



普通高等教育“十五”国家级规划教材

*Advanced Spoken English:
Developing Career-oriented Speaking Skills*

高级英语口语教程 (下)

Interview & Discussion Skills

总主编：文秋芳

主 编：俞洪亮

副主编：王立非 王 艳



高等教育出版社



普通高等教育“十五”国家级规划教材

H319.9
416
:2

Advanced Spoken English:
Developing Career-oriented Speaking Skills

高级英语口语教程 (下)

Interview & Discussion Skills

总主编：文秋芳

主 编：俞洪亮

副主编：王立非 王 艳

江苏工业学院图书馆
藏书章



高等教育出版社

图书在版编目(CIP)数据

高级英语口语教程. 下/文秋芳主编; 俞洪亮分册主
编. —北京: 高等教育出版社, 2005. 8
ISBN 7-04-014361-5

I. 高… II. ①文…②俞… III. 英语—口语—教
材 IV. H319.9

中国版本图书馆 CIP 数据核字(2005)第 085046 号

策划编辑 贾巍
版式设计 孙伟

责任编辑 刘金菊 贾巍
责任校对 贾巍 刘金菊

封面设计 周末
责任印制 宋克学

出版发行 高等教育出版社

社 址 北京市西城区德外大街 4 号

邮政编码 100011

总 机 010-58581000

购书热线 010-58581118

免费咨询 800-810-0598

网 址 <http://www.hep.edu.cn>

<http://www.hep.com.cn>

经 销 北京蓝色畅想图书发行有限公司

印 刷 北京印刷集团有限责任公司印刷二厂

网上订购 <http://www.landaco.com>

<http://www.landaco.com.cn>

开 本 850×1168 1/16

印 张 11.5

字 数 370 000

版 次 2005 年 8 月第 1 版

印 次 2005 年 8 月第 1 次印刷

定 价 24.60 元

本书如有缺页、倒页、脱页等质量问题, 请到所购图书销售部门联系调换。

版权所有 侵权必究

物料号 14361-00

Preface

The purpose of the *Advanced Spoken English* series is to help advanced English learners develop speaking skills for their future jobs. The series consists of two books. Book One, *Effective Speaking Skills*, focuses on the skills required for producing the types of informative, persuasive and ceremonial speeches which are needed in business settings or on social occasions. Book Two, *Interview & Discussion Skills*, concentrates on the skills required for getting job interviews and journalistic interviews.

The series can be used for university undergraduates as a coursebook in which systematic training is provided preparing the students for their future jobs. It can also be used for the in-service training of staff members who are expected to make further improvements in their job-related speaking skills in English. Finally, the series can be used for self-directed learning since the series is presented in a very simple, clear style, and also includes more specifics.

The series has been written and designed according to the following key pedagogical principles:

1. All the activities aim at real-world communication.

The series provides learners with authentic communicative activities which are primarily for business purposes and sometimes for social purposes. Therefore, it is easy for the learners to see the close link between performing these activities and their future jobs.

2. Learners must be fully engaged in the learning process.

We strongly believe that learning cannot take place without learners' engagement. To guarantee the learners' participation, the series has been designed in such a way that the learners cannot avoid being engaged.

3. Systematic guidance is a must.

Every lesson consists of three sections. Within each section there are a series of activities, arranged from the easy to the difficult. Section One "A Sample Speech" gives learners quality input followed by a detailed analysis with the purpose of showing the learners a good model. Section Two "Guided Practice" enables the learners to practice speaking skills with adequate guidance from the book. Section Three "More Practice" includes a list of activities that are arranged from the less difficult to the more difficult.

4. Meaning-driven learning and form-driven learning are well integrated.

Every lesson tries to achieve a balance between meaning-driven learning and form-driven learning. For example, Section One starts with an understanding of a sample speech which is followed by creating the outline of the sample speech and identifying useful sentence structures and expressions.

