Best Practice Guidance
“Getting a New Job”
The Interview
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Welcome to The ‘Getting a New Job” Workbook - this book is written to form part of a blended learning approach to provide applicants based in the UK with the skills, knowledge and practice opportunity to improve their interview capability. It is not tailored to applying for any roles overseas on a locally engaged or similar basis. However, many of the principles outlined in this workbook would be useful if you are applying for an overseas role. **You should consult and use your local processes.**

Equally, if you are applying for a role in Northern Ireland, you should be aware that Northern Ireland has additional employment legislation such as Fair Employment (Northern Ireland) Act 1989 and Fair Employment Treatment Order 1998 and 2003.

**Introduction**

The recruitment interview is a key part of most managers’ recruitment process. Many managers consider it the most important aspect of this process and would not consider recruiting people they have not met and interviewed. This is especially true with permanent roles. Some interviewers still place a high emphasis on their ‘gut feeling’ about the right applicant and this can be because of an applicant’s ability to build rapport and answer interview questions fully and specifically, rather than their job skills or experience. Therefore a skilled interviewee can increase their chances of receiving a job offer.

This workbook will show you how to:

- Identify key preparation techniques to help perform to individual strengths in advance of any interview
- Work positively with the Civil Service Competency Framework and behavioural questions
- Enhance interview skills and techniques including creating favourable first impressions
- Explore best use of body language and voice to create a confident and engaging style
• Learn techniques to manage interview nerves.

The Interview

Before you embark on your interview preparation it can be helpful to understand the purpose of this stage of the recruitment process. If you have been invited for interview then the implications are that the skills and experience on your CV/application form are suitable for the role and that the recruiting manager feels that you are a good enough match for the role that they now wish to spend some time confirming your suitability and getting to know you a little better as a potential colleague.

This is also true of the GIS (Guaranteed Interview Scheme) although the criteria may have been less specifically met in this case.

This, however, does not guarantee that all interviews will follow similar patterns or that the interviewer’s approach will be consistent. Like candidates, interviewers will vary in terms of their experience and confidence with this process and even the most experienced could have picked up some ‘bad habits’ along the way. For example, they have not found sufficient time to thoroughly read your application form or CV. For this reason, it is best practice to be fully prepared for any and all questions about your skills, experience and work behaviours (competencies).

Step 1: Preparation

When preparing for the interview the key areas to consider are:

• Preparing your knowledge of the Department/Agency that you wish to join
• Researching the role and preparing the answers to questions about your own experience, skills and work behaviours
• Organising yourself to ensure you arrive on time and unflustered
• Writing the questions you need to ask
• Practising the most effective body language.
Stage 1 – Preparing your knowledge of the Department/Agency you wish to join

Use the Civil Service intranet to research what you can about the Department or Agency interviewing you. Read up on the skills they are looking for, and identify where you match them.

Broaden your on-line search to find any news articles about the Department/Agency, which you can use to show your interest in their work.

If you have any contacts that have worked (or still do) in the Department or Agency where you are applying, talk to them to establish the type of working practices they prefer.

Use the job description to establish any information about the Department/Agency.

If you feel it is appropriate, approach the interviewer to ask them if they have any information they can share about the Department/Agency that they feel is vital in order that you can be fully prepared.

Prepare answers to questions that you may be asked by the interviewer about how you will fit within the Department/Agency. You can use the STAR Approach to prepare these answers in advance. (See Step 2: Work positively with Civil Service Competency Framework and behavioural questions, on p.7).

Stage 2 – Researching the role and preparing the answers to questions about your own experience, skills and work behaviours

Use the job description to establish the key skills and experience the role requires.

Use the job description to establish the key competencies (behaviours) the role requires.
Use the Civil Service intranet to research what you can about the skills, experience and competencies they are looking for, and identify where you match them.

If you feel it is appropriate, approach the interviewer to ask them if they have any information they can share about the skills, experience or competencies that they feel is vital in order that you can be fully prepared.

Prepare answers to questions that you may be asked by the interviewer about your knowledge, skills and behaviour. You can use the STAR Approach to prepare these answers in advance. (See Step 2: Work positively with Civil Service Competency Framework and behavioural questions).

**Stage 3 – Organising yourself to ensure you arrive on time and unflustered**

Plan your travel times and route.

