

*How Gross
title: Course on interviewing*

SHORT COURSE NO. 4
TEACHING THE COLLEGE COURSE IN INTERVIEWING:
FOCUSING ON THE FUNDAMENTALS

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Exercises, assignments, and critique forms are reprinted from Charles J. Stewart, Interviewing Principles and Practices: A Project Text, 6th edition, 1994, by permission of Kendall/Hunt Publishing Company, Dubuque, Iowa.

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Fall 1995

Communication 325

Interviewing: Principles and Practices

Instructor:

Office:

Office Hours:

Telephone:

Texts: Stewart, Charles J. and William B. Cash. Interviewing: Principles and Practices.
Madison, WI: Brown & Benchmark Publishers, 1994. (7th edition)
Stewart, Charles J. Interviewing Principles and Practices: A Project Text.
Dubuque, IA: Kendall/Hunt , 1994. (6th edition)

Aims of the course:

1. To introduce students to the principles of interviewing
2. To prepare students for their roles as interviewers and interviewees
3. To instruct students in the methods of interview preparation
4. To provide students with practice in various types of interviews
5. To prepare students for a lifetime as interviewers and interviewees

Units of the course:

1. Introduction to interviewing
2. Informational interviewing
3. Persuasive interviewing
4. Employment interviewing

Semester grades will be determined as follows:

Interviews	400 points (5 in-class graded interviews)
Tests	300 points (3 one-hour exams from a choice of 4)
Field project	100 points (one or a series of "real life" interviews)
Miscellaneous	100 points (attendance, critiques, and participation)

Total points and final grades:

A = 811-900
B = 721-810
C = 631-720
D = 541-630
F = 000-540

Notes:

1. There will be no comprehensive final examination.
2. Each unexcused absence will cost three points.
3. Late work will cost 5 points per day of lateness.
4. This is NOT merely an employment interview course.
5. You are expected to do your own work. If you are caught obtaining answers or materials from another person, you will be reported to the Dean of Students immediately and will fail the entire course.

Class schedule:

- 1 - Introduction to Com. 325: What this course IS and IS NOT.
- 2 - Interviewing defined, types, approaches (S/C Chapter 1), analysis of an interview (S/C 11-12)
- 3 - The interviewing process (S/C Chapter 2), approaches exercise (S 1), analysis of an interview (S/C 38-39)
- 4 - Structuring interviews (S/C Chapter 3), openings exercises (S/C 47, S 3-4, guides, patterns, and schedules exercise (S 5), closings exercises (S/C 56-57, S 7)
- 5 - Types and uses of questions (S/C 62-73), types exercises (S/C 72, S 9-10), secondary questions exercises (S/C 69-70, S 11-12)
- 6 - Phrasing questions, questions pitfalls, question sequences (S/C 73-81), phrasing exercises (S/C 76-77, S 15), common question pitfalls exercises (S/C 78-79, S 15-16), question sequences exercise (S/C 80-81)
- 7 - Analysis of an interview (S/C 81-82) probing interview assignment (S 17-20) review for Unit 1 test
- 8 - Probing interviews
- 9 - Probing interviews
- 10 - Probing interviews
- 11 - Unit 1 test over chapters 1, 2, 3, 4
- 12 - Information-giving interviews (S/C 283-287), oral exercises in transmitting information (S 27-28)

- 13 - Survey interviews: how to prepare for and conduct them (S/C 111-116, 122-132), survey interview exercise (S 29-30)
- 14 - Survey interview questions (S/C 116-122), questions exercise (S 31-32), analysis of a survey schedule (S/C 132-137), assign field projects (S 149-155)
- 15 - Journalistic/probing interviews (S/C 85-91), assign moderately scheduled informational interviews (S 35-37), view PLRB video
- 16 - Journalistic/probing interviews: interviewer skills (S/C 91-101), interviewer responses exercise (S/C 228-232, S 139-140), analysis of sample interview (S/C 106-108)
- 17 - Journalistic/probing interviews: interviewee skills (S/C 102-105), interviewee responses to questions exercise (S 33-34), view UA video, review for Unit 2 test
- 18 - Moderately scheduled informational interviews
- 19 - Moderately scheduled informational interviews
- 20 - Moderately scheduled informational interviews
- 21 - Moderately scheduled informational interviews
- 22 - Unit 2 test over Chapters 5 and 6, S/C 228-232 and 283-287, S 27-28
- 23 - Persuasive interviews: ethics, stages (S/C 241-243), assign persuasive interviews (S 43-59)
- 24 - Persuasive interviews: analyzing and adapting to the interviewee (S/C 243-248)

FIELD PROJECTS DUE BY 5:00 p.m.

- 25 - Persuasive interviews: structuring and conducting (S/C 248-263), analysis of a sample interview (S 65-66)
- 26 - Persuasive interviews: the interviewee (S/C 263-266), critical thinking exercise (S 67-68), persuasive tactics exercise (S 69-70), analysis of a sample interview (S/C 267-270), review for Unit 3 test
- 27 - Persuasive interviews
- 28 - Persuasive interviews

- 29 - Persuasive interviews
- 30 - Persuasive interviews
- 31 - Persuasive interviews
- 32 - Unit 3 test over Chapter 10
- 33 - Employment interviews: preparation stage, EEOC guidelines (S/C 141-145), EEO exercise (S 95-96), assign employment interviews (S 73-87)
- 34 - Employment interviews: developing an applicant profile, reviewing information, opening, structuring, questioning, closing, evaluating (S/C 146-157), employer questions exercise (S 97-98), analysis of an interview with emphasis on the employer (S 113-115)
- 35 - Employment interviews: applicant's personal review (S/C 157-158, S 99-102), applicant's credentials (S/C 158-162), resume exercise (S 103)
- 36 - Employment interviews: homework, job search, guidelines for applicants (S/C 168-178), responses to unlawful questions exercise (S 107-108), view videos
- 37 - Employment interviews: applicant's questions (S/C 176-177), applicant questions exercise (S 109-110)
- 38 - Employment interviews: analysis of an interview with emphasis on the applicant (S/C 178-183)
- 39 - Employment interviews: Purdue Placement service, review for Unit 4 test
- 40 - Employment interviews
- 41 - Employment interviews
- 42 - Employment interviews
- 43 - Employment interviews
- 44 - Employment interviews, course-instructor evaluation (S 165-166)

