

Block

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PREPARING FOR JOB INTERVIEW

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BLOCK 2 PREPARING FOR JOB INTERVIEW

Introduction

The whole process of job-hunting is often long-drawn and anxiety-ridden. We may have fears such as “What should I include in my CV?” “How should I prepare for my interview?” “What questions will be asked?” “Will I be able to answer them?” and so on. Our attempt in this Block has been to answer some of your fears and doubts.

The first thing you should have in front of you is your **profile** – what are you interested in, what has been your career so far, what is your education, etc. You should collect all your achievements, projects and other relevant work that you have done from time-to-time, this would be your **portfolio**. The information from the profile and portfolio will help you write your **curriculum vitae (CV)**. Finally, you need to **prepare for the interview**.

All the units in this Block will address all your questions and needs. The units are as follows:

Unit 4 : Your Profile

Unit 5 : Preparing Your Portfolio

Unit 6 : Preparing Your Resume /Curriculum Vitae

Unit 7 : The Job Interview

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UNIT 4 YOUR PROFILE

Structure

- 4.0 Objectives
- 4.1 Warm Up
- 4.2 Reading Comprehension: Profile of Ranganathan
- 4.3 Vocabulary: Qualities
- 4.4 Listening
- 4.5 Speaking: Self-Profile
- 4.6 Importance of Profiles
- 4.7 Writing Your Profile
- 4.8 Grammar: Simple Past Tense
- 4.9 Pronunciation
- 4.10 Summary
- 4.11 Answers to Self Check Exercises
- 4.12 Answers to Activities
- 4.13 References and Further Reading

4.0 OBJECTIVES

This Unit will help you to understand the importance of personal profiles. This will guide you to write your own profile. This Unit discusses the kind of information that should be included in a profile and also provides tips on profile writing. Personal profiles are an important tool while applying for jobs, and it is important that you get it right.

4.1 WARM UP

Read the following conversation between two friends, Amir and Salman, who are both looking for a job:

Salman : You know, our final year of college is almost getting over, and I am so confused about my future. I don't know what kind of a job I want. What about you?

Amir : I know that I want a job with a decent salary.

Salman : But you must be having some job objectives?

Amir : My objectives are very simple. I want job security and also the opportunity to do well in life.

Salman : But everyone tells me that I should have long-term as well as short-term goals.

Amir : I think that's a good way of planning our future.

Now enact a role-play. One of you takes the role of Salman and the other of Amir. You may add to the conversation with your own questions and answers.

4.2 READING COMPREHENSION: PROFILE OF RANGANATHAN

Shiyali Ramamrita Ranganathan is considered to be the father of library science in India. He was born on August 9, 1892 in Shiyali, Tamil Nadu. He belonged to a middle-class family in British-ruled India. He was an innovative mathematician and a librarian. His most notable contributions to the field were his five laws of library science and the development of the first major analytico-synthetic classification system, the Colon Classification.

Education and Early Career

Ranganathan began his professional life as a mathematician; he earned B.A. and M.A. degrees in mathematics from Madras Christian College. His lifelong goal was to teach mathematics, and he was successively a member of the mathematics faculties at universities in Mangalore, Coimbatore and Madras (all within the span of five years). As a mathematics professor, he published a handful of papers, most on mathematics history.

In 1923, the University of Madras created the post of University Librarian to oversee their poorly organised collection. Among the 900 applicants for the position, none had any formal training in librarianship, and Ranganathan's few papers satisfied the search committee's requirement that the candidate should have a research background. His sole knowledge of librarianship came from an Encyclopaedia Britannica article he read days before the interview.

Ranganathan was initially reluctant to pursue the position (he had forgotten about his application by the time he was called for an interview). To his own surprise, he received the appointment and accepted the position in January of 1924.

At first, Ranganathan found the solitude of the position intolerable. In a few weeks, complaining of total boredom, he went back to the university administration to beg for his old position back. A deal was struck that Ranganathan would travel to London, to study contemporary Western practices in librarianship, and that, if he returned and still rejected librarianship as a career, the mathematics lectureship would be his again.

Ranganathan traveled to University College in London, which at that time housed the only graduate degree programme in library science in Britain. At University College, he earned marks only slightly above average, but his mathematical mind latched onto the problem of classification, a subject typically taught by rote in library programmes of the time. As an outsider, he focused on what he perceived to be flaws with the popular decimal classification, and began to explore new possibilities on his own. While in England he began drafting the system that was ultimately to become the Colon Classification. He refined it as he returned home, even going so far as to reorder the ship's library on the voyage back to India.

Ranganathan returned with a powerful passion for libraries and librarianship and a vision of its importance for the Indian nation. He returned to and held the position of University Librarian at the University of Madras for twenty years. During that time, he helped to found the Madras Library Association, and lobbied actively for the establishment of free public libraries throughout India and for the creation of a comprehensive national library.

Ranganathan was considered by many to be a workaholic. During his two decades in Madras, he consistently worked 13-hour a day, seven days a week, without taking a vacation for the entire time. It was during this period that he produced what have come to be known as his two greatest legacies: Five Laws of Library Science (1931) and Colon Classification (1933).

Later Career

After two decades of serving as librarian at Madras University, a post he had intended to keep until his retirement, Ranganathan retired from his position after conflicts with a new university Vice-Chancellor became intolerable. At the age of 54, he submitted his resignation. After a brief bout of depression, he accepted a professorship in library science in August 1945 at the Banaras Hindu University. This was to be his last formal academic position. There, he cataloged the university’s collection; by the time he left four years later, he had classified over 100,000 items personally.

Ranganathan headed the Indian Library Association from 1944 to 1953, but was never a particularly adept administrator, and left amid controversy when the Delhi Public Library chose to use the Dewey Decimal Classification system instead of his own Colon Classification. He held an honorary professorship at Delhi University from 1949 to 1955 and helped build that institution’s library science programmes with S. Das Gupta, a former student of his.

Ranganathan’s final major achievement was the establishment of the Documentation Research and Training Centre in Bangalore in 1962, where he served as honorary director for five years. In 1965, he was honored by the Indian government for his contributions to the field with the title of “National Research Professor.”

On 27 September 1972, Ranganathan died of complications from bronchitis. Ranganathan’s autobiography, published serially during his life, is titled *A Librarian Looks Back*. (Adapted from the internet sites).

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answers with the answers given at the end of this Unit.

1) How did Ranganathan become the university librarian even though he was a mathematician?

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2) Why was Ranganathan initially reluctant to pursue his career as a University Librarian?

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3) Why did Ranganathan go to London?

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4) What was the impact on Ranganathan of his experience at University College London?

.....

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5) Did the transformation that Ranganathan experienced prove beneficial for India? If yes, explain how.

.....

.....

.....

.....

6) Read the information about Ranganathan and complete the table given below:

Date and place of birth	
Education	
Early career	
Additional qualification	
Later career	
Major achievements	
Honours	
Personal qualities	

