

Body Language and the Interview

First Impressions

You never get a second chance to make a first impression. That first impression is very important. Long before you say a word, your appearance, attitude and body language speak for you. An experienced interviewer is already reading these facts of your personality and drawing some conclusions about you.

Appearance

All your efforts and preparations will be for nothing if you neglect your appearance. You will impress no one if your clothes are wrinkled and dirty, your hair is messy and greasy, your breath and body odour are offensive, your nail polish is chipped or your face is unshaven. "Spruce up", look your best -- you're out to impress.

You want to impress, but not overdress. This is a business meeting, not a party, and you should dress accordingly. You may actually want to seek advice from an adult rather than a friend on what you should wear!

Body Language

Your body language sends out messages loud and clear. Crossed arms can indicate defensiveness or low self-esteem. Slouching can indicate fatigue or laziness. So, during an interview, sit with your back straight, feet on the floor (or crossed at the ankle), and hands resting calmly on your knee. Relax.

Nodding

Nodding is a positive form of body language. If not overused, nodding indicates agreement.

Fidgeting

Fidgeting indicates nervousness, disinterest, and boredom. Fidgeting is distracting both for you and the interviewer. Try to relax, but stay focused on the conversation and the questions.

Eye Contact

Sincerity, honesty, willingness, and confidence can be seen by an employer in your facial expressions. Always face the interviewer when s/he is speaking to you.

The Handshake

A lifeless, limp handshake can make you appear insipid. A knuckle-crushing handshake can make you appear aggressive and overbearing. A warm and firm handshake will show your sincerity and make you appear professional and businesslike.

Smile!

Ten Suggestion for the Development of Positive Self Esteem in

Children with Low Vision: from Anne Corn.

- attend to appearance
 - teach good grooming
 - quality of movement important
- provide opportunities to develop an identity as a person with low vision, not blind or sighted
- provide role models, heroes with similar visual impairments
- provide information about child's visual impairments and realistic expectations for visual functioning in language child can understand
- teach coping strategies for frustrations associated with having low vision, e.g. related to non driving
- provide orientation, mobility, and way-finding as practiced by age peers
- acknowledge the stresses associated with low vision and provide an "ear"
- provide opportunities for anonymity
- teach self advocacy skills
- help child to place the significance of having low vision in the realm of life activities and choices