Expect the unexpected and build in time to cope with delays.

If there is any chance that you will be late for the interview, ensure you tell the interviewer as early as possible.

**Stage 4 – Writing the questions you need to ask**

Think about what you need to know from the interview. Be cautious when asking about benefits/perks/time off. If all the questions you ask are geared towards the areas that benefit you, it can send a message that you are not really interested in the role. These topics can be covered post-interview.

Asking questions shows your interest, so ensure you have several prepared.

For example, “What do you enjoy most about working in this Department/Agency?” is a positive way to show your interest.

Referencing news stories can be a good way to show that you have done your research, for example. “What effect will the legislation passed on Thursday have on the Department/Agency?”
Exercise 1: Write three questions that show you have done your research on the Department/Agency, and your interest in it, or that seek information about the role:

See Appendix A (p.18) for examples of questions.

Stage 5 – Practising the most effective body language

Use the techniques in Step 4: Explore best use of body language to ensure that you are projecting the image that you most wish to.

Practise these techniques with a trusted friend or colleague to get feedback and adapt your body language accordingly.
Step 2: Work positively with The Civil Service Competency Framework and behavioural questions

What are competencies?

The Chartered Institute of Personnel and Development (CIPD) defines competencies as:

“The behaviours that employees must have, or must acquire, to input into a situation in order to achieve high levels of performance”. (www.cipd.co.uk)

The interview will be based on the competencies that the hiring manager has defined for the job role and, in line with the policies of most Departments, these will have been the competencies used in the initial sift before your invitation to interview. The number and choice of competencies against which interviews will be conducted will be based upon the vacancy holder’s determination of their business priorities and the Departmental policy requirements that apply. However, in practical terms, it is unlikely that more than 6 competencies could be assessed in a standard 45-minute interview.

Competency questions are designed to allow candidates to specify examples of their behaviour to the interviewer. They are not hypothetical questions.

Exercise 2: Why do you think it is not considered best practice to ask a question such as “What would you do if you found yourself in conflict with a colleague?”

See Appendix A for an answer
Below are some examples of effective competency questions that you may encounter as they are based on the Civil Service Competency Framework.

Managing a Quality Service

- How do you and your team understand what the standards required by your customers are?
- Give me an example of how you have demonstrated an understanding of customer needs
- What steps have you taken to understand how you and your team perform against performance/customer standards?
- How do you respond to customer feedback?
- Can you describe a time when you have been proactive in finding a solution to a problem encountered by your customers?

Leading and Communicating

- When communicating, how have you ensured your communication is clear, well structured and tailored to your audience?
- Can you give an example of how you have engaged your team in discussions about changes taking place in your unit, business area or Department?
- Tell me about a time when you have had to influence a senior manager, stakeholder or partner and how you went about this?
- Tell me about a time when you have had to use written communication to successfully influence someone? How did you go about structuring your written communication?

Collaborating and Partnering

- How have you created a good team spirit within your teams?
- Tell me about a time when you have been faced with resistance or negativity and how you have responded to this?
- Give me an example of how you have motivated others to do their job better
• Tell me about a time when you have collaborated with individuals or teams outside of your business area in order to deliver a positive outcome.

**Seeing the Big Picture**

• How have you ensured a team understands how its work connects into the work of the Department?
• Tell me how your current role fits into the overall objectives of the Department
• Tell me about a time when you have developed and updated good practice in your area of work
• Give me an example of when you had to make a change in your work area. How did you ensure it fitted with the strategic direction of the Department or your business area?

**Building Capability for All**

• Can you describe a time when you have had to address underperformance and how you went about this?
• Can you give me an example of how you have nurtured a talented member of your team?
• How do you increase your own knowledge and expertise and that of your team?
• What are your own development areas and what are you doing to address these?

As you can see from these examples, they are designed to give you an opportunity to answer the question fully, demonstrating your skills, experience and work behaviours. In addition, interviewers will often use the STAR Approach.

**The STAR Approach**

Using the STAR acronym when competency based interview questioning can help interviewers find the specifics of how you personally affected the outcome of a situation. It gives them a 4-part structure to find out:
1. **Situation**

What was the situation?

Where were you? Who was there with you? What had happened?

2. **Task**

What was the task that you had to complete and why?

