

## GED 2101 – Essential Skills and Aptitude for Engineers

### MODULE I - Oral Discourse (07 Hours)

Importance of oral communication-verbal and non-verbal communication,  
Presentation Strategies- one minute presentation (using Audacity/vocaro) -  
Effective listening skills, listening for specific information

### MODULE II - Verbal Communication (08 Hours)

Understanding negotiation, persuasion & marketing skills - Listening to short  
conversations & monologues - Group Discussion techniques - Role plays - Interview  
techniques

## Module I ORAL DISCOURSE

Oral communication is the sharing of information through spoken words. Oral discourse involves meaningful speeches and discussions for various purposes including business communication. Oral discourse in the workplace creates an ambience to enhance productivity from the employees, strengthening relationship among workers, increase chances of effective problem solving and conflicts thereby contributing the company's growth.

Oral discourse is a complex and challenging skill, but it is one that can be learned and improved with practice. By developing the skills necessary for effective oral communication, one can become a more confident and persuasive speaker.

There are many different types of oral discourse, each with its own unique purpose and style. Some common types of oral discourse include:

- **Formal presentations:** These are typically delivered to an audience of strangers and are designed to inform or persuade. They often follow a structured format, with an introduction, body, and conclusion.
- **Informal conversations:** These are typically spontaneous and casual exchanges of information between two or more people. They may be about any topic, and there is no set format.
- **Debates:** These are structured discussions in which two or more people present opposing viewpoints on a particular issue. The goal is to persuade the audience to agree with one's own perspective.
- **Storytelling:** This is the act of sharing a narrative with others. Stories can be factual or fictional, and they can be used to entertain, educate, or connect with others.

No matter what type of oral discourse is being used, there are certain skills that are essential for effective communication. These skills include:

- **Clarity:** The speaker should be able to express their ideas clearly and concisely.
- **Coherency:** The speaker should be able to organize their ideas in a logical way.
- **Engagement:** The speaker should be able to keep the audience's attention.
- **Persuasiveness:** The speaker should be able to use language to convince the audience to agree with their point of view.

### **Types of speakers and styles in oral communication:**

#### **Aggressive Communication:**

The speaker aims to win the conversation without respecting others' perspectives. For example: not caring or insulting others' by ignoring or not listening to their views that result in breakdown of communication.

#### **Passive / Submissive communication:**

The speaker tries to avoid conflict, gives in the argument, and let others take control, give up resulting in losing self-respect, loss of confidence and misunderstandings.

#### **Passive / Aggressive communication:**

Take the argument in your own way without taking responsibility. Ignore tasks to show anger indirectly, trying to let down others in their absence etc., eventually leads to failure of communication.

#### **Assertive communication:**

Respecting others' views and opinions; maintaining self-respect. Conduct speech in a dignified manner. Gathering insights by listening to others' problems, at the same time, expressing own views with open-mindedness. This guarantees a successful communication.

#### **References:**

##### **Oral Communication:**

<https://www.youtube.com/watch?v=Fz2TKJpy8R8>

##### **Verbal Vs Non-verbal Communication:**

[https://www.youtube.com/watch?v=4\\_5dayHDdBk](https://www.youtube.com/watch?v=4_5dayHDdBk)

### **Verbal & Non-verbal Communication**

#### **COMMUNICATION**

Communication is a process of exchanging thoughts, ideas and information between individuals or groups for various purposes. People communicate to exchange, inform, explain, persuade, entertain, influence, and warn etc.

Communication can be done through non-verbal, verbal, and visual methods that involve the two-way process of giving and receiving information.

Communication skills are essential and inevitable in the age of technology since the technological advancements nowadays are possible with the successful communication between individuals, groups, and communities which further transfer ideas from one generation to the other. Effective communication is crucial in the milieu of higher education and workplace. One can excel in communication skills by following the basic principles of professional communication. Those consist of the 7 Cs such as clear, concise, concrete, correct, coherent, complete, courteous.

**Clear:** clarity about what you are going to say or write.

**Concise:** use simple words for better understanding.

**Concrete:** exact words with facts and figures.

**Correct:** correct spellings, formal and informal language, and grammar.

**Coherent:** stick to the point without diverging from the main topic of discussion.

**Complete:** provide all necessary information needed

**Courteous:** respectful, friendly, and honest.

**Communication Definition:** <https://www.youtube.com/watch?v=ColEIGQtelM>

**Types of Communication:** <https://www.youtube.com/watch?v=9cHOAxj7LQE>

## VERBAL COMMUNICATION

Verbal Communication is sharing of information using words. Verbal communication is classified into two broader categories such as **oral** and **written** communication. There are different types of verbal communication such as intrapersonal, interpersonal, public, group and mass verbal communication.

**Intrapersonal communication** – communicating within oneself about the topic which is going to be presented.

**Interpersonal communication** – exchange of information between two parties or groups that seeks careful analysis, engagement, negotiation, and trust.

**Public communication** is a verbal presentation addressed by a speaker to the audience who need information on a specific topic.

**Group communication** happens in a company to engage with employees to gain feedback on a product, convince about a product or design a product.

**Mass communication** is intended to be presented to a larger audience such as addressing issues in the social media, newspapers etc.

**Examples of verbal communication includes:**

- Attending a phone call
- Speaking in a friends meeting
- face-to-face interviews
- group discussion
- business meetings
- public speeches

**Good verbal communication skills constitute:**

- Effective usage of vocabulary
- Setting the right tone, pitch and volume.
- Clarity in presentation
- Speed
- Ensure right pronunciation of words.
- Active listening
- Appropriate pauses

**NON-VERBAL COMMUNICATION**

**Non-verbal** communication correlates with the oral communication without using words i.e., through body postures, facial expressions, eye contact and gestures etc.

**Examples of non-verbal communication**

1. Using the right gestures and postures helps us to be professional at work.
2. Using the right gestures while speaking makes our message more effective.
3. Knowing non-verbal communication helps us understand our audience's reaction and adjust our behaviour or communication accordingly.
4. Showing feelings through the expressions such as happiness, sadness, and anger.
5. Body positions that show our confidence and feelings.
6. Voice and tone modulation
7. Waving, pointing, and raising hands to share information.
8. Touch, handshake, and pat on the back.
9. It is important to maintain proper space or distance when speaking.

**Effective use of non-verbal communication:**

1. Smile when you meet someone, keep your face relaxed, and match your expressions with your feelings.
2. Keep upper body relaxed, sit straight and relaxed.
3. Avoid pointing out people with fingers.
4. Bend your head while talking or listening to show that you are paying attention.

5. Shake hands firmly, avoid other touch gestures during formal communications.
6. Maintain a proper eye contact. Look at the person directly on the face. Break eye contact every few seconds.