Two-day class schedule for Com. 325

- 1 - Introduction to Com. 325: what this course is and is not
 - 2 - Interviewing defined, types, approaches (S/C Chap. 1), analysis of an interview (S/C 11-12, the interviewing process (S/C Chap. 2), approaches exercise (S 1), analysis of an interview (S/C 38-39)
 - 3 - Structuring interviews (S/C Chap. 3), openings exercise (S/C 47, S 3-4), guides, patterns, and schedules (S 5), closing exercises (S/C 56-57, S 7), analysis of an interview (S/C 58-59), types and uses of questions (S/C 62-73), types exercises (S/C 72, S 9-10)
 - 4 - Secondary question exercises (S/C 69-70, S 11-12), phrasing questions, question pitfalls, question sequences (S/C 73-81), phrasing exercises (S/C 76-77, S 13-14), common question pitfalls exercise (S/C 78-79, S 15), question sequences exercise (S/C 80-81), analysis of an interview (S/C 81-82), probing interview assignment (S 17-19)
 - 5 - Probing interviews
 - 6 - Probing interviews
 - 7 - Unit 1 test over Chapters 1, 2, 3, 4
 - 8 - Information-giving interviews: oral exercises in transmitting information (S 27-28, S/C 283-287), survey interviews (S/C 111-116 and 122-132), survey interview exercise (S 29)
 - 9 - Survey interview questions (S/C 116-122), questions exercise (S 31-32), analysis of survey schedule (S/C 132-137), assign field projects (S 149-151)
 - 10 - Journalistic-probing interviews: (S/C 85-91), assign moderately-scheduled informational interviews (S 35), view PLRB video, interviewer skills (S/C 91-101)
 - 11 - Journalistic-probing interviews: interviewer response exercise (S/C 228-232, S 139-140), analysis of sample interview (S/C 106-108), interviewee skills (S/C 102-105), interviewee responses to questions exercise (S 33), view UA video
 - 12 - Moderately scheduled informational interviews
 - 13 - Moderately scheduled informational interviews
 - 14 - Unit 2 test over chapters 5, 6, and S/C 228-232, 283-287, S 27-28
 - 15 - Persuasive interviews: ethics and stages (S/C 241-243), assign persuasive interviews (S 43-52), analyzing and adapting to the persuadee (S/C 243-248)
- FIELD PROJECT DUE BY 5:00 p.m.
- 16 - Persuasive interviews: structuring and conducting (S/C 248-262), analysis of a sample interview (S 65-66)

- 17 - Persuasive interviews: the persuadee (S/C 263-266), critical thinking exercise (S 67), persuasive tactics exercise (S 69), tests of evidence exercise (S 71), analysis of a sample interview (S/C 267-270)
- 18 - Persuasive interviews
- 19 - Persuasive interviews
- 20 - Persuasive interviews
- 21 - Unit 3 test over Chap. 10
- 22 - Employment interviews: preparation stage, EEOC guidelines (S/C 141-145), EEO exercise (S 95), assign employment interviews (S 73-93)
- 23 - Employment interviews: developing an applicant profile, reviewing information, opening, structuring, questioning, closing, evaluating ((S/C 146-157), employer questions exercise (S 97-98), analysis of an interview with emphasis on the employer (S 113-115)
- 24 - Employment interviews: applicant's personal review (S/C 157-158, S 99-101), applicant's credentials (S/C 158-162), resume exercise (S 103), outline for a cover letter (S 105), homework, job search, guidelines for applicants (S/C 168-178), responses to unlawful questions exercise (S 107-108)
- 25 - Employment interviews: view videos, applicant's questions (S/C 176-177), applicant question exercises (S 109 and 111-112), analysis of an interview with emphasis on the applicant (S/C 178-183)
- 26 - Employment interviews: video tape of placement center and wrapup discussion of employment interviews
- 27 - Employment interviews
- 28 - Employment interviews
- 29 - Employment interviews
- 30 - Employment interviews, course-instructor evaluation

Final exam period: unit 4 test

Interview Opening Exercise

Review the guidelines for effective interview openings and common interview opening techniques, and then write an appropriate opening for each of the following situations.

1. You are having problems with a term paper assignment in a history course taught by Professor Dana Williams. You have never talked to Professor Williams beyond answering an occasional question in class, and this is the first class you have had with him. Although he seems willing to help students, he appears to have little patience with students who do not understand his assignments. You have made an appointment to see him.
2. You were hired at a local fast food restaurant nine months ago. Tina McDougal, owner of the restaurant, explained that she started her employees out at a lower hourly wage than other local restaurants, but that she gave frequent raises to motivate her employees. She assured you that you would soon be making an hourly wage equal to employees at other restaurants and within a year would be ahead of their hourly rates. You have now been working for Tina for nine months and, during this time have received two five-cent an hour raises. This still places your hourly rate at some twenty-five cents an hour below what your friends are making at nearby fast food restaurants. Tina has given no indication that she is anything but pleased with your work.
3. You work for PQ&R Power Company in a line maintenance capacity, and part of your work is to make sure that trees are clear of power lines. You must convince a property owner that a tree he planted some years ago under PQ&R power lines must be removed because it has become a hazard to everyone living near it. The tree cannot be trimmed because adequate trimming would deform and eventually kill it.

Interview Closing Exercise

Review the guidelines for effective interview closings and common interview closing techniques, and then write an appropriate closing for each of the following situations.

1. You have been listening to a customer complain about problems with a recently purchased ice maker and have agreed to replace the unit.
2. You have been conducting a discipline interview with an employee accused of sexual harassment by fellow employees. The employee seems to have been sincerely surprised that his actions were interpreted as sexual harassment, but he has admitted that he does not feel women should be hired to do a man's work such as loading trucks and driving forklifts. He resents their "intrusion" into "his world."
3. You have been conducting a market survey over the telephone and have now come to the end of your questions.
4. You have been conducting a screening interview for a sales position with New England Life Insurance Company. The applicant seems to be highly qualified and interested. A second round of interviews will be held with finalists three weeks from this date.
5. You have been arranging for a vice president of your organization to visit your regional office. The interview has been with the vice president's administrative assistant. You have discussed dates, times, places, air travel, and specific meetings with people in your office. It is imperative that all of this information be remembered accurately by both you and the vice president's administrative assistant.

Identification of Questions Exercise

Classify each of the following questions in three ways: open or closed, primary or secondary, and neutral or leading. Also, note if the question is a "special" type of question: bipolar, nudging probe, clearinghouse probe, reflective probe, informational probe, mirror, or loaded. In which interview situations would each question be most useful?

