

SIS - Sport, Fitness and Recreation Training Package

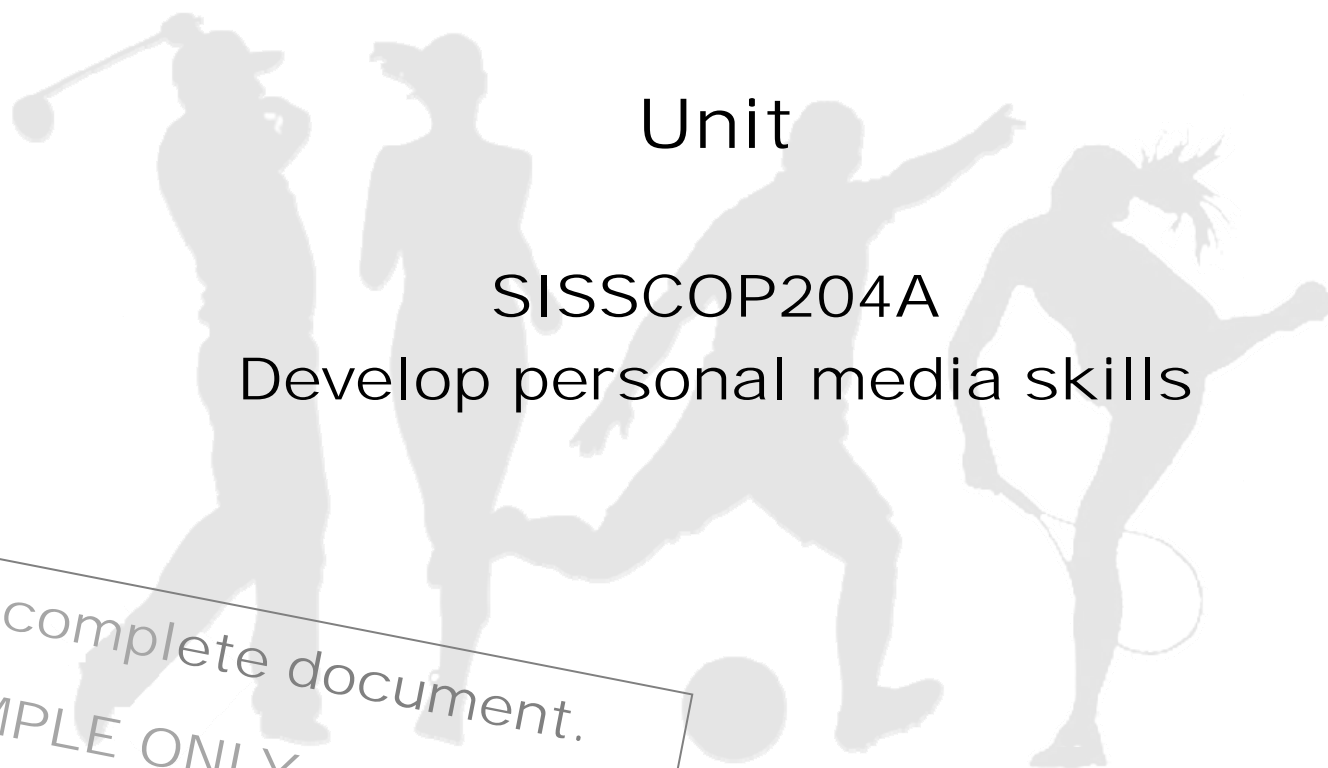
SIS20412 Cert. II and SIS30613 Cert. III

Sport Career Oriented Participation

Unit

SISSCOP204A

Develop personal media skills



This is not a complete document.
SAMPLE ONLY

Teacher/Trainer Manual



LANE

Passing Lane Pty Ltd
PO Box 975
COWES VICTORIA 3922

Copyright 2017

All rights reserved.

All Passing Lane materials have been provided to an educational or training organisation under an institutional license agreement.

An outline of this agreement can be viewed on the Passing Lane website at www.passinglane.com.au.

The use of these materials without a valid and current licence agreement is strictly prohibited.

Any requests for further information regards the Passing Lane licence agreement can be sought directly from Passing Lane Pty Ltd.

MATERIALS PUBLISHED IN AUSTRALIA

Disclaimer

The information in this document has been developed using information and reference sources considered to be reliable.

Passing Lane Pty Ltd, its employees and contracted content developers accept no responsibility as to any errors or omissions or any loss or damage of an kind caused by using this manual and no warranty is provided as to the reliability of any sources or correctness of the information within this document.

LANE

STUDENT/TRAINEE DETAILS

Student/Trainee Name**Student/Trainee Email****Teacher / Trainer Name****School / Institution / Training Organisation / Employer**

SAMPLE SAMPLE

TABLE OF CONTENTS

Introduction	Page 5	
Unit of Competency Overview	Page 8	
Section One		
<i>Develop a rapport with the media</i>	Page 9	<u>(Student/Trainee Manual Page 9)</u>
Section Two		
<i>Prepare for a media interview</i>	Page 20	<u>(Student/Trainee Manual Page 18)</u>
Section Three		
<i>Undertake a media interview</i>	Page 45	<u>(Student/Trainee Manual Page 43)</u>
Section Four		
<i>Review performance</i>	Page 69	<u>(Student/Trainee Manual Page 66)</u>
Self Assessment	Page 74	<u>(Student/Trainee Manual Page 71)</u>

INTRODUCTION

This manual is developed to provide training content that addresses the specific 'Unit of Competency' as outlined on the following pages.

It provides the teacher and/or trainer with a document that includes all that the student and/or trainee manual content plus guidance notes as well as answers to the learning activities in the student/trainee manual.

This manual can be packaged with various manuals addressing other 'Units of Competency' in order to meet the 'Packaging Rules' of a particular Australian Training Package Qualification.

This resource has been designed to be delivered in a form that is conducive to the learning environment including:

- ☆ Online delivery
- ☆ Classroom delivery
- ☆ On the job training

The documents are designed in a 'landscape' format in order to make reading on a computer screen easier as well as reduces the need to scroll down pages. Documents can be easily printed if the learning environment requires the student or trainee to have hard copies of the learning materials.

INTRODUCTION—CONT'D

LEARNING ACTIVITIES

The learning activities in the student and/or trainee manuals are 'Form Enabled' so that if the resources delivered online, the activities can be filled in using the computer keyboard.

Each learning activity is identified with the following icon.

**Learning
Activity**

Learning activities come in the following forms.

- ☆ Questions
- ☆ Research
- ☆ Tasks
- ☆ Interviews

Questions

Questions would relate to the information presented on previous pages.

Research

This type of learning activity would require the student or trainee to locate information by using research methods. The information they would be required to locate would be in line and/or support the information that the manual had outlined in previous pages.

INTRODUCTION—CONT'D

Tasks

This learning activity type would require the student/trainee to actually do or undertake something and would be reinforcing the knowledge they have gained from reading the manual's previous pages.