### Types of non-verbal communication:

<https://pressbooks.utrgv.edu/communication/chapter/4-2-types-of-nonverbal-communication/>

### Activities for Verbal and Non- Verbal Communication

- **Listen and Draw:** This game is a great way to practice active listening and paying attention to detail. One person gives verbal instructions on how to draw an object, and the other person tries to draw it based on those instructions.
- **Clap and Follow:** This game is a fun way to practice body language and nonverbal communication. The leader gives a series of claps, and the other players should follow the instructions that the claps represent.
- **Mad Gab:** This can be used to improve your listening comprehension and your ability to express yourself clearly. Players take turns reading out a string of nonsense words that sound like a familiar phrase. The other players must guess the phrase.
- **Telephone:** This classic game is a great way to practice relaying information accurately. One person whispers a message to the next person, and so on, until the message reaches the last person in the line. The last person then says the message out loud.
- **Guess the Emotion:** This game is a great way to improve your emotional intelligence and your ability to read body language. One person makes a facial expression, and the other players should guess the emotion that the person is feeling.
- **The Guessing Game:** This game is a great way to practice your speaking skills and your ability to ask clear questions. One person thinks of an object, and the other players should ask questions to try to guess what it is.
- **Communication Origami:** This activity is a fun way to practice your public speaking skills. Students fold origami figures while giving a speech. This helps them to focus on their message and to avoid fidgeting.
- **Role-playing:** This activity is a great way to practice your communication skills in different situations. Students can role-play different scenarios, such as job interviews, customer service interactions, or presentations.

- **Feedback:** This is an important part of any communication activity. Students should give each other feedback on their communication skills. This can help them to identify areas where they can improve.

## **PRESENTATION SKILLS**

Presentation is an art of delivering information, suggestion, or plan by a presenter or a team of presenters to an informed audience, usually to decide on an important project, discuss targets and achievements, review progress of the company etc. Students with good communication skills are hired for professions that demands effective presentations to represent their companies or to launch a program, a scheme, or a product etc. Presentation skills call for a strategical and systematic conduct and flow to achieve efficacy. The presenter must have a good public speaking skill to engage and interact with the audience. Apart from the oral presentation, one must use a variety of techniques to seek the attention of the listeners.

### **Purpose of Presentations:**

- To impart the information in a methodical way.
- To describe the difficult point through examples and illustrations.
- To provide information and analyse the situation.
- To convince the audience to take a particular action.
- To explain the topic of presentation to large number of people with the help of technology.
- To provide facts and figures that increase audience's understanding of the subject.
- To solve the confusion, doubts, and problems of the audience.

### **Formal Presentations in the Workplace:**

Formal presentations demonstrate knowledge, individuality, and logical argument of the presenter, and it exhibits the talent of the presenter.

- Individual presentations
- Team presentations
- Structured debates
- Panel or poster sessions
- Oral examination

### **Informal Presentations in classroom:**

Classroom presentation creates opportunity for the students to show their capacity to develop interpersonal skills and attitudes and therefore train them to perform well on the formal situations like interviews.

- General Group Discussion
- Debate on a specific topic in a course
- Active listening on passages and response
- Interviewing
- Interactive in-class debates

#### **Preparation of visual aids:**

- When presentation is done with the audio-visual aids like Power-points, creating **visually engaging designs and font styles** are as important as the content. It must be captivating for the readers to watch and follow throughout the presentation.
- Language can be **simple and comprehensible** to the audience those who view the slides as they will easily glide through the coherence without any confusion.
- **Slides** with multiple colours and shapes can divert the purpose of the presentation and it can be visually straining for the audience.
- Slides **loaded** with information will be a mind-numbing for the audience and soon they might lose track of the main idea of the presentation.
- **Minimal usage of words** along with less number of images will be enough for the better understanding of the topic.
- **Revise and improve** if required once the all the required details are filled up to show to the audience.
- **Verifying and Reviewing** of the materials are the last step of preparation for a presentation.

#### **Structure of a presentation:**

- Presentations can be efficient when it is well organised with the flow of ideas without ruptures. Ordering the content and delivering the information is the crucial step to a successful presentation. The sequenced order of presentation is the Introduction, Body, and Conclusion.
- The **introductory** section can be begun with the statement of a problem. Some basic questions to can be posed to the audience about the main issue. Once the problem is identified and addressed, it should be explained for clarification. Preferably, it can be begun with personal stories or any incidents that arouse the curiosity of the audience.
- The **Body** of the presentation should cover all the main subject with images, graphic illustrations, flow charts and diagrams that enhance better understanding of the topic. It can be chronological, categorical, cause and effect and problem-solution.

- **Conclusion** of the presentation should give a concise summary of the core idea by highlighting the important points discussed in the introduction and body. The audience should be allowed for a question session where they can clarify their doubts about the subject.
- Body language plays a major role in presentation saves the presenters name and fame throughout the presentation. It gives a pleasant experience throughout the event. Personal appearance, positive postures, gestures and facial expression contribute a lot for a successful a presentation.

#### **References:**

**Cambridge University Press Video on Presentation Skills: How to open and close presentations: Presentation lesson from Mark Powell:**

[https://www.youtube.com/watch?v=YI\\_FJAOcFgQ](https://www.youtube.com/watch?v=YI_FJAOcFgQ)

**40 Phrases For Presenting In English - Business English:**

<https://www.youtube.com/watch?v=bqFNTuRYtKE>

## **B.Tech - III SEM – GED 2101 – Essential Skills and Aptitude for Engineers**

### **Module-II Notes**

#### **The process of listening**

The listening process involves four stages: receiving, understanding, evaluating, and responding. Basically, an effective listener must hear and identify the speech sounds directed toward them, understand the message of those sounds, critically evaluate or assess that message, remember what's been said, and respond (either verbally or nonverbally) to information they've received.

#### **Why Effective Listening Matters**

To a large degree, effective leadership is effective listening. A study of managers and employees of a large hospital system found that listening explained 40% of the variance in leadership.

Effective listening is a way of showing concern for subordinates, and that fosters cohesive bonds, commitment, and trust.

#### **What Effective Listening Is**

Effective listening is actively absorbing the information given to you by a speaker, showing that you are listening and interested, and providing feedback to the speaker so that he or she knows the message was received.



## **Barriers to effective listening**

Low Concentration, Lack of Prioritization, Poor Judgment and Focusing on Style

### **Here are 10 tips to help you to develop effective listening skills.**

Step 1: Face the speaker and maintain eye contact.

Step 2: Be attentive, but relaxed.

Step 3: Keep an open mind.

Step 4: Listen to the words and try to picture what the speaker is saying.

Step 5: Wait for the speaker to pause to ask clarifying questions.

Step 6: Ask questions only to ensure understanding.

Step 7: Try to feel what the speaker is feeling.

Step 8: Give the speaker regular feedback.

Step 9: Pay attention to what isn't said-to nonverbal cues.

## **Active Listening Guidelines**

- Put the focus of attention on the speaker
- Paraphrase and clarify
- Summarize
- Don't discuss your own reactions
- Don't ignore the speaker's feelings
- Don't pretend that you understand their meaning if you don't.
- Don't ignore the non-verbal content.
- Don't think about what you will say next.