5. Basic knowledge about effective speaking must also be provided.

We present basic knowledge about effective speaking skills in Appendix I *Introducing Effective Speaking* which includes types of speaking, types of delivery, criteria for effective speaking,

procedures for producing a speech and types of visual aids. We strongly recommend that students read this part by themselves before the first lesson since this type of knowledge can pave the way for reading the whole book.

Acknowledgements:

We want to express our appreciation to the people who supported our efforts during the past two years as *Advanced Spoken English* was being written.

We are greatly indebted to Professor Peter Falvey who took the greatest pains to proof-read the final manuscript and provide insightful comments as well as suggestions on further improvements, to Professor Liang Maocheng who made a number of corrections and offered valuable advice on revision.

Hearty thanks should be also given to Xu Zhan who tried out an earlier version of Book One and gave us valuable feedback on the difficulty level of sample speeches and activities for students; to the anonymous reviewer who read the first draft of a sample lesson and gave us constructive suggestions on revising the organization of materials in the lessons; and to the editor of Higher Education Press who corrected a number of errors and misprints.

Wen Qiufang

Introduction

While Book One concentrates solely on public speaking, Book Two deals with speaking skills used in face to face communication, namely job interview, media interview and group discussion. Job interview accounts for a bigger proportion of this book, compared to media interview and group discussion, since the first thing that students are hit with after graduation is to find a job in this competitive world. Before introducing you to the new lessons, we would like to offer you some basic knowledge of job interview, media interview and group discussion.

SECTION I

JOB INTERVIEW

Many companies put tremendous resources into making sure each new hire is the right one for the job. Some are even inventing new ways to compare the skill and potential of job applicants. Your interview may or may not be traditional, but don't expect to be warned in advance. The ability to deal with the new and unexpected is one of the things on which you may be judged.

By learning the differences in and preparing for different types of job interviews, you'll be able to stay competitive without losing your edge when you are hit with the unexpected. Understanding what could happen, and being prepared, will help you successfully navigate any interview situation.

As a job applicant, you want to let a potential employer know what knowledge, skills and abilities you have. In the mean time, you want to evaluate how well the organization and the people who work there match what you want out of a position. You may feel nervous or anxious while being interviewed <during the interview>, because you are competing for a job while people are evaluating you. To impress your interviewers and to minimize your anxiety, the best thing to do is to prepare ahead of time.

1. What to expect during job interviews

An interview offers you and an employer the opportunity to learn whether or not there is a "fit" between you and the interviewer's organization. The ideal interview is a two-way exchange, allowing the employer to sell the job to you and permitting you to elaborate on the information contained in your resume.

An invitation to interview means that, in general, you are qualified for the job. The employer, however wants to determine if you are the best qualified candidate to serve the firm's interests. This determination is made greatly on the basis of your enthusiasm and honesty. The more interest, enthusiasm and motivation you display in an interview, the better your chances are for moving forward in the process. Very often the employers are interested in the following:

- > Communication (both written and verbal) Skills
- > Interpersonal and Teamwork Skills
- > Leadership Qualities/Potential



- > Business Insight
- > Organizational Skills
- > Analytical and Problem-Solving Ability
- > Maturity
- > Poise

Depending upon the nature of the job and the firm, other competencies may be evaluated more rigorously. For example, you may be expected to answer quantitative and analytical questions in finance and consulting interviews or to discuss case situations with consulting firms. Sales jobs will place a stronger emphasis on verbal communication skills, enthusiasm, and personality. Therefore, your responses should focus more on the qualifications described in the job description, as these are attributes that are likely to be evaluated during the interview process.

How you present yourself is just as important as what you say. Nonverbal communication can give as much information, if not more, than words. Be conscious of drooping back in a chair, twiddling your thumbs, and crossing your arms. If you are asked a particularly tough question, maintain your composure and take extra time to think before replying. Be sure to maintain good eye contact, which conveys confidence and honesty.