Interviews

This learning activity type would require the student/trainee to interview person(s) in an actual workplace environment or a person(s) who are experienced in the industry sector which the student/trainee is currently undergoing training.

The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

Learning
Activity

Research

SELF ASSESSMENT

At the end of each manual is a series of questions that the student/trainee should review and answer.

This self assessment is to ensure in the student's or trainee's mind that they have reviewed and understood the information that was presented in their manual.

If they are unsure of their understanding in any of the topics reviewed, they are encouraged to go back and review the information again and/or seek the assistance of their teacher or trainer.

LANE

UNIT OF COMPETENCY OVERVIEW

The following pages are extracts from Training.gov.au website and outlines this specific 'Unit of Competency' including the 'Elements' and the 'Performance Criteria'. The content within this manual has been developed to address this unit.

SISSCOP204A - DEVELOP PERSONAL MEDIA SKILLS

ELEMENT	PERFORMANCE CRITERIA
1. Develop a rapport with the media	1.1. Identify key media personnel for the relevant sport 1.2. Identify and apply strategies to develop a rapport with key media personnel according to organisational policies and procedures
2. Prepare for a media interview	2.1. Identify the type of media through which the interview will be conducted 2.2. Liaise with the appropriate personnel to identify details and purpose of the interview 2.3. Identify the interview format and implications for preparation requirements 2.4. Identify potential questions and prepare appropriate responses in consultation with appropriate personnel 2.5. Confirm final details for the interview
3. Undertake a media interview	3.1. Follow instructions of relevant media personnel 3.2. Select and use communication techniques appropriate to interview format 3.3. Respond to questions according to organisational policies and procedures and relevant legislation 3.4. Clarify interview questions as required 3.5. Respond to questions logically and coherently
4. Review performance	4.1. Seek feedback on interview performance from appropriate personnel 4.2. Review own performance and identify potential improvements for future interviews

Passing Lane acknowledges that the copyright ownership of the above information is the Commonwealth of Australia and this extract has been provided for reference purposes only.

SAMPLE SAMPLE

SAMPLE SAMPLE

Section One

Develop a Rapport with the Media

SAMPLE SAMPLE

DEVELOP PERSONAL MEDIA SKILLS

SECTION ONE – DEVELOP A RAPPORT WITH THE MEDIA

INTRODUCTION

In Australia, sporting activities play an important part in many people's lives. People participate in various sports, they watch a wide range of sports and diligently follow specific sporting teams and personalities.

As an elite sports athlete becomes increasingly popular and enters into the professional levels, the media begins to have a keen interest in interviewing these athletes and many athletes may find this either stressful, or exciting.

In this training unit, we look at how you should develop some basic media skills in order to take some of the stress out of dealing with the media.

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Identifying key media personnel for the relevant sport
- ☆ Identifying and applying strategies to develop a rapport with key media personnel according to organisational policies and procedures



IDENTIFY KEY MEDIA PERSONNEL FOR THE RELEVANT SPORT

Various sports attract more media attention than others. Various sporting events also attract more media attention than others.

You will easily know what sports these are by looking at the TV guide or the sports section of your favourite newspaper.

In mainstream media you have the newspaper journalist, the television journalist and the radio journalist.

To be sure you know what a journalist is, they can be described as a person who is qualified in researching and gathering information and compiles this information into a 'newsworthy' story. The story is then broadcasted on TV or radio, or reported on in a written form in newspapers.

In Australia, up and coming athletes in specific sports are very often reported on in local newspapers or committee newsletters. Although this is not mainstream media, it is a type of media that still gets the athlete some exposure. It generates local support for the athlete and as the athlete's sporting career grows and develops, this type of exposure often leads to mainstream media interest.

There are other types of sport journalists and these include:

- ☆ Those developing stories for special interest sports magazines
- ☆ Journalists providing stories to sporting peak bodies for newsletters and websites
- ☆ Sports writers for internet blogs

Media journalists can be either specialists in their knowledge of a specific sport, or can be those that cover stories in a wide range of sports.

When watching TV, listening to the radio, or reading the newspaper you can identify those journalists (especially in mainstream media) who report on a specific sport. If you are developing a professional career in that sport, you will at some point be likely to be interviewed by these journalists.

**Learning
Activity**

Research

LEARNING ACTIVITY ONE

We have learned that many sports journalists focus on a specific sport and its teams, players or athletes that participate in that sport. In this activity we want you to do some research and pick three sports common here in Australia. One of the three that you pick should be one you are currently playing in and are intending to develop a career in.

Next to each sport tell us the name of a journalist you see as being a predominant reporter in a mainstream newspaper in your area. Then, next to each sport, tell us the name of a journalist you see as being a predominant reporter in a mainstream television station in your area.

Sport One _____ (Is this your sport of choice _____)

Newspaper Reporter _____

TV Reporter _____

Sport Two _____ (Is this your sport of choice _____)

Newspaper Reporter _____

TV Reporter _____

Sport Three _____ (Is this your sport of choice _____)

Newspaper Reporter _____

TV Reporter _____

SAMPLE SAMPLE

TEACHER / TRAINER GUIDANCE NOTES

This activity is to start having the student or trainee get to know by name some of the more predominant sports journalists in each sport as well as within two mainstream media types.

Hopefully this will include their own sport of choice.

SAMPLE SAMPLE

**Learning
Activity**

Research

SAMPLE SAMPLE

LEARNING ACTIVITY TWO

Every local area has their own local newspaper that comes out each week or so. In this activity, we want you to pick up the most recent local newspaper and go the paper's section that is about sports.

Then below, name the person or persons writing about sports and what sport they were writing about. Also, tell us if you know this person or persons and/or have ever met them in real life.

Name of the newspaper _____

Your summary

SAMPLE SAMPLE

TEACHER / TRAINER GUIDANCE NOTES

This activity is have the student or trainee get to know who is reporting on sport in their area. It will be interesting if they know who this person is (or persons).

At some point it may be suggested that they introduce themselves, if they have not already.

SAMPLE SAMPLE



IDENTIFY AND APPLY STRATEGIES TO DEVELOP A RAPPORT WITH KEY MEDIA PERSONNEL ACCORDING TO ORGANISATIONAL POLICIES AND PROCEDURES

When it comes to engaging with the media, there may be a few policies and procedures that you may need to be aware of and follow closely.

If you belong to a sporting organisation such as a club or a team, they will have strict rules on how you engage with any reporter and what you are allowed and not allowed to say. One of the most important policies would be 'confidentiality'.

There would be many subjects, issues and pieces of information that most clubs want to keep confidential and would not want any of this type of information leaked to the media.

If you or your team is being sponsored, the sponsor will have policies and procedures also as to how you would interact with the media and how the sponsor is portrayed in any interview. It can be as important as to what is said, to as simple as what you are wearing at the time you are being interviewed.