1. Was there anything else missing from your room?
2. Tell me about your hometown.
3. What was your primary responsibility at Sears?
4. You're saying, then, that you do not plan to go to graduate school?
5. Do you drink decaffeinated coffee?
6. What are your feelings about the proposed state park?
7. Have you stopped drinking alcoholic beverages while driving?
8. Why do you think that happened?
9. Which of these brands of softdrinks did you buy last: Pepsi, Coca-Cola, RC, or none of these?
10. You can work weekends, can't you?
11. What have I not asked about you that might be important to know?
12. I see.
13. Are you a conservative or radical?
14. How would you rate the following politicians on a continuum from reactionary to conservative, moderate, liberal, and radical?

Probing Question Exercise

Supply an appropriate probing (secondary) question for each interview sequence below. Be sure each question probes into the answer and is not a primary question that introduces a new facet of the interview topic.

1. R = Tell me about yourself.
E = Well, I was born and raised near Springfield, and I entered Miami University after I got out of the Navy.
R =
2. R = What kind of teacher was Professor Kibitz?
E = Decent!
R =
3. R = How do you feel about this course?
E = It's a typical college class.
R =
4. R = Tell me about your schooling.
E = (long pause)
R =
5. R = What are you looking for in a position?
E = I want it to be stimulating and rewarding.
R =
6. R = Which internship do you plan to take?
E = I don't know.
R =
7. R = How many CD's do you own.
E = Quite a few.
R =
8. R = What is your student classification and school?
E = I'm in my fifth semester.
R =
9. R = Are you familiar with Microsoft Word and Word Perfect?
E = Yes, I am.
R =
10. R = How would you rate Connie Chung as a newscaster?
E = On a scale of one-to-five, she would be a one.
R =
11. R = Where did you grow up?
E = In the south.
R =

Phrasing Questions Exercise

Phrasing questions can be difficult because of five factors: language, relevance, information level, complexity, and accessibility. Identify the problem factors with each of these questions, and then rewrite each question to make it a good one. Review the guidelines for phrasing questions and question options.

1. Are you familiar with the President and Vice President?
2. How do you feel about the NRA, that is the National Rifle Association? (asked of participants at a college skeet shooting contest)
3. How would you rate the Congress on its actions toward the state of the economy on a scale of 1 as excellent, 2 good, 3 fair, 4 bad, and 5 do nothing?
4. If the drinking age were lowered, do you think the quantity of alcoholic beverages consumed in colleges would increase closer to:
 - a. 25%
 - b. 33%
 - c. 50%
 - d. 75%
 - e. 100%
5. *Why* didn't you call the police immediately?
6. Do you have bills, receipts, charge slips, operating manuals, warranty cards or other proof of purchase for the missing items?
7. What is your definition of euthanasia? What comes to mind when you hear euthanasia mentioned? (fist two questions in an interview on euthanasia)
8. Do you think you can handle the job opening I have available?
9. What is your concept of freedom?
10. Are we doing anything important in class today?
11. What does free enterprise imply?
12. How many minutes a week do you watch television?

Common Question Pitfall Exercise

Each of the following questions illustrates one or more common question pitfalls: bipolar trap, open-to-closed switch, double-barrelled inquisition, leading push, yes (no) response, or guessing game. Identify the pitfall(s) of each question and rephrase it to make it a good question. Avoid committing a new pitfall when rephrasing the question.

1. I'm sure you can understand why we have this policy on dropping courses.
2. Tell me about your admission requirements and the majors you offer.
3. Did that happen because it was raining?
4. Tell me about your vacation; were you gone the whole month?
5. Don't you think we ought to shop around first?
6. Do you feel guilty about that?
7. Tell me about your long and short range career plans.
8. Could the fire have started from a discarded cigarette?
9. Why do you think your computer failed? Could it have been a power surge?
10. Do you want to pass this course?

Interview Schedules Exercise

Review the nature and advantages and disadvantages of the following interview schedules: non-scheduled, moderately scheduled, highly scheduled, and highly scheduled standardized. Explain which schedule you would use in the following situations and why.

1. Your company wants you to poll customers to determine their reactions to the new computer billing system. Future changes in the billing system will be based on your poll.
2. You are in charge of scheduling speakers for the local Young Business Executives Club. You want to arrange for the author of a best selling book on business trends to speak to your club when he appears on a local university campus to lecture to management and investment majors.
3. You are preparing to interview applicants for a training position open in your company. Your task is to screen applicants and select the five best for your supervisor to interview in the regional office a month from now.
4. An employee under your supervision has recently been late to work on a number of occasions, and her performance is clearly not what it has been. She has always received outstanding reviews and high merit raises. Although she apologizes for being late and for unusually low performance, she does not offer explanations.
5. You are on your way to cover an accident on the freeway south of the city. Reports on the police emergency radio band mention several automobiles and a tanker truck, and police officers have called for ambulances to be sent to the scene.

Probing Interview Assignment

The most difficult skill for interviewers to learn is to listen carefully and then to ask a carefully crafted probing (secondary) question. Probing skills are essential to obtain complete answers, to encourage interviewees to continue, to be sure all important or available information has been attained, to get beyond superficial answers, to clarify vague answers, to get relevant information, to access suggested attitudes and feelings, to clarify or check perceived inaccuracies in answers, and to be certain you have received and interpreted information correctly. The skilled employment interviewer, journalist, counselor, supervisor, teacher, manager, and police officer knows when to probe and which type of probing question to use.

This assignment is designed to give you a summary experience now that you have been introduced to the basics of interviewing. In this exercise, you will (1) prepare a moderately-scheduled interview, (2) conduct a complete interview with opening, body, and closing, and (3) face a situation in which you must rely heavily on probing questions. We hope it will be both challenging and fun as you attempt to get information in a mysterious situation. Above all, we hope this assignment will help you to refine your listening and probing skills so important in later assignments.

One "case" consisting of two-to-three pages of facts and testimony from a variety of sources will be used each day. Only the interviewee will know all of the information; interviewers for the day will know only the information provided in brief paragraphs listed later in this assignment. At the beginning of each class period, interviewers for the day will leave the room. One interviewer will enter at a time, conduct an interview, and then return to his or her place in the classroom. The class will have the opportunity to observe several approaches to getting the same body of facts and testimony.