## **Listening for Specific Purpose**

- Discover your interests' field.
- Grasp and understand the matter/content.
- Be open to accept new ideas and information.
- Jot down and take a note of important points.
- Analyze and evaluate the speech in spare time.
- Rephrase and summarize the speaker's ideas.
- Keep on asking questions.
- Avoid distractions.

- Put yourself in the position of the speaker and observe things from his view point.

## **Listening Skills Practice**

### **British Council:**

<https://learnenglish.britishcouncil.org/skills/listening/a2-listening>

<https://learnenglish.britishcouncil.org/skills/listening/b1-listening>

### **Listening to Conversations Practice**

<https://learnenglish.britishcouncil.org/skills/listening/a2-listening/four-conversations>

### **Listening to specific information: A phone call from a customer**

<https://learnenglish.britishcouncil.org/skills/listening/b1-listening/phone-call-customer>

### **Listening to monologues:**

<https://learnenglish.britishcouncil.org/skills/listening/b2-listening>

<https://learnenglish.britishcouncil.org/skills/listening/b2-listening/talk-about-motivation>

## **MODULE II**

### **NEGOTIATION**

Negotiation is a diplomatic engagement and agreement between two groups to achieve a desirable solution that favours both. The parties arrive at a consensus at the end over a heated argument on some business strategies. Negotiations involves such a long process that ends until any one of the groups agrees or compromises over the deal. Negotiating can take place between individuals, businesses, governments, and in any other situation where two parties have competing interests.

Negotiations likely happen between salesperson and customers, employers and employees, manufacturers, and dealers etc. Successful negotiations can lead to better collaboration and long-term mutual partnership in business.

#### **Do's and Don'ts in negotiations**

- Focus on the earlier issues rather than raising too many new ones.
- Be straightforward and sincere. Don't let rumours get you down.
- Never give deadlines. It could cause delays in transactions.
- Avoid bringing up personal issues. Just keep your arguments fact-based.
- Throughout the bargaining process, continue providing recaps.
- Try to be flexible. If the opposing viewpoint is valid, pay attention to it.
- Give examples to support your claims. Use facts to back up your claims.
- Make no requests that cannot be met at all.
- Keep your emotions under control.
- Be positive. Have no fear of failing. Opportunities also exist in other types of transactions.

**3 steps to getting what you want in a negotiation | The Way We Work, a TED series:**

<https://www.youtube.com/watch?v=Z3HJCQJ2Lmo>

**HARVARD negotiators explain: How to get what you want every time:**

<https://www.youtube.com/watch?v=BLBRRNwMZNE>

**Harvard Business School: 3 Negotiation Skills All Professionals Can Benefit From | Business: Explained**

<https://www.youtube.com/watch?v=BegeGTBWMgE>

## **PERSUASION**

Persuasion is an art of negotiation in a professional setting, as it is used to motivate staff to support and work toward organizational goals, to take on jobs or projects, or to conform to any number of ideas or rules. Knowing when and how to utilize persuasion techniques is essential for good negotiation. Leadership and management skill require the ability to influence and persuade others.

Tim Baker's Four Persuasion Strategies takes models of persuasion and its styles and approaches, and brings them together to create four different influencing strategies: They are:

### **1. Motivators**

Motivators use emotion and tend to be good at creating a compelling vision. They set out their stall clearly, showing those they want to persuade how the world could be, building morale in the process.

The classic example of motivation used to persuade is Martin Luther King's "I have a dream..." speech, and others who used this style effectively include John F. Kennedy ("We choose to go to the moon...not because [it is] easy, but because [it is] hard...").

### **2. Collaborators**

Collaborators also use emotion, but unlike the motivators, they see themselves as equal partners with others in the decision. Collaborators believe in engaging 'hearts and minds', getting people to buy into the outcome by being involved in the decision. They build relationships and trust, and communicate very openly.

There are fewer obvious examples of collaborators, because they tend to be the people who make groups work well, and often do not seek any credit. However, Tim Baker suggests that Mother Teresa was a collaborator, who was able to persuade others to buy into the importance of alleviating poverty.

### **3. Investigators**

Investigators like to have all the facts available, and use data as a way to persuade others. Their approach tends to be quite structured and methodical, and they like to lead people step by step to their desired solution. They are very much about gathering the evidence, and presenting ideas, using data to address any arguments.

With the right group, this can be very effective, but it can also lead to a suspicion that you are trying to 'blind people with science'. Al Gore, the former US Vice-President, is something of a calculator in his work on climate change.

## **4. Calculators**

Calculators tend to present both the positive advantages of changing, and the negative aspects of the status quo.

They weigh up the options and offer concessions where they think they can afford to do so. Former UK Prime Minister Margaret Thatcher was a very effective calculator.

In professional organizations like schools and hospitals, where ethical behaviour is more important than line management systems, collaborators may be extremely effective. It is significant that one should never try to convince someone to do anything against the law.

### **Improving your persuasion skills**

Improving your persuasion skills is an asset in both personal and professional life. Here are some exercises and tips to help you enhance your persuasion abilities:

#### **1. Practice Active Listening:**

- Engage in conversations and actively listen to what others are saying. Avoid interrupting or formulating your response while they're talking.
- Reflect back what you've heard to show that you understand their perspective.

#### **2. Mirror and Match:**

- Pay attention to the pace, tone, and body language of the person you're speaking to, and try to subtly mirror and match their style. This can help establish rapport.

#### **3. Develop Empathy:**

- Try to understand the feelings and needs of others. The better you can empathize with their situation, the more effectively you can tailor your persuasive arguments to their needs.

#### **4. Body Language Awareness:**

- Work on your own body language. Maintain open and confident posture, make eye contact, and use gestures to emphasize your points.
- Pay attention to the body language of others to gauge their reactions and adjust your approach accordingly.

#### **5. Build Credibility:**

- Establish your expertise in the subject matter you're discussing. This can be through credentials, knowledge, or sharing relevant experiences.
- Use facts and data to support your arguments when appropriate.

## **6. Storytelling Skills:**

- Practice storytelling as a persuasive tool. Craft stories that illustrate your points and make them relatable to your audience.

## **7. Ask Open-Ended Questions:**

- Instead of yes/no questions, use open-ended questions to encourage conversation and gather more information about the other person's perspective.

## **8. Negotiation Role-Plays:**

- Engage in negotiation role-plays with a friend or colleague. Practice negotiating to achieve win-win outcomes.

## **9. Debate Practice:**

- Engage in debates on various topics. This helps you strengthen your argumentative skills and understand how to counter opposing viewpoints effectively.

## **10. Mindfulness and Emotional Control:**

- Learn to manage your emotions during discussions or debates. Avoid becoming defensive or aggressive.
- Use mindfulness techniques to stay calm and focused in high-pressure situations.

## **11. Feedback and Self-Reflection:**

- Seek feedback from others on your persuasive skills. Ask for constructive criticism and areas for improvement.
- Reflect on your own interactions. Analyze what worked and what didn't, and adjust your approach accordingly.