Also, physical appearance plays a role in the outcome of the interview. A simple rule is to dress the same way you would expect to dress at work if you were offered the job. Both men and women should wear a suit. Be sure to minimize jewelry and cologne/perfume. If you, either men or women, have long hair that gets in your face, consider wearing it “up” or in a ponytail.

2. How to prepare for job interviews

Preparation is vital. While you cannot anticipate every question, you can prepare yourself to make the most of whatever you are asked.

First, it is important to know yourself and your career objectives. Employers are not interested in students with undefined career goals; they aim to fill jobs with qualified candidates who have some sense of direction and know how their skills support their job objectives. Even if you don't know exactly what you want to do, you have to be able to confidently tell an employer why you are interested in this particular job at this time. Think about your own abilities and experience in relation to an employer's needs. Be able to discuss why you want to work in this type of industry, division, and/or company. Identify your strengths in relation to each job for which you interview. Review your resume for experiences — whether they are related to education, work, or activities — that you can use as examples to support your skills. Anything on the resume is fair game, so also be prepared to describe or explain any item on it.

Second, research the company and the position. The more you know about the organization and the job you are applying for, the better you will perform during the interview. Spend time reviewing organization homepages, familiarizing yourself with each firm's divisions, mission statements, and the like. Read the organization's literature available on the company's website. Talk to alumni currently working at the firm to get more detailed information about what it takes to be successful in this



particular company. You are not expected to be an expert in the particular field, but you should have enough knowledge to formulate meaningful questions to present to the interviewer. You can usually get an overview of the organization, its products and/or services, its management philosophy and new developments, and its financial standing from an annual report.

Third, be certain to prepare questions to ask the interviewer. In the first place, evaluate the company and the opportunities provided by this position in order to make sure whether or not you are even interested. In addition, the questions you ask convey interest and enthusiasm; if you fail to ask anything of the interviewer, she/he might assume you aren't particularly interested in the job or the organization.

Finally, interviewing is a skill that improves with practice. Practice those questions you have anticipated, especially those related to your own abilities, work experiences and to the employer's expectation. Be sure to practice answering interview questions aloud, rather than just thinking about what you will say. Get together with your fellow students or friends and take turns asking each other questions, then providing feedback on strategies for improving your answers (as well as your delivery).

3. Types of interviews

There are different types of job interviews you may participate in during the hiring process. Job interviews may be classified according to interviewing styles or functions.

1) Screening Interviews

A screening interview, as the term indicates, is meant to weed out unqualified candidates. It may take place on a college or university campus, at a job fair, during a prearranged appointment in a public place, over the telephone, or at the recruiter's office. Screening interviews allow recruiters to gain basic information about your skills, knowledge, experience, and career goals. It allows you to learn more about the specific organization and its culture.

2) On-Site Interviews

When you have successfully negotiated a screening interview, you might be asked to visit the organization for an on-site interview. An on-site interview allows the employer to conduct a more thorough interview, see you function in a professional environment, and further educate you on the organization and position. This interview will be more thorough and allow you a chance to win the job offer.

3) Panel Interviews

Many organizations will conduct panel interviews (also referred to as a committee interview), particularly for large-scale recruitment exercises such as an annual graduate intake. Panel interviews are used by employers because they can speed up the selection process by enabling all involved parties to meet you and because they promote balanced and objective assessments by using feedback from all panel members rather than relying on the decision of an individual interviewer.

A panel interview may consist of two to six interviewers, and can be an intimidating experience for candidates, as it can appear rather formal. The interviewers may take turns to ask you questions, or ask you a set of questions on different areas in turn, or one may do most of the talking while the others takes



notes.

4) Group Interviews

A group interview is usually designed to uncover the leadership potential of prospective managers and employees who will be dealing with the public. Final candidates are gathered together in an informal, discussion-type interview. A subject is introduced and the interviewer will start a discussion. The goal of the group interview is to see how you interact with others and how you use your knowledge and reasoning skills to win over others. If you perform well in the group interview, it is usually followed later by a more extensive interview.