Generally topics that are not often allowed to be spoken about include:

- ☆ Personal details or issues about other team members or athletes
- ☆ Any contractual arrangements between players and the club
- ☆ Any contractual arrangements with sponsors
- ☆ Game plans and/or strategies

In most cases, if you belong to a club, team or are being professionally managed, media interviews often need to be approved prior to the interview taking place.

In all cases you need to know what the policies and procedures are relating to media interviews.

Later we will learn about various laws and regulations that relate to the interviews and what can be and cannot be said without legal ramifications.



Rapport with the Media

DEVELOPING A RAPPORT WITH THE MEDIA

In the past, sport journalists were the essential conduit between the athlete and his or her fans.

Today that is not the case. Social media has allowed professional sports people to set up their own Facebook or LinkedIn pages and interact and engage with their fan base and others, without the need of a sports journalist to tell their story.

However, traditional sports reporting is still around, it will be around for a lot longer yet and sports journalists will still be looking for their story. This means that as an elite professional sports athlete, professional coach or official, it is always a good strategy to start developing a personal rapport with the most relevant media journalists.

It is good to remember that a sport journalist has a job to do and most athletes still fulfil what they accept as a professional obligation. For most athletes experienced with the media attention, they have developed a rapport with the media but have made a conscience decision to ensure engaging with the media does not become a distraction to their sporting career.

One initial strategy is to start by reading a specific journalist's reports or watching their televised broadcasting reports. This will give you a feel of their journalistic style and the common theme of their type of stories.

When you start being contacted by the media, do not feel pressured in responding to their requests immediately. Always be friendly and helpful when a journalist requests an interview. It is always best to give yourself time to prepare for an interview. You can ask the journalist what questions they have and then arrange the interview, deadline permitting.

Be accessible to the media, but not overly accessible that it becomes overwhelming. You may want to set aside 20 minutes or an hour a week for interviews. Once the reporters and journalists know this, they will often respect this and set up specific times to speak with you.

In competitions, a sports reporter will often try and interview the winner of the competition, or the 'star' player of the team for a live broadcast. If you know who the reporter is and you think you will be interviewed, then you can be somewhat prepared.

The more you interact with various reporters as time goes, the more rapport will be developed and this will make the interview process far easier.

**Learning
Activity**

Question

LEARNING ACTIVITY THREE

What would be the four common topics that sporting organisations, clubs and/or sponsors would not allow to be discussed during an interview?

TEACHER / TRAINER GUIDANCE NOTES

- 1) Personal details or issues about other team members or athletes
- 2) Any contractual arrangements between players and the club
- 3) Any contractual arrangements with sponsors
- 4) Game plans and/or strategies

**Learning
Activity**

Question

LEARNING ACTIVITY FOUR

When it comes to developing a rapport with the media and interacting with the media, what is generally the attitude of those participating in professional sports?

TEACHER / TRAINER GUIDANCE NOTES

They realise that a sport journalist has a job to do and most athletes still fulfil what they accept as a professional obligation in engaging with the media.

SAMPLE SAMPLE

Section Two

Prepare for a Media Interview

SAMPLE SAMPLE

DEVELOP PERSONAL MEDIA SKILLS

SECTION TWO – PREPARE FOR A MEDIA INTERVIEW

INTRODUCTION

In this section of this manual we will look at how to prepare for a media interview.

It is important that when you prepare for an interview, you find out as much as possible what the interview is about, how long it is and in what medium the final interview will be presented.

These topics are reviewed on the following pages.

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Identifying the type of media through which the interview will be conducted
- ☆ Liaising with the appropriate personnel to identify details and purpose of the interview
- ☆ Identifying the interview format and implications for preparation requirements
- ☆ Identifying potential questions and prepare appropriate responses in consultation with appropriate personnel
- ☆ Confirming final details for the interview



IDENTIFY THE TYPE OF MEDIA THROUGH WHICH THE INTERVIEW WILL BE CONDUCTED

We have already touched on the types of media, however we will again review those types.

Broadcast media—this includes television and radio. The interview may be taped, edited and then broadcasted later or the interview is broadcasted ‘LIVE’ on air. In some sports the athlete, player or coach may be interviewed and the interview is broadcasted through a public address system to the fans in a stadium or sporting ground.

Print media—this includes newspaper and magazines. In Australia the mainstream newspapers are those published in each capital city and would have an extensive ‘Sports’ section, with sports journalists specialising in specific sports. There are also hundreds of local newspapers that would have set aside pages for their local sports and sporting heroes.

There are numerous magazines, most devoted to a specific sport. Articles in those magazines are more extensive in the content and the writers would have spent not only a reasonable amount of interview time but also background research.

Electronic media—there is a significant crossover between print and broadcast media and the electronic versions of the same content on the internet. Generally most newspapers, radio and television media outlets would have a website showing the same content online as they have in print or had broadcasted on the air.

Social media in recent years has also become popular. As we mentioned earlier, clubs, teams and athletes most likely have their own social media presence. However, there are a group of sport journalists that report on sports and athletes using only electronic media such as social media, podcasts or blogs through their own websites.

A sports journalist interviewing you could be using any one of the above media types.

**Learning
Activity**

Research

SAMPLE SAMPLE

LEARNING ACTIVITY ONE

Answer the following questions using your researching skills:

What are the names of the major newspapers in your area?

What television channels you receive have some level of sports coverage, not including the news?

What is the name of your local newspaper?

What is the name of the radio station in your area that has some level of sports coverage, not including the news?

SAMPLE SAMPLE

Name six professional athletes from Australia that have a Facebook page.

Tell us the name of three magazines that are published based on a specific sport.

TEACHER / TRAINER GUIDANCE NOTES

The answers will vary, depending on the student's or trainee's location and the sport they have an interest in.

The purpose of this activity is to reinforce in the student's or trainee's mind that there are many different types of media.



LIAISE WITH THE APPROPRIATE PERSONNEL TO IDENTIFY DETAILS AND PURPOSE OF THE INTERVIEW

For every media interview there is a purpose. The reason for an interview relating to you as a professional sports person could fall into one or more of the following categories:

Provide information for a news item—there could have been something newsworthy that you and/or the team has done and the reporter wants to expand on a news report with information that you could provide him or her.

Making a statement—this is a general term to use to describe how a reporter will confirm a rumour or an event that needs to be clarified by you. These interviews can be short and at times very intrusive. For example, a reporter is asking if it is true that you have just signed a million dollar contract, what do you think of one of your team players who has been found to be taking drugs, or what do you think your chances are of winning at the Commonwealth Games.

Provide information for a special feature—a media organisation will often create a special feature, either for a TV special or a major newspaper feature article. It could be about a team, a sport or a major competition. Sports journalists will go to several sources for information to include in the feature and this often includes professional athletes, coaches and/or officials.