## **12. Read Persuasive Literature:**

- Read books and articles on persuasion, negotiation, and influence to gain new insights and techniques.

## **13. Role-Playing Scenarios:**

- Create different persuasive scenarios and practice your approach with a friend or colleague who takes on the role of the person you want to persuade.

## **14. Record Yourself:**

- Record your conversations or speeches and review them. This helps you identify areas where you can improve your persuasion skills.

Persuasion is not about manipulation but about building genuine connections and finding mutually beneficial solutions. Students can develop persuasion skills to become effective communicators and influencers in various aspects of your life.

## **Persuasion Skills**

**Every Persuasion Technique Explained in 10 Minutes:**

<https://www.youtube.com/watch?v=Ujgn11Qhw6g&t=592s>

<https://www.skillsyouneed.com/lead/developing-persuasion-skills.html>

<https://youtube.com/watch?v=hg82w49GJcl&feature=share>

<https://youtube.com/watch?v=Eo8tsUxdqKo&feature=share>

<https://www.youtube.com/watch?v=cFdCzN7RYbw>

## **Marketing Skills**

For any company marketing needs creativity and dedication to attract customers to buy their products. In the recent times, marketing itself is an emerging field with new dimensions. Companies follow variety of methods and strategies to improve marketing to increase benefits. Online marketing has become a new horizon for the companies to conduct marketing campaigns since they can identify gather information of the customers and the people who show interest in buying their products. They could even categorize the range of consumption using their browsing history to recognise and promote their business with more buying options. Nowadays business is dependent significantly on the online advertisements such as social media influencing, ads in websites, through you tube influencers etc. Internet has become a boon from the small-scale industries to the successful multinational companies.

Marketing skills depend solely on the customers' needs and it means lot more than advertising a product and selling it. It requires a lot of research, planning including collection of data about the customers satisfaction of the product and the anticipation of the future products as well. For any successful marketing, marketers need to follow some nuances:

### **1. Good Communication Skills:**

Listening and observation are essential when addressing an issue raised by customers by consistent interactions with them personally or through developing a cordial relationship with the sales staff and the retailers. Appreciating the customers time, recognising, and valuing their interest in buying the product is the first step. Marketers need a keen observation on analysing customers' problems and finding the ways to address those problems and demands regulated by them.

### **2. Analytical skills:**

Marketers have sound knowledge on the hard skills such as qualitative and statistical analytics to get perfect results rather than approximation.

### **3. Market awareness:**

Marketers should be up to date on the current market by following the commercial techniques used by the companies and the effective usage of suppliers and supply chains, and future possibilities of investment. Knowing the nuances of such strategies can bring ideas for successful marketing.

#### **4. Creativity:**

Using innovative methods that influence customers to add on their wish list is essential. Retaining customers can be possible through creativity in projecting the products and generating value to them.

#### **5. Art of persuasion and negotiation**

Communication skills is the base of any marketing. Honing the core skills that reflect content writing, oral presentation, face to face conversation, problem solving strategies etc. can help gaining the number of customers and investors to the companies.

### **Group Discussion Techniques**

The literal definition of a group discussion is obvious: a critical conversation about a particular topic, or perhaps a range of topics, conducted in a group of a size that allows participation by all members. A group of two or three generally doesn't need a leader to have a good discussion, but once the number reaches five or six, a leader or facilitator can often be helpful. When the group numbers eight or more, a leader or facilitator, whether formal or informal, is almost always helpful in ensuring an effective discussion.

An effective group discussion generally has a number of elements:

- All members of the group have a chance to speak, expressing their own ideas and feelings freely, and to pursue and finish out their thoughts
- All members of the group can hear others' ideas and feelings stated openly
- Group members can safely test out ideas that are not yet fully formed
- Group members can receive and respond to respectful but honest and constructive feedback. Feedback could be positive, negative, or merely clarifying or correcting factual questions or errors, but is in all cases delivered respectfully.
- A variety of points of view are put forward and discussed
- The discussion is not dominated by any one person
- Arguments, while they may be spirited, are based on the content of ideas and opinions, not on personalities
- Even in disagreement, there's an understanding that the group is working together to resolve a dispute, solve a problem, create a plan, make a decision, find principles all can agree on, or come to a conclusion from which it can move on to further discussion

Many group discussions have no specific purpose except the exchange of ideas and opinions. Ultimately, an effective group discussion is one in which many different



ideas and viewpoints are heard and considered. This allows the group to accomplish its purpose if it has one, or to establish a basis either for ongoing discussion or for further contact and collaboration among its members.

There are many possible purposes for a group discussion, such as:

- Create a new situation – form a coalition, start an initiative, etc.
- Explore cooperative or collaborative arrangements among groups or organizations
- Discuss and/or analyze an issue, with no specific goal in mind but understanding
- Create a strategic plan – for an initiative, an advocacy campaign, an intervention, etc.
- Discuss policy and policy change
- Air concerns and differences among individuals or groups
- Hold public hearings on proposed laws or regulations, development, etc.
- Decide on an action
- Provide mutual support
- Solve a problem
- Resolve a conflict
- Plan your work or an event

Possible leadership styles of a group discussion also vary. A group leader or facilitator might be directive or non-directive; that is, she might try to control what goes on to a large extent; or she might assume that the group should be in control, and that her job is to facilitate the process. In most group discussions, leaders who are relatively non-directive make for a more broad-ranging outlay of ideas, and a more satisfying experience for participants.

Directive leaders can be necessary in some situations. If a goal must be reached in a short time period, a directive leader might help to keep the group focused. If the situation is particularly difficult, a directive leader might be needed to keep control of the discussion and make

## LEAD THE DISCUSSION

### **Think about leadership style**

The first thing you need to think about is leadership style, which we mentioned briefly earlier in the section. Are you a directive or non-directive leader? The chances are that, like most of us, you fall somewhere in between the extremes of the leader who sets the agenda and dominates the group completely, and the leader who essentially leads not at all. The point is made that many good group or meeting leaders are, in fact, facilitators, whose main concern is supporting and maintaining the process of the group's work. This is particularly true when it comes to group discussion, where the process is, in fact, the purpose of the group's coming together.

A good facilitator helps the group set rules for itself, makes sure that everyone participates and that no one dominates, encourages the development and expression of all ideas, including "odd" ones, and safeguards an open process, where there are no foregone conclusions and everyone's ideas are respected. Facilitators are non-directive, and try to keep themselves out of the discussion, except to ask questions or make statements that advance it. For most group discussions, the facilitator role is probably a good ideal to strive for.

It's important to think about what you're most comfortable with philosophically, and how that fits what you're comfortable with personally. If you're committed to a non-directive style, but you tend to want to control everything in a situation, you may have to learn some new behaviors in order to act on your beliefs.

### **Put people at ease**

Especially if most people in the group don't know one another, it's your job as leader to establish a comfortable atmosphere and set the tone for the discussion.