General instructions for this assignment:

1. Prepare a moderately-scheduled interview: major primary questions and possible secondary questions. You may bring your written questions with you to the interview, but remember that you will not be able to rely solely on a prepared list of questions.
2. The interviews will be _____ minutes long.
3. Openings should be brief but adequate. Assume that you have made an appointment.
4. The goal is to obtain as much *vital* information as possible in the limited time allowed.
5. The interviewee will be honest and helpful but **RETICENT**. For example, the interviewee will answer bipolar questions with a yes or no or by picking one option given. Open-ended questions will be answered with a sentence or two. The goal is to make you ask carefully crafted primary and secondary questions.
6. The interviewee is not involved in the case in any manner. He or she is merely a source of facts and testimony you need.
7. Each interview will be worth _____ points.

Instructions for interviewers:

1. Construct an interview guide of information areas you think will be important to discover in your case. Determine which areas seem to be most important, and go after these first.
2. Prepare a moderate schedule of questions, but remember that you must be *flexible* and *adaptive* in this assignment, just as you will have to be in most "real life" situations.
3. Listen carefully to each answer; don't be thinking about your next primary question but about what information you are getting or not getting. Then probe effectively.
4. Be patient! Stick with an area until you have gotten all important and relevant information the interviewee has. If you probe on a side track for a brief time, do not let this diversion keep you from getting back on the main track. Caution: Do not decide too quickly that information being received is unimportant or irrelevant.

5. Watch for clues that suggest important bits of information or areas to probe into that you did not think about during your preparation stage.

Instructions for interviewees:

1. Know your case thoroughly so you can give information accurately and without hesitation.
2. Do not volunteer more information than is asked for.
3. Drop an occasional clue to see if the interviewer picks up on it.
4. Listen carefully to each question.

The following cases will be used for this assignment: numbers _____

Case #1—John T. Johnson was stopped and arrested in a Chicago park. There has been a hearing, and Johnson has brought charges against the arresting officers. You are interested in this case because it happened in your neighborhood and have decided to interview a person who attended the hearing and knows the facts and testimony given thus far. You will relate your findings to the Garfield Neighborhood Association.

Case #2—Jane Manly is suing Virginia Packman for negligence that caused a painful injury. A preliminary court hearing has been held, and the case is now scheduled for a jury trial. You are a pre-law student interested in negligence cases and have contacted a person who knows the facts and testimony.

Case #3—Arthur Nichols is suing William Parry for damages, cost, and lost income. You are a sociology student interested in neighborhood conflicts and have discovered a person who has collected facts and testimony on the Nichols-Parry case.

Case #4—Giulo Giordano has been accused of cheating at State University. A hearing has been held but no decision has been made. You are a student interested in student rights and have located a person who attended the hearing and knows the facts of the case and testimony given.

Case #5—Several years ago a natural disaster struck a Boy Scout camp near Elizabeth, Tennessee. Local residents have recently written to the Baker Hero Fund Commission urging that Rex Ingram be awarded its silver medal for his actions during the disaster. The Baker Commission has sent you to Elizabeth to interview a person who has the facts and statements from residents.

Case #6—Marion Williams has had her teaching contract terminated in mid-year by the Oak Park school board. You are a student interested in labor-management disputes and have driven to Oak Park to interview a person who knows that facts and testimony available at this time.

Case #7—William McCollum, a farmer in Smithfield, North Dakota has died and left an estate. His children are contesting the will. You seem to be in a similar situation and have decided to interview a person who knows the family background and heard witnesses at a preliminary hearing.

Case #8—Jessie Gustavson and her aunt were stopped as they were leaving a restaurant, and Jessie has decided to sue the restaurant. An initial hearing has been held. You are a student in restaurant-hotel management and would like to write a paper on this case. You will interview a person who can relate the facts and testimony.

Case #9—Several year ago Matthew Harvey was shot and killed outside of his home in Westfield, Alabama. A trial was held but no convictions were ever made. You are a history student who would like to write a senior honors paper on this case and trial. You have located a former resident of Westfield who attended all sessions of the trial and knows a great deal about the case.

Case #10—After a wild chase through New York city, police managed to stop a taxi reported to be carrying bandits who had held up a fur company. Patrolman Dempsey shot and killed the driver as he emerged from the taxi. Dempsey is now being accused of man slaughter, and a hearing has been held. You are a reporter for the student newspaper and have decided to interview a person who attended the hearing and knows the facts and testimony given.

Note to instructors: For cases you might use in this assignment, see the Instructor's Manual for *Interviewing: Principles and Practices* (7th edition) by Stewart and Cash and published by Brown & Benchmark, Dubuque, Iowa, 1994. Also see Harry P. Kerr, *Opinion and Evidence: Cases for Argumentation and Discussion* (New York: Harcourt, Brace, and World, 1962). Cases 3 and 6 were developed by Robert E. Smith of Purdue University. Cases 2, 4, 5, 7, 8, 9, and 10 are modifications of cases in the Kerr book.

Cases for the Probing Interview Assignment

Case #1: Police Abuse

On November 17 at 4:30 p.m., Criminal Court Judge John T. Johnson was arrested by two Chicago policemen in Humbolt Park. He was led to a building in the park and, about an hour later, was allowed to call Lt. Ralph Riley at the Humbolt Park Police Station. He was released upon Lt. Riley's insistence.

A hearing has been held into the incident, and Officers Kuhter and Cummings, both rookie policemen on the force, have been suspended without pay: Kuhter for thirty days and Cummings for ten days. Johnson considers this a travesty and is pressing criminal charges. He is charging Kuhter with assault and battery, false imprisonment, and extortion and Cummings with being an accessory before the fact.

John T. Johnson, an African American of medium height and build and fifty-one years of age, said he was "roughed up" by Kuhter while Cummings was present and did nothing to stop it. He said he was walking his fox terrier in the park about 4:30 p.m. and throwing a tennis ball for the dog when Officer Kuhter came up to him. Kuhter yelled, "Hey, I want to talk to you!" Almost before he could answer, Kuhter grabbed him and said, "You come with me." Kuhter refused to explain why he was being arrested. Kuhter had started to push and shove him when Officer Cummings came along. When Johnson told him to stop shoving and pushing, Kuhter told him to shut up and pulled out his club in a threatening manner. Johnson then asked Officer Cummings what this was all about, but Kuhter pushed him into some bushes, brandishing his club over Johnson's head, and said, "I told you to shut up. Don't say another word or I'll let you have it right here!" When he identified himself as a judge, Kuhter said that it made no difference. When he asked to be taken to a superior officer, Kuhter said, "You're going to talk to me first." As they walked through the park, Kuhter said to Cummings, "I'll book him for not having his dog on a leash or something else before we turn him in." Kuhter led him to a building in the park, shoved him on a bench, and refused to let him use a telephone. Every time Cummings said Johnson could use the phone, Kuhter would say things like, "What are you trying to do, be nice to this pervert?" Kuhter seemed to be in charge and Cummings was afraid to do anything. After about an hour, the officers permitted Johnson to call Lt. Riley. Riley said, "My God, tell them to let you go" and then arrived by patrol car within a few minutes to take him home. Later when Capt. Duffy asked if Johnson would accept apologies and suspension of the officers, he said that Kuhter was too dangerous to be on the police force: "If he would do this to me, what would he do to an ordinary citizen, particularly if that citizen was African American?"

