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Sixteenth Edition

INTERVIEWING

Principles and Practices



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Hill**

CHARLES J. STEWART

INTERVIEWING

Principles and Practices

SIXTEENTH EDITION

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Charles J. Stewart

Purdue University

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INTERVIEWING

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*To the memory of William "Bill" Cash, Jr., student,
co-author, and friend*

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BRIEF CONTENTS

Preface xvii

- 1 An Introduction to Interviewing** 1
- 2 An Interactional, Collaborative Communication Process** 13
- 3 Questions and Their Uses** 43
- 4 Structuring the Interview** 61
- 5 The Informational Interview** 83
- 6 The Survey Interview** 117
- 7 The Recruiting Interview** 147
- 8 The Employment Interview** 173
- 9 The Performance Review Interview** 213
- 10 The Persuasive Interview** 235
- 11 The Counseling Interview** 273
- 12 The Health Care Interview** 291

Glossary 321

Author Index 335

Subject Index 339

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CONTENTS

Preface xvii

1

An Introduction to Interviewing 1

Interviewing Defined 1

Two Parties 1

Purpose and Structure 2

Interactional, Collaborative Communication Process 2

Questions 2

Exercise #1—Explain Why Each of the Following Interactions Is or Is Not an Interview? 3

Types of Interviews 3

Information-Gathering Interviews 4

Information-Giving Interviews 4

Focus Group Interviews 4

Selection Interviews 4

Performance Interviews 5

Persuasive Interviews 5

Counseling Interviews 5

Technology and Interviewing 6

The Telephone 6

Interactive Video 7

E-Mail 7

Webinars 7

SUMMARY 8

KEY TERMS AND CONCEPTS 9

REVIEW QUESTIONS 9

STUDENT ACTIVITIES 10

NOTES 10

RESOURCES 11

2

An Interactional, Collaborative Communication Process 13

Two Parties in the Interview 13

Relational Dimensions 14

Culture and Relationships 16

Gender and Relationships 17

Interchanging Roles during Interviews 17

Directive Approach 17

Nondirective Approach 18

Perceptions of Interviewer and Interviewee 19

Perceptions of Self 19

Perceptions of the Other Party 21

Communication Interactions 21

Levels of Interactions and Self-Disclosure 22

Self-Disclosure 22

Verbal Interactions 24

Nonverbal Interactions 25

Verbal and Nonverbal Intertwined 27

Gender and Nonverbal Interactions 27

Culture and Nonverbal Interactions 27

Nonverbal Interactions in the Global Village 28

Feedback 28

Listening 29

The Interview Situation 31

Initiating the Interview 31

Perceptions 33

Time and Timing 33

Location and Setting 34

Territoriality and Proxemics 35

Seating 36

| | |
|------------------------|----|
| Outside Forces | 37 |
| SUMMARY | 38 |
| KEY TERMS AND CONCEPTS | 39 |
| STUDENT ACTIVITIES | 39 |
| REVIEW QUESTIONS | 40 |
| NOTES | 40 |
| RESOURCES | 42 |

3

Questions and Their Uses 43

| | |
|--|----|
| Open and Closed Questions | 43 |
| <i>Open Questions</i> | 43 |
| <i>Closed Questions</i> | 44 |
| Primary and Probing Questions | 47 |
| <i>Types of Probing Questions</i> | 47 |
| <i>Skillful Interviewing with Probing Questions</i> | 50 |
| <i>Exercise #1—Supply the Probing Question</i> | 50 |
| Neutral and Leading Questions | 51 |
| <i>Exercise #2—Identification of Questions</i> | 53 |
| Common Question Pitfalls | 54 |
| <i>The Unintentional Bipolar Question</i> | 54 |
| <i>The Yes (No) Question</i> | 54 |
| <i>The Tell Me Everything Question</i> | 54 |
| <i>The Open-to-Closed Question</i> | 55 |
| <i>The Double-Barreled Question</i> | 55 |
| <i>The Unintentional Leading Question</i> | 55 |
| <i>The Guessing Question</i> | 55 |
| <i>The Curious Question</i> | 56 |
| <i>The Too High or Too Low Question</i> | 56 |
| <i>The Don't Ask, Don't Tell Question</i> | 56 |
| <i>Exercise #3—What Are the Pitfalls in These Questions?</i> | 57 |
| SUMMARY | 57 |
| KEY TERMS AND CONCEPTS | 58 |
| REVIEW QUESTIONS | 58 |
| STUDENT ACTIVITIES | 59 |
| NOTES | 59 |
| RESOURCES | 60 |

4

Structuring the Interview 61

| | |
|--|----|
| The Body of the Interview | 61 |
| <i>Interview Guide</i> | 61 |
| <i>Interview Schedules</i> | 63 |
| <i>Exercise #1—Interview Schedules</i> | 64 |
| <i>Question Sequences</i> | 65 |
| Opening the Interview | 68 |
| <i>The Two-Step Process</i> | 69 |
| <i>Nonverbal Communication in Openings</i> | 72 |
| <i>Exercise #2—Interview Openings</i> | 73 |
| Closing the Interview | 74 |
| <i>Guidelines for Closing Interviews</i> | 75 |
| <i>Closing Techniques</i> | 76 |
| <i>Exercise #3—Interview Closings</i> | 78 |
| SUMMARY | 79 |
| KEY TERMS AND CONCEPTS | 79 |
| REVIEW QUESTIONS | 80 |
| STUDENT ACTIVITIES | 80 |
| NOTES | 81 |
| RESOURCES | 82 |