4.3 VOCABULARY: QUALITIES

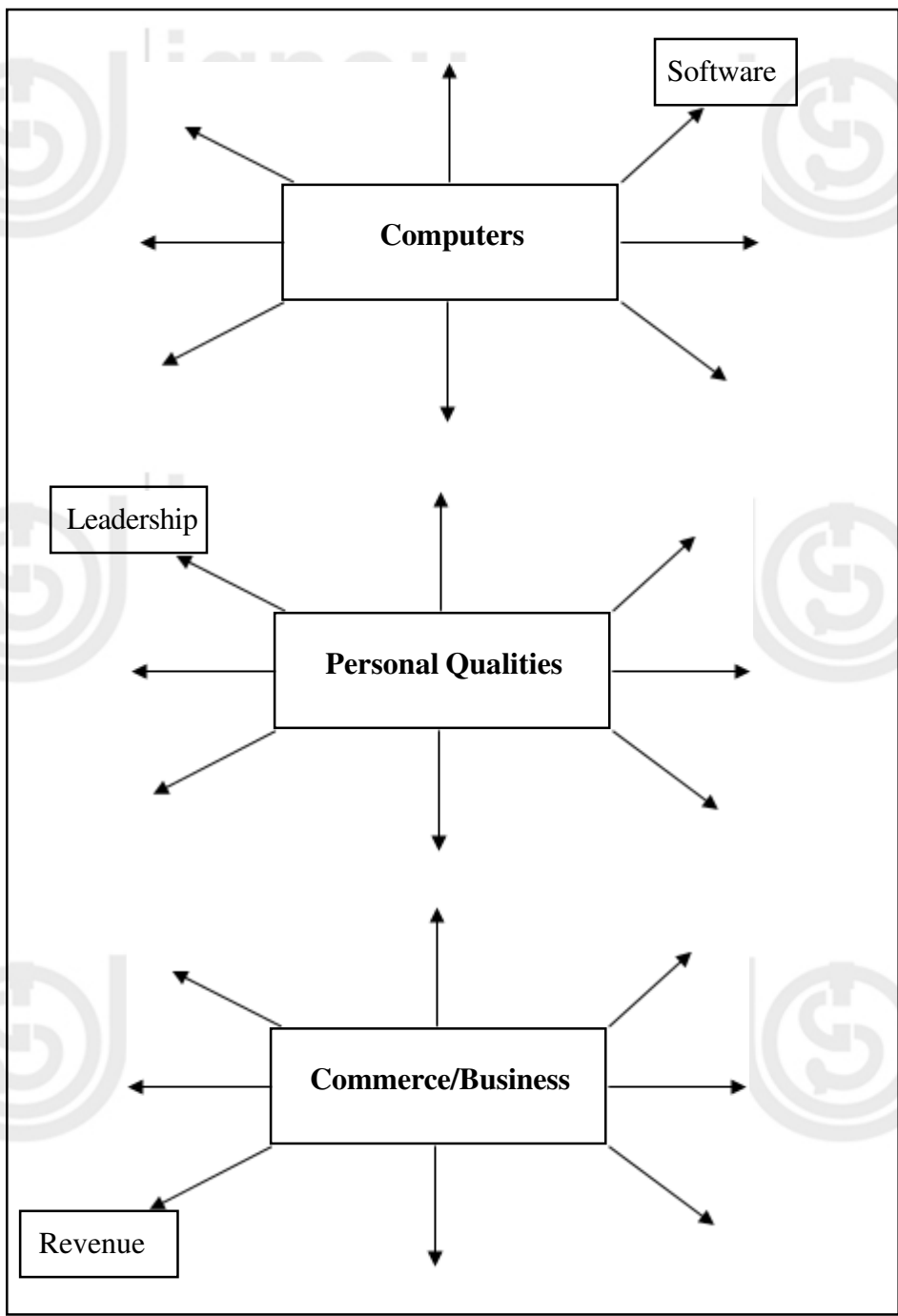
Successful communication depends a lot on your grasp of vocabulary, i.e. words. You should use the right word at the right place. To enable you to do that, you need to know the meanings of as many words as possible. Building your word power will help you throughout your life, while communicating, whether in the written or oral mode. It is a good practice to write down the words whose meaning is unknown to you, whenever you come across one. Later consult a good dictionary

and look at those words and write down their meanings. In this way you can strengthen your vocabulary gradually.

Activity

- 1) Look at the following jumbled words, taken from the profile of Bill Gates. Put these in the appropriate group presented below. You may add your own words to each of these groups.

Leadership, revenue, internet, access, visionary, BASIC, fiscal year, chairman, organisation, personal computer, language, Microsoft, programming, software, foresight, cost-effective, philanthropic, global company.



From the list given, say which three qualities from each list are important for a librarian. Why are they important according to you?

Computers

Personal qualities

Business

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4.4 LISTENING

Activity

2) Listen to Arthi Mathur’s profile and fill in the information about her:

i) Her educational background.

.....

ii) Did she have any work experience, if so what?

.....

iii) What are her main achievements?

.....

iv) What are her future plans?

.....

v) Hobbies and interests.

.....

vi) Something about her family.

.....

4.5 SPEAKING: SELF-PROFILE

Activity

3) You have listened to your friend talking about himself/herself. Now you have to give a brief self-profile to a group of people who do not know much about you. Use the following hints while speaking about yourself:

- Give your full name, age, etc.
- Tell something about your educational background
- Include highlights of your career
- Say what you wish to do in life
- Talk about your special achievements
- Describe your strengths and weaknesses
- Talk about your hobbies and interests

While presenting your self- profile, keep a watch on the body language of the audience to check if they are listening. If not, try to cut a joke or pose one or two interesting questions to the audience. At the end of your presentation, while

interacting with members of the audience you will be able to get an idea if they have actively listened to your presentation or not.

4.6 IMPORTANCE OF PROFILES

Cyberspace has become the main medium for communication, replacing traditional face-to-face communication and even communication over the telephone. In the era of cyberspace communication, it is critical that personal profiles are written well. During face-to-face communication other clues and cues are present. You can hear the other's voice, tone, see their body language, notice how they dress and present themselves to the world. All these factors and many more flood our senses and help flesh out our mental picture of the other.

Only old fashioned "letters" come close to e-mail communication. And even then, one gets a chance to know more about the person from clues such as handwriting, choice of stationery and the writing implement.

While preparing your profile you should keep in mind that you will be sending your profile primarily via e-mail.

Tips for Preparing your Profile

Make sure that your profile is perfect: no spelling mistakes or grammatical mistakes. Check spelling and punctuation, and avoid using abbreviations. If at all you have to use abbreviations, give its expanded form when you use it first. Use capital letters correctly; there are rules on when and how capital letters should be used.

The recipient may use your profile for a variety of purposes, such as

- To short list for a job
- To place you in a ranked list
- To use it during an interview
- To check how honest you are

Keep a watch on the length of your profile! If it is too long it is likely that many won't read it fully. It is better to keep it short, say not more than one page, broken into 3 or 4 paragraphs. Highlight words/sentences which you think should not miss the attention of whoever reads it. Keep the language simple and sentences short.

4.7 WRITING YOUR PROFILE

A profile should include aspects such as the following.

- Major achievements, as a student and /or employee. (*should have evidence to produce, if asked for, so don't bluff!*).
- Skills and competencies you want to highlight (*do not include your qualifications here*).
- Hobbies, if any (*write about serious hobbies only, it is very likely that you will be asked more on this at the time of interview*).
- Long term goals (*be realistic on this*).

First note down the points you want to highlight in your profile. It could be any from the above list, or even something outside it. After that, group these into three or four sets. Decide which set you want to put first, then second, third and fourth. Write a few brief sentences on each of the points you have noted. Read it, make corrections where needed, spell check and grammar check on your computer. Use a dictionary in case of doubt. Show the profile to one of your friends or teachers or someone whose English is good and has knowledge about business communication. Incorporate their suggestions if you think fit. Use good typeface and type size.

Activity

- 4) Write a profile of yourself on the basis of the four points given.

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4.8 GRAMMAR: SIMPLE PAST TENSE

Self Check Exercise

- Note:** i) Write your answer at the space given below.
ii) Check your answer with the answer given at the end of this Unit.
- 7) Tick (✓) mark the sentences which are correct. Say why the others are wrong.
- i) Before language was invented, people have used gestures to convey information and feelings.
 - ii) I go to a very interesting seminar last week.
 - iii) Yesterday, a fire broke out in a cloth shop.
 - iv) The fire has destroyed all the other shops in the market.
 - v) The door opened suddenly and armed men rushed in.
 - vi) Did you check the figure?

Form:

The Simple past (positive) is formed by using the past tense form. Regular verbs add **-d** or **-ed** to the bare infinitive to form the past tense. For negatives and questions we use the auxiliary **did** and the infinitive.

I/you/he/she/it/we/they **worked / did not (didn't) work.**

Did I/you/he/she/it/we/they **work? (Yes, I/you/etc. did/No, I/you/etc. didn't.)**

The verb **to be** follows a different pattern.