Raise profile of sponsor—a sponsor is often a major advertiser in many media organisations, so what often happens during a competition or as part of an advertising campaign in general, is that the athlete, coach or official who is being sponsored will be interviewed by a journalist on behalf of the sponsor.

The sponsor may be producing a TV, radio or newspaper ad and as part of the sponsorship deal, requires the athlete that is being sponsored to appear in the ad.

Raise profile of specific sport—major television stations pay significant amount of money for sports broadcast rights and this in turn requires advertising dollars to be spent. Advertisers will only spend money on sports broadcasts if there is a large TV audience watching. So the TV station will use journalists to interview athletes, coaches and/or officials in that sport as a way of increasing the profile of the sport so more people are watching the TV broadcasts.

For second tier sports (sports not often supported by mainstream media), journalists will do articles, small TV stories or radio stories about the sport to raise its profile and this would again include interviewing athletes, coaches and/or officials in that sport as a way of increasing the profile of the sport.



Raise profile of athlete—as an athlete is progressing their professional career, sports journalists will often interview the athlete at regular intervals. This is a way of following the athletes career, as well as increasing the profile of the athlete and in many cases, the sport as well.

Generate publicity—this includes a sporting event that may be happening in a local community, small town or a city and to promote the event, media is used. This would include interviewing athletes, coaches and/or officials that are participating in the sport as a way of increasing the profile of the event.

Some athletes are asked to be interviewed as a method of endorsement for a new facility being opened such as a swimming pool, new sports facilities or recreation centres.



LIAISING WITH APPROPRIATE PERSONNEL

As an athlete progresses their career they will soon discover that participating in any type of media interaction can be complex.

Factors that underlie media interaction can include:

- ☆ The age of the athlete and required parent or guardian clearance
- ☆ The policies and procedures of the club or sporting organisation
- ☆ Restrictions associated with sponsorship arrangements
- ☆ The relationship between the interviewer and the interviewee

The first and most important first step in agreeing to an interview is to fully understand what the purpose of the interview is. This means questions must be asked of the interviewer and their responses assessed.

If the athlete is young, then parents or guardians would need to be involved.

Whether the athlete is young or old, the club will often need to be involved in the assessment of the interview proposed as well as the interviewer. This could be the athletes coach, or the team manager. In larger sporting organisations there could be a media manager who liaises with the media and assist athletes in their engagement with the media.

Many sponsorship agreements require the sponsored athlete (or players and coaches in a sponsored team) to clear any interviews with the sponsor first. Major sponsors will often have their own media liaisons to assist their sponsored teams and/or athletes assess the suitability of the requested interview.



UNDERSTANDING THE DETAILS OF THE INTERVIEW

Before any interview would be agreed to, the details of the interview would need to be fully understood and often agreed to before the interview could take place.

Details of the interview that you as the athlete, coach or official and those assisting you would want to know and understand, would generally include:

Time—when will the interview take place? The time could be pre-competition, post-competition, pre or post training, during the season or post season, or during your own personal time. The time could be a specific day of the week, at a specific time.

Length of the interview—this can refer to the actual length of time for the interview, or it could mean a series of interviews that are required for a feature.

Place—an interview could take place in numerous types of locations. It could be at the event itself, at your training location, at the clubhouse or even at a café. Sometimes you may be requested to do an interview at a TV or radio studio. We learn more about studio interviews later.

Audience—the audience could be a TV audience watching a game or event, a radio listening to a game or event. The audience could be readers of the sports section of the newspaper, or subscribers to a sports magazine.

Format—we will learn more about interview formats later.

Content or topic—this is basically related to the purpose of the interview. It is important that you and the interviewer are clear on what topics will be discussed. This is where a media liaison or manager can be helpful. Not only will they have the parties agree on the content and topic of the interview, but also while the interview is taking place that the agreed to content or topics are not strayed from or replaced with something else.

Program type—this could refer to a regular TV sports show, sports segment as part of the news on TV or radio, special sports feature on TV or radio. This often determines the interview format which we will learn about later.

Previous interviews on topic—it is often a good idea that you and those assisting you find out if any other parties have been interviewed on the same topics as you are going to be. It could be athletes you know and on the same team, competitors, other journalist's interviews and so on.

**Learning
Activity**

Question

LEARNING ACTIVITY TWO

What were the seven purposes of interview categories reviewed in this Section?

TEACHER / TRAINER GUIDANCE NOTES

- 1) Provide information for a news item
- 2) Making a statement
- 3) Provide information for a special feature
- 4) Raise profile of sponsor
- 5) Raise profile of specific sport
- 6) Raise profile of athlete
- 7) Generate publicity

**Learning
Activity**

Question

LEARNING ACTIVITY THREE

What four factors underlie media interaction?

TEACHER / TRAINER GUIDANCE NOTES

Factors that underlie media interaction can include:

- 1) The age of the athlete and required parent or guardian clearance
- 2) The policies and procedures of the club or sporting organisation
- 3) Restrictions associated with sponsorship arrangements
- 4) The relationship between the interviewer and the interviewee

**Learning
Activity**

Question

LEARNING ACTIVITY FOUR

What were the six appropriate personnel types you would liaise with when being approached to do an interview?

TEACHER / TRAINER GUIDANCE NOTES

- 1) Parents or guardians
- 2) Interviewer
- 3) Coach
- 4) Team manager
- 5) Media liaison personnel
- 6) Sponsor's representative

SAMPLE SAMPLE

**Learning
Activity**

Question

LEARNING ACTIVITY FIVE

What were the eight types of details that should be confirmed when being approached to do an interview?

TEACHER / TRAINER GUIDANCE NOTES

- 1) Time
- 2) Length of the interview
- 3) Place
- 4) Audience
- 5) Format
- 6) Content or topic
- 7) Program type
- 8) Previous interviews on topic



SAMPLE SAMPLE

SAMPLE SAMPLE

IDENTIFY THE INTERVIEW FORMAT AND IMPLICATIONS FOR PREPARATION REQUIREMENTS

Earlier we mentioned that part of understanding some of the details of an interview, one would be understanding the 'format' of the interview.

In simpler terms, this refers to how the interview will be conducted.

One common format used by newspaper journalists is the interviewer will meet at an appropriate location with the interviewee and ask questions, make notes and support it with a tape recording of the conversation. What you as the interviewee does not have control over is how the journalist interprets your answers and you have no control over what will be published. This is why it is important to have a clear understanding of what the purpose of the interview is and if at all possible have someone with media experience with you at the interview.

Another format is called 'remote' broadcasting. This is used by TV and radio stations. A reporter will perform the interviews at a remote location such as at the stadium, sports grounds or team club rooms. The interview is either taped, edited and broadcasted later, or broadcasted live.

Both live broadcasting and pre-recorded interviews can also happen in a studio, either a TV, or a radio station.

In some cases, there may be a live or pre-recorded television show where a professional athlete or coach is interviewed by a panel of sports journalists and other prominent sports personalities. All major sports have a show such as this.