5

The Informational Interview 83

| | |
|--|-----------|
| Part 1: The Information Gathering Interview | 83 |
| Preparing for the Interview | 83 |
| <i>Frame Your Purpose</i> | 84 |
| <i>Research the Subject Matter</i> | 84 |
| <i>Select the Interviewee</i> | 85 |
| <i>Know Your Relationship with the Interviewee</i> | 86 |
| <i>Select the Best Possible Situation</i> | 87 |
| <i>Structure the Interview</i> | 88 |
| <i>Plan the Opening</i> | 89 |
| Conducting the Interview | 89 |
| <i>Motivating Interviewees</i> | 90 |
| <i>Asking Questions</i> | 90 |
| <i>Note-Taking and Recording</i> | 93 |

| | |
|--|------------|
| <i>Managing Difficult Situations</i> | 95 |
| <i>Managing Difficult Interviewees</i> | 98 |
| Closing the Interview | 102 |
| Preparing the Report or Story | 103 |
| The Interviewee in the Interview | 104 |
| <i>Do Your Homework</i> | 104 |
| <i>Understand Your Relationship with the Interviewer</i> | 104 |
| <i>Study the Situation</i> | 105 |
| <i>Set Ground Rules</i> | 105 |
| <i>Anticipate Questions</i> | 105 |
| <i>Responding to Questions</i> | 106 |
| <i>Answering Questions Strategically</i> | 106 |
| Part 2: The Information Giving Interview | 108 |
| <i>Do not Overload the Interviewee</i> | 108 |
| <i>Know the Interviewee</i> | 108 |
| <i>Enhance Verbal and Nonverbal Presentation</i> | 109 |
| <i>Process and Retain Information Effectively</i> | 110 |
| SUMMARY | 111 |
| KEY TERMS AND CONCEPTS | 111 |
| REVIEW QUESTIONS | 111 |
| STUDENT ACTIVITIES | 112 |
| NOTES | 113 |
| RESOURCES | 115 |

6 The Survey Interview 117

| | |
|-------------------------------------|-----|
| Purpose and Research | 117 |
| Structuring the Interview | 118 |
| <i>Interview Guide and Schedule</i> | 118 |
| <i>The Opening</i> | 119 |
| <i>The Closing</i> | 120 |
| Survey Questions | 121 |
| <i>Phrasing Questions</i> | 121 |
| <i>Sample Question Development</i> | 122 |
| <i>Probing Questions</i> | 123 |
| <i>Question Strategies</i> | 123 |

| | |
|--|-----|
| <i>Question Scales</i> | 126 |
| <i>Question Sequences</i> | 130 |
| Selecting Interviewees | 130 |
| <i>Defining the Population</i> | 130 |
| <i>Sampling</i> | 131 |
| <i>Sampling Techniques</i> | 132 |
| Selecting and Training Interviewers | 133 |
| <i>Number Needed</i> | 133 |
| <i>Qualifications</i> | 134 |
| <i>Personal Characteristics</i> | 134 |
| <i>Training Interviewers</i> | 135 |
| Conducting Survey Interviews | 136 |
| <i>Pretesting the Interview</i> | 136 |
| <i>Interviewing Face-to-Face</i> | 136 |
| <i>Interviewing by Telephone</i> | 137 |
| <i>Interviewing through the Internet</i> | 138 |
| Coding, Tabulation, and Analysis | 139 |
| <i>Coding and Tabulation</i> | 139 |
| <i>Analysis</i> | 140 |
| The Respondent in Survey Interviews | 141 |
| <i>The Opening</i> | 141 |
| <i>The Question Phase</i> | 141 |
| SUMMARY | 142 |
| KEY TERMS AND CONCEPTS | 142 |
| REVIEW QUESTIONS | 143 |
| STUDENT ACTIVITIES | 143 |
| NOTES | 144 |
| RESOURCES | 145 |

7 The Recruiting Interview 147

| | |
|---|-----|
| Preparing the Recruiting Effort | 148 |
| <i>Reviewing EEO Laws</i> | 148 |
| <i>Exercise #1—Testing Your Knowledge of EEO Laws</i> | 149 |
| <i>Developing an Applicant Profile</i> | 150 |
| <i>Understanding Today's Applicants</i> | 151 |

Obtaining and Reviewing Information on Applicants 154

- Application Forms 154*
- Cover Letters 154*
- Resumes 154*
- Letters of Recommendation and References 156*
- Standardized Tests 156*
- Integrity Interviews 157*
- Social Media 158*

Conducting the Interview 158

- The Atmosphere and Setting 158*
- Interview Formats 159*
- Opening the Interview 159*
- The Body of the Interview 160*
- Asking Questions 161*
- Distinguishing the Real from the Make-believe in Answers 164*
- Giving Information 165*
- Closing the Interview 166*

Evaluating the Interview 166**SUMMARY 168****KEY TERMS AND CONCEPTS 168****REVIEW QUESTIONS 168****STUDENT ACTIVITIES 169****NOTES 169****RESOURCES 172****The Employment Interview 173****Developing a Personal Brand 173**

- Conducting a Self-Analysis 173*
- Creating a Personal Brand 175*

Doing Research 176

- Your Field 176*
- Positions and Locations 176*
- Current Events 177*
- The Interview Process 177*