5) Structured Interviews

In a structured interview, all candidates are asked the same questions for the interview's ease in evaluating applicants. If there is important information that you have not conveyed by the end of the interview, present your additional qualifications when asked if you have any questions or anything to add. Usually the interviewer will make written notes of your answers.

6) Case Interviews

A case interview presents you with a typical set of "facts" that you might encounter in a real-life work situation and observes how you analyze, conclude, and act or recommend actions to be taken. Your job is to become a professional in the situation, making further inquiries to clarify the facts, developing and presenting a framework for thinking about the issues, and then working within the framework to come to conclusions.

4. Types of interview questions

There are a number of different types of interview questions. Basically, the questions asked by the employer may be categorized into four major types according to the content:

- 1) personal assessment;
- 2) education and experience;
- 3) career ambition and plans;
- 4) company or organization.

The first type of interview questions is personality based. One of the best approaches to these questions is the SWOT assessment — the self-analysis that helps you effectively analyze your **Strengths, Weaknesses, Opportunities, and Threats**. Career-related questions may include "What do you see yourself doing 5 years from now? What qualities should a successful manager possess? What kind of salary are you seeking?"

However, more and more interviewers are asking behavioural questions which focus on the key competencies and attributes required for the position. The behavioural interview questions are asked on the basis of the assumption that past behaviour is the best indicator of future performance in a similar situation. In other words, the questions asked assist the employer in making predictions about a potential employee's future success based on actual past behaviours, instead of based on responses to hypothetical questions. Typical interview questions used in a behavioural interview are:



- Tell me about a situation where you had two important deadlines to meet, and could only achieve one within the timeframe. How did you decide what to do? What was the result?
- Have you ever had to deal with a very angry customer when you were unable to refer the problem to a supervisor? What did you do? How did you make that decision?
- Describe a time when you were faced with problems or stresses at work that tested your coping skills. What did you do?
- Give an example of a time when you had to be relatively quick in coming to a decision.
- Give me an example of when you had to show good leadership.

In behaviour-based interviews, you are asked to give specific examples of when you demonstrated particular behaviours or skills. General answers about behaviour are not what the employer is looking for. You must describe in detail a particular event, project, or experience and you dealt with the situation, and what the outcome was.

A common way to approach the behavioural questions is to use the STAR method:

- **S = Situation:** Describe what you were facing
- **T = Target (or Task):** Describe what you wanted to achieve or the tasks that were involved in the situation you were facing
- **A = Action:** Describe what you did
- **R = Results:** Describe what happened, how things turned out, what you learned, and optionally what you'd do differently if presented with the same circumstances

Before the interview process, identify two or three of your top selling points and determine how you will convey these points with demonstrated STAR stories during the interview.

It is helpful to frame your answer as a story that you can tell. Typically, the interviewer will pick apart the story to try to get at the specific behaviour(s) they seek. So refresh your memory regarding your achievements in the past couple of years. Demonstration of the desired behaviours may be proven in many ways. Use examples from past internships, classes, activities, team involvements, community service and work experience. The interviewer will sometimes ask you open ended questions to allow you to choose which examples you wish to use. When a part of your story relates to a skill or experience the interviewer wishes to explore further, she/he will then ask you very specific follow-up questions regarding your behaviour.

SECTION II

MEDIA INTERVIEW

1. Definition of media interview

The journalistic interview is a specific type of informative interview where the interviewer solicits and conducts interviews with one or more "sources" to gather supporting material for a news story. Journalistic interviews are conducted for nearly all forms of mediated news reporting including



newspapers, magazines, television, and radio.