I/he/she/it **was/was not (wasn't)...**

We/you/they **were/were not (weren't)...**

Was I/he/she/it ...? (Yes, I/he/she/it **was.** / No, I/he/she/it **wasn't.**)

Were we/you/they ...? (Yes, we/you/they **were.** /No, we/you/they **weren't.**)

Functions:

We use the Simple Past Tense for an action or an event that occurred at a definite time in the past and is over at the time of speaking. Adverbs of time are commonly used:

Yesterday	on Monday	last week	in the 1960s
at 6:30	in January	a few days ago	

Examples:

- 1) To his own surprise, Ranganathan **received** the appointment and accepted the position in January 1924.
- 2) Ranganathan briefly **moved** to Zurich, Switzerland, from 1955 to 1957

We use the simple past to refer to an action which took place over a period of time in the past, or which took place regularly and repeatedly, but is over now.

- William (Bill) H. Gates **was** the Chairman of Microsoft Corporation.
- Ranganathan **began** his professional career as a Mathematician.

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answers with the answers given at the end of this Unit.

- 8) Fill in the blanks with the correct past tense forms of the verbs given in brackets:

William (Bill) H. Gates ¹.....(be) the Chairman of Microsoft Corporation, the worldwide leader in software, services and solutions, that helps people and businesses realise their full potential. Microsoft ².....(have) revenues of US\$ 55.12 billion for the fiscal year ending June 2007.

On June 15, 2006, Microsoft ³.....(announce) that effective July 2008 Gates will move out of a day-to-day role in the company and spend more time on his global health and education work at the Bill and Melinda Gates Foundation.

Born on October 28, 1955, Gates ⁴.....(grow) up in Seattle with his two sisters. Their father, William H. Gates II, is a Seattle attorney. Their late mother, Mary Gates, ⁵.....(be) a schoolteacher, University of Washington Regent, and Chairwoman of United Way International.

Gates⁶.....(attend) a public elementary school and the private Lakeside School. There, he⁷.....(discover) his interest in software and⁸..... (begin) programming computers at age 13.

In 1973, Gates⁹.....(enter) Harvard University as a freshman. While at Harvard, Gates¹⁰.....(develop) a version of the programming language BASIC for the first microcomputer – the MITS Altair.

In his junior year, Gates¹¹.....(leave) Harvard to devote his energies to Microsoft, a company he¹².....(found) in 1975 with his childhood friend Paul Allen.

- 9) Write a short paragraph of about 10 lines about your father’s career, giving dates where possible.

For example:

My father’s name is Shri Virender Sahgal. He went to University in 1953, where he studied Architecture. He graduated in 1958 and started his own architecture firm.

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4.9 PRONUNCIATION

Listen to these words and repeat them after the teacher.

- Profile
- Global health
- Architecture
- Seattle
- Harvard University
- Valuable tool
- Foresight
- Vision
- Mission
- Non-profit organisation

4.10 SUMMARY

A personal profile should be a true description of you, what you are, how you reached where you are now and where you want to go from here and why. It is an opportunity to highlight your achievements, your contributions and to show how different you are from others. Your profile should project a positive image of yourself. It is a marketing tool; you should use your profile to market yourself. Make sure it is perfect in all respects.

4.11 ANSWERS TO SELF CHECK EXERCISES

- 1) Ranganathan's lifelong goal was to teach mathematics but when the University of Madras created the post of University Librarian in 1923 to oversee their poorly organised collection, he applied for the position along with 900 other applicants. Though he did not have any formal training in librarianship, Ranganathan's few published papers satisfied the search committee's requirement that the candidate should have a research background. This facilitated his appointment as the University librarian.
- 2) Ranganathan was initially reluctant as he did not have the required qualification or adequate knowledge for the position of a librarian. His sole knowledge of librarianship came from an Encyclopaedia Britannica article he read days before the interview.
- 3) Ranganathan found the solitude of the position of librarian intolerable. When he went back to the university administration to beg for his old position back, a deal was struck that Ranganathan would travel to London, to study contemporary Western practices in librarianship, and that, if he returned and still rejected librarianship as a career, the mathematics lectureship would be his again. He then traveled to University College in London, which at that time housed the only graduate degree programme in library science in Britain.
- 4) At University College London, though Ranganathan did not excel academically his mathematical mind latched onto the problem of classification, a subject typically taught by rote in library programmes of the time. As an outsider, he focused on what he perceived to be flaws with the popular decimal classification, and began to explore new possibilities on his own. He began drafting the system that was ultimately to become the Colon Classification. He refined it as he returned home, even going so far as to reorder the ship's library on the voyage back to India. He returned with a powerful passion for libraries and librarianship and a vision of its importance for the Indian nation.
- 5) The transformation that Ranganathan experienced proved extremely beneficial for India. He returned to India and held the position of University Librarian at the University of Madras for twenty years. During that time, he helped to found the Madras Library Association, and lobbied actively for the establishment of free public libraries throughout India and for the creation of a comprehensive national library.

It was during this period that he produced what have come to be known as his two greatest legacies: Five Laws of Library Science (1931) and Colon

Classification (1933). In 1945 he accepted a professorship in library science at the Banaras Hindu University. There, he personally catalogued over 100,000 items personally. Ranganathan headed the Indian Library Association from 1944 to 1953. From 1949 to 1955 he helped build Delhi University's library science programmes with S. Das Gupta, a former student of his.

Ranganathan's final major achievement was the establishment of the Documentation Research and Training Centre in Bangalore in 1962, where he served as honorary director for five years. In 1965, he was honored by the Indian government for his contributions to the field with the title of "National Research Professor."

- 6) Do it yourself.
- 7) i) Wrong. people used
- ii) Wrong.went to
- iii) Correct
- iv) Wrong. fire destroyed
- v) Correct
- vi) Wrong. check
- 8) 1) was, 2) had, 3) announced, 4) grew, 5) was, 6) attended, 7) discovered, 8) began, 9) entered, 10) developed, 11) left, 12) founded
- 9) Do it yourself.

4.12 ANSWERS TO ACTIVITIES

- 1) **Computers:** software, programming, internet, access, BASIC, personal computer, Microsoft.

Personal qualities: leadership, visionary, philanthropic, foresight.

Commerce/Business: revenue, fiscal year, organisation, cost effective, global company, chairman.

Text for the audio on Profile

Hi Everybody. I am Arthi Mathur working as a Communications Manager with a media firm called Convergence. I hail from a place called Jaisalmer in Rajasthan. I am 27 years old and have spent most of my life in Jaisalmer. I did my schooling in the Kendriya Vidyalaya. It was for my higher studies that I moved out of Jaisalmer for the first time. I pursued a Bachelor's in Communication Studies and went on to do my Masters at the prestigious Mudra Institute of Mass Communication (MICA), Ahmedabad.

Since childhood I was fascinated by the colourful world of television and magazines. I witnessed how cable T.V. revolutionised the lifestyles of Indians. Be it the 24 hour news channels or the soap operas, the masses couldn't just have enough. I realised the immense potential media had in reaching out to the masses and I wanted to play a role in tapping this potential.

I got the first opportunity when I was selected as the Radio Jockey for MICA's Community Radio FM. The primary aim was to create awareness about the various environmental and social issues prevailing in Ahmedabad and what the citizens could do to resolve them. It was a platform that helped me interact with people from all walks of life. This not only enhanced my communication skills but also helped me keep abreast with the latest environmental and social issues plaguing the world at large.

Later I got a chance to be on the editorial board of MICA's monthly newsletter. This experience sensitised me to the creativity and hard work that goes into the layout of the newspaper, the editing, the graphic designing etc.

- 2) Do it yourself.
- 3) Do it yourself.
- 4) Do it yourself.