Conducting the Search 178

- Networking 178*

Web Sites, Classified Ads, and Newsletters 179

Social Media 179

Career Centers and Employment Agencies 180

The Career/Job Fair 180

Knocking on Doors 181

Doing Your Homework 181

The Position 181

The Organization 182

The Recruiter 182

Presenting Yourself to the Employer 182

Resume 183

The Curriculum Vitae (CV) 191

The Portfolio 191

The Cover Letter 192

Creating a Favorable First Impression 194

Attitudes 194

Dress and Appearance 194

Nonverbal Communication 196

Interview Etiquette 197

Answering Questions 197

Preparing to Respond 197

Structuring Answers 198

Responding Successfully 199

Responding to Unlawful Questions 200

Exercise #1—Which Questions Are Unlawful, Why, and How Might You Reply to Each. 203

Asking Questions 203

Guidelines for Asking Questions 204

Sample Applicant Questions 205

The Closing 206**Evaluation and Follow-Up 206****Handling Rejection 207****SUMMARY 207****KEY TERMS AND CONCEPTS 208****REVIEW QUESTIONS 208****STUDENT ACTIVITIES 209****NOTES 209****RESOURCES 212**

9

The Performance Review Interview 213

The Interview as a Coaching Opportunity 214

Preparing for the Performance Interview 214

Reviewing Rules, Laws, and Regulations 215

Selecting Review Model 216

Behaviorally Anchored Rating Scales (BARS) Model 216

Management by Objectives (MBO) Model 216

Universal Performance Interviewing (UPI) Model 217

The 360-Degree Approach 220

The Interviewer in the Performance Review Interview 221

Preparing for the Interview 221

Conducting the Performance Review Interview 222

Opening the Interview 222

Discussing Performance 223

Setting New Goals and a Plan of Action 224

Closing the Interview 224

The Employee in the Performance Review Interview 224

The Performance Problem Interview 225

Determine Just Cause 225

Preparing for the Interview 226

Keep Self and the Situation under Control 228

Focus on the Problem 228

Avoid Conclusions during the Interview 229

Closing the Interview 229

SUMMARY 229

KEY TERMS AND CONCEPTS 230

REVIEW QUESTIONS 230

STUDENT ACTIVITIES 231

NOTES 231

RESOURCES 232

10

The Persuasive Interview 235

The Ethics of Persuasion 235

Part 1: The Interviewer in the Persuasive Interview 237

Study the Interviewee 237

Personal Characteristics 237

Educational, Social, and Economic Backgrounds 238

Culture 238

Values/Beliefs/Attitudes 238

Emotions 240

Study the Situation 241

Atmosphere 241

Timing 241

Physical Setting 242

Outside Forces 242

Research the Issue 242

Sources 243

Evidence 243

Plan the Interview 243

Determine Your Purpose 243

Select Main Points 244

Develop Main Points 244

Select Strategies 246

Conducting the Interview 248

Opening 248

Need or Desire 249

Questions 249

Adapting to the Interviewee 251

The Solution 253

Considering the Solution 253

Meeting Objections 254

Closing 256

Summary Outline 257

Part 2: The Interviewee in the Persuasive Interview 258

Be an Informed Participant 258

Psychological Strategies 259

Be a Critical Participant 260

Language Strategies 260

Logical Strategies 262

Evidence 264

The Opening 265

Need or Desire 265

Criteria 266

| | |
|------------------------|-----|
| <i>Solution</i> | 266 |
| <i>The Closing</i> | 266 |
| SUMMARY | 267 |
| KEY TERMS AND CONCEPTS | 267 |
| REVIEW QUESTIONS | 268 |
| STUDENT ACTIVITIES | 268 |
| NOTES | 269 |
| RESOURCES | 271 |

11

The Counseling Interview 273

| | |
|--|-----|
| Ethics and the Counseling Interview | 273 |
| <i>Establish and Maintain Trust</i> | 274 |
| <i>Act in the Interviewee's Best Interests</i> | 274 |
| <i>Understand Your Limitations</i> | 274 |
| <i>Do Not Impose Your Values, Beliefs, and Attitudes</i> | 275 |
| <i>Respect Diversity</i> | 275 |
| <i>Maintain Relational Boundaries</i> | 276 |
| <i>Do No Harm</i> | 276 |
| Prepare Thoroughly for the Counseling Interview | 276 |
| <i>Select an Approach</i> | 277 |
| <i>Select a Structure</i> | 277 |
| <i>Select the Setting</i> | 278 |
| Conducting the Interview | 279 |
| <i>The Opening</i> | 279 |
| <i>The Body</i> | 280 |
| <i>Listening</i> | 281 |
| <i>Observing</i> | 281 |
| <i>Questioning</i> | 282 |
| <i>Responding</i> | 282 |
| <i>The Closing</i> | 285 |
| <i>Evaluate the Interview</i> | 285 |
| <i>The Telephone and Online Interview</i> | 286 |
| SUMMARY | 287 |
| KEY TERMS AND CONCEPTS | 287 |
| REVIEW QUESTIONS | 287 |