James Kuhter said the judge's charges were greatly exaggerated. He had been investigating a complaint that a man with a dog had annoyed a little girl in the park, and Johnson resembled that person and seemed to resist arrest. Johnson had no identification on him and was surly.

Charles Cummings said he had seen only part of the incident. He had not stopped Kuhter because he thought Johnson resembled a sex offender he

and Kuhter had been looking for in the park. He later accused Kuhter of assault without provocation.

Ralph Butnecht, State's Attorney, said Kuhter and Cummings' description of the man they were looking for did not fit Johnson in several respects such as age, height, and weight. Neither officer could explain adequately their actions with Johnson and showed, at the very least, very poor police judgment.

George T. Donohue, Humbolt District Police Superintendent, said that several police officers, including Kuhter and Cummings, had been on the lookout for a man who was making unwanted advances toward young girls and women. Kuhter and Cummings had responded to a call about a man with a dog who had approached a girl in Humbolt Park. There was nothing to indicate, however, that Johnson was that man.

Charlie Williams, father of ten year old Patty Williams who had been annoyed in the park, said the man was about thirty to thirty-five years of age, tall, thin, and dark complexion. He had tried to entice Patty into a car but had not harmed her in any way.

Case #2: The Greasy Carving Knife

On the evening of November 24, a little over a year ago, Jane and Walter Manly arrived at the Willard and Virginia Packman home for Thanksgiving dinner. The Manly's and the Packman's were neighbors and longtime friends. After an hour or so of conversation and a pitcher of grasshoppers, Walter joined Willard in his study for a bit a business talk, and Jane joined Virginia in the dining room to put the meal on the table. They placed a large turkey at one end of the table, and Jane sat down next to Virginia while Virginia proceeded to carve the turkey. About ten minutes later, the carving knife slipped from Virginia's hand, bounced off the table, and buried itself in Jane's right foot. The bleeding was profuse, and the husbands called the local police department and an emergency medical service. A police officer and medical technician arrived at the same time and helped Jane Manly into the ambulance. Virginia Packman insisted on riding in the back of the ambulance with Jane. After emergency treatment of the wound, Jane, Walter, Willard, and Virginia returned home to a cold turkey dinner.

As the year has passed, however, relations between the Manly's and the Packman's have grown bitter. Jane's foot has failed to heal properly, and she suffers from pain and chronic swelling. The manly's have filed a \$100,000 negligence suit against the Packman's, and the Packman's have filed a counter suit charging contributory negligence. An initial hearing has been held, but no decision has been made. Under state law, hosts are responsible for protecting their guests from accidents caused by traps and dangerous defects known to the hosts and unlikely to be detected by the guests. Both parties, however, are expected to exercise reasonable caution. If a guest is injured exclusively by reason of the host's negligence, the guest has valid grounds for suit. If a guest is guilty of contributory negligence, no claim is valid.

Jane Manly argues that she has valid grounds for claiming \$100,000 in damages from Virginia Packman because Virginia dropped the carving knife that seriously injured her foot. The resulting painful injury has required more than a year to heal and has left her subject to chronic pain and swelling. She contends that Virginia was negligent because she used the same hand alternately to cut and pick up slices of the turkey without pausing to remove grease from her hand or from the handle of the knife. Because of this negligence, Virginia lost her grip on the knife, and the knife fell from her hand and onto Jane's foot.

Virginia Packman counters that Jane was also negligent because she sat too close to the end of the table where the turkey was being carved and with her feet out from under the table. This indicates contributory negligence on Jane's part and an assumption of the risks attendant upon sitting so close and exposed. Virginia and Willard had volunteered to pay Jane's medical expenses, but both Jane and Walter had refused to take any money.

Willard Packman said that if Jane had observed his wife's actions in such detail, she should have taken simple precautions such as sitting farther away and placing her feet safely under the table. She apparently observed his wife's actions and had taken no precautions, so she actually contributed to the dangerous situation. Thus, her suit should be dismissed because of the state law on negligence cases.

Walter Manly said that Virginia Packman as host should have warned his wife of the dangerous situation, just as a supermarket would warn its patrons of a wet floor. Since Virginia acted in a dangerous and negligent manner, she should pay a \$100,000 penalty to reward his wife for a year of suffering and inconvenience.

Everett Murphy, the ambulance driver who took Jane Manly to the hospital after the accident, said Virginia Packman had accompanied Jane Manly to the hospital. During the drive, he heard Jane tell Virginia that it was not her fault. Virginia insisted that it was her fault and that she would pay Jane's medical expenses. Jane said that would be unnecessary because it had been an accident and her husband had excellent medical coverage.

Dick Tracy, the police officer who answered the emergency call from the Packman home, said blood stains on the floor indicated that Jane's foot was a foot away from the foot of the table when the accident happened. Walter Manly had met him at the door when he arrived and said his wife had "pulled a dumb stunt." Virginia was bandaging Jane's foot.

Anastacia Zucker, the Manly family physician, said part of the slow healing and swelling problems were caused by Jane's insistence on playing golf too soon after the accident. She had warned Jane several times to stay off of the foot for at least four weeks and to use crutches. Jane refused to do either.

Case #3: Assault and Battery

Arthur and Lucille Nichols live at 2234 Albany Street with their two children, Nancy and Arthur, Jr. Arthur is thirty years of age, five feet six inches tall, and weighs 135 pounds. He is a body repairman at a local garage but is also an amateur dog trainer. He and his wife supplement their income by raising registered Labrador retrievers that sell for \$600 each. From a typical litter of eight puppies, the Nichols make a net profit of \$3,600.