4.13 REFERENCES AND FURTHER READING

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UNIT 5 PREPARING YOUR PORTFOLIO

Structure

- 5.0 Objectives
- 5.1 Warm Up
- 5.2 Reading Comprehension: Portfolio
- 5.3 Vocabulary: Nouns Used as Verbs
- 5.4 Grammar: Modals Indicating Obligation
- 5.5 Making Your Own Portfolio
- 5.6 Listening Comprehension: Portfolio on the Website
- 5.7 Pronunciation
- 5.8 Summary
- 5.9 Answers to Self Check Exercises
- 5.10 Answers to Activities
- 5.11 References and Further Reading

5.0 OBJECTIVES

In this Unit, you will learn about the purpose of having a portfolio. It also discusses the type of material that should be included in a portfolio and the order in which these should be kept. It also discusses the importance of having a web version of a portfolio

5.1 WARM UP

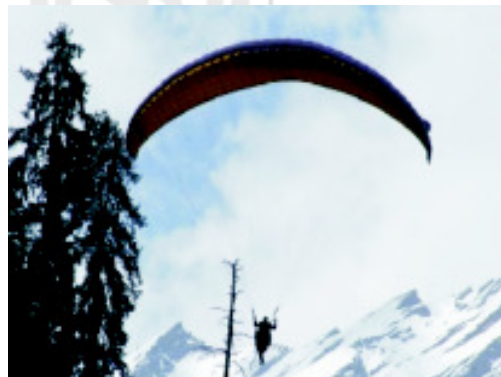
Activity

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



- i)
-

- ii)
-

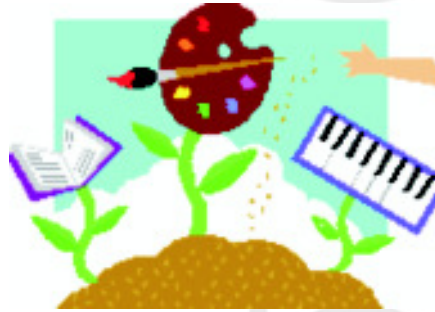




iii)

.....
.....

iv)



v)

.....
.....

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

- i) Creativity
- ii) Dedication
- iii) Communication skills
- iv) Spirit of Competition
- v) Teamwork
- vi) Ambition
- vii) Spirit of adventure

3) Make a list of your strengths which you would like to highlight while applying for a job.

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5.2 READING COMPREHENSION: PORTFOLIO

Pre-reading

Before you read the passage on Portfolios, given below, attempt the following questions. After that, read the passage and check your answers.

- 1) Is “portfolio” just another name for “resume”?
- 2) Is “resume” part of “portfolio”?
- 3) Can pictures be included in a portfolio?
- 4) How long does it take it take to collect documents for a portfolio?

Normally, when you talk to someone who is preparing for an interview and ask if his/her portfolio is up-to-date, the response you get is that of bewilderment. People never think of a portfolio, and more often question the need for one! But as you can see it is a necessary and useful tool. **However, you must always send your CV or resume.**

Portfolio

1) How is a portfolio different from a curriculum vitae or resume?

“Portfolio” is a comparatively recent development in the career development scene. Called “career portfolio”, it can help you when you apply for a job.

- A portfolio is not a resume. The first personal document in a portfolio is the resume.
- It contains tangible evidence of your skills and competencies.
- It may contain graphics relevant to the skills and competencies required for the purpose.
- A portfolio is not sent out like a resume; it is normally taken along at the time of an interview.

2) How will you use your portfolio?

You can take it with you if you are attending an interview, to show it to the interview panel.

OR

You can send it to with your resume, if you are applying for a job.

OR

You can send it to potential employers, along with your resume.

Depending on the purpose, you may need to make minor changes to your portfolio, for e.g. the sequence in which the items are organised, whether you need to include everything or only selected portions.

A portfolio is a powerful interviewing tool for all job seekers. It is a visual presentation of your abilities, skills, competencies, knowledge, qualities etc., and so it represents your potential. It presents tangible proof of your skills and competencies.

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 have accomplished in the past.

3) Why is a portfolio worth the work?

A portfolio helps you to :

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

A portfolio can be an important learning tool for students to help them to assess their learning and to compare it to what the job in question requires.

4) How do you make a portfolio?

First, look at yourself the way the prospective employers would look at you. Your portfolio should have everything in it that would impress the employer. The folder/binder, the contents, the organisation of the contents, accuracy, style, relevance of the contents, etc. should reflect your personality. Give meticulous attention to everything in the portfolio: spelling, grammar, language, style.

The items selected for the portfolio should showcase your skills and competencies and the relevance of these to the job in question. These should be the very best of your achievements.

Start by developing a portfolio “collection” that contains all of your artifacts. Include whatever you have achieved, written, developed, created, earned. The format of these collected items could be a printout, a photograph, a photocopy, or in digital format, or any other. The items could include anything such as the following:

- Articles written by you or about you
- Awards /recognitions received by you
- Drawings made by you
- Educational qualifications, copies of certificates etc.
- Letters of commendation
- Letters of reference
- Appropriate photographs
- Presentations, if any made by you
- Training certificates.

5) **Some important Tips**

Ensure that the contents of your portfolio are relevant to the job in question or the purpose for which you are using it, Don't send everything, just because you have it!

Include visual examples of your work, if available, e.g. photographs, drawings.

Use shorter write ups instead of lengthy ones.

Don't expect a prospective employer to read everything you have sent, even if you think that everything you have sent is great!

6) **Organising the Portfolio**

The portfolio should be housed in a smart and sleek binder. The binder should be neat and orderly and the contents well organised.

Though there is no hard and fast rule about the size of a folder, it is important to ensure that it is not extra large or too small. About 20 – 25 pages is ideal. This allows you to add or delete documents as per the requirement.

The normal practice is to put the contents in the folder in chronological order. However, sometimes it may be better to put the contents according to their importance – the most important first and the least important last.

One way to organise a portfolio is as follows:

First section: Index/contents page

This page should give the user of the portfolio a concise overview of what is contained in the folder. This will enable him/her to look at the documents of interest, and quickly get an idea about your achievements etc.

Second section: Your resume or curriculum vitae. This concise document should include brief information about education, work experience and other achievements.

Third section: Copies of all certificates, commendations, reference letters, any other document which is important.

Fourth section: Personal information about you, in brief, including information on extra-curricular activities, hobbies, etc.

A portfolio, like a resume, should be fluid. Adjustments and re-organisation will need to be made in it, as and when required depending on the purpose for which it is used. It is also important to keep the portfolio updated and complete. Your portfolio gives you the first and the best opportunity to demonstrate your suitability to a potential employer. So make sure that you have one which is perfect in every respect.

Self Check Exercise

- Note:** i) Write your answers at the space given below.
ii) Check your answers with the answers given at the end of this Unit.

Read the text on 'Portfolio' once again and answer the following questions:

1) 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/her portfolio?

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5.3 VOCABULARY: NOUNS USED AS VERBS

Activity

4) Find a word in the text on “Portfolio” that is similar in meaning to each of the following words/phrases:

- i) Results that are easy to see so there is no room for any 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 recognition
- vii) Expressing much in few words
- viii) Coming before.

Look at the following sentence from the passage on “portfolio”.

“The portfolio should be housed in a binder”

As you are aware the verb “housed” is derived from the noun “house”. There are other such words which are normally nouns but are occasionally used as verbs. For example: carpet – carpeted, elbow – elbowed.

Activity

5) Fill in the blanks below, 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) Wedown to Lucknow.
- iii) He the plane in a skillful manner.
- iv) Who will the team?
- v) We up for the tickets.

- vi) After his father’s death, he..... all responsibilities.
- vii) Let me the toast.
- viii) Plants in spring.
- ix) He all the money and left.
- x) His last question completelyme.

5.4 GRAMMAR: MODALS INDICATING OBLIGATION

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 “obligations”

The modals are *should, must, have to, have got to, ought to, need to*.

Examples:

- However, you *must* always send your CV or resume.
- Your portfolio *should* have everything in it that would impress the employer.
- You *ought to* carry the original copies of your certificates at the interview.

Suggestion	Obligation	No obligation	Prohibition
should	must	needn’t	mustn’t
ought to (strong)	have to	don’t have to	can’t
need to			shouldn’t

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answers with the answers given at the end of this Unit.

7) 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 competencies better.
- ii) You send/mail your portfolio to the organisation, 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 look impressive. It look professional.
- vii) It be put in a proper binder as this allows you to add and delete documents when needed.
- 8) Choose the correct phrase /words in italics to complete each of the following sentences:
 - 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 the data.
 - vi) Employees are reminded that they *mustn't/needn't* use the office phone to make personal calls.
 - vii) You *must not/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 *must/should* have a Ph D if possible.
 - x) They *need/should* have several publications in referred journals.