| | |
|--------------------|-----|
| STUDENT ACTIVITIES | 288 |
| NOTES | 288 |
| RESOURCES | 290 |

12

The Health Care Interview 291

| | |
|--|-----|
| Ethics and the Health Care Interview | 292 |
| Patient-Centered Care (PCC) | 293 |
| <i>Sharing Control</i> | 294 |
| <i>Appreciating Diversity</i> | 295 |
| <i>Creating and Maintaining Trust</i> | 297 |
| Opening the Interview | 298 |
| <i>Enhancing the Climate</i> | 298 |
| <i>Creating a Positive First Impression</i> | 298 |
| <i>The Body of the Interview</i> | 299 |
| <i>Barriers to Getting Information</i> | 300 |
| <i>Improving Information Getting</i> | 301 |
| <i>Addressing the Language Barrier</i> | 304 |
| Giving Information | 304 |
| <i>A Shared Problem</i> | 305 |
| <i>Giving Information Effectively</i> | 306 |
| Counseling and Persuading | 308 |
| <i>Barriers to Effective Counseling and Persuading</i> | 309 |
| <i>Effective Counseling and Persuading</i> | 309 |
| Closing the Interview | 312 |
| SUMMARY | 312 |
| KEY TERMS AND CONCEPTS | 313 |
| REVIEW QUESTIONS | 313 |
| STUDENT ACTIVITIES | 314 |
| NOTES | 314 |
| RESOURCES | 320 |
| <i>Glossary</i> | 321 |
| <i>Author Index</i> | 335 |
| <i>Subject Index</i> | 339 |

PREFACE

This sixteenth edition of *Interviewing: Principles and Practices* continues to focus on the fundamental principles applicable to all forms of interviewing and to seven specific types while incorporating the latest in research, interpersonal communication theory, the uses of technology and social media, the role of ethics, and EEO laws that affect employment and performance interviews. While including recent research findings and developments, the emphasis remains on developing the skills of both interviewers and interviewees. Ten chapters address diversity (age, gender, culture) in the United States and our involvement in the global village as they impact the interviews in which we take part.

A major goal was to make this edition more user-friendly by sharpening the writing style, eliminating redundancies, making definitions and explanations more precise, and employing different print types to emphasize critical words, terms, concepts, and principles. Several chapters were restructured to provide clarity and more logical progressions from point to point.

Changes in the Sixteenth Edition

- Chapter 1 includes a refined definition of interviewing by inserting the word “collaborative” and reads “An interview is an interactional, collaborative communicative process between two parties, at least one of whom has a predetermined and serious purpose, that includes the asking and answering of questions.” This change emphasizes the importance of collaboration between interview parties and enables students to see the similarities and differences of interviewing from other types of interpersonal communication. There is a detailed discussion of how technology is impacting the nature of interviews.
- Chapter 2 includes an expanded treatment of the importance of self-disclosure in interviews and how self-disclosure impacts and is impacted by levels of communication, trust, self-esteem, and self-worth. Discussion of the nature and roles of verbal and nonverbal communication are expanded along with how our increasingly diverse society and interactions in the global village are affecting our use of each.
- Chapter 3 includes clearer explanations and illustrations of question types, the uses of questions as the tools of the trade, and a refined treatment of common question pitfalls that make it more difficult to perform interview tasks efficiently and effectively.
- Chapter 4 includes expanded explanations of interview guides and schedules, question sequences, rapport and orientation in openings, types of openings and closings, and the importance of making openings and closings dialogues rather than monologues.

- Chapter 5 is divided into two parts. Part 1 focuses on the information gathering interview and includes refined discussions of planning and structuring interviews, selecting interviewees, handling difficult interviewees and situations, conducting interviews, and taking part as the interviewee. Part 2 focuses on the deceptively difficult task of giving information in ways that will enable the interviewee to recall it accurately and completely over a period of time. It discusses how the interviewer can avoid overloading the interviewee with information, enhance verbal and nonverbal presentation, and to aid in recall of information. It also focuses on how the interviewee can prepare for the interview and improve listening skills to improve recall of important information.
- Chapter 6 includes refined discussions of qualitative and quantitative surveys, sampling techniques, incentives designed to increase participation, advantages and disadvantages of face-to-face (personal) interviews, and the telephone survey. Several factors receive expanded treatment, including the importance of time in surveys, the goal of conducting identical interviews over and over, and defining the target population for the survey.
- Chapter 7 includes revised and expanded discussions of searching for new talent (internships, career and job fairs, kiosks, and Web sites), reviewing EEO laws, understanding and adapting to the unique characteristics of the millennial generation, reviewing applicant materials prior to the interview, structuring interviews, asking on-the-job questions, and closing the interview effectively.
- Chapter 8 includes expanded treatment of developing and incorporating a personal brand; researching the field, positions and locations, organizations, current events, and the interview process; networking; using social media; creating appropriate resumes, curriculum vitae (CV), cover letters, and portfolios; replying to lawful and unlawful questions; and asking questions.
- Chapter 9 includes emphasis on conducting the performance review interview as a coaching opportunity, conforming to EEO laws, selecting an appropriate review model, establishing a relaxed and supportive climate, orienting the employee, and avoiding a “gunnysacking” approach in the performance problem interview in which the interviewer stores up grievances and then dumps them on an employee all at once. It identifies personal biases that may result in errors that affect employers’ interactions with employees and influence their evaluation following performance review interviews. Errors include the halo effect, pitchfork, central tendency, length of service, loose rater, tight rater, and competitive rater.
- Chapter 10 includes new and revised materials on ethics and persuasion, the criteria essential for successful persuasive interviews, how to establish substantial similarity with the interviewee, the use of questions in persuasive interviews, how to anticipate and respond to objections, and how to be an active and critical interviewee.
- Chapter 11 includes revised treatments of the nature of the counseling interview; the role of lay counselors who are similar to counselees and open, caring, and good listeners; a code of ethics for the counseling interview; trust as the

cornerstone of the counseling relationship; respect for and understanding of the interviewee's capabilities of making sound choices and decisions; the necessity to be culturally aware in today's global village; and maintaining relational boundaries.