### **Help the group establish ground rules**

The ground rules of a group discussion are the guidelines that help to keep the discussion on track, and prevent it from deteriorating into namecalling or simply argument. Some you might suggest, if the group has trouble coming up with the first one or two:

- *Everyone should treat everyone else with respect:* no name-calling, no emotional outbursts, no accusations.
- *No arguments directed at people – only at ideas and opinions.* Disagreement should be respectful – no ridicule.
- *Don't interrupt.* Listen to the whole of others' thoughts – actually listen, rather than just running over your own response in your head.
- *Respect the group's time.* Try to keep your comments reasonably short and to the point, so that others have a chance to respond.
- *Consider all comments seriously, and try to evaluate them fairly.* Others' ideas and comments may change your mind, or vice versa: it's important to be open to that.
- *Don't be defensive if someone disagrees with you.* Evaluate both positions, and only continue to argue for yours if you continue to believe it's right.
- *Everyone is responsible for following and upholding the ground rules.*

Ground rules may also be a place to discuss recording the session. Who will take notes, record important points, questions for further discussion, areas of agreement or disagreement? If the recorder is a group member, the group and/or leader should come up with a strategy that allows her to participate fully in the discussion.

### **Generate an agenda or goals for the session**

You might present an agenda for approval, and change it as the group requires, or you and the group can create one together. There may actually be no need for one, in that the goal may simply be to discuss an issue or idea. If that's the case, it should be agreed upon at the outset.

### **Lead the discussion**

How active you are might depend on your leadership style, but you definitely have some responsibilities here. They include setting, or helping the group to set the discussion topic; fostering the open process; involving all participants; asking questions or offering ideas to advance the discussion; summarizing or clarifying important points, arguments, and ideas; and wrapping up the session. Let's look at these, as well as some do's and don't's for discussion group leaders.

- *Setting the topic.* If the group is meeting to discuss a specific issue or to plan something, the discussion topic is already set. If the topic is unclear, then someone needs to help the group define it. The leader – through asking the right questions, defining the problem, and encouraging ideas from the group – can play that role.
- *Fostering the open process.* Nurturing the open process means paying attention to the process, content, and interpersonal dynamics of the discussion all at the same time –

not a simple matter. As leader, your task is not to tell the group what to do, or to force particular conclusions, but rather to make sure that the group chooses an appropriate topic that meets its needs, that there are no “right” answers to start with (no foregone conclusions), that no one person or small group dominates the discussion, that everyone follows the ground rules, that discussion is civil and organized, and that all ideas are subjected to careful critical analysis. You might comment on the process of the discussion or on interpersonal issues when it seems helpful (“We all seem to be picking on John here – what’s going on?”), or make reference to the open process itself (“We seem to be assuming that we’re supposed to believe X – is that true?”). Most of your actions as leader should be in the service of modeling or furthering the open process.

Part of your job here is to protect “minority rights,” i.e., unpopular or unusual ideas. That doesn’t mean you have to agree with them, but that you have to make sure that they can be expressed, and that discussion of them is respectful, even in disagreement. (The exceptions are opinions or ideas that are discriminatory or downright false.) Odd ideas often turn out to be correct, and shouldn’t be stifled.

- *Involving all participants.* This is part of fostering the open process, but is important enough to deserve its own mention. To involve those who are less assertive or shy, or who simply can’t speak up quickly enough, you might ask directly for their opinion, encourage them with body language (smile when they say anything, lean and look toward them often), and be aware of when they want to speak and can’t break in. It’s important both for process and for the exchange of ideas that everyone have plenty of opportunity to communicate their thoughts.
- *Asking questions or offering ideas to advance the discussion.* The leader should be aware of the progress of the discussion, and should be able to ask questions or provide information or arguments that stimulate thinking or take the discussion to the next step when necessary. If participants are having trouble grappling with the topic, getting sidetracked by trivial issues, or simply running out of steam, it’s the leader’s job to carry the discussion forward.

This is especially true when the group is stuck, either because two opposing ideas or factions are at an impasse, or because no one is able or willing to say anything. In these circumstances, the leader’s ability to identify points of agreement, or to ask the question that will get discussion moving again is crucial to the group’s effectiveness.

- *Summarizing or clarifying important points, arguments, or ideas.* This task entails making sure that everyone understands a point that was just made, or the two sides of an argument. It can include restating a conclusion the group has reached, or clarifying a particular idea or point made by an individual (“What I think I heard you say was...”). The point is to make sure that everyone understands what the individual or group actually meant.
- *Wrapping up the session.* As the session ends, the leader should help the group review the discussion and make plans for next steps (more discussion sessions, action, involving other people or groups, etc.). He should also go over any assignments or tasks that were agreed to, make sure that every member knows what her responsibilities are, and review the deadlines for those responsibilities. Other wrap-up steps include getting feedback on the session – including suggestions for making it better – pointing out the group’s accomplishments, and thanking it for its work.

## Follow-up

Even after you've wrapped up the discussion, you're not necessarily through. If you've been the recorder, you might want to put the notes from the session in order, type them up, and send them to participants. The notes might also include a summary of conclusions that were reached, as well as any assignments or follow-up activities that were agreed on.

If the session was one-time, or was the last of a series, your job may now be done. If it was the beginning, however, or part of an ongoing discussion, you may have a lot to do before the next session, including contacting people to make sure they've done what they promised, and preparing the newsprint notes to be posted at the next session so everyone can remember the discussion.

Leading an effective group discussion takes preparation (if you have the opportunity for it), an understanding of and commitment to an open process, and a willingness to let go of your ego and biases. If you can do these things, the chances are you can become a discussion leader that can help groups achieve the results they want.

## DO'S AND DON'TS FOR DISCUSSION LEADERS

### DO:

- *Model the behavior and attitudes you want group members to employ.* That includes respecting all group members equally; advancing the open process; demonstrating what it means to be a learner (admitting when you're wrong, or don't know a fact or an answer, and suggesting ways to find out); asking questions based on others' statements; focusing on positions rather than on the speaker; listening carefully; restating others' points; supporting your arguments with fact or logic; acceding when someone else has a good point; accepting criticism; thinking critically; giving up the floor when appropriate; being inclusive and culturally sensitive, etc.
- *Use encouraging body language and tone of voice, as well as words.* Lean forward when people are talking, for example, keep your body position open and approachable, smile when appropriate, and attend carefully to everyone, not just to those who are most articulate.
- *Give positive feedback for joining the discussion.* Smile, repeat group members' points, and otherwise show that you value participation.
- *Be aware of people's reactions and feelings, and try to respond appropriately.* If a group member is hurt by others' comments, seems puzzled or confused, is becoming angry or defensive, it's up to you as discussion leader to use the ground rules or your own sensitivity to deal with the situation. If someone's hurt, for instance, it may be important to point that out and discuss how to make arguments without getting personal. If group members are confused, revisiting the comments or points that caused the confusion, or restating them more clearly, may be helpful. Being aware of the reactions of individuals and of the group as a whole can make it possible to expose and use conflict, or to head off unnecessary emotional situations and misunderstandings.
- *Ask open-ended questions.* In advancing the discussion, use questions that can't be answered with a simple yes or no. Instead, questions should require some thought from group members, and should ask for answers that include reasons or analysis. The difference between "Do you think the President's decision was right?" and "Why do you think the President's decision was or wasn't right?" is huge. Where the first question can be answered with a yes or no, the second requires an analysis

supporting the speaker's opinion, as well as discussion of the context and reasons for the decision.