5.5 MAKING YOUR OWN PORTFOLIO

Activity

- 6) Make a portfolio of yourself. It should include your profile, resume, copies of important certificates, copies of any awards or recognitions and brief note on your extracurricular activities and hobbies. The portfolio should not be more than 20 pages. You may show it to your teacher at the study centre.

5.6 LISTENING COMPREHENSION: PORTFOLIO ON THE WEBSITE

Listen to a talk on 'Portfolio on the Website' and answer the questions given below:

With the ever-increasing popularity of the internet and web technology, it is becoming increasingly important for you to put your portfolio on the website. Consider creating a web version of your portfolio, with links to full text of your publications. It is an excellent way to display your achievements and impress the potential employers. Placing your portfolio on a website is extraordinarily powerful. It also demonstrates that you are current and contemporary.

Remember that your portfolio is a work in progress. You don't need to upload everything at one go. Do it in phases. It is important to keep your portfolio up-to-

date always. Check regularly to ensure that everything is in order, especially to ensure that there are no broken images and no outdated information. If you have provided a link to your e-mail address, test it to make sure that the link is working.

From your resume give a link to your portfolio and mention this in your covering letter, to enable the employers to access detailed information on you quickly and easily.

Some Points to Remember while Building Online Portfolio

- If you decide to use free web space to create your portfolio, be mindful of domain names and conditions on free space usage.
- Many free sites use banner advertisements to support their sites and you will have no control over what type of advertisement might be displayed.
- Use images, graphics and colour to make your site attractive and lively.
- Edit and update your site regularly.

Self Check Exercise

Note: i) Write your answer at the space given below.

ii) Check your answer with the answer given at the end of this Unit.

9) Complete the following sentences. You may make points as you listen. The answer may be in your own words.

i) Creating a web version of your portfolio is an excellent

ii) Placing your portfolio on a website demonstrates that

iii) You don't need to upload everything, you can do it in

iv) You need to check your website regularly to

v) If you use free web space to create your portfolio you must be

5.7 PRONUNCIATION

Listen to these words and repeat them after the teacher.

portfolio

creativity

dedication

spirit of competition

resume

tangible proof

focused preparation

curriculum vitae

time of occurrence

Competencies

5.8 SUMMARY

A portfolio, like a resume, should be fluid. Adjustments and re-organisation will need to be made in it, as and when required, depending on the purpose for which it is used. It is also important to keep the portfolio updated. Your portfolio gives you the first and the best opportunity to demonstrate your suitability to a potential employer. So make sure that you have one which is perfect in every respect.

5.9 ANSWERS TO SELF CHECK EXERCISES

- 1) A portfolio is a visual presentation of a person's abilities, skills, competencies, knowledge and qualities. It presents tangible proof of these in the form of artifacts, certificates etc. The portfolio provides evidence of a person's potential by demonstrating what he/she has accomplished in the past.
- 2) A **resume** is concise document that outlines all of a person's relevant credentials, education and work experience. It does not include any additional documents. A **portfolio** on the other hand 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) Some qualities a portfolio can represent in the form of documented evidence are a person's skills, competencies, knowledge and achievements.
- 4) A portfolio acts as an important learning tool for students. It helps to form the habit of documenting your achievements and to make a focused preparation for interviews. It also helps you to assess your own progress in career development and compare it with the employer's requirements.
- 5) 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 has all educational degrees, achievements, extra-curricular activities, volunteer work etc. The final section contains brief personal information.
- 6) 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 a copy as part of your portfolio collection.
 - i) Although you **don't have to** make a portfolio to apply for a job, it helps to represent your skills and competencies better.
 - ii) You **shouldn't** send/mail your portfolio to the organisation, 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 look impressive. It **should** look professional.
 - vii) It **should** be put in a proper binder as this allows you to add and delete documents when needed.
- 8)
 - 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
- 9) i) Creating a web version of your portfolio is an excellent way to display your achievements.
- ii) Placing your portfolio on a website demonstrates that you are current and up-to-date technologically.
- iii) You don't need to upload everything at one go, you can do it in phases.
- iv) You need to check your website regularly to ensure everything is in order.
- v) If you use free web space to create your portfolio you must be mindful of domain names and conditions on free space usage.

5.10 ANSWERS TO ACTIVITIES

- 1) i) Team spirit, creativity, artistic temperament.
- ii) Sportsmanship, competitive spirit, ambition, dedication.
- iii) Ambition, teamwork.
- iv) Good communication skills, good interpersonal skills.
- v) Team spirit, spirit of adventure, fearlessness.
- vi) Innovative thinking, creativity.
- 2) Do it yourself.
- 3) Do it yourself.
- 4) i) Results that are easy to see so there is no room for any 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) Official award or recognition – **Commendation**
- vii) Expressing much in few words – **Concise**
- viii) Coming before - **Prior**
- 5) i) I want my room **carpeted**.
- ii) We **motored** down to Lucknow.
- iii) He **piloted** the plane in a skillful manner.
- iv) Who will **captain** the team?
- v) We **queued** up for the tickets.

vi) After his father's death, he **shouldered** all responsibilities.

vii) Let me **butter** the toast.

viii) Plants **bud** in spring.

ix) He **pocketed** all the money and left.

x) His last question completely **floored** me.

6) Do it yourself

5.11 REFERENCES AND FURTHER READING

Bowstead, J.M. *A Guide to Preparing your Portfolio*. A&C Black, 2011, Print.

Brown D., *Preparing and Managing Your Career Portfolio*. 2013, Kindle Edition. Ebook.

UNIT 6 PREPARING YOUR RESUME / CURRICULUM VITAE

Structure

- 6.0 Objectives
- 6.1 Warm Up
- 6.2 Reading Comprehension: Writing a Resume
- 6.3 Vocabulary: Sub-headings in a Resume
- 6.4 Grammar: Subject-Verb Agreement
- 6.5 Listening Comprehension: Guidelines on Writing a Resume
- 6.6 Writing Your Own Resume
- 6.7 Pronunciation
- 6.8 Summary
- 6.9 Answers to Self Check Exercises
- 6.10 Answer to Activity
- 6.11 References and Further Reading

6.0 OBJECTIVES

In this Unit, you will learn about the importance of Resume or Curriculum Vitae (CV) while applying for a job. We will also prepare you to write your own resume or to update your existing one to ensure that it meets international standards. You will also learn what type of information you should include in your resume and how you should organise the information.

6.1 WARM UP

Imagine that you are a librarian in a school in India, and you are looking for a young person to be an assistant librarian. You have received many resumes in response to your advertisement. Put a tick mark against the personal information necessary to select the right candidate out of the following:

- Name
- Sister's name
- Date of birth
- Name of pet dog
- Favourite book
- Contact address
- E-mail id
- Mobile number
- Passport number

6.2 READING COMPREHENSION: WRITING A RESUME

Writing a Resume

“Resume” or “Curriculum Vitae (CV)” as it is often called, is the most important weapon when it comes to job hunting. It is a tool to advertise yourself to the world of potential employees and is an instrument to present yourself and impress your potential employer. An employer normally gets a large number of applications when a job is advertised. To ensure that your application stands out, it is most important to ensure that your Resume is perfect in every respect. A prospective employer will often make a snap judgment as soon as he/she reads your resume. Even the most qualified people can find themselves rejected if their resume fails to catch the attention of an employer.

In a resume two things are important:

The contents: how good your credentials are, that is your qualifications, experience, achievements, skills and competencies etc.

The presentation: even if you have a good story to tell about yourself, it is most important to communicate it properly.

Your resume is a summary of your work. Its appearance indicates how seriously you take your work and in turn, how seriously you should be taken. It is the first impression that you give of yourself, and creating a positive first impression depends on presenting a neat, error free, well organised and easy-to-read copy.

CV length

There are no set rules governing the length of your CV – this will be decided on the basis of 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 the design of a CV. 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.

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.

You can't do much about the contents; you can only include what you possess! A bad presentation of good contents can result in the application getting rejected.

Writing a resume has never been as easy as it is now, thanks to the numerous websites that provide guidelines for preparing resumes substantiated with examples. Templates for resume, sample resume, ready-made resume etc. are now available on these sites. But don't have the impression that these are the standard ones and are perfect samples and offer readymade solutions! One can get ideas from these and then adapt to meet one's requirements. It is always better to have something to work on rather than starting from scratch.