- Chapter 12 includes emphasis on the roles we all play in health care interviews, the critical importance of relationship between health care provider and patient, the sharing control during the interview, the influences of culture and gender in health care interactions, ways to lessen the negative impact of long waiting periods, opening questions, reasons for patient resistance to disclosure during interviews, ways to lessen the loss of information during and after interviews, how collaboration can promote self-persuasion, compliance with recommendations, and closing interviews.

Chapter Pedagogy

Review questions at the end of each chapter are designed to help students recall and understand principles as they prepare for interviews and examinations. **Student activities** at the end of each chapter provide ideas for in- and out-of-class exercises, experiences, and information gathering. We have made many of these less complex and time-consuming. The **readings** at the end of each chapter will enable students and instructors to delve more deeply into topics, theories, and types of interviews. The glossary provides students with definitions of key words and concepts introduced throughout the text.

Intended Courses

This book is designed for courses in communication, journalism, business, supervision, education, political science, nursing, criminology, and social work. It is useful in workshops in various fields. This book is of value to beginning students as well as to seasoned veterans because the principles, research, and techniques are changing rapidly in many fields. Theory and research findings are addressed where applicable, but the primary concern is with principles and techniques that can be translated into immediate practice in and out of the classroom.

Ancillary Materials



The 16th edition of *Interviewing: Principles and Practices* is now available online with Connect, McGraw-Hill Education's integrated assignment and assessment platform. Connect also offers SmartBook for the new edition, which is the first adaptive reading experience proven to improve grades and help students study more effectively. All of the title's website and ancillary content is also available through Connect, including:

- A sample interview that illustrates the type of interview, situation, principles, practices, and mistakes parties make to challenge students to distinguish between effective and ineffective techniques, questions, and responses and know how to remedy them.

- An Instructor’s Manual includes tips for teaching the interviewing course, course syllabuses, answers to exercises in textbook chapters, role playing cases, ice breaker interviews, cases for the skills building assignment, assignments and critique forms for skills building, informational, employment, persuasive, performance, counseling, and health care interviews, and a field project assignment.
- A full Test Bank of multiple choice questions that test students on central concepts and ideas in each chapter.
- Lecture Slides for instructor use in class.

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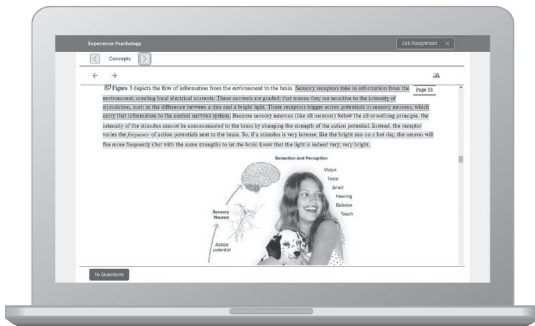
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An Introduction to Interviewing

We designed this book to introduce you to the essential principles and practices of interviewing, the most common form of purposeful, planned, and serious communication. Rarely does a day go by that you are not involved in one or more interviews. They may be formal or informal, minimally or highly structured, simplistic or sophisticated, supportive or threatening, and momentary or lengthy. Common misconceptions are that interviewing is limited to what applicants do when seeking jobs, employers do when recruiting employees, and journalists do when getting information from politicians, accident victims, and athletes. Google searches of “interviewing” support these misconceptions. You may be reading this book and taking an interviewing course with the primary, dare we say sole, purpose of learning how best to start or change a career, and you will find this book helpful in fulfilling this goal and others of which you may be unaware. So, of all the human interactions you participate in each day, how do you know which are interviews? They share characteristics with brief encounters, social conversations, small groups, and presentations, but they differ significantly from each.

The objectives of this chapter are to identify the essential characteristics of interviews, distinguish interviews from other forms of communication, identify types of interviews, and examine the advantages and disadvantages of using technology when participating in a variety of interviews.

Interviewing Defined

Two Parties

Dyadic means two distinct parties.

The interview is a dyadic—**two party**—process between an interviewer and interviewee. It typically involves two people such as a physician and a patient, a student and a professor, an employer and an applicant, a journalist and an accident victim, a counselor and a client. Many interviews, however, involve **more than two people but never more than two parties**. For instance, three members of a coaching staff may interview a college baseball recruit, a travel director may interview a husband and wife, or a homeowner may interview four students about leasing a home together. In each case, there are **two distinct parties**—an interviewer party and an interviewee party. If a single party is involved (three mechanics discussing how best to repair a truck) or more than two parties are involved (three students discussing their specific field projects with a professor), the interaction is not an interview.



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- *More than two people may be involved in an interview, but never more than two parties—an interviewer party and an interviewee party.*

Interviews are at least minimally structured.

Interactional means exchanging and sharing.

Questions play many roles in interviews.

Purpose and Structure

At least one party must arrive at an interview with a **predetermined** and **serious purpose**, a characteristic that distinguishes interviews from social conversations and chance meetings. Conversations and momentary meetings are rarely organized or planned in advance, and you would probably hesitate to participate in one that was. Interviews, on the other hand, always have a degree of planning and structure that may include searching for background information, preparing an opening, selecting topics, phrasing a list of questions, selecting a proposal, and preparing a closing. The predetermined purpose—to get or give information, to seek employment

or recruit an employee, to counsel or be counseled, to persuade or be persuaded—determines the extent of planning and degree of structure. Chapter 4 introduces you to the principles of structuring interviews from opening to closing.