3. **Action**

What did YOU do? The interviewer will ask for detail here, specifically looking for ‘I’ and ‘me’ answers. They may ask for examples of teamwork too, but this is designed to find out what action YOU took.

4. **Result**

What results did the actions produce? Was it a successful outcome?

You can prepare your answers in advance using the same model, ensuring that your actions and the results are very clear. Sometimes it is easier to start with these when preparing: e.g., if you know that the interviewer will be looking for an example of your coaching skills, you may find it easy to think of how you successfully trained a new team member to ensure that they were productive within 2 weeks (**Result**), and then work backwards to record how you did it (**Action**) and that the team had increased in number due to workloads (**Situation**) and your experience led to you being responsible for training them (**Task**).

**Exercise 3:** Choose three competency questions from above, from three different Competencies and write your own answers, ensuring YOU are specific about the action you took, and using the STAR approach.

**NB:** The STAR approach can be used to both ask and answer questions relating to skills, experience and knowledge as well as competencies. It is a good model to follow to ensure all your answers demonstrate the specific use of your skills and knowledge to affect the results of a situation.
Competency: ________________________________

Answer

Competency: ________________________________

Answer

Competency: ________________________________

Answer

See Appendix A for examples of answers
Step 3: Enhance interview skills and techniques including creating a favourable first impression

Skills and techniques

Many of the skills and techniques that you can use to ensure the most successful possible outcome are those that involve your non-verbal communication (body language), and so they will be covered in Step 4: *Explore best use of body language and voice to create a confident and engaging style.*

In addition, if the first impression of you that the interviewer sees is someone who appears confident and composed, then that will colour their first impression of you, so Step 5: *Learn techniques to manage interview nerves also gives helpful advice.*

Finally, we all make judgements based on the appearance of others, so below are also some general tips about ensuring your appearance is appropriate for the interview.

**Enhance interview skills and techniques by ensuring:**

You have prepared some general questions to ask whilst being taken to the interview room. This generally involves a short walk and will show you to be interested and engaged from the start, as well as helping to start to build rapport.

**Exercise 4:** Consider a few open questions you could ask during the walk to the interview room:
See Appendix A for suggested questions

Interviewers often start with a general introduction to themselves, the role and the interview process. Ensure you are listening closely and show that you are paying attention (see Step 4).

- Once the introductions are made, interviewers will probably ask you to tell them a little about yourself. Have this introduction prepared for fluency, and include a brief overview of your current role and responsibilities and what you most enjoy about these. Also, why you are applying for this role

**Exercise 5:** Consider how you would introduce yourself:

See Appendix A for a suggested introduction of yourself

- Practise your handshake. Make eye contact, smile and ensure your grip is firm without crushing any fingers!
- Ensure you have prepared your examples of your skills/knowledge/behaviour (using the STAR Approach if you prefer) and have read through them so you can be sure to choose the best examples when answering questions
- Listen closely to the questions. Do not latch onto a topic because you have a very good answer for it, the interviewer may be asking something different
• Never be scared to ask for clarification of the question or a moment to think about your answer. You can always preface this with a statement along the lines of ‘I would really like to give you a full/considered/specific/appropriate etc. answer to that, so could I have a few seconds to consider…………’
• The interviewer will be looking for your most recent examples of how you have demonstrated the skills and behaviours they need, in the main. If, however, your recent example can be bettered by referring back to one sometime ago, then do use this one instead. Do not use the same example for every question; ensure you have several examples prepared.
• Work-related examples will be most useful for your interviewer, but if you need to find non-work examples of your successes because they are more recent or relevant, do consider using them too.
• Be yourself! The advice you receive from others can be overwhelming and confusing and trying to be someone you are not is just one more thing to worry about. Also, the interviewer is looking for a good fit for their team. If, for example, you come across as very formal when you are really not, this could result in you working in a very formal team, which you may not enjoy. If you are being yourself you will also come across as more relaxed and this will engage your interviewer.
• Ensure your appearance is appropriate. Classic styles are always the safest clothing choice.
• Ensure that you are comfortable as well as smart: that your clothes are not too tight and your shoes are comfortable enough for a possible tour around the department. Being uncomfortable could be distracting for you.
• At the close of the interview, thank the interviewer for their time, express your interest, and check what the next steps will be and a timeframe. Avoid asking “When can I start?” as this is now over-used by interviewees to express their continued interest.
Step 4: Explore best use of body language and voice to create a confident and engaging style

Non-verbal communication

It is a well-established statistic that up to 93% of the messages received by others from us, are communicated through our non-verbal communication (body language). Below is a breakdown of each of the areas of body language that we may use (often unconsciously) to send messages that others will then use to form opinions of us. In addition, our voice can communicate messages that have nothing to do with the words we are using, but everything to do with the tone, volume, pace and we can use this to contribute to improving our confidence and appearing more engaging.