A common format for live radio is called 'talk back'. A radio presenter will interview the athlete or coach and then open up the telephone lines to the public, who will in turn ask questions of the athlete. To prevent listeners from being exposed to rude, profane or harassing comments, TV and radio have a 'seven second delay' rule. This means that even though it is thought to be a 'live' broadcast, it is in fact delayed by seven seconds and even more sometimes. This ensures rude, profane or harassing comments do not get on the air.

In many cases, journalists will use the telephone to interview a person. This is also common in radio, where the radio presenter will have a professional athlete on the air by way of the telephone. Again, it is important to have a clear understanding of what the purpose of the interview is and if at all possible, have someone with media experience with you at the interview.

PREPARING FOR AN INTERVIEW

This first thing you need to do to prepare for the interview is to know the deadlines.

Journalists all have deadlines in which to do interviews, prepare the story and have it passed to the edit or news desk in time.

TV and radio stations have on the air or pre-recording schedules that are virtually impossible to adjust.

So if you have agreed to an interview, respect the journalist's or the media organisation's deadlines.

Respecting deadlines is part of media interviewing etiquette. Other etiquette rules include:

- ☆ ***Do not argue or interrupt***—You do not have to agree, but do not argue either. And do not interrupt the interviewer.
- ☆ ***Do not lose your temper***—You can tell a reporter you prefer not to comment (explain why), but never get angry. In taped interviews especially, viewers may see only your angry response and not hear the question that prompted it.
- ☆ ***Do not lie or bluff***—If you do not know an answer, say so. You can damage your credibility by making up answers. If you should know the answer but do not, offer to get back to them with an answer and then be sure to follow up.

Another etiquette rule is grooming. This may be difficult being interviewed after participating in competition, however if the interview is on TV, proper grooming is essential. On TV it is acceptable to wear sports type apparel with sponsors logos, the type you would wear in public, but not for game play or competition. Grooming includes:

- ☆ Hairstyle
- ☆ Make-up
- ☆ Facial hair grooming
- ☆ Body odours (especially important in a small radio studio)
- ☆ Mouth and teeth hygiene

Etiquette is part of the general protocols of media engagement. Earlier we learned about various policies and procedures that related to your engagement and interaction with the media. Protocols are like policies however are far more general in scope but are nonetheless essential to follow.

You should not be seen to bring your team, sport or organisation into disrepute by what is said during an interview, how you behaved, or how you dressed.

**Learning
Activity**

Question

LEARNING ACTIVITY SIX

One common format used by newspaper journalists is the interviewer will meet at an appropriate location with the interviewee and ask questions, make notes and support it with a tape recording of the conversation.

If you were being interviewed in this way, what should you be aware of and how can you avoid any issues relating to this type of interview?

TEACHER / TRAINER GUIDANCE NOTES

What you as the interviewee does not have control over is how the journalist interprets your answers and you have no control over what will be published. This is why it is important to have a clear understanding of what the purpose of the interview is and if at all possible, have someone with media experience with you at the interview.

SAMPLE SAMPLE

**Learning
Activity**

Question

LEARNING ACTIVITY SEVEN

Many major television and radio stations will perform interviews in what is known as 'outside broadcast studios'. What are outside broadcast studios?

TEACHER / TRAINER GUIDANCE NOTES

These are temporary studios set up at major competitions, stadiums or sporting grounds and have live 'feeds' (sending signals) to the main TV or radio studios.

This makes it easier for them to do interviews, as they are on location and this does not require the interviewees to travel to the studio.

**Learning
Activity**

Research

LEARNING ACTIVITY EIGHT

We mentioned that there are TV shows where there is a panel of journalists and other predominant sporting personalities interviewing professional athletes and coaches.

In this activity we want you to do some research and tell us the name of three such shows and what sports they represent. Have each of your choices be from a different sport. Hint—some may be on pay TV.

Show 1 _____ **Sport** _____

Show 1 _____ **Sport** _____

Show 1 _____ **Sport** _____

TEACHER / TRAINER GUIDANCE NOTES

The answers will vary, however there are shows that represent AFL, rugby, cricket, motor racing, golf, wrestling and so on.

Many are on Fox Sports.

**Learning
Activity**

Question

LEARNING ACTIVITY NINE

What does the term 'talk back' radio mean?

TEACHER / TRAINER GUIDANCE NOTES

It means the radio presenter opens up the telephone lines and listeners can call in and ask questions of the athlete or coach.

SAMPLE SAMPLE

**Learning
Activity**

Question

LEARNING ACTIVITY TEN

When preparing for an interview what three common etiquette rules do you need to remember?

TEACHER / TRAINER GUIDANCE NOTES

During an interview you:

- 1) Do not argue or interrupt
- 2) Do not lose your temper
- 3) Do not lie or bluff

**Learning
Activity**

Question

LEARNING ACTIVITY ELEVEN

Part of interviewing etiquette is proper grooming. What five areas does grooming cover?

TEACHER / TRAINER GUIDANCE NOTES

- 1) Hairstyle
- 2) Make-up
- 3) Facial hair grooming
- 4) Body odours
- 5) Mouth and teeth hygiene

**Learning
Activity**

Question

LEARNING ACTIVITY TWELVE

Following proper media engagement protocols will ensure what?

TEACHER / TRAINER GUIDANCE NOTES

Will ensure you DO NOT bring your team, sport or organisation into disrepute by what is said during an interview, how you behaved, or how you dressed.

SAMPLE SAMPLE



IDENTIFY POTENTIAL QUESTIONS AND PREPARE APPROPRIATE RESPONSES IN CONSULTATION WITH APPROPRIATE PERSONNEL AND CONFIRM FINAL DETAILS FOR THE INTERVIEW

(Over the next few pages we cover two 'Performance Criteria' points at the same time to avoid repetition)

Once you have confirmed all the details for the interview you are able to make a commitment to the journalist, reporter, TV station or radio station.

Just as a quick review the details you wanted to confirm included:

- ☆ Time of the interview
- ☆ Length of the interview
- ☆ Place the interview will be taken
- ☆ Audience
- ☆ Format
- ☆ Content or topic
- ☆ Program type
- ☆ Previous interviews on topic

SAMPLE SAMPLE

As part of the content or topics would be details on what potential questions may be asked. These can be asked of the journalist or reporter and they often will let you know what those questions might be. However, beware that this may not be all the questions that may be asked, or some may not be asked at all or changed.

This is when the experience and assistance of others comes in handy. Media specialists in sports media or those persons experienced in doing interviews can provide other potential questions that could be asked.

Once the potential questions have been identified, then suitable responses can be developed. Media specialists in sports media and those experienced in doing interviews can also suggest when you may refuse to answer any question and what the response should be in those instances.

When you have all the potential questions identified and suitable answers developed, then it is always suggested that you practice interview sessions to build up confidence prior to the interview.