Interactional, Collaborative Communication Process

Interviews are **interactional** and **collaborative** with both parties sharing and exchanging roles, responsibilities, feelings, beliefs, motives, and information. If one party does all of the talking and the other all of the listening, a lecture or presentation—not an interview—is occurring to an audience of one or a few. John Stewart writes that communication is a “continuous, complex, collaborative process of verbal and nonverbal meaning making.”¹ This collaborative “meaning making” entails a **mutual** creation and sharing of messages that consist of words and nonverbal signs (raised voice, wink, smile, or hand gesture) that may express interest, compassion, understanding, belief, agreement, or their opposites. As an interactional, collaborative communication **process**, the interview is a dynamic, ongoing, ever-changing form of message sending and receiving. Once an interview commences, you cannot not communicate.² Even when you communicate poorly, you communicate something. Chapter 2 introduces you to the many interacting variables that make up interviews.

Questions

Questions play critical roles in every interview. They dominate survey, journalistic, and investigative interviews while sharing focus with information giving and getting in recruiting, counseling, and health care interviews. In other interviews such as persuasive, training, and performance review, questions play strategic roles in obtaining

and clarifying information, verifying impressions and assumptions, and provoking thoughts, feelings, and actions. Questions are literally the **tools of the interview trade** for gathering information and checking the accuracy of messages sent and received. Chapter 3 introduces you to the many types of questions and how and when to employ each.

We define the interview, then, as an **interactional, collaborative communication process involving two parties, at least one of whom has a predetermined and serious purpose, that includes the asking and answering of questions**. With this definition in mind, which of the following communication interactions is an interview and which is not?

Exercise #1—Explain Why Each of the Following Interactions Is or Is Not an Interview?

1. A police officer is questioning an eyewitness about a shooting at an elementary school?
2. Three students are preparing for an important examination by cross examining one another about class lectures.
3. An employer is talking to two students, one majoring in communication and one in industrial design, at a job fair on campus.
4. A therapist is talking to a child about possible sexual abuse.
5. A sales representative is explaining the features of a new SUV to a husband and wife who just purchased it.
6. Four members of a search committee are discussing the credentials of applicants they plan to interview during the day.
7. A member of a survey research firm is talking to a shopper in a mall about possible effects of higher tariffs on consumer goods made in China.
8. Co-workers Nichole and Ryan see one another at halftime during a football game and are talking about the first half when Nichole decides to ask Ryan about the results of a staff meeting she missed because of a medical appointment.
9. A student stops by a professor's office to discuss ideas he has about a field project assignment in her class.
10. A rugby player and his parents are talking to a specialist about treatment for a concussion.

Types of Interviews

There are many types of interviews, and they are typically identified according to situation and function. As you review the seven common types below and read this book, you will become increasingly aware that differing types of interviews require one or both parties not only to have a store of valuable information but also training, abilities, personality traits, and willingness to share this information that may be influenced by beliefs, attitudes, and feelings.

Information gathering is pervasive in interactions.

Information-Gathering Interviews

The primary purpose of the information-gathering interview is to obtain accurate, insightful, and useful information through the skilled use of questions created prior to the interview and ones created on the spot to probe into interviewee responses, attitudes, and feelings. Chapter 5 discusses the principles and practices of moderately structured interviews conducted by professionals such as journalists, law enforcement officers, and researchers and all of us in our everyday lives as students, professors, parents, travelers, and consumers. Chapter 6 discusses the principles and practices of highly structured interviews such as surveys and polls conducted by the media, political parties, market and consumer researchers, and organizations too numerous to mention.

Information giving is deceptively difficult.

Information-Giving Interviews

The primary purpose of the information-giving interview is to exchange information in interviews that involve training, orienting, coaching, instructing, and briefing. Although such interviews may appear simpler than many others—merely providing facts, data, reports, schedules, and opinions, they are often deceptively difficult in practice. Information-giving interviews are often loaded with detailed information, involve technical or philosophical concepts, and include specialized terminology. Recall when you showed up late for a meeting or on the wrong day because you forgot the time or day information. Chapter 5 discusses the principles, problems, and techniques of effective information-giving interviews that enable interviewees to understand and retain information adequately and accurately following the interaction.

The interviewee party in a focus group consists of 6 to 10 persons.

Focus Group Interviews

The focus group interview usually consists of 6 to 10 similar but unrelated interviewees with a single interviewer and concentrates on a specific issue or concern such as customer or client perspectives about a new or developing idea, product, or service. The interviewer conducts the interview with a carefully crafted set of questions designed to generate interactions among the interviewees that produce a wide range of information, experiences, opinions, beliefs, attitudes, and understandings. Advocates of focus group interviews argue that they produce higher quality information and feedback than single-person interviews.³ However, it is often difficult to arrange a meeting of 6 to 10 similar interviewees at the same time and place, each interviewee has less interacting time than in a single-person interview, and some interviewees may dominate a focus group interview.

Selection is critical in the lives of applicants and organizations.