The areas of non-verbal communication:

- **Posture:**
  - This is all about how you position your body. Your head and arms make such a powerful impact that they have their own categories (see overleaf)
  - You can show confidence by ensuring you do not slouch
  - Leaning forward slightly and towards the interviewer shows you are listening
  - Sitting upright helps your breathing and can assist with ensuring your sentences have more fluency
  - If you are going to cross your legs, do so at the ankle, but it is advisable to keep both feet flat on the floor as this can make you feel more ‘grounded’ and any nervous leg twitching will be less visible.

- **Head/facial expression:**
  - The most powerful way to build rapport is by smiling. If your smile tends to look false when you are nervous, practise in a mirror or ask a colleague or friend to advise you on how to smile most naturally
• Check for make-up smudges (including lipstick on your teeth), or any stray lunch-crumbs as the interviewer will almost certainly be too polite to mention it, but it could be a distraction.

• Practise making and keeping eye contact. Avoiding it looks like you may have something to hide, or you are fabricating an answer.

• Nodding in agreement is very empathetic and helps to build rapport.

• Having your head slightly tilted to one side when listening shows that you are focusing on what’s being said.

• **Gestures:**
  
  • Gestures are most useful for illustrating a point you are making and conveying enthusiasm. However, use of any gestures to illustrate points needs to be appropriate e.g. opening your hands to show ‘growth’, and congruent with your tone of voice and facial expressions. Do not be overly expressive with gesture as it is distracting to the interviewers.

  • Crossed arms can send a subconscious ‘closed’ message to the interviewer, making you appear unapproachable.

  • If you are taking notes, ensure that you have a support for your pad, on your correct side (depending on whether you are left or right-handed).

• **Voice:**

  • Interviewers most appreciate a well-paced, clear answer, with an appropriate volume. Take your lead from them, as ‘mirroring’ their voice patterns can subconsciously build rapport.

  • However, varying the volume, tone and pace of your voice can communicate enthusiasm, and make your answers more interesting for a listener, so practising making appropriate changes can be a useful exercise.

  • Practise giving answers out loud with a friend, colleague or recording yourself. Then you can either receive feedback or hear what may need some development.
It is worth making sure you have a glass of water during the interview as this can help to modulate your tone and make it ‘warmer’

Be aware of the pace of your voice, we can all have a tendency to talk quickly when we’re nervous. Ensure your nerves or enthusiasm for the topic do not overpower your clear communication of your point.

Energy level:

- Energy levels are more subjective, but the degree of energy that the above are showing and the nature of that energy, e.g. enthusiasm, capacity or anxiety will be communicated to the interviewer
- Using the techniques above and in Step 5: Learn techniques to manage interview nerves, will help you to communicate an enthusiastic energy level without appearing too nervous.

Step 5: Learn techniques to manage interview nerves

Interview nerves

It is natural to feel nervous before and during an interview, and some nervousness can be a positive part of what you communicate. After all, interviewers want the job to be important to you.

The really good news is that most interviewers want you to give the best possible interview that you can, so they end up with a pool of good quality candidates to choose from. The days of interviews being used to ‘catch people out’ or seeing how you perform ‘under pressure’ are largely a thing of the past. It is best practice for interviewers to create an atmosphere where the interviewee can communicate clearly and give the best account of themselves, in order that the hiring manager can make a really effective decision.
Techniques for managing nerves:

