you... you get a lot of free hand to try out new things. And then... the brainstorming sessions... the long hours at design and storyboarding. It's a...fulfilling experience.

I: I see you like a fast work pace. Tell me ... Do you think you get more creative ideas when you are working alone or does a team help?

C: I think a team helps... a small one though ...discussing and going over concepts is very useful.

I: That's good to hear...

Candidate 2 Mr. David Smith

I: David why don't you tell me something about yourself

C: um... well... I

I: Yes?

C: I'm ...I think I'm serious and... calm.

I: Calm?

C: Yes, I don't panic in a crisis and I... enjoy working with all kinds of people...even those...you know who are difficult to get along with.

I: Ok and where do you see yourself in say... 5 years time?

C: umm... you mean my long term plans? Well I see myself in media and one day I'd rather open my own company.

I: What is it specifically about New Age that attracts you?

C: First of all, I want to start working and I have finished my studies this year, you know. .. I want to get on. More importantly, I've heard a lot about New Age ...it's a big company. I'll have better scope... that's why.

I: Fair enough... before we move on is there something you'd like to know?

C: Yeah. Just one question. If I get the job will I be working overseas as well... in your branches or something?

I: Our staff regularly does six month placement overseas...you're interested in working overseas, are you?

C: Yes. It would be interesting ...I would enjoy that.

I: Well can I ... well I'd like to know...what do you consider your strengths and weaknesses?

C: As I mentioned I don't panic in crisis. And my weakness ... I think I get bored of repetitive workyou know ...sameness

I: Does that imply lack of commitment?....

Activity 5

- 1) i) b
- ii) a
- iii) b
- iv) c
- v) b
- vi) c

Activity 6

This is our assessment of the candidate:

- 1) Ms. Wong begins the interview on a positive note. She speaks without much hesitation, acknowledges interruptions. Her answer to the first question is well organized. She goes on to mention her interest in languages, always a positive accomplishment. Further she gives a very convincing reason for not being good at German. She obviously knows the working of her field and focuses on what would be considered tough situations to convey that she is comfortable with them.
- 2) David's interview starts off with a lot of hesitation on a very predictable question. Further he mentions a quality – calmness – which he definitely doesn't show at that moment. He also doesn't provide any experiences or illustrations to justify his claims. David doesn't volunteer information even though he has been given lots of cues where he can sell his plus points for example, future plans and why this company. He also doesn't seem to be sure of his choices, indefiniteness is a definite drawback. His answer to the question on weakness is badly worded and exposes a weakness that could lose him a possible job. It would have been better to say it with a positive focus "I like to do new things, to innovate".

Activity 7

- 1) ii) Can I help you?
- iii) Could you give him _____?
- iv) Could you tell him _____
- v) I will not make it _____
- vi) I have to attend _____
- vii) I will give him _____
- viii) could you make sure _____
- ix) _____ he must not decide the poster _____
- x) I will check _____
- xi) Will you hold the line _____?
- xii) Should I call the printers _____?
- xiii) could you call me _____
- xiv) I'll get back _____