Finally, remember that it is important to be truthful. Never try to smudge dates to hide periods of unemployment. A basic check will expose your deceit and ruin any chance of getting a job.

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answers with the answers given at the end of this Unit.

Read the passage 'Writing a Resume' once again and answer the following questions:

1) How does a resume help in job hunting?

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2) Why is it important to keep your resume simple and readable?

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3) How long should your resume be?

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

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

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6) Should you hide in your resume that you were unemployed for six months?

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6.3 VOCABULARY: SUB-HEADINGS IN A RESUME

There is no one single way to present a Resume. However, employers normally expect a Resume to cover the following:

- | | | |
|-----------|-------------------|--------------|
| Education | Personal details | Experience |
| Hobbies | Additional skills | Achievements |

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answer with the answer given at the end of this Unit.

7) Look at the following points and decide under which headings mentioned above, you would put them under:

- Fluent in English
- Photography
- University of Delhi
- Good communication skills
- Responsibility for cataloguing
- Assistant Librarian (2006 – 2008)
- Web designing
- 29 years

6.4 GRAMMAR: SUBJECT-VERB AGREEMENT

Read the following sentences:

- A Some *employers treat* their employees very badly.
- B An *employer normally gets* a large number of applications when a job is advertised.

In sentence A, the subject *employers* is in plural form. The verb *treat* is also in the plural form.

In sentence B, the subject *employer* is in the singular form, therefore, the verb *gets* which has been used, is also in the singular form.

A finite verb in a sentence always agrees with its subject in number and person. When the subject is singular, the verb must be singular. When the subject is plural, the verb must be plural. In English, the only subject that affects the ending of the main verb or auxiliary is the third person singular.

1st person singular	I work.
2nd person singular	You work.
3rd person singular	She/he/It works.

1st person plural	We work.
2nd person plural	You work.
3rd person plural	They work.

Let us now look at some rules of subject-verb agreement:

Singular Subjects That Look Plural

- 1) There are certain verbs which end in *s* and look plural, but they are singular in number. They take singular verbs.

Physics is one of the most interesting subjects.

The *news that everyone survived the crash is* good to hear.

Gulliver's Travels is a famous book.

- 2) When a proper noun is plural in form but stands for one 'thing' or 'company' it takes a singular plural.

Bahri and Sons is a famous book store in Khan Market.

Singapore Airlines is my favourite airlines.

- 3) When two nouns are joined with *and*, and refer to the same person or thing or concern one idea, they take the singular verb.

Rice and fish curry is my favourite dish.

Slow and steady wins the race.

- 4) When two singular subjects are joined by *or*, *either-or*, *neither-nor*, they take a singular verb.

Neither Australia nor England is likely to win the World Cup.

I'm sure he or his brother is to blame.

Either Sunita or Sumit has done it.

- 5) The following pronouns are always singular and they take singular verbs.

Anybody	anyone	anything	each	either
every/body/one/thing	neither	nobody	no one	somebody
someone	something			

Nobody is allowed to enter the building after office hours.

Everyone has a different theory when it comes to the design of a CV.

Neither of the managers is going on the trip.

- 6) When the subject is a unit of measurement or a mathematical unit, the verb used is singular.

Six months is a long time to wait.

Three kilometers is quite a long walk.

Subject which is Plural:

- 1) These nouns are always plural in form and take plural verbs like: trousers, pants, shorts, scissors, pliers, socks, spectacles.

My new spectacles are lost.

Your blue socks are in the drawer.

The trousers need repair.

Your new shorts look really cool.

- 2) Two and more singular nouns joined by and make a plural subject. They take a plural verb.

Jack and Jill are coming.

India and Pakistan are neighbours.

- 3) The following pronouns are always plural and take plural verbs:

both, many, few, several.

Both the twins look alike.

Many children participated in the Science Talent Contest, but few have passed.

Several of the paintings were destroyed in the fire.

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answers with the answers given at the end of this Unit.

- 8) Fill in the blanks with the correct form of the verb given in brackets.

i) The cars parked on the street ahead. (is / are)

ii) The carpeta lot of stains. (has / have)

- iii) The Trade Union Members' Meeting being held in the Conference Room. (is / are)
- iv) Fifteen years a very long time! (is / are)
- v) Neither her father nor her mother very tall.(is / are)
- vi) Either this woman or that man stolen the watch. (has / have)
- vii) At the party, everyone well dressed. (was / were)
- viii) Baked beans and toast my favourite dish for breakfast. (is / are)
- ix) Many children injured in the accident. (was / were)
- x) Something amiss in this room. (seem /seems)

9) **Spot the Mistakes:** Read the following text. There are 12 verbs that are wrong. Rewrite the passage with the correct form of the verb in the space provided.

Some jobs is very demanding but nevertheless, someone have to do them. Recently, I saw an advertisement in the newspaper where Brown & Polson were looking for a Chocolate Purchase Manager. The Company were offering to pay \$ 40,000 per year for the right candidate.

The nature of the job are also very interesting. The applicant are expected to travel to Africa to selects the right cocoa to be used in the making of chocolate.

The company are expecting a lot of applications for the job. They is looking for someone who work hard, enjoy traveling and love chocolate.

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6.5 LISTENING COMPREHENSION: GUIDELINES ON WRITING A RESUME

Activity

- 1) Listen to the guidelines on writing a resume. Fill in the blanks to complete the instructions.

General guidelines for writing a resume:

- i) Try to contain your resume in
- ii) Start with your name and You must include phone numbers and
- iii) If you have any experience, state the same first and your
- iv) In case of experience and educational qualifications, always write theand the first and the earlier ones later
- v) It is helpful to give your, since many employers draw conclusions from these.
- vi)whatever you have written.
- vii) Ensure there are no spelling or.....
- viii) Since the Resume is the first contact you are making with an employer, there is no need to give details of....., unless asked for.
- ix)from sample Resumes from websites.
- x) Use good typeface and type size, and if sending by snail mail,.....

6.6 WRITING YOUR OWN RESUME

Using all the information you have gathered on writing Resume, now write a good Resume of yourself. Imagine that you are applying for the job of a Librarian in a college and that you hold a Bachelors degree in Library Science and have four years of experience in a University library as a Library Assistant.

You may consult any sample Resume on any job website or use the following template

Name:
Address:
Age:
Telephone :
E-mail:
Professional experience:
Educational qualification:
Additional skills and competencies, if relevant to the job:
Extracurricular activities/hobbies:

6.7 PRONUNCIATION

Listen to these words / phrases and repeat them after the teacher.

applications	templates	career goals
personal details	professional experience	educational qualifications
employer	employee	advertisement
contact address		

6.8 SUMMARY

In this Unit we have focused on the importance of writing a good resume. You have learnt that clarity and impact are necessary to make you stand out in the crowd. You also learnt about the type of information you need to include and how to organise these under different headings.

6.9 ANSWERS TO SELF CHECK EXERCISES

- 1) A resume helps in job hunting by giving a first overall impression of one's educational background, skills and competencies and achievements to the potential employer.
- 2) If a resume is not clear and readable it will get rejected. Most employers spend only a few seconds on a resume.
- 3) A resume should be one or maximum two pages only.
- 4) Career goals will be included in *my profile*.
- 5) Career history should be presented in reverse chronological order.
- 6) No. Most employers will check on the basic details. It is risky to lie in your resume.
- 7)

Fluent in English	Additional skills
Photography	Hobbies
University of Delhi	Education
Good communication skills	Additional skills
Responsibility for cataloguing	Professional experience
Assistant Librarian (2006 – 2008)	Professional experience
Web designing	Additional skills
29 years	Personal details
- 8)
 - i) The cars **are** parked on the street ahead.
 - ii) The carpet **has** a lot of stains.
 - iii) The Trade Union Members' Meeting **is** being held in the Conference Room.
 - iv) Fifteen years **is** a very long time!
 - v) Neither her father nor her mother **is** very tall.

- vi) Either this woman or that man **has** stolen the watch.
- vii) At the party, everyone **was** well dressed.
- viii) Baked beans and toast **is** my favourite dish for breakfast.
- ix) Many children **were** injured in the accident.
- x) Something **seems** amiss in this room.