- Do not ever be worried about appearing nervous. It shows that you are taking the process seriously and that the role is something you care about.
- The interviewer will be expecting some nerves, and should use the opportunity to put you at ease and ensure that the interview is as effective as possible.
- If you practise your interview with a friend or colleague, ask them to give you feedback about any non-verbal ‘tells’ that you may adopt when nervous: e.g. tapping a pen, playing with a ring etc. so you can work on not doing this during the interview.
- A technique that may help is this: In a private space, think about how good it felt when you had a result that you were really proud of. Try to remember the way you felt last time this happened, and then make the pose that you would really like to when you feel that triumphant (arms in the air, back straight, head back, grinning etc. – whatever works for you). Hold the pose and feeling for two minutes. Practise this for 2 minutes a day, leading to your interview and then when you are sitting in the interview, imagine again how good that felt, straighten your back and let that successful feeling help your nerves dissipate.
- Remember this is a two-way process. Rather than focusing on your nerves while waiting to be seen, use this as an opportunity to look at the environment: do people seem happy? What is the atmosphere like? And so on.
- Your breathing can affect both how nervous you feel and how nervous you appear. Before the interview, try the ‘7-11’ technique: breathing in through your nose for 7 seconds and out through your mouth for 11 seconds. If you practise this you can also adopt it without the interviewer noticing during the interview.
- When sitting in the interview, place your feet flat on the floor and push down to feel how solid it is beneath you, supporting you. This can help you to feel more ‘grounded’ and will also help with any visible shaking.
If you know you have a tendency to shake in interviews, you can use a higher grade of paper for any notes you are taking in, or even a thin card. This lessens any visible shakes compared to standard paper.

Not all of these techniques will necessarily work best for you, try a combination and find what is most effective in your situation. Again, practising with a colleague or friend (which can be a little nerve-wracking itself, no matter how well you know them) will allow you to find what you need for an interview.

Always remember, being nervous is not a terrible thing, interviewers expect it and will do their best for you in order that you both get what you need from the discussion.
Appendix A – Answers

Exercise 1 - Preparation – Stage 4 – Writing the questions you need to ask

Suggested questions:

- What do you consider to be the Department’s main priorities?
- How does the department’s work fit into the overall goals of the organisation?
- What are the biggest challenges in this role?
- How does (x,y,z) Government Policy affect the department?
- What sort of working environment/atmosphere does the team prefer?
- What percentage of the time would I be working alone/with a team?
- What are the biggest challenges for the department?
- You asked a question about (x,y,z) skill/competency. Can I ask why that is so vital for the role?
- What do you see as the timeframe for developing (x,y,z) skill?

Exercise 2 - Preparation – What are competencies?

Why do you think it’s not considered best practice to ask a question such as ‘What would you do if you found yourself in conflict with a colleague?’

Hypothetical questions, such as the one above are useful in interview if the hiring manager needs to observe someone’s thought process or how they work through a problem. It can also be useful for asking technical questions, e.g. “If the system showed this error, how would you go about fixing it?”

However, it has been found that when recruiting, the best indicator of how someone will behave in the future is by considering how they have behaved in the past and competency questions are designed to encourage interviewees to give the hiring manager specific examples of their previous actions.
Therefore, the above question will not necessarily uncover what you have personally done to resolve a similar situation previously, but what you think the interviewer wants to hear (which may not be what the interviewer is looking for at all).

**Exercise 3 - Work positively with The Civil Service Competency Framework and behavioural questions**

Sample competency answers:

**Competency question, Managing a Quality Service:**

- Give me an example of how you have demonstrated an understanding of customer needs.

**Competency answer:**

- 2 weeks ago I took a call from a new manager of one of the internal teams that our department works with, asking a question that I did not have the answer to, as it is not our department’s responsibility. *(Situation/Task)* I arranged to spend 20 minutes with them later that day, showing them how they could find the information they needed and also clarifying with them what we could do for them. *(Action)* As a result, the manager assured me this was going to make their job considerably easier and they were more confident about using the system too *(Result)*.

**Competency question, Leading and Communicating:**

- Tell me about a time when you have had to influence a senior manager, stakeholder or partner and how you went about this?

**Competency answer:**

- This reminds me of a project that I was really proud of because I won the support of a really influential ally who helped to see the project completed successfully. *(Result)* I knew we needed a specific
manager to promote a project I was working on as part of a team, *(Situation/Task)* so I talked to people who would have worked with them before and got a sense of how they liked to work. I discovered that they were very efficient and disliked time-wasting, so I requested a 15 minute meeting with them and forwarded a small agenda detailing what I wanted to discuss. I ensured I arrived early, thanked them for their time, set out the advantages of the project and what we would need them to do, and how much time it would realistically take. They felt it would take too much of their time as it was, so I suggested several tasks that could be re-assigned to others and they then agreed. The meeting took 12 minutes and I commented to them that I would enjoy how quickly we would come to agreement. *(Action)* They became a strong advocate for the project and really helped us achieve all we needed to. *(Result, again)*

**Competency question, Collaborating and Partnering:**

- Tell me about a time when you have been faced with resistance or negativity and how you have responded to this?