- *Control your own biases.* While you should point out factual errors or ideas that are inaccurate and disrespectful of others, an open process demands that you not impose your views on the group, and that you keep others from doing the same. Group members should be asked to make rational decisions about the positions or views they want to agree with, and ultimately the ideas that the group agrees on should be those that make the most sense to them – whether they coincide with yours or not. Pointing out bias – including your own – and discussing it helps both you and group members try to be objective.

A constant question that leaders – and members – of any group have is what to do about racist, sexist, or homophobic remarks, especially in a homogeneous group where most or all of the members except the leader may agree with them. There is no clear-cut answer, although if they pass unchallenged, it may appear you condone the attitude expressed.

How you challenge prejudice is the real question. The ideal here is that other members of the group do the challenging, and it may be worth waiting long enough before you jump in to see if that's going to happen. If it doesn't, you can essentially say, "That's wrong, and I won't allow that kind of talk here," which may well put an end to the remarks, but isn't likely to change anyone's mind. You can express your strong disagreement or discomfort with such remarks and leave it at that, or follow up with "Let's talk about it after the group," which could generate some real discussion about prejudice and stereotypes, and actually change some thinking over time.

Your ground rules – the issue of respecting everyone – should address this issue, and it probably won't come up...but there are no guarantees. It won't hurt to think beforehand about how you want to handle it.

- *Encourage disagreement, and help the group use it creatively.* Disagreement is not to be smoothed over, but rather to be analyzed and used. When there are conflicting opinions – especially when both can be backed up by reasonable arguments – the real discussion starts. If everyone agrees on every point, there's really no discussion at all. Disagreement makes people think. It may not be resolved in one session, or at all, but it's the key to discussion that means something.

All too often, conflict – whether conflicting opinions, conflicting world views, or conflicting personalities – is so frightening to people that they do their best to ignore it or gloss it over. That reaction not only leaves the conflict unresolved – and therefore growing, so that it will be much stronger when it surfaces later – but fails to examine the issues that it raises. If those are brought out in the open and discussed reasonably, the two sides often find that they have as much agreement as disagreement, and can resolve their differences by putting their ideas together. Even where that's not the case, facing the conflict reasonably, and looking at the roots of the ideas on each side, can help to focus on the issue at hand and provide solutions far better than if one side or the other simply operated alone.

- *Keep your mouth shut as much as possible.* By and large, discussion groups are for the group members. You may be a member of the group and have been asked by the others to act as leader, in which case you certainly have a right to be part of the discussion (although not to dominate). If you're an outside facilitator, or leader by position, it's best to confine your contributions to observations on process, statements

of fact, questions to help propel the discussion, and clarification and summarization. The simple fact that you're identified as leader or facilitator gives your comments more force than those of other group members. If you're in a position of authority or seen as an expert, that force becomes even greater. The more active you are in the discussion, the more the group will take your positions and ideas as "right," and the less it will come to its own conclusions.

## DON'T:

- *Don't let one or a small group of individuals dominate the discussion.* People who are particularly articulate or assertive, who have strong feelings that they urgently want to express, or who simply feel the need – and have the ability – to dominate can take up far more than their fair share of a discussion. This often means that quieter people have little or no chance to speak, and that those who disagree with the dominant individual(s) are shouted down and cease trying to make points. It's up to the leader to cut off individuals who take far more than their share of time, or who try to limit discussion. This can be done in a relatively non-threatening way ("This is an interesting point, and it's certainly worth the time we've spent on it, but there are other points of view that need to be heard as well. I think Alice has been waiting to speak..."), but it's crucial to the open process and to the comfort and effectiveness of the group.
- *Don't let one point of view override others,* unless it's based on facts and logic, and is actually convincing group members to change their minds. If a point of view dominates because of its merits, its appeal to participants' intellectual and ethical sensibilities, that's fine. It's in fact what you hope will happen in a good group discussion. If a point of view dominates because of the aggressiveness of its supporters, or because it's presented as something it's wrong to oppose ("People who disagree with the President are unpatriotic and hate their country"), that's intellectual bullying or blackmail, and is the opposite of an open discussion. As leader, you should point it out when that's happening, and make sure other points of view are aired and examined.

Sometimes individuals or factions that are trying to dominate can disrupt the process of the group. Both Sections 1 and 2 of this chapter contain some guidelines for dealing with this type of situation.

- *Don't assume that anyone holds particular opinions or positions because of his culture, background, race, personal style, etc.* People are individuals, and can't be judged by their exteriors. You can find out what someone thinks by asking, or by listening when he speaks.
- *Don't assume that someone from a particular culture, race, or background speaks for everyone else from that situation.* She may or may not represent the general opinion of people from situations similar to hers...or there may not be a general opinion among them. In a group discussion, no one should be asked or assumed to represent anything more than herself.

The exception here is when someone has been chosen by her community or group to represent its point of view in a multi-sector discussion. Even in that situation, the individual may find herself swayed by others' arguments, or may have ideas of her own. She may have

agreed to sponsor particular ideas that are important to her group, but she may still have her own opinions as well, especially in other areas.

- *Don't be the font of all wisdom.* Even if you know more about the discussion topic than most others in the group (if you're the teacher of a class, for instance), presenting yourself as the intellectual authority denies group members the chance to discuss the topic freely and without pressure. Furthermore, some of them may have ideas you haven't considered, or experiences that give them insights into the topic that you're never likely to have. Model learning behavior, not teaching behavior.

If you're asked your opinion directly, you should answer honestly. You have some choices about how you do that, however. One is to state your opinion, but make very clear that it's an opinion, not a fact, and that other people believe differently. Another is to ask to hold your opinion until the end of the discussion, so as not to influence anyone's thinking while it's going on. Yet another is to give your opinion after all other members of the group have stated theirs, and then discuss the similarities and differences among all the opinions and people's reasons for holding them.

If you're asked a direct question, you might want to answer it if it's a question of fact and you know the answer, and if it's relevant to the discussion. If the question is less clear-cut, you might want to throw it back to the group, and use it as a spur to discussion.