2. Types of media interview

There are two types of media interviews: informal and formal interviews. An informal interview, as the term indicates itself, is usually given on an informal occasion where the reporter does not make any appointment prior to the interviewing but takes every possible opportunity to talk to the interviewee before or after an important event, such as a meeting, a ceremony or other events in order to collect information, which the audience might be interested in and curious about. In an informal interview of this kind, there is usually no pre-arrangement of time and place, and the interview itself is spontaneous and does not last very long. The purpose of informal media interview is to collect necessary information for writing a news story.

Formal interviews are different from informal interviews in that they are usually conducted in a very formal situation and with good appointment. The interview is well planned and timed, and the interviewee is informed of the schedule and topics of the coming interview. Special arrangements are made about the place and setting of the interview. The reporter makes good preparations about the interview plan and questions. The interviewee is usually a specialist or a professional in one particular field of study. The major purpose of this type of interview is to get the information about and opinion of a certain topic from the experts. Therefore, such an interview may be longer, and the questions may be deeper and broader in scope. In terms of the style and structure of the interview, the answers by the respondent are much longer and sentences are more involved and complicated. The language used by the interviewer and interviewee is both formal and sometimes technical.

The purposes of the mass media interviews shift between informing and entertaining. When used to provide opportunities for political discussion, they are seldom merely informative. Bias is a common ingredient, whether encouraged or attacked, which creates arousal and involvement in the viewers or listeners.

3. Structure of the media interview

As a whole, a mass media interview develops as each question leads to a response and that response leads on to further questions and responses until a topic is covered. Within the total set of questions and responses there are many ways in which they can be brought together to form a cohesive structure.

There are three major phases in a mass media interview: the opening phase, the development of the main body of questions and the closing phase. Each is important. The interactions involved in developing the good interviewer-respondent rapport and obtaining the willingness of the respondent to participate, which have to be developed at the beginning stage, all form part of the total structure. Similarly, the concluding stage in which the respondent is released from the interview is also part of the total structure. In between, the question-response-question sequence can take many forms. The questions themselves can be phrased in many different formats.

4. Stages of media interview

To conduct a media interview, an interviewer follows roughly four stages that precede the writing



of a story, namely arrangements, preparation, the actual interview and reconstruction.

Arrangements — Spontaneous interviews, except in connection with breaking news, seldom contribute to thoroughness. Once you have decided to interview someone, call in advance to make an appointment. Identify yourself by your name and the name of your publication. If you feel the need to do so or are asked to describe what the story is about, be brief and general. The shape of the story might change as you continue your reporting. If you are interviewing several persons in connection with your story, interview the principal person last, because you will be better prepared based on what you learn from the earlier interviews.

Preparation — Do as much research as possible in advance on the person and/or topic you are working on. Sources might include the library, public records, the internet and the persons you know who can provide background information. Prepare your questions in advance in writing and bring them to the interview. Refer to them but don't show them to the interviewee, because it creates too formal an atmosphere. Ask other questions as they might arise, based on what the interviewee says or something new that might come to you on the spur of the moment. Bring two pencils (or pens) and paper. A stenographer's notebook is usually easier to handle than a large pad, but use whatever is comfortable. Bring a tape recorder if you can but be sure to get the permission to use it from the person you are interviewing. You also should take notes, because it will help in the reconstruction phase, and, yes, tape recorders fail occasionally.

The accrual interview — It is inadvisable to launch right into the interview unless you are only being given a few minutes. Some casual conversation to start with will relax both of you. Questions should be as short as possible. Give the respondent time to answer. Be a good listener. If he or she prattles on, it is appropriate to move on as politely as you can. You might say something such as: "Fine, but let me ask you this..." Try to draw out specifics: How long, how many, when, etc.? Absorb the atmospherics of the locale where the interview takes place, with particular attention to what might be a reflection of the interviewee's personality and interests, such as photos of children or bowling trophies or a paper-littered desk or a clean one, etc. Note characteristics of the interviewee that might be worth mentioning in your story, such as pacing, looking out the window to think, hand gestures and the like. Invite the person to call you if she/he thinks of anything pertinent after the interview. This often happens, so be sure to provide your name, email address and phone number on a card or piece of paper before you leave. If that person has a secretary, be sure to get that person's name and telephone number, too, in case there is some detail that needs follow-up and, again, leave information as to how you may be contacted. If a photo is needed and is not taken during the interview, be sure to make arrangements then to have one taken at a later time.