William and Marcia Perry live at 2236 Albany Street with their sons Bart and Rocky. William is thirty-two years old, six feet five inches tall, and weighs 250 pounds. He lettered for four years as a defensive tackle while in college. The Parry's have a tan and white, male dog named Rascal, about half the size of a Labrador retriever. Although the Parry's have a chain link fence around their yard, Rascal escapes over the fence on numerous occasions and runs loose in the neighborhood.

On Saturday evening, Arthur Nichols' prize bitch Lizzy gave birth to eight tan, white, and black puppies considerably smaller than Labradors. Nichols went angrily to the Perry house and pounded on the door. Marcia Parry answered, and Arthur said that he wanted to speak to William Parry immediately. Marcia replied that her husband was watching a basketball game and did not want to be disturbed. Arthur began to shout and demand that William come out. William Parry finally came to the door and told Arthur to shut up and stop yelling at Marcia. When Arthur told William what had happened with Lizzy and asked him what he was going to do about it, William laughed, replied "Nothing," and turned to go back to the basketball game. Arthur grabbed for the door, William slammed it on his fingers, and Arthur began to kick the door to get it open. Parry's dog Rascal ran out and jumped on Arthur, and Arthur kicked Rascal. William then hit Arthur and knocked him to the ground. As Arthur got to his feet, William charged toward him, and Arthur picked up a brick from a flower bed and hit him on the head. As William reeled backward, Arthur ran back to his house and locked the door. William went to the Nichols' house, pounded on the door, kicked in the storm door, and returned home to call the police.

When the police arrived at Arthur Nichols' home, he said that he was afraid to leave the house because William Parry might attack him. The police assured him that they would see him safely to a hospital to tend to his battered fingers and jaw. After treatment at Mount Mercy Hospital, Arthur was arrested on charges of assault and battery and taken to Municipal Court where the charges were dismissed. On the advice of the owner of the garage where he works, Arthur Nichols is suing William Parry for medical bills, damage to his storm door, the cost of raising the worthless litter of puppies, and the money lost from the potential sale of eight Labradors.

Arthur Nichols told a local reporter that, "I'm thinking about moving even if I get the money back that I've lost. That guy is a maniac, and I don't know what he will do next." The suit is for \$5,500.

Lucille Nichols told the same reporter that, "I want to hit them with everything they have. You'd think they owned the world." She related how

Rascal had been allowed to roam the neighborhood in clear violation of the city's leash laws.

William Parry replied that, "This guy comes over to my house, yells at my wife, kicks my dog, hits me with a brick, and then has the guts to sue me. If he steps on my property again, I'll knock his head off." William is thinking about a counter suit charging Arthur Nichols with trespassing with intent to do bodily harm and assault and battery.

Marcia Parry said she was stunned that the judge would dismiss charges against Arthur Nichols without even hearing their side of the story. "And all this fuss over what color a dog is," she said.

Steve Murphy, the arresting officer, said Arthur Nichols was terrified of William Parry and acted in self defense. Both parties, in his estimation, were equally guilty in this squabble.

Irving Hatlen, Municipal Court Judge, said he dismissed the case because both Arthur and William had been guilty of assault and battery. Each party had suffered physically and had front doors damaged during the confrontation. "I've been on the bench for five years," he said, "and this case is all too typical of the way neighbors get along in this community."

Probing Interview Critique Form

Interviewer _____

Opening. 1 2 3 4 5 x ___ = ___
 Greeting ___
 Rapport ___
 Orientation ___

Structure 1 2 3 4 5 x ___ = ___
 Moderately-scheduled ___
 Flexible ___

Phrasing of questions 1 2 3 4 5 x ___ = ___
 Language ___
 Relevance ___
 Information level ___
 Complexity ___
 Accessibility ___

Avoidance of question pitfalls 1 2 3 4 5 x ___ = ___
 Bipolar trap ___
 Open-to-closed switch ___
 Double-barrelled ___
 Leading push ___
 Guessing Game ___
 Yes (no) response ___

Use of secondary questions 1 2 3 4 5 x ___ = ___
 Nudging probes ___
 Clearinghouse probes ___
 Informational probes ___
 Silent probes ___
 Reflective probes ___
 Mirror/summary questions ___

Conducting the interview 1 2 3 4 5 x ___ = ___
 Stress on important data ___
 Patience and persistence ___
 Note-taking ___
 Use of time allowed ___

Communication skills 1 2 3 4 5 x ___ = ___
 Verbal ___
 Nonverbal ___
 Listening for clues ___

Closing 1 2 3 4 5 x ___ = ___
 Appropriate techniques ___
 Future appointment ___
 Ends on a positive note ___

Grading Scale: 1 poor, 2 below average, 3 average, 4 above average, 5 excellent

Informational Interview Assignment

The purpose of this assignment is to provide you with a realistic experience in conducting a complete, moderately-scheduled, informational interview that builds upon the fundamental skills practiced in the probing interview assignment. This assignment emphasizes interview structure, use of primary and secondary questions, listening, and verbal and nonverbal communication skills.

The goal of this assignment is to learn everything you can about the interviewee's *career* plans, preparation, and experiences. Realize that your interviewee may have only vague career plans and goals, be trying to select from among two or more career options, be in the selected career now, or have been in a variety of careers already. The interviewee will be selected the day of your scheduled interview.

Instructions to Interviewers:

1. Prepare a moderately-scheduled interview plan that contains major primary questions and some possible secondary questions. Give a copy of this schedule to your instructor no later than _____.
2. You may bring your written schedule of questions to the interview, but you must be *flexible* and *adaptive*. Merely reading a list of prepared questions is unacceptable.
3. Openings and closings should be brief but adequate.
4. Listen carefully to answers and use probing questions to get thorough and complete information about the interviewee's career plans.
5. Take notes that would enable you to write a detailed report of your findings at a later date. Turn these into your instructor following your interview.
6. The interviews will be _____ minutes long.
7. Each interview will be worth _____ points.

Instructions for Interviewees:

1. Come to the class period during which you will serve as an interviewee prepared to discuss your career plans, preparation, and experiences.
2. Answer questions according to the question type asked. For example, give a yes or a no or select one option when the interviewer asks a bipolar question. Answer open-ended questions with two or three sentences. Answer one part of a double-barrelled question.
3. Answer questions honestly, but you may tactfully refuse to answer any question you feel is irrelevant to the assignment or none of the interviewer's business.
4. Listen carefully to all questions so you can answer appropriately and insightfully.
5. Do not purposely distract or mislead the interviewer.