SAMPLE SAMPLE

**Learning
Activity**

Question

LEARNING ACTIVITY THIRTEEN

What should you be aware of when requesting details from a journalist or a report relating to the questions that are to be asked during the interview?

TEACHER / TRAINER GUIDANCE NOTES

Be aware that you may not have been told all the questions that may be asked and be prepared that some may not be asked at all or changed.

SAMPLE SAMPLE

**Learning
Activity**

Question

LEARNING ACTIVITY FOURTEEN

Once potential questions have been identified, what should you first seek and then what should you do to help build confidence?

TEACHER / TRAINER GUIDANCE NOTES

Media specialists in sports media or those persons experienced in doing interviews can provide other potential questions that could be asked.

Once the potential questions have been identified, then suitable responses can be developed. Media specialists in sports media and those experienced in doing interviews can also suggest when you may refuse to answer any question and what the response should be in those instances.

When you have all the potential questions identified and suitable answers developed, then it is always suggested that you practice interview sessions to build up confidence prior to the interview.

Section Three

Undertake a Media Interview

SAMPLE SAMPLE

DEVELOP PERSONAL MEDIA SKILLS

SECTION THREE – UNDERTAKE A MEDIA INTERVIEW

INTRODUCTION

Once all the details of an interview has been identified and once all the basic preparation steps have been taken, the time has come to actually do the interview.

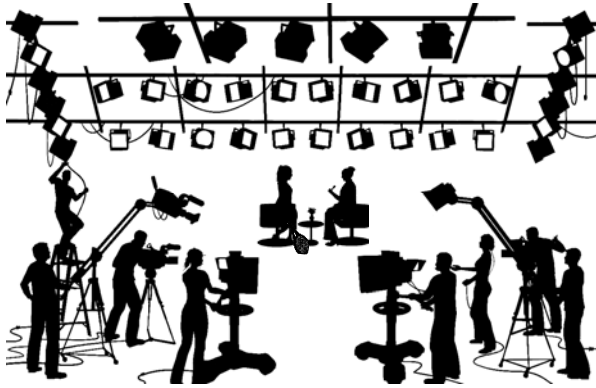
This is when all your preparation, practice, your communications skills and confidence comes into play.

We look at the basics of doing an interview in this section.

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Following instructions of relevant media personnel
- ☆ Selecting and using communication techniques appropriate to interview format
- ☆ Responding to questions according to organisational policies and procedures and relevant legislation
- ☆ Clarifying interview questions as required
- ☆ Responding to questions logically and coherently



FOLLOW INSTRUCTIONS OF RELEVANT MEDIA PERSONNEL

An interview starts with the introductory instructions by certain media personnel.

These would include:

- ☆ The journalist or reporter asking the questions
- ☆ Sound technician
- ☆ Lighting technicians
- ☆ Camera crew
- ☆ Photographers
- ☆ Studio makeup artists
- ☆ Stage manager

Each of the abovementioned has a vested interest that the interview goes smoothly.

Some interviews, such as those by print journalists will basically start off by suggesting that you speak in a level that their recorder will pick it up. Quite simple instructions.

However, those that are being taped by a camera crews on location will use a sound technician and even a lighting technician.

In a TV studio environment, the makeup technician will have a role as would the stage manager. The stage manager ensures all other technicians such as lighting, sound and camera and even the interviewer are in place and ready.

For journalists in the print media, there may be photographer's involved. They too would be giving instructions to those whose photographs are been taken, such as poses and lighting.

When involved in an interview you should be helpful in following the instructions of those involved in the interview. This not only will make the interview run smoother, but also build your credibility and reputation as a person who interacts with the media professional.

**Learning
Activity**

Question

LEARNING ACTIVITY ONE

What were the seven types of media personnel you may need to interact with when doing a interview?

TEACHER / TRAINER GUIDANCE NOTES

- 1) The journalist or reporter
- 2) Sound technician
- 3) Lighting technicians
- 4) Camera crew
- 5) Photographers
- 6) Studio makeup artists
- 7) Stage manager



SELECT AND USE COMMUNICATION TECHNIQUES APPROPRIATE TO INTERVIEW FORMAT

Certain communication skills come into play when you are doing an interview:

The two main skills are:

- ☆ Verbal
- ☆ Non-verbal

Verbal communication skills are essential in all types of interviews. Non-verbal are more important when you are 'on camera'.

Professional media consultants will offer the same advice when it comes to developing your verbal communication skills and techniques for interviews.

Be prepared—the more prepared you are, the easier the interview will be for you and the more confident you will be. Over the several previous pages we spoke about being prepared by learning what interview questions are likely to be asked and then prepare answers for them.

Be concise—keep your answers short and to the point. Do not ramble on. Smart journalists or reporters will pause and let you keep talking in the hope you reveal other interesting information that you probably did not want to provide.

Pause before answering—a short pause helps you relax and ponder the question and avoids you rushing in and answering with formulating a proper answer. To an audience a short pause seems thoughtful and insightful.

Use plain English—avoid being too technical in your answers and especially avoid sports type jargon. You need to cater to a wide audience, some of which will not understand jargon.

Always clarify a question—if you do not understand the question, request it be asked again in another way. Or say "Do you mean...?" Never answer or attempt to answer a question you do not fully understand or are unsure of. If you do not know an answer to a question, just say so and DO NOT make an answer up.

DISPLAYING CONFIDENCE

Interview communication skills and techniques require confidence. Feeling some nervousness is natural and healthy. It shows you care about doing well. But too much nervousness can be detrimental.

There is an organisation called the 'Toastmasters' that offer suggestions when speaking in public and many of the tips apply to doing media interviews. Here's 10 Tips that 'Toastmasters' use to help relieve nervousness when speaking (or doing interviews):

- 1) Know the environment. Become familiar with the environment where your interview will take place.
- 2) Know your audience. Learn who will be listening to your interview.
- 3) Be prepared (we have mentioned this on several occasions).
- 4) Relax. Breathe deeply and slow down your pace.
- 5) Visualise yourself talking to someone you know. Imagine yourself speaking with a loud, clear and assured voice. When you visualise yourself as being confident, you will be confident.
- 6) Realise that people are not communicating with you to make you nervous. They want you to be interesting, stimulating, informative and entertaining.
- 7) Don't apologise. If you mention your nervousness you may be calling attention to something they hadn't noticed. Keep silent.
- 8) Concentrate on the answers. Focus your attention away from your own anxieties and outwardly toward your answers and your audience. Your nervousness will dissipate.
- 9) Turn nervousness into positive energy. Harness your nervous energy and transform it into vitality and enthusiasm.
- 10) Gain experience. Experience builds confidence, which is the key to effective oral communication.