Selection Interviews

The most common selection interview is the “employment interview” that occurs between a recruiter attempting to select the best qualified applicant to fill a position and an applicant attempting to convince the recruiter that he or she is the best qualified and best “fit” for this position with this organization. A second type of selection interview is the “placement interview” during which an employer or supervisor tries to determine the ideal placement for a staff member within an organization and an employee tries to convince the interviewer that he or she is the best fit for a position, sometimes not the same position the employer has in mind. The placement might be a promo-

tion, reassignment, or new role in a restructured organization. Chapter 7 focuses on the recruiter in the employment interview, and Chapter 8 focuses on the applicant in the employment interview.

Performance review is essential for advancing the employee and organization.

Performance Interviews

The performance interview, once called the appraisal interview, focuses on the review of an employee's skills, performance, abilities, and behaviors for the purpose of "coaching" the interviewee to continue that which is good, discontinue that which is bad, and set goals for future performance. The results of the interview may determine promotions, changes of positions, and increases in salary or, in some situations, termination of the interviewee's continuation with the organization. Chapter 9 focuses on models and principles of the performance review interview and the basics of the "performance problem interview," once called the disciplinary interview, in which the parties address a problem such as absences, failure to follow rules, insubordination, and simple theft. The goal is to resolve the problem through coaching while trying to avoid, when possible, disciplining or terminating the employee.

Persuasion attempts to alter or reinforce thinking, feeling, and/or acting.

Persuasive Interviews

In persuasive interviews, one party attempts to alter or reinforce the ways the other party thinks, feels, and/or acts. While the sales situation comes readily to mind, you are involved in persuasive interviews on a daily basis. These range from informal interactions such as attempting to persuade your roommate to go to a comic-con with you, to formal interactions such as a defense attorney trying to persuade a prosecutor to drop some charges against a client and long-term, multi-interview efforts such as striving to convince a state legislator to support an immigration reform proposal. Chapter 10 focuses on the often-complex interactions in which the interviewer's goal is to change another's way of thinking, feeling, or acting.

The counseling interview is a helping interview.

Counseling Interviews

The counseling interview occurs when an interviewer strives to assist an interviewee to gain insights into a personal or professional problem and discover ways of coping with this problem. Although trained therapists or counselors are required for serious psychological, physical, and personal issues, all of us act as "lay counselors" when we assume the roles of parents, teachers, supervisors, physicians, co-workers, team members, and friends. Chapter 12 focuses on the basic principles and practices of conducting and taking part in counseling interviews that address day-to-day problems encountered in life and the workplace and ways of dealing with them.

While this list of interview types identifies each with a specific goal such as information getting or information giving, a great many interviews entail several goals. During a typical selection interview, for instance, both parties give and get information and strive to persuade one another to offer or to accept an offer of employment. The recruiter might do a bit of career counseling. A journalist must persuade a person to take part in an interview and answer questions honestly and insightfully. A typical health care interview, the focus of Chapter 13, may involve information gathering, information giving, counseling, and persuasion.

Technology and Interviewing

Since the invention of the telephone by Alexander Graham Bell in 1876, technology has played ever-increasing roles in interviews of all types with interview parties no longer needing to be face-to-face but can be ear-to-ear, keyboard-to-keyboard, or screen-to-screen. Each new technology has brought about changes in how we communicate interpersonally, some good and some bad, and each requires interview parties to adapt in critical ways.

Telephone interviews are convenient and inexpensive but lack the physical presence of parties.

The Telephone

Telephone interviews are now employed in nearly all types of situations and have become so commonplace that states and the federal government have passed “Don’t Call” legislation to protect your privacy and sanity.⁴ The popularity of telephone interviews is easy to understand because they save time, reduce expenses, and eliminate traveling. Interviewers can interact with interviewees in widespread geographical locations without leaving their home or office. The telephone is most effective in interviews when you want to ask brief, simple questions in a short time. Organizations risk alienating interviewees, however, when they call during dinnertime or late in the evening and want (often demand) several minutes of the interviewee’s time. Political candidates, citizen action groups, and product sales representatives who employ the seemingly never-ending “robocalls” that dial your number over and over may antagonize you rather than motivate you to vote for a candidate, support a cause, or purchase a product.

Lack of **physical presence** of the parties is a significant limitation of the telephone interview. Hearing a voice is not the same as observing another’s appearance, dress, manner, eye contact, facial expressions, gestures, and posture. Also missing are the physical surroundings that provide an atmosphere that contributes to effective interactions.

The telephone limits the subtle cues interviewers use to indicate when it’s time to switch roles, whether to continue with or end an answer, or when the closing is imminent or commencing. While some interviewees prefer the anonymity and relative safety of the telephone interview, others (particularly older ones) prefer face-to-face contacts and fear the growing number of telephone scams.⁵ Interviewers reportedly prefer face-to-face interviews when they are lengthy, and this attitude may negatively affect interviewee responses.



fizkes/Stock/Getty Images

■ *The telephone is employed in nearly every type of interview.*

Parties must focus attention on the interaction rather than the technology.

Interactive Video

Video technologies such as Skype and videoconferences enable interview parties to interact visually and orally over long distances faster and with less expense than individual face-to-face interviews.⁶ Advocates describe these as “virtual interviews” because they are “almost like being there in person.” Video and sound are manipulated to provide the illusion of presence and eye contact in an effort to send the “right vibe.” This illusion of reality can be costly if it requires a professional staff, high-quality technology to produce video and sound, mood lighting, and realistic sets to produce the illusion of reality. Some people find it difficult to interact freely and effectively with those on screens, and the absence of traditional cues that signal when a person has answered a question or made a point. The results are parties talking longer with fewer exchanges, and these problems are enhanced during videoconferences in which one or both parties consist of two or more people.