Informational Interview Critique Form

Interviewer _____

Opening. 1 2 3 4 5 x ___ = ___
 Greeting ___
 Rapport established ___
 Orientation ___
 Nonverbal communication ___

Structure 1 2 3 4 5 x ___ = ___
 Moderately-scheduled ___
 Flexible ___

Phrasing of questions 1 2 3 4 5 x ___ = ___
 Language ___
 Relevance ___
 Information level ___
 Complexity ___
 Accessibility ___

Avoidance of question pitfalls 1 2 3 4 5 x ___ = ___
 Bipolar trap ___
 Open-to-closed switch ___
 Double-barrelled ___
 Leading push ___
 Guessing Game ___
 Yes (no) response ___

Use of secondary questions 1 2 3 4 5 x ___ = ___
 Nudging probes ___
 Clearinghouse probes ___
 Informational probes ___
 Silent probes ___
 Reflective probes ___
 Mirror/summary questions ___

Conducting the interview 1 2 3 4 5 x ___ = ___
 Note-taking ___
 Listening ___
 Patience and persistence ___
 Use of time allowed ___

Closing 1 2 3 4 5 x ___ = ___
 Appropriate techniques ___
 Nonverbal communication ___
 Ends on a positive note ___

Grading Scale: 1 poor, 2 below average, 3 average, 4 above average, 5 excellent

Suggested Readings

- Barone, Jeanne Tessier and Switzer, Jo Young. Interviewing Art and Skill. Boston: Allyn and Bacon, 1995.
- Gorden, Raymond. Interviewing: Strategy, Techniques, and Tactics. Belmont, CA: Wadsworth, 1987.
- Gottlieb, Marvin. Interview. New York: Longmans, 1986.
- Hunt, Gary T. and Eadie, William F. Interviewing: A Communication Approach. New York: Holt, Rinehart, and Winston, 1987.
- Kahn, Robert L. and Cannell, Charles F. The Dynamics of Interviewing. New York: John Wiley & Sons, 1982.
- Killenberg, George M. and Anderson, Rob. Before the Story: Interviewing and Communication Skills for Journalists. New York: St. Martin's Press, 1989.
- Long, Lynette; Paradise, Louis V.; and Long, Thomas J. Questioning: Skills for the Helping Process. Monterey, CA: Brooks/Cole, 1981.
- Metzler, Ken. Creative Interviewing. Englewood Cliffs, NJ: Prentice-Hall, 1989.
- Payne, Stanley K. The Art of Asking Questions. Princeton: Princeton University Press, 1980.
- Sincoff, Michael Z. and Goyer, Robert S. Interviewing. New York: Macmillan, 1984.
- Skopec, Eric W. Situational Interviewing. New York: Harper & Row, 1986.
- Stano, Michael C. and Reinsch, N.L., Jr. Communication in Interviews. Englewood Cliffs, NJ: Prentice-Hall, 1982.
- Stewart, Charles J. Teaching Interviewing for Career Preparation. ERIC Clearinghouse on Reading and Communication Skills and Speech Communication Association, 1991.
- Stewart, Charles J. and Cash, William B., Jr. Interviewing: Principles and Practices. Madison, WI: Brown & Benchmark Publishers, 1994.
- Stewart, Charles J. Interviewing Principles and Practices: A Project Text. Dubuque, IA: Kendall/Hunt, 1994.

Wilson, Gerald L. and Goodall, H. Lloyd, Jr. Interviewing in Context. New York: McGraw-Hill, 1991.

Zunin, Leonard and Zunin, Natalie. The First Four Minutes. Los Angeles: Nash Publishing, 1986.

SPDR/MSCM 374--Interviewing Spring, 1995
 Dr. Mary Gill Office--DE 208A 749-2172 732-4283 (home)
 Office hours: M W & F 9:00 - 10:00/ T & Thurs. 1:00 - 2:00 and by appointment

Required Texts: 1) Wilson, G. L. & Goodall, H. L., Jr. (1991). Interviewing in Context. New York, NY: McGraw Hill and 2) Barbour, et.al, (1991). The Quest. Dubuque, IA: Kendall Hunt.

Recommended Text: Brett, P. (1993). Resume writing for results. Belmont, CA: Wadsworth.

Course Description and Objectives: This course is designed to acquaint the student with the fundamentals of dyadic and group communication in the form of the interview. The major areas in which the course helps the student to achieve competence include: 1) understanding the role of communication principles in the interview process; 2) understanding the structure of an interview as a major component of interviewing; 3) understanding the questioning process as a major component of interviewing; and 4) understanding the unique features of various types of interviews.

Grading: Attendance is assumed. You are responsible for classes you miss and all assignments must be completed on time. Final grades are based on the total points earned and based on the following cut off points:

A or H = 90 %; B = 80 %; C = 70%; D = 60%; P = 75 %; NC = below 75 %

Class Assignments: 600 total points

Daily assignments/citizenship/participation: 30 points
 Selection interviews (employer and applicant) 200 points total
 Job description 10 points
 Criteria list and justification 30 points
 Interview schedule and justification 30 points
 Interviewer performance 20 points
 Cover letter 10 points
 Interviewee performance 30 points
 Interview Analysis 70 points
 Performance Appraisal Interviews 50 points
 Appraisal Critique 20 points
 Final Interview 30 points
 Final Interview presentation 20 points
 Exam 1 100 points
 Final Exam 150 points (partially comprehensive)