## **Group Discussion Topics**

1. India has efficiently handled the Covid-19 pandemic.
2. Is privatisation of railways good for India?
3. Are we focusing too much on our children's education?
4. Is western culture destroying our value system?
5. Movies promote violence and social evils.
6. Co-education vs. single-gender education
7. Is it possible to completely remove plastic from our lives?
8. Should we make educational qualification compulsory for politicians?
9. Social Media: A boon or a bane for society?
10. Agriculture Vs Manufacturing Industry in India
11. Digital payments are secure and India is ready to go cashless.
12. Hard work or smart work?
13. Advertisements on TV are all glitter and little truth.

14. Villages are the pride of India. Discuss.

### 8 Tips To Master Group Discussion | Group Discussion Techniques:

<https://www.youtube.com/watch?v=3w32jlsRlsw>

## INTERVIEW TECHNIQUES

### Interview Skills:

- Getting to know one another
- Building Self-confidence.
- Preparing students for Online/Offline interviews.
- Preparing for commonly asked questions.
  - Active listening and answering challenging questions
    - Importance of intonation – stressing keywords in your answers
    - Creating right impressions
  - Providing diplomatic answers
  - Time management and coming up with appropriate answers
- Vocabulary on hard and soft skills
- Body Language & Interview Etiquettes:
- Understanding the importance of non-verbal communication
  - Maintaining eye-contact
  - Hand gestures
- Presentation based on Resume:
  - Self-introduction
  - Factual information
  - Coherence and cohesion

### Introduction

We have designed this course on speaking effectively for interviews using a practical task-based approach. Each week will have a theme, and we will learn about it through interaction and discussion. There will also be other tasks and exercises for you to try to enhance your learning. Each class builds on the last, so we strongly recommend you attend all the sessions to get the maximum out of it. To prepare for interviews in the future, you are requested to put together a personal portfolio of all the worksheets of this course as you progress through the course.

#### 1. Harvard Model of Self-Introduction

Self-introductions are the most direct way to reinforce your confidence. And they can be easy to do. The secret is using a simple framework recommended by Harvard Business Review. (Davenport et al., 2019) Use Present, past, and future to introduce yourself to other learners.

Harvard Business Review recommends a simple framework. Start with the present tense to introduce yourself. The second part should be in the past tense. Talk about your skills and educational credentials in the second part. The third part should be in the past tense. This part talks about some key accomplishments.

#### Activity-1 Harvard Model of self Introduction

Start with a present-tense	What you share will depend on the situation and the audience. If you are unsure what to share, your name and
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statement to introduce yourself:	<p>education details are a great place to start. If there's an opportunity to elaborate, you can also share other details, such as current projects, your expertise, or your geographical location.</p> <p>Example; <i>Hi, I am Arun, and I am currently pursuing-----.</i></p> <p>Fill in your details here</p> <p>-----</p> <p>-----</p> <p>-----</p>
The second part of your introduction is past tense.	<p>This is where you can add two or three points that will provide people with relevant details about your background. It is also your opportunity to establish credibility. Consider your education, Key skills, achievements, past projects, and significant accomplishments. Be specific in your skill set.</p> <p><i>Example: Since my background is in computer science, I have a passion for Computer programming tools. I can analyse the digital circuits in hardware to determine the best design.</i></p> <p>Fill in your details here</p> <p>-----</p> <p>-----</p> <p>-----</p>
Future	<p>The third and last part of this framework is future-oriented. This is your opportunity to demonstrate enthusiasm for what's ahead. If you're in a job interview, you could share your eagerness about options at the firm. Conclude your self-introduction with positive enthusiasm.</p> <p><i>Example: I feel that this is a great opportunity that matches will my skill set. I am looking forward to working with you.</i></p> <p>Fill in your details here</p> <p>-----</p> <p>-----</p> <p>-----</p>

## Task-2

Prepare a Present, past and future framework for self-introduction. Make a presentation before your peers.

### Building Confidence

**Exercise: Self-Reflection: Why do people lack confidence? Give some reasons**

Sample reason:

- Fear of failure
- Negative self-talk
- Unrealistic expectations

**Exercise: How would you assess yourself on these three aspects given above?**

If you are offered an interview, it means all your hard work has paid off, and you have made the leap from applicant to a real contender. *Confidence is essential in the workplace because it can help you succeed. If you're confident in your abilities, you'll be more likely to take on new challenges and learn from your mistakes. Confidence also helps you build relationships with co-workers and clients. When you feel confident, others will notice and respond positively.*"

Self-confidence is an essential factor in interviews. It can help you to present yourself in the best possible light and make a great impression on the interviewer. To boost your self-confidence before and during an interview, try to:

- Prepare thoroughly by researching the company and the role, and practice answering potential interview questions.
- Dress professionally and maintain good posture to help you feel more confident.
- Arrive early and take a few minutes to relax and focus on your breath.
- Speak slowly and clearly, and maintain eye contact with the interviewer.
- Take your time to think about your answers, and don't be afraid to ask questions.
- Remain positive and think about your skills and achievements.
- End the interview by expressing your enthusiasm for the role and thanking the interviewer for their time.

To build confidence, Focus on your strengths and not your weakness.

Task-3 Identifying your skill set

- Talk to your peers about the personal qualities you are proud of.
- What are your academic strengths? (Subjects you are good at)
- What are the skills required to be successful in your chosen field?
- How does your skill match the industry requirement?
- How do you develop the required skills if you do not have the necessary skills?

### **Self-reflection-**

***Do you consider yourself a confident person? If yes, how did you develop that trait?***

### **Developing a growth mindset:**

A growth mindset is essential in building confidence, which many people misunderstand. **Example:** *"A growth mindset is an idea we can always apply to improve ourselves. It's based on the research of Dweck (2016)., who found that some people have a fixed mindset, meaning they believe their intelligence or personality traits are set in stone. People with a fixed mindset often avoid challenges because they fear failure. Those with a growth mindset welcome challenges as opportunities for personal development."*

Task-4 Answer these questions on growth mindset.

Do you have a growth mindset?

What are the job opportunities in your field?

What are the challenges you might face in your desired jobs?

Tell me about your dream job.

What are you looking for in a job/ what kind of job would you love?

Why should we hire you?

Task-5 Complete this worksheet on self-confidence. Use the sample answers as a guideline for answering.

<b><i>What are some ways that one can build confidence at work?</i></b>	Express your views based on this sample.
<i>"I think one of the best ways to build confidence is by practising my skills. When doing something new, I always feel nervous or unsure</i>	

<i>of myself, but I usually get better at it once I start practising. Another way I have built confidence in the past is by getting feedback from others. If someone tells me I did a good job, it helps boost my confidence because I know I am doing well."</i>	
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# **Task-6. DiscussionTask: Answer these questions any way you**

- What should I wear?
- How can I deal with interview nerves?
- Besides the questions discussed above, what questions will they ask me?
- What questions should I ask them?

But remember, there are lots of positive messages to be drawn from the prospect of an interview:

- Your application was good enough to get you to interview.
- The selector believes you may have the requirements on paper – now you can convince them!
- It's an opportunity to learn more about them and decide if you want the job or course.
- You'll get valuable interview practice that will help in the future.