Reconstruction — As soon as the interview is over, find a quiet place to review your handwritten notes. In your haste while taking notes, you may have written abbreviations for words that won't mean anything to you a day or two later. Or some of your scribbling may need deciphering, and, again, it is more likely you'll be better able to understand the scribbles soon after the interview. Underline or put stars alongside quotes that seemed most compelling. One star for a good quote, two



stars for a very good one, etc. It will speed the process when you get to the writing stage. One other thing to look for in your notes: the quote you wrote down might not make a lot of sense, unless you remember what specific question it was responding to. In short, fill in whatever gaps exist in your notes that will help you better understand them when writing.

SECTION III

GROUP DISCUSSION

1. Group discussion skills

Discussion is a basic way of human communication. We are constantly engaged in discussions with the people around us, exchanging ideas on one or more topics, especially in our work. But do we know how to run a discussion successfully? What skills are needed when we participate in a discussion? What kinds of discussion are most commonly used in our work?

A fruitful discussion requires the efforts from every member of the group. Generally speaking, we can distinguish two different roles in discussion by the different functions they play. One is the chairman, or group leader. It is called facilitator in brainstorming. No matter what the names are, the person who plays this role holds the responsibility of organizing and coordinating the discussion. The other members are participants, who should also know the rules or general practice of the discussion processes, cooperate well with others and actively contribute to the discussion. What is more, a successful discussion needs not only language skills but also interpersonal skills, such as communication, problem solving, and teamwork abilities. Interpersonal skills enable us to work with others harmoniously and efficiently. We need to learn, for example, how to understand and appreciate individual differences, how to work harmoniously with others, and how to work in teams more efficiently. In this book, both skills will be trained. Useful language expressions, such as how to encourage or bring in people, how to control those whom talk too much, how to keep on the subjects, how to interrupt others politely, will also be provided.

2. Brainstorming discussion

The purpose of a brainstorming session in discussion is to work as a group to define a problem, and find, through a participatory intervention, the best group decision for a plan of action to solve it. When we need to solve problems, create new thoughts, or motivate and develop teams, we brainstorm. Brainstorming can motivate people because it involves members of a team in bigger management issues, and it gets a team working together. It is a very practical technique and used in nearly every organization. Brainstorming is a very powerful method for getting groups to develop creative ideas and using brainstorming well will bring excellent results in improving the organization, performance, and developing the team.

When brainstorming, group members are encouraged to generate as many ideas about a particular topic as they can. Every idea is written down and judgments about ideas are saved until later, when the group returns to all of the ideas and selects those that are most useful.



However, brainstorming is not simply a random activity. It needs to be structured and it follows brainstorming rules. For example, brainstorming places a significant burden on the facilitator to manage the process. She/he is the central person to coordinate the proceedings, introduce the session, keep an eye on the time and make sure the brainstorming rules are obeyed. His or her responsibility is to facilitate the session to make it run smoothly and ensure that the participants feel comfortable and join in the process. A participant in a brainstorming session, on the other hand, should also know some basic rules to ensure that the aim(s) of the discussion will be achieved. In this book, the brainstorming process will be described in detail. Readers will learn and practice how to play the role of a facilitator as well as a participant through the cases and tasks provided in this book.

3. Decision making discussion

We make decisions almost every day on every occasion. At work, individuals at all level and in all areas of organizations make decisions. It is not something that just some people, say, managers, do. All organizational members make decisions that affect their jobs and the organization they work for (Robbins & Coulter, 2002). Wrong decisions may bring disasters to the organization.