9) Text with correct form of the verbs:

Some jobs **are** very demanding but nevertheless, someone **has** to do them. Recently, I saw an advertisement in the newspaper where Brown & Polson **was** looking for a Chocolate Purchase Manager. The Company **was** offering to pay \$ 40,000 per year for the right candidate.

The nature of the job **is** also very interesting. The applicant **is** expected to travel to Africa to select the right cocoa to be used in the making of chocolate.

The company **is** expecting a lot of applications for the job. They **are** looking for someone who **works** hard, **enjoys** traveling and **loves** chocolate.

6.10 ANSWER TO ACTIVITY

- 1) i) one or maximum two pages
- ii) contact details, email id.
- iii) educational qualifications later
- iv) last experience/qualification first
- v) age and language proficiency
- vi) Proof-read
- vii) grammatical errors
- viii) referees
- ix) take guidance
- x) print on good quality A4 size paper

6.11 REFERENCES AND FURTHER READING

Corfield, R. *Preparing the Perfect CV*. Kogan Page India Private Limited, 2010, Print.

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Wendy S. Enelow, W. S. and Arnold G. Boldt A. G. *No-Nonsense Resumes: The Essential Guide to Creating Attention-Grabbing Resumes That Get Interviews & Job Offers*, Career Press, 2006, Print.

Whitmore, T. *How to Write an Impressive CV & Cover Letter*. Rupa & Co., 2011, Print.

UNIT 7 THE JOB INTERVIEW

Structure

- 7.0 Objectives
- 7.1 Warm Up
- 7.2 Reading Comprehension
- 7.3 Listening Comprehension: The Recruiters' Point of View
- 7.4 Vocabulary: Verbs
- 7.5 Grammar: The Present Perfect Tense and the Present Perfect Continuous Tense
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- 7.7 Group Discussions
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7.0 OBJECTIVES

Interviews continue to be the most important part of the selection process, where the recruiter asks you questions to see if you are the right person for the job in question. The recruiter will not only test your professional competencies, but also your personal and other skills and attributes. This Unit provides you some general guidance to help you face interviews confidently.

7.1 WARM UP

Answer the following questions about yourself:

- What do you notice most when you see someone for the first time?
- How soon do you form an opinion about someone you meet for the first time?
- How important is the first impression you form about someone?

7.2 READING COMPREHENSION

Read the following leaflet of an employment agency, designed to help young job seekers.

Congratulations! Your resume and covering letter have made a good impression and the employer has invited you 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 is the answer: effective communication skills in English might actually clinch the deal for you.

The number of people sitting on the interview panel depends on a number of factors, such as the location for the interview, the level of the job, the size of the organisation, the policy of the organisation etc. It could be as little as three or as high as seven. The panel may include external experts too.

The members in the panel normally look for the following:

1) **Are you the right person for the job?**

How can you expect the interview panel to pin down your positive qualities if you are not sure of them yourself. You also need to be able to turn your not-so-positive attributes into something more flattering. So get the facts about yourself clear in your mind. You should know your strengths and weaknesses, your positive attributes and negative attributes, what you are good at and what you can improve, and so on.

Make a sincere analysis of your strengths and weaknesses; seek views from your family, friends, teachers, etc. about your strengths and weaknesses.

Do realise the fact that your qualifications do not necessarily mean that you possess the necessary skills and competencies! The interview panel will never go by the qualifications!

2) **Your Personality**

This means many things to many people. Your appearance, your attitude, communication skills, body language, the way you respond to questions, etc. to some extent reveal your personality. People form an opinion about you, right or wrong, from any of these or a combination of any of these factors.

You could seriously harm your chances with something as trivial as not smiling at all during the interview! This can be interpreted as either that you are not able to cope under pressure or that you are a “dull” person!

You should try to give an impression that you are

- not under pressure
- relaxed
- confident
- a good learner
- happy to answer the questions
- honest and sincere

If you can achieve these, it is a good start, and the rest is likely to follow!

In a nutshell, for the whole interview never cease to be enthusiastic (relax and smile a little), attentive (be alert always, maintain good eye contact and nodding occasionally), and be positive.

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 have already come across well in the interview, a little humility is always a very positive trait. Expressing a willingness to learn or admitting “I don’t know” will make you appear honest.

LAST PIECE OF ADVICE!! Get your 10 “must dos” ready and put these into practice at the interview. 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 feel exhausted, but if you get your head straight before you start, you’ll find it easier to sell yourself. Relax, be positive and face the panel with confidence.

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answers with the answers given at the end of this Unit.

1) You have read the passage. Now, identify the most appropriate answers to the following questions.

i) Good communication skills in English:

- a) may help you get the job.
- b) may impress the interview panel.
- c) are not very necessary.

ii) A positive impression is created for a job interview when:

- a) you display your strengths and weaknesses in equal measure to the interview panel.
- b) your qualifications perfectly suit the job and make you overconfident.
- c) you are confident and unafraid to say “I don’t know” to some questions.

iii) How many of the following statement are true?

- a) a good CV is not enough if your attitude is not good.
- b) admitting mistakes will create a bad impression.
- c) personal attributes are a major part of what is being assessed in an interview.
- d) the way you are dressed could be the single most influential factor in an interview.
- e) you should make every effort to be at your best only in the interview room.

2) Make a list of “The Big 10 must dos” for the interview; you may add some of your own “Must Dos”.

- i)
- ii)
- iii)

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

3) Do you know the meaning of the following terms? Try guessing from the context, and don't use any dictionary

- i) A profile of your professional/educational achievements and qualifications _ _ _ m _ _
- ii) Qualities or characteristics _ _ _ r _ _ t _ _
- iii) In brief; a small or concise package n _ _ _ _
- iv) Fatigue; what you feel after a hard day's work _ x _ _ _ _ _ _
- v) to be modest about one's achievements h _ _ _ _ _ _

7.3 LISTENING COMPREHENSION: THE RECRUITERS' POINT OF VIEW

Listen to the talk on "The Recruiters' point of view" and answer the questions given.

Most recruiters believe that hiring entry-level professionals is one of its toughest jobs. With experienced people there is a frame of reference – a track record. With new graduates there will be nothing like that. Often the only solid things that the interviewer will have is the examination results, which is a blind alley when it comes to test the suitability for a particular job. Employers consider employing new recruits a gamble!

After relying as best one can on examination results to evaluate your ability, the employer focus on questions that reveal how willing you are to learn and from there your potential.

You should stand out of the crowd, being just one among many is not good enough these days. Make sure that the interview panel will not brand you as average. Make good use of every opportunity to provide evidence of your achievements — achievements in the school, college, university, in society, at home and so on.

Contrary to popular belief, it isn't necessary to have snap answers ready for every question, because you, or anyone else for that matter, 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, though this should be done only occasionally.

Often recruiters would ask difficult questions, knowing fully that you will not be able to answer those. If you don't know the answer, say that, and never bluff; they will appreciate your honesty.

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answers with the answers given at the end of this Unit.

4) Complete the following sentences with ideas from the passage "The Recruiters' point of view".

i) Most recruiters regard taking an entry level professional a tough job because

.....

ii) Examination results are not the only thing; interviewers will also focus on

.....

iii) One should not bluff through questions, because

.....

5) Choose the most appropriate answer:

i) What is the recruiter's opinion about difficult questions:

a) Go ahead and give any answer that comes to you.

b) Take your time to think and then answer.

c) Just say you don't know the answer.

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.

7.4 VOCABULARY: VERBS

Activity

1) What do verbs do? Verbs describe what you did/do/are going to do.

Given below are some verbs to help you talk about your responsibilities and experience.

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

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

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

7.5 GRAMMAR: THE PRESENT PERFECT TENSE AND THE PRESENT PERFECT CONTINUOUS TENSE

7.5.1 The Present Perfect Tense

Read the sentences given below:

- 1) The employer **has invited** you for an interview.
- 2) Your resume and covering letter **have made** a good impression.
- 3) Even if your CV is strong and you **have already come across** well in the interview, a little humility is always a positive trait.

The words in bold are in the Present Perfect Tense.