With a bit of thought, you can anticipate most of what will come up in the interview - and this course will help you to do just that!

## **Self-reflection: What concerns you about interviews?**

It's only natural to feel anxious when you have an interview coming up.

Remember that the people who want to interview you at this stage see you as a strong prospect. They want you to be successful, look forward to meeting you and know that you are likely to be nervous. Remember that your interviewers will look forward to talking to enthusiastic and able candidates and recruiting promising people. They want to be impressed and get a feel for how well you will fit in. Nothing is worse for interviewers than spending a day interviewing and having nothing to show. So use the interview to make their task as easy as possible by being friendly and ready to talk about yourself. Regardless of their level of experience, interviewers will be 'matching' you to the criteria they have established for the job or course. It is no mystery; you have already done this in your application and met their requirements. "Interviewers are human beings, too and will understand just how anxious candidates can be and will make allowances for this. So don't panic if you have a memory lapse or occasionally stumble over an answer. You may be nervous at the start of the interview, but you will probably find that your nerves are controllable and subside as the interview progresses. In an ideal world, your interviewer will be highly trained, experienced, and a good judge of character. In reality, your interviewer may be some or none of these things. Whoever you are confronted with, it is up to you to adapt to the situation. Most interviews are challenging, and you will need to demonstrate evidence of your motivation, thinking and communication skills. But they are also designed to allow you to talk about why you are suitable for the job or course. By preparing for it, you should be able to take full advantage of that opportunity" (Baron, 2020).

## **Practical Tips to overcome nerves**

Preparation is the key to a successful interview, so don't overlook the practical details or leave things to the last minute. Corfield, R. (2010) presents the following guidelines to overcome nerves.

- "Make sure you know where to go and how long it will take to get there. Aim to arrive at least fifteen minutes early.

- Decide what you will wear beforehand and try it on for comfort (there's more information next week).
- Do your revision. Read over your application and think about the questions you might be asked.
- Take a copy of your application and review your skills.
- If you can, try to find out about the interview format and how long it will last.
- Think more deeply about yourself, the role, of course, and the organisation or institution you are applying to" (p.27)

Most of us experience some nerves in the run-up to an interview, but if you have prepared thoroughly and retained a genuine interest and enthusiasm for the job or course, you will have done your best - and that's all you can do!

### **Do Prior research before appearing for an interview.**

You would be amazed how many candidates turn up for an interview not knowing what the organisation or institution does or what the job or course involves - and what a wrong impression this creates! Try using the web, relevant journals and other media to find out as much as possible about where you will be working or studying. You should also research the employment sector you hope to enter and the profession's current issues. You can learn much about an institution through its social media channels such as Facebook, LinkedIn and Twitter. Look up the name and go online to find out what they're doing. How do they present themselves? What news have they been sharing? These things are important to them, so they will be impressed if you mention them in your interview. It shows you're serious.

### **Task-7. Researching your dream company**

**Research your dream company and make a short presentation for two to three minutes. Your presentation should cover the following points. (Preparation Time 10 Minutes)**

- The services or products the organisation deals with
- The organisation's aims and values - what does it say in its 'mission statement'?
- Size and branches
- How you will fit in with its values. Can you identify its culture?
- Who are its clients?
- Who are the competitors, and how the organisation compares to them?

### **Know the expectations of your employers**

Remember from reading your application that the recruiter already believes you could be a good match for the required skills. Now is the time to convince them. Here, we have provided a list of the skills most commonly sought by recruiters, although each recruiter may have a slightly different definition of such skills.

#### **1. Communication**

Verbal Communication: The ability to express oneself clearly, listen carefully and understand what is being said. 2. Non-Verbal Communication: The use of body language, facial expressions, and gestures to convey meaning. 3. Empathy: Being able to understand and share the feelings of another person. 4. Interpersonal Skills: The ability to interact with others effectively and build relationships. 5. Conflict Resolution: Knowing how to handle disagreements and resolve conflicts. 6. Active Listening: The ability to listen carefully and ask questions to gain a deeper understanding of a situation or conversation. 7. Public Speaking: The ability to present oneself and communicate ideas to a group. 8. Writing Skills: The ability to communicate ideas effectively through written words.

#### **2. Teamwork**

The capacity to interact with people at all levels, inspire team members and assist.  
The readiness to seek assistance or advice from others when resolving a dilemma.  
The capacity to collaborate with others reasonably and fruitfully.

### **Time Management**

Setting objectives and planning activities and resources to achieve a goal.  
Ability to manage time effectively to prioritise actions and meet deadlines.  
Achieving a productive and satisfying work-life balance.

### **Problem-solving**

- The capacity to accurately and swiftly comprehend information.
- Understanding all the factors influencing a situation.
- The capacity to assess and select practical solutions to issues.

### **Motivation**

- An enthusiastic and upbeat approach to work or duties.
- A desire to continually learn, grow and assess one's performance.
- Resilience in the face of challenges.

### **Leadership**

- Having a clear vision with the ability to enthuse and influence others by gaining their trust and support.
- Ability to listen, share and delegate when appropriate.
- Willingness to take responsibility for a task or project to ensure it gets done.

### **4. Creativity, flexibility and openness to change**

- To be unique and present alternative viewpoints, ideas, or solutions.
- A willingness to adapt and an openness to the views of others.

### **5. Confidence/assertiveness**

- Willingness to communicate needs, opinions, and feelings politely, firmly, and clearly.
- Understanding the importance of one's skills and position.
- The ability to present ideas and, when necessary, maintain a minority or unpopular position.

### **6. Interpersonal, intercultural and global awareness**

- Consciousness and acceptance of the various needs, emotions, and viewpoints of others.
- A readiness to lend a hand, offer assistance and impart knowledge.
- The capacity to interact and collaborate with individuals from various social, cultural, and national backgrounds.

### **Numeracy**

- The ability to solve mathematical problems; • The capacity to analyse statistics and numerical data.
- A familiarity with the methods used to collect and present numerical data.

### **Information and IT literacy**

- Comfort with using technology and the capacity to pick up new tools.
- The capacity to recognise how IT can boost productivity and address issues.
- Being able to locate and use pertinent information.

### **Task-8 Explain your strength and weakness for each of these skills**

<b>Skills</b>	<b>Strengt h</b>	<b>Weakne ss</b>
Communication		

Teamwork		
Organisation and time management		
Problem-solving		
Motivation		
Leadership		
Creativity, flexibility and openness to change		
Confidence/assertiveness		
Interpersonal, intercultural and global awareness		
Numeracy		
Information and IT literacy		

**How To Introduce Yourself In Interview | Self Introduction In Interview For Freshers:**  
<https://www.youtube.com/watch?v=Osa53-RYBk4&t=62s>

**TOP 21 QUICK ANSWERS TO JOB INTERVIEW QUESTIONS!**  
<https://www.youtube.com/watch?v=fr-mwiyhZAo&t=64s>

**HOW TO PREPARE FOR A JOB INTERVIEW IN 2025**  
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