SAMPLE SAMPLE



VOICE QUALITIES

How a person says something can have as big an impact on the audience as what is said. A voice can vary in:

- ☆ Tone
- ☆ Clarity
- ☆ Speed
- ☆ Speech habits

Tone of voice—Our voice is a tool and used effectively, is one of the most powerful communication skills. Just as important as what we say, however, is how we say it – the tone of our voice is part of that. Most people have a similar idea as to what the ideal speaking voice is. These qualities vary only slightly. Avoid being monotone by raising and lowering your voice to emphasise or de-emphasise certain points of what you are saying.

If there is tension in your throat or chest, your voice will sound hoarse and forced. Relax your upper body, including your shoulders, neck and abdominal muscles and your voice will sound more gentle and pleasant. If on the telephone doing an interview, sit up straight as slouching does affect your tone.

Clarity—During interviews people must be able to understand your speech, your physical speech. To speak clearly requires articulation, correct pronunciation and enunciation. Articulation is the formation of clear and distinct sounds when you are speaking. In other words, you do not mumble. An extension to articulation is proper pronunciation and enunciation.

Pronunciation and enunciation have to do with how you use words. Both are very important to successful communication, especially in interviews because people will pay closer attention to what you say and how you say it. Pronunciation has to do with saying a word the way a dictionary would tell you it should be said. Enunciation has to do with saying all the sounds in a word clearly.

Speaking rate—The rate you speak can also have an effect on the audience. Speaking too fast or too slow can be fun and exciting to listen to for a while, but too much speed is dangerous. The audience listening gets tired. You may be asking them to work too hard. When your speech stops being stimulating and starts becoming uncomfortable, the audience ‘tunes out’.

Conversely, slow word-by-very-slow-word turns ears off just as fast. Now people are waiting-and-waiting for you to get on with it and your lack of speed causes them to lose interest.



Right



Um



Ahh



Eh

Speech habits—Your speech habits are important when you are giving a pre-recorded interview where what you are saying will be heard by the audience.

Have you ever asked yourself these questions:

- ☆ Do I speak too fast?
- ☆ Do I mumble?
- ☆ Do I sound nasally when I talk?
- ☆ Do I sound monotonous?

The most common bad habit is the constant use of filler words or unnecessary words.

Examples:

“Um...”

“Ahh...”

“You know?”

“Right.”

“Okay!”

“Sort of...”

“Like,”

“Eh?”



BODY LANGUAGE

Non-verbal communication skills and techniques are those that include your body language and personal presentation.

Earlier we touched on personal presentation that included grooming as well as what is worn.

Body language is how you use your body to non-verbally communicate. In other words, what you say verbally may not be what your body is expressing. Here are some tips to consider when doing interviews that will be taped or broadcasted.

1. If seated, sit erect but not so straight you look stiff and sit slightly forward or toward the interviewer.
2. If you are standing, do so with arms at the side or one hand in a pocket. Positioning one foot slightly in front of the other will help you avoid swaying.
3. Should you gesture, do so naturally, but not overly waving or too often. Keep gestures small and in front of you and avoid sudden body jerky movement.
4. Avoid nodding your head at all times. You may think you are indicating that you understand or are ready to answer the question. If not careful, nodding your head by accident could be interpreted as agreeing with the interviewer about something you do not agree with. Remain neutral and become animated only when you begin to speak.
5. Avoid obvious signs of discomfort or nervousness such as foot tapping, clenched fists, shifting back and forth.
6. Make your expression match your words. Smile if it is appropriate. Keep a mildly pleasant expression at all times. An expression that looks neutral off camera looks unhappy or angry on camera.
7. Always keep eye contact with the interviewer and do not talk to the camera.

**Learning
Activity**

Question

LEARNING ACTIVITY TWO

Professional media consultants will offer the same five types of advice when it comes to developing your verbal communication skills and techniques for interviews. What were those five types?

TEACHER / TRAINER GUIDANCE NOTES

- 1) Be prepared
- 2) Be concise
- 3) Pause before answering
- 4) Use plain English
- 5) Always clarify a question

SAMPLE SAMPLE

**Learning
Activity**

SAMPLE SAMPLE

Question

LEARNING ACTIVITY THREE

What were the ten tips that 'Toastmasters' use in order to help relieve nervousness when speaking (or doing interviews)?

SAMPLE SAMPLE

TEACHER / TRAINER GUIDANCE NOTES

- 1) Know the environment. Become familiar with the environment wherer you interview will take place.
- 2) Know your audience. Learn who will be listening to your interview.
- 3) Be prepared (we have mentioned this on several occasions).
- 4) Relax. Breathe deeply and slow down your pace.
- 5) Visualise yourself talking someone you know. Imagine yourself speaking with a loud, clear and assured voice. When you visualise yourself as being confident, you will be confident.
- 6) Realise that people are not communicating with you to make you nervous. They want you to be interesting, stimulating, informative and entertaining.
- 7) Don't apologise. If you mention your nervousness you may be calling attention to something they hadn't noticed. Keep silent.
- 8) Concentrate on the answers. Focus your attention away from your own anxieties and outwardly toward your answers and your audience. Your nervousness will dissipate.
- 9) Turn nervousness into positive energy. Harness your nervous energy and transform it into vitality and enthusiasm.
- 10) Gain experience. Experience builds confidence, which is the key to effective oral communication.

SAMPLE SAMPLE

**Learning
Activity**

Question

LEARNING ACTIVITY FOUR

What were the four elements of voice quality?

TEACHER / TRAINER GUIDANCE NOTES

- 1) Tone
- 2) Clarity
- 3) Speed
- 4) Speech habits

SAMPLE SAMPLE

**Learning
Activity**

Task

LEARNING ACTIVITY FIVE

For this activity you will need a recording device such as a tape recorder, or a Smartphone with recording capabilities.

You will also need someone to ask you the following questions. You can prepare answers but you are not allowed to read them off a piece of paper. The answers need to come from your memory.

Once you have answered the following questions you then will go ask and analyse your practice interview. Answer the questions on the next page.

What is your favourite sport and why?

Why do you want to become professional in your sport?

Do you think you would need to travel overseas and if so, where do you think you would need to go as a professional athlete?

What was the last sporting game you watched on TV and did you think it was a good game to watch and why?

How often do you train for your sport and what does the training involve?

Now answer the following questions:

Did you notice any filler words used and if so, what types?

Do you think you spoke too fast ,or too slow?

Did you think you spoke clearly?

What did the person interviewing think about how you did in this activity?

TEACHER / TRAINER GUIDANCE NOTES

This activity is the start of the student's or trainee's development of verbal skills and techniques. This activity will hopefully show what areas the student or trainee needs to work on. This could be an ideal classroom activity.

**Learning
Activity**

Question

SAMPLE SAMPLE

LEARNING ACTIVITY SIX

What were the seven body language tips to consider when doing interviews that will be taped or broadcasted?