Has/have + past participle of the verb

Function

- The Present Perfect Tense is used to talk about the present result of past actions. It is also used to talk about recent events.

Examples:

I have given your report to the Director. (S/He has it now.)

I have sent them the samples they wanted. (Samples are in the post now.)

- The Present Perfect Tense is used for a finished action at an unknown or unstated time, often with **ever**, **never**, **just**, **already**, **yet**, **since** and **for**.

Examples:

Sunil **has never been** to England.

I've **just finished** reading the report.

My office **has been** here **since** 1950.

Have you spoken to Sushant **yet**?

7.5.2 The Present Perfect Continuous Tense

Read the sentences given below:

- 1) We would like to know if you **have been providing** concession fares for student groups in the past.
- 2) I **have been working** through the day.

Function:

- The Present Perfect Continuous Tense is used with **for**, **since** and **how long**? and other expressions of duration (e.g. **all day**) to talk about activities that started happening in the past and are still happening now. The activity may have been going on continuously or repeated several times.

Examples:

They **have been manufacturing** scooters here for 10 years.

I **have been trying** to call him all day.

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answers with the answers given at the end of this Unit.

6) Complete the following sentences by putting the verbs into the Present Perfect.

i) I'm going to send them a reminder. They (not pay) us for the last shipment.

ii) I (work) enough. I want to retire now.

iii) I arrived late to the airport, I(miss) my flight.

iv) He (spend) a lot of money on modernizing the factory, and it is now very well equipped.

v) Sumit,(you/meet) Rachita Sahgal? She's is our Managing Director.

vi) The dollar..... (fall) sharply.

7) You are working on a project pertaining to your course. Write a short paragraph saying what you have already done and what you haven't done yet. We give you an example:

I **have** already **completed** the needs analysis...
I **have** not **started collecting** the data as yet.

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

8) Complete this paragraph with the present perfect tense forms of the verbs in the brackets. The first one has been done for you.

Geeta ¹*has been* (be) my friend for a long time. We ²
(know) each other since we were children. Recently, she and her family
³.....(move) to a house in the same neighbourhood as me.

For the last ten years, Geeta and I ⁴(play) for the same
football team every Saturday. Geeta is a better player than I am. In the last
few months she ⁵(not be) able to play, as she is not in good
health. She ⁶ (see) the doctor several times. Geeta ⁷
..... (decide) to take a break from football for a while,
so that she can recover.

7.6 INTERVIEW: QUICK TIPS

Here are some tips that you must keep in mind when facing an interview.

1) **Positive factors**

Psychological and behavioral cues

- Early arrival
- Alert and active listening
- Good body language
- Appropriate dress
- Pleasing personality
- Good humor

Verbal cues

- To the point always
- Clarity in expression
- Clear voice
- Organised information
- Informed answers

2) Negative factors**Behavioural cues**

- Late arrival
- Inattentive
- Incongruous body language
- Over/under dressed
- Withdrawn and indifferent
- Casual attitude
- Arrogant

Verbal cues

- Not to the point
- Excessive details
- Confused statements/replies
- Not audible, mumbling
- Disorganised information
- Uncalled for humor
- Evasive
- Criticizing others

7.7 GROUP DISCUSSIONS

In addition to interviews, recruiters often consider group discussion as an assessment tool. This is particularly so while recruiting freshers. Nothing reveals attitudes, behaviour and skills as a discussion. A discussion by its very structure integrates skills that are essential in the workplace: teamwork, leadership, goal awareness, communication, and problem-solving skills, to name a few. It is a powerful tool, it reveals far more about you than you would imagine.

A group discussion gives you an opportunity to demonstrate your

- Communication Skills
- Listening skills
- Questioning skills
- Knowledge about a given subject
- Capability to co-ordinate and lead

- Inter personal relation
- Behavior in a group environment

7.8 WRITING: FREQUENTLY ASKED QUESTIONS (FAQS) IN INTERVIEWS

Activity

- 2) Look at your C.V. If you were the interviewer, what would you ask? Make a list. Then answer the questions as well.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

7.9 PRONUNCIATION

- Recruit
- Employment agency
 - Clinch the deal
- Interview panel
- Strengths and weaknesses
- Positive attributes
- Negative attributes
- Personality
- Characteristics
- Implement
- Develop
- Recommend

7.10 SUMMARY

The day of an interview is filled with a lot of uncertainties and expectations, and you will be under pressure to give your best performance. Like any other performance, good preparation can reduce the level of pressure. If you do the

preparations well, you will be relaxed and will enjoy the interview. This Unit has given you a lot of information for this preparation, the dos and don'ts, and last minute details. Remember that the recruiters are there to identify the best candidate for the job, from among many.

7.11 ANSWERS TO SELF CHECK EXERCISES

- 1) i) Good communication skills in English:
 - a) may help you get the job.
 - ii) A positive impression is created, for a job interview when:
 - c) you are confident and unafraid to say "I don't know" to some questions.
 - iii) True statements:
 - a) a good CV is not enough if your attitude is not good.
 - c) personal attributes are a major part of what is being assessed in an interview.

2) **The Big 10 must dos in an interview**

The following is a suggested list. You should have identified your own "10 dos".

- i) Communicate clearly
 - ii) Show positive attitude
 - iii) Think on your feet
 - iv) Smile to show you are relaxed
 - v) Confident
 - vi) Show willingness to learn
 - vii) Give positive answers
 - viii) Admit ignorance, don't bluff
 - ix) Listen actively
 - x) Ask questions, if needed.
- 3) i) A profile of your professional/educational achievements and qualifications: **Resume**
 - ii) Qualities or characteristics: **attributes**
 - iii) In brief; a small or concise package: **nutshell**
 - iv) Fatigue; what you feel after a hard day's work: **exhausted**
 - v) To be modest about one's achievements: **humility**
- 4) i) Most recruiters regard taking an entry level professional a tough job **because there is no previous work record to judge the candidate's workplace skills.**
 - ii) Examination results are not the only thing; interviewers will also focus **on your willingness to learn, ability to get the job done and how you would perform as an employee.**

- iii) One should not bluff through questions, because **most information is verifiable and recruiters do not want to hire anyone who is dishonest.**
 - iv) Recruiters consider hiring entry level professionals a gamble, **because it is difficult to say for sure who will be a good employee and who will be a disappointment.**
 - 5) i) What is the recruiter's opinion about difficult questions:
 - c) Just say you don't know the answer.
 - ii) Examinations are not the only standard of judgment
 - b) Workplace skills like teamwork, problem solving, adaptability and ethics are not tested in examination formats.
 - iii) Concrete illustrations of the abilities that you claim to have will show
 - c) That you have done what you claimed
 - 6) i) have not paid
 - ii) have worked
 - iii) have missed
 - iv) has spent
 - v) have you met
 - vi) has fallen
- 7) Do it yourself.
- 8) 1) has been, 2) have known, 3) have moved, 4) have played, 5) has not been, 6) has seen, 7) has decided

7.12 ANSWERS TO ACTIVITIES

- 1) i) constructed
- ii) consulted
- iii) to analyse
- iv) arranging
- v) assisted
- vi) collaborating
- vii) conducted
- viii) delegation
- ix) documented
- x) developed
- xi) edited
- xii) facilitates
- xiii) implemented
- xiv) supported
- xv) upgrading

xvi) justify

xvii) recommend

2) Sample questions:

i) What are your career goals?

ii) Where do you see yourself 5/10 years from now?

iii) Why should we hire you?

iv) What are your extracurricular interests?

v) What did you enjoy most in your college/university?

vi) What appeals to you most in this job?

vii) What are your greatest achievements?

viii) At this point in life what is the most important thing for you?

ix) How would your friends describe you?

x) What motivates you?

xi) What do you want out of life?

xii) What are your strengths and weaknesses?

xiii) Tell us about yourself?

xiv) How would you judge your interpersonal skills?

xv) What do you know about our company?

7.13 REFERENCES AND FURTHER READING

Gupta, N.K. *Cracking the Job Interviews*. G4 IBC Academy, 2012. Print.

Rogers, J. *Job Interview Success: Your Complete Guide to Practical Interview Skills*. McGraw-Hill Professional Publishing, 2011. Print.