When making decisions and discovering solutions to problems, competent communicators manifest flexibility by exercising both their reflective thinking (or their reasoning skills) and their creativity. Effective group decision making requires reflective thinking (e.g., problem identification, problem analysis, solution generation and solution, evaluation and selection, solution implementation). Effective decision making participants normally engage in creative exploration of unusual, even deviant, ideas during initial discussions. Variations in the quality of decisions are related to ability to perform five functions: 1) problem analysis, 2) setting evaluation criteria, 3) generating alternative solutions, 4) evaluating positive consequences of decisions, and 5) evaluating negative consequences.

Therefore, decision making is not simply "choosing among several alternatives". It is a very comprehensive process, which involves a set of different steps. Readers of this book will practice these steps for many times by following the activities and tasks we prepare. They would get to know how to identify the problem now matter how complex the situation is, how to get enough information to develop alternatives, how to select and evaluate the criteria, and finally how to choose the alternative that best meets the criteria. Actually, knowing how to use decision making process is as good to your personal life as it is to a corporate action.

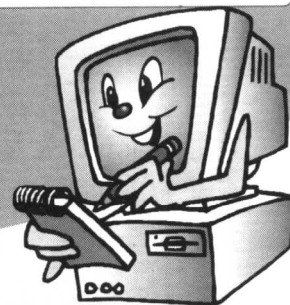
CONTENTS

Unit 1 Job Interview	Lesson 1	Responding to Frequently Asked Questions (I)	3
	2	Responding to Frequently Asked Questions (II)	20
	3	Handling Tough Job Interview Questions (I)	38
	4	Handling Tough Job Interview Questions (II)	55

Unit 2 Media Interview	Lesson 5	Informal Interview	76
	6	Formal Interview	95

Unit 3 Group Discussion	Lesson 7	Brainstorming	116
	8	Decision Making	135

Bibliography	157
Appendix I Job Interview Tips and Strategies	158
Appendix II Media Interviewing Strategies	162
Appendix III Suggestions for Media Interviewees	163
Appendix IV Brainstorming: Procedures and Process	165



UNIT 1

Job Interview

☐ Overview

A job interview or an employment interview is a two-way exchange for gathering information. The interviewer is looking for information about you, while you, in turn, want to know whether the position is a good match for you. Though a special form of conversation between an employer and a job applicant, it is not a daily conversation. It is more like an oral test where the job applicant is being assessed by answering questions raised by the interviewer. In this sense, the job applicant has no right to choose the questions to answer and cannot predict what questions will be asked next. Nevertheless, various kinds of job interviews share a lot of things in common. For example, all job interviews are intended to find out what knowledge, skills and abilities a job applicant has and whether the applicant is suitable for the advertised position or not. Therefore, there is much that can be done in advance to considerably improve the applicant's performance in an interview.

As a job candidate, you must let a potential employer know what knowledge, skills and abilities you have to offer. At the same time, you have to evaluate how well the organization and the people who work there match what you want out of a position. You may feel nervous or anxious while interviewing, because you are competing for a job and people are evaluating you. To make the best impression and to minimize your anxiety, the best thing to do is "prepare ahead of time".

Some individuals believe that just being themselves is sufficient for successful job interviewing. However, you are participating in a highly competitive process of selection. You need to know how to effectively sell yourself, communicate your skills and experience, and portray your personality as one that will fit in with the culture of the organization. Therefore, being properly prepared and informed about the interviewing process can help you positively focus your attention on what needs to be done and help you find the right job.

In this unit, we start with the most commonly asked interview questions in the first two lessons (Lessons 1 & 2), followed by tough interview questions in Lessons 3 & 4, in which both traditional and behaviour-based questions are analyzed and practiced.

After completing this unit, you should be able to:

1. Communicate to the interviewers basic but important information about your skills, knowledge, experience, and career goals as well as highlight your selling points and sell yourself as a product;
2. Handle the difficult questions strategically and tactically to favorably impress the employer;
3. Behave yourself calmly and professionally throughout the hiring process.