**Competency answer:**

- I became team leader for a team of established, very well thought-of operators and it became clear that one of them had applied for the position I now held and there was a certain amount of resentment towards me from the whole team *(Situation)* now that I was supervising them. There was an unpleasant atmosphere and this team relied on good teamwork to achieve tasks, so I needed to improve the situation. *(Task)* I held a meeting with the person who had applied for the role and asked for their help to improve my knowledge of what the team did, showing a willingness to spend time with each of them, learning their roles and being fairly hands-on for a few weeks. In addition, the team member who would have applied for the job became my go-to person for any questions about the team’s processes or admin. In return, we discussed her development into a team leader.
role and I began using my work as a coaching opportunity for her and was able to book her on a team leader development activity. Eventually, I promoted her to act as my deputy (Action) and she will be the very clear choice to take my role, should I move on from this one. The team started to work really well together again and she became a great asset to both myself and the team. (Result)

Competency question, Seeing the bigger picture:

- How have you ensured a team understands how its work connects into the work of the Department?

Competency answer:

- When I first joined my current team (Situation) I felt that we were all working as individuals and I sometimes felt like I was performing tasks without really knowing why. (Task) I did not want to tread on anyone’s toes by bringing this up in a team meeting when I was so new, so I waited for my first appraisal, which was one month after I would have joined and then asked if I could research exactly how our team’s work affected the agency and the wider department, in order to see if we could make any improvements. My Team Leader agreed and once I would have researched where our work was used I could show my results in a team meeting and it became clear that some tasks could be streamlined and some of our work was not being used any more. (Action) We all worked together to streamline some processes, stop some work altogether and free our team up to get involved in a project that was very well received by the rest of the department. I really feel like we raised our profile and helped the department to become more efficient at the same time. (Result)

Competency question, Building Capability for all:

- What are your own development areas and what are you doing to address these?
Competency answer:

I am applying for this role because I feel that technically I am really at the limit of my knowledge for the role I am currently performing. **(Situation)** I would like to move into more of a management role and realise that this will need a variety of skills that I do not currently have. **(Task)** Whilst I cannot gain a lot of team leading experience at the moment I always volunteer for any tasks that my team leader needs to delegate, and in addition I am coaching several members of the team as I am now the most experienced team member. I have done some reading on how to coach, and use The GROW Model, which I found online, and I am booked on a course to help improve this skill further. **(Action/Result)**

These examples show that it is not important in which order the elements of STAR are used, just that they are all there to ensure a full and specific answer.

**Exercise 4: Enhance interview skills and techniques including creating a favourable first impression**

Consider a few open questions you could ask during the walk to the interview room.

**Suggested questions:**

- How long have you worked here/for the team/in the department?
- What first attracted you to this department?
- How do you find the transport to work here?
- What is the best part of working here?
- Are there good facilities in the area? Cafes/shops/gyms and so on?

**Exercise 5: Enhance interview skills and techniques including creating a favourable first impression**

**Sample introduction of yourself:**
“I have worked for the organisation for ten years and in my current team for three. I am currently the most senior operator in our team, and my role involves all of the admin tasks that the team performs, plus I am involved in several interesting projects. I am a member of the Staff Support Team for my department and I find that very fulfilling, plus I am currently involved in a project to improve communication within our building, as teams tend to fall out with each other due to misunderstandings. Because of my experience, my team leader tends to rely on my coaching new team members, which has given me a real interest in moving into more of a management role, which is why I am here today.”

**Structure and content of your introduction:**

- Start with your most recent role. This allows the interviewer to ask you for previous jobs if they need to, but your most relevant and recent experience will be what they hear first
- Practise this in order to be fluent, without sounding too scripted
- Stick to work information. Your hobbies and interests are rarely relevant to the role you have applied for
- It is worth stating from the start why you are interested in the role
- If the interviewer is vague about what they want you to say, take it upon yourself to keep it recent, role-based and brief (as above).