The pluses often cited for videoconferences and Skype such as taking more extensive notes, referring to notes, checking watches, and reading text messages may adversely affect interactions because of lack of attention and critical listening. Even with the best technology and manipulation of set and scenery, parties typically see only head or upper body shots of one another with little feeling of presence. Both parties must be aware of the importance of upper-body movement, gestures, eye contact, and facial expressions that are magnified on the screen when little else is visible to the other party. This may explain why a high percentage of suggestions for being effective in “virtual interviews” pertain to video production concerns and techniques.

E-mail lacks nonverbal cues critical in interviews.

E-Mail

With a cellphone or computer at your fingertips, you are able to communicate almost instantly with others around the world at any time of day or night by e-mail. E-mail is a highly convenient and inexpensive means of sending and receiving messages, but when does this sending and receiving become an interview and not what its name implies—mail? An interview is **interactive in real time**, so if two parties are sitting at their keyboards at the **same time** and are **asking and answering questions** without breaks in the interaction, an interview may be taking place. Otherwise, it is an electronic questionnaire little different from one being handed out or mailed to another party. Make an e-mail interview your last choice because you cannot see or hear the other party or experience the party’s presence. Nonverbal elements critical to the interpersonal communication process are nonexistent. Participants in e-mail interviews experience difficulties in opening interviews, establishing rapport, determining emotional reactions, and translating verbal symbols and acronyms. While an e-mail interview may be fairer for a person who is **orally challenged**, it may be less fair to a **verbally challenged** person.

The webinar is designed to train and educate large audiences with a presentational format.

Webinars

A webinar is essentially what its name implies, a Web-based seminar (often educational in nature) in which professionals deliver presentations to large, multiparty audiences who view or listen to them.⁷ It is becoming popular for conferences,

ON THE WEB

Learn more about the growing uses of electronic interviews in a variety of settings. Search at least two databases under headings such as telephone interviews, conference calls, and video talk-back. Try search engines such as ComAbstracts (<http://www.cios.org>), Yahoo (<http://www.yahoo.com>), Infoseek (<http://www.infoseek.com>), and ERIC ([\[.indiana.edu/~eric_rec\]\(http://www.indiana.edu/~eric_rec\)\). In which interview settings are electronic interviews most common? What are the advantages and disadvantages of electronic interviews? How will new developments affect electronic interviews in the future? How will the growing use of electronic interviews affect the ways we conduct traditional face-to-face interviews?](http://www</p>
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training sessions, seminars, and workshops because presenters can display slides, stream video, talk with audience members in real time, ask and answer questions, edit what is on the screen, and record the entire presentation for later use. It may be an interview if it is a two-party, interpersonal communication process between professionals rather than a Web-based lecture, but it is designed primarily to reach large audiences located in diverse locations such as Boeing Aircraft facilities throughout the United States. Video chatting platforms such as Skype and Google Plus are better designed for interviews.

Summary

This chapter has defined the interview as an interactional, collaborative communication process between two parties, at least one of whom has a predetermined and serious purpose, that involves the asking and answering of questions. While this definition distinguishes it from brief encounters, social conversations, small group discussions, and presentations, it encompasses a wide range of human interactions in which you take part virtually every day. Since you take part in interviews so often, be careful of assuming that what you do often you do well. Many years of experience may not result in a high degree of skill but the repetition of mistakes from interview to interview for a lifetime. Interviewing is a learned skill, and this book is designed to introduce to the principles and practices of different types of interviews to start refining your roles as interviewer and interviewee by enabling you to prepare thoroughly and take part actively while recognizing possible mistakes before you make them. Practice makes perfect only if you know what you are practicing.

The initial step in developing and enhancing your interviewing skills is to understand the deceptively complex interviewing process and its many interacting variables. Chapter 2 does this by literally drawing you a picture of the process through the step-by-step creation of a summary model that contains all of the variables that interact during each interview.

Key Terms and Concepts

| | | |
|------------------------|-----------------------|---------------------------|
| Beliefs | Information-giving | Questions |
| Collaborative | interviews | Selection interview |
| Conversation | Interactional | Serious purpose |
| Counseling | Internet | Skype |
| Dyadic | Interpersonal | Structure |
| Electronic interviews | Meaning making | System |
| E-mail interviews | Motives | Technology |
| Exchanging | Parties | Telephone interview |
| Feelings | Performance review | Two-party process |
| Focus group interviews | Persuasion | Videoconference interview |
| Information-gathering | Predetermined purpose | Virtual interview |
| interviews | Process | Webinar |

Review Questions

1. What does the word dyadic mean?
2. How many parties are there in an interview?
3. If correspondents from three networks ask questions of opposing presidential candidates, explain why this is or is not an interview?
4. How does purpose set an interview apart from conversation?
5. How are interviews interactional in nature?
6. Explain how an interview is a collaborative process?
7. Why are questions called “the tools of the trade” in interviews?
8. What strategic roles do questions play during interviews?
9. What is a complete definition of an interview?
10. Explain why the following scenario is or is not an interview: two friends see each other after a concert and stop to get their reactions.
11. What is the primary purpose of the information-gathering interview?
12. Why is the “focus group” considered to be an interview?
13. Why are telephone interviews used so widely in our society?
14. What are the significant limitations of the telephone interview compared to the face-to-face interview?
15. How may the often-cited pluses of videoconference and Skype interviews adversely affect these interactions?