SAMPLE SAMPLE

TEACHER / TRAINER GUIDANCE NOTES

1. If seated, sit erect but not so straight you look stiff and sit slightly forward, or toward the interviewer.
2. If you are standing, do so with arms at the side or one hand in a pocket. Positioning one foot slightly in front of the other will help you avoid swaying.
3. Should you gesture, do so naturally, but not overly waving or too often. Keep gestures small and in front of you and avoid sudden body jerky movement.
4. Avoid nodding your head at all times. You may think you are indicating that you understand or are ready to answer the question. If not careful, nodding your head by accident could be interpreted as agreeing with the interviewer about something you do not agree with. Remain neutral and become animated only when you begin to speak.
5. Avoid obvious signs of discomfort or nervousness such as foot tapping, clenched fists, shifting back and forth.
6. Make your expression match your words. Smile if it is appropriate. Keep a mildly pleasant expression at all times. An expression that looks neutral off camera looks unhappy or angry on camera.
7. Always keep eye contact with the interviewer and do not talk to the camera.

SAMPLE SAMPLE

SAMPLE SAMPLE



RESPOND TO QUESTIONS ACCORDING TO ORGANISATIONAL POLICIES AND PROCEDURES AND RELEVANT LEGISLATION

Your response to interview questions can be restricted under various laws and regulations in Australia.

In Australia there are privacy laws where personal details of another person is not to be communicated to third parties without the approval of that person.

Any answers to interview questions cannot be seen to be racist or discriminatory and under various laws those making racist or discriminatory comments can be prosecuted.

Most sporting peak governing bodies also have strict Codes of Conduct that include the penalties associated with making racist or discriminatory comments during any interviews. Athletes and their clubs (if applicable) can be fined and the athlete suspended for a indefinite period of time.

There are also laws relating to inflammatory or libel comments where a person or an organisation's reputation is damaged because of false or inaccurate comments made during an interview.

Again, if through the courts the athlete is found guilty of libel, then damages can be awarded to the affected parties and the athlete's career is finished.

In Section One we learned that organisational policies and procedures will also have a bearing on what can and cannot be said during an interview. From an organisational point of view, subject matter that would not be commented on would include:

- ☆ Contractual arrangements with athletes or players
- ☆ Contractual arrangements with sponsors
- ☆ Any personal information about other players or athletes
- ☆ Game plans or competition strategies

Understanding what questions will potentially be asked, greatly assists you in avoiding any policy or regulatory issues and backlash.

If possible, having an experienced media person with you is another way of avoiding any policy or regulatory issues and backlash.

**Learning
Activity**

Question

LEARNING ACTIVITY SEVEN

What were the four areas that are covered by laws relating to comments made during an interview?

TEACHER / TRAINER GUIDANCE NOTES

- 1) Privacy
- 2) Racism
- 3) Discrimination
- 4) Libel

SAMPLE SAMPLE



CLARIFY INTERVIEW QUESTIONS AS REQUIRED AND RESPOND TO QUESTIONS LOGICALLY AND COHERENTLY

(Over the next few pages we cover two 'Performance Criteria' points at the same time to avoid repetition)

This part of the training unit has been touched on in previous sections and pages.

As a quick summary it is very important that if you do not understand a question asked of you during an interview, you take the time to clarify the question.

Some ways of clarifying a question is ask the interviewer:

***“Could you repeat the question?”
“Could your rephrase the question in another way?”***

You could repeat the question back to the interviewer rewording it another way that you think is correct and ask them:

“Is this what you meant?”

The important thing is never answer a question you do not understand. If the interviewer continues to ask the same question, even in other ways and you still do not understand, then simply say:

“I am sorry but I still do not understand the question, so I am unable to provide a response.”

If the question is about something you do not know about, never make up an answer. Simply say:

“I am sorry but I do not know about that.”

On the previous pages we learned about verbal communication skills and techniques. One was to answer your questions in a logical and coherent way. If you are answering the questions, remember to be concise and do not ramble on.

**Learning
Activity**

Research

LEARNING ACTIVITY EIGHT

In this activity we want you to watch one news segment on TV, that has a sports reporter interview an athlete (player).

Then we want you to watch a TV show that has a panel interviewing an athlete (player).

And finally, we want you to locate a 'YouTube' video that is interviewing an athlete (player).

In each case, the athlete (player) will be a different person and in each case they will be from a different sport.

They can be either male or female athlete (player) as long as one is a male or female out of the three.

On the next page tell us the name of the News Show and the reporter, Sports Show and the 'YouTube' link.

Tell us the name of each athlete and the sport they participate in.

Finally, give us your opinion on how the athlete or player did during the interview.

TEACHER / TRAINER GUIDANCE NOTES

The idea behind this research activity is to have the student or trainee have a look at an athlete or player being interviewed on different formats, from different sports and then decide how they did.

You as the teacher or trainer should remind them that when they are doing interviews, people will start to form opinions on how they think they did during the interview.

SAMPLE SAMPLE

Name of News Show _____

Name of Reporter _____

Name of Athlete/Player _____ Sport _____

Your comments

SAMPLE SAMPLE

Name of Sports Show _____

Name of Athlete/Player _____ Sport _____

Your comments

SAMPLE SAMPLE

Link of YouTube video _____

Name of Athlete/Player _____ Sport _____

Your comments

SAMPLE SAMPLE

Section Four

Review Performance

SAMPLE SAMPLE

SELF ASSESSMENT

Self assessment is where you ask yourself certain questions to ensure you have understood what you have learned while reading this manual and completing the learning activities.

This unit requires you the student or trainee at the completion of your training to have a certain level of 'Required Knowledge' in which you would be need to have acquired and in which you will be assessed on.

This self assessment section reviews this required knowledge by way of questions and if you are able to say YES to all of them you can be confident your assessment will be satisfactory.

- ☆ Inline with this unit of competency would you be able to:
 - 1) Identify key media personnel for the sport you are participating in?
 - 2) Develop a rapport with key media personnel?
 - 3) Follow any organisational policies and procedures when dealing with the media?
- ☆ When starting to be involved in media interviews would you now be able to:
 - 1) Identify the type of media through which the interview will be conducted?
 - 2) Liaise with the appropriate personnel to identify details and purpose of the interview?
 - 3) Identify the interview format and preparation requirements?
 - 4) Identify potential questions and prepare appropriate responses?
 - 5) Use the consultation of appropriate personnel?
 - 6) Confirm final details for the interview?
- ☆ When participating in an interview do you understand the importance of:
 - 1) Following the instructions of relevant media personnel?
 - 2) Selecting and using effective communication techniques?
 - 3) Responding to questions according to organisational policies and procedures and relevant legislation?
 - 4) Clarifying interview questions as required?
 - 5) Responding to questions logically and coherently?
- ☆ Did you understand why you would want to seek feedback on interview performance from appropriate personnel?
- ☆ Would you be able to review own performance and identify potential improvements for future interviews?

If there were any questions that you were unable to confidently respond YES to, we encourage you to review the information again in this manual, and if required, seek the assistance of your teacher or trainer.

NOTES

SAMPLE SAMPLE

SAMPLE SAMPLE