<u>Date</u>	<u>Tentative daily schedule</u> <u>Activity/Reading assignment</u>
Mon. Jan. 30	Course Intro and begin Chapter 1--Intro to interviewing
Wed. Feb. 1	Contextual factors--Chapter 2
Fri. Feb. 3	continued
Mon. Feb. 6	Structuring interviews --Chapter 3
Wed. Feb. 8	Question forms--Chapter 4
Fri. Feb. 10	continued
Mon. Feb. 13	Questions--Chapter 5
Wed. Feb. 15	continued
Fri. Feb. 17	continued
Mon. Feb. 20	Exam 1--Chapters 1, 2, 3, 4, 5
Wed. Feb. 22	Selection interviews--Chapters 6 and 7 and <u>The Quest</u> , Part 1 <u>Bring examples of job ads to class</u>
Fri. Feb. 24	continued <u>The Quest</u> , Part 2
Mon. Feb. 27	Selection Interviews-- <u>The Quest</u> --Part 3 Job ads due
Wed. Mar. 1	continued Resume and cover letters due
Fri. Mar. 3	continued-- <u>The Quest</u> --Parts 4 and 5
Mon. Mar. 6	Criteria list and justification due interview schedule and justification due
Wed. Mar. 8	Interviews
Fri. Mar. 10	Interviews
Mon. Mar. 13	Interviews
Wed. Mar. 15	Interviews
Fri. Mar. 17	Interviews
Mar. 20-25	Spring Break--no classes
Mon. Mar. 27	Selection interviews wrap up
Wed. Mar. 29	Problem Solving --Chapter 11
Fri. Mar. 31	continued Final date selection interview analysis is accepted
Mon. Apr. 3	Performance Appraisal Chapter 8
Wed. Apr. 5	continued
Fri. Apr. 7	continued
Mon. Apr. 10	continued
Wed. Apr. 12	Questions and Language revisited
Apr. 14 and 17	Easter break--no classes
Wed. Apr. 19	team work on performance appraisals
Fri. Apr. 21	Survey--Chapter 10--in class graded activity Performance appraisal analysis due
Mon. Apr. 24	Performance appraisal before class and critiques
Wed. Apr. 26	Performance appraisal before class and critiques
Fri. Apr. 28	Info gathering interviews--Chapter 9
Mon. May 1	Persuasive Interviews--Chapter 12-- <u>appraisal critique due</u>
Wed. May 3	continued
Fri. May 5	Final Interview reports
Mon. May 8	Final Interview reports
Wed. May 10	Final Interview reports
Fri. May 12	Final Interview reports
Mon. May 15	Course wrap up
Wed. May 17	Final exam--10:00 a.m.

Assignment descriptions:

1) Selection Interviews: Applicant and Employer: You will engage in a role play interview with class members as an employee and employer. Several subparts of each interview are required. Further explanation will be given. In brief, organizations will be formed and they will write an ad for a job opening. You will apply for an opening with an organization of which you are not a member. Portions of the work are graded as an organization and portions are individually graded.

Employment interview process (generally offered as a separate handout)

Org 1: Becky, Sherry, Kristen

Org 2: Tate, Kristine, Wendy, Andrea

Org 3: Shanda, Dara, Mike

Org 4: Ronda, Joanie, Megan, Paula

Org 5: Dana, Troy, Ryan, Heather

*The organizations are determined by asking students for information about their majors, first jobs they anticipate after graduation, who they most and least want to work with. I then put people into organizations.

Tasks:

a) Define yourself as an organization--name, fantasy chain what you are all about, etc.

Once you have determined who you are, consider who your class members are that need to apply for a job. We have many majors represented: ie. lots of Corporate Comm, Marketing, Mass Comm, Public Relations, Psychology, English, Accounting, Management. Possible jobs we could expect might be in public relations or in human resource departments, in advertising firms and/or magazine/ correspondent work, management trainee positions, personnel directors, research analyst for marketing research, marketing consultant among others. Several people have sports interests and/or leadership qualities.

In your organization, decide on a job opening for your firm,. Consider who else in the class needs a job to apply for. The point is we should have a reasonable position of interest for every person. Write an appropriate job/position announcement with the class interests in mind. THIS MUST BE TURNED IN NO LATER THAN _____--BEGINNING OF CLASS (10 points).

b) In your organizations, you will have approximately 15 minutes to interview each person. This is not a very long period of time so careful planning must take place prior to the interview being conducted.

You must (as an organization):

i) decide on criteria that will be used to evaluate the candidates you interview. The criteria must match with the job/position announcement. The criteria should be ranked to show importance and have a justification given for each criterion. This justification needs to be clear to me on paper. (30 points)

ii) decide on a schedule of questions that you will minimally ask and justification for these questions (How it meets the criteria desired). These are due on _____. (30 points) Note: You may use a different schedule of questions for each person interviewing. You will have a copy of each person's resume to tailor your questions accordingly. The point here is to make sure the criteria are met in the most efficient manner.

c) Everyone applies for one position. You will need a cover letter and resume to do this. The job openings will be announced and sign up for your job will be on _____. Applications are due _____. You will turn in a cover letter and resume to your "employer" and a cover letter to me. Your cover letter is worth 10 points. Resumes are not required for me but I will evaluate them if you wish.

d) Each organization will interview a minimum of 3 and maximum of 4 individuals. You are the interviewee only once. Your performance as an interviewee is evaluated and worth 30 points. You will interview as a team (interviewers) and be evaluated (individually) for a possible 20 points. This will be a composite across all interviews as interviewer.

e) We will begin interviews on _____ so we can be completed by Spring Break. Organization 1 will begin that day and continue, if needed on _____ with Organization 2 following on _____. In other words, two organizations may interview on the same day if the overlap is necessary. More of these details will be worked out later. You will know what day you are interviewing and in what order you are scheduled to be the applicant. When interviewing, the interviewees appear one at a time--you will remain after you interview, you just won't hear those before you. You will be asked to wait quietly in the hallway before your time to interview as the applicant.

f) After the process of employer and applicant interviews have been completed, you are to evaluate this process and what you have learned. Consider what the text says should/could happen and what your experience was. As interviewees, what specific issues must you attend to for this particular interview and why, what would you do differently as an interviewee, what about interviewing with peers, etc. Consider what did you learn, what did you like, not like, to what degree were your criteria helpful or not in the end as employers, etc. As employers, you should reveal who your decision to hire was and how this person met the criteria set forth in the paper only. Each organization should inform me as they make the decision of who would be offered the position. I will announce to the class who was selected in each organization. Do not do this outside of class. The analysis paper is an INDIVIDUAL project and is individually graded. You are to write a coherent and correctly formatted typed 5 page paper evaluating your experience. This paper should reflect what you have learned from the selection interview process. The paper is due no later than _____. I would recommend doing your paper immediately after you have completed your portion of the interviews and turn it in earlier if possible. The longer you wait the more detail that tends to get excluded.

2) Performance Appraisal Interview: You will be given an organizational context and asked to demonstrate understanding of an effective performance appraisal interview. You will role play either the appraiser or appraisee and individually write a paper explaining what must be accomplished from your position and how you will achieve those goals. You will do a mock interview before the class.

3) Performance Appraisal Critique: In conjunction with the performance appraisal interview, you will be assigned a team to critique. You will write a 2-3 page critique of the mock interview. I will evaluate the critique and it will be given to the people you evaluated.

Performance Appraisal Assignment--Version 1 (generally a separate handout)

Performance Appraisal Interviews: You have been placed in teams of supervisors and employees and given a situation and interviewer/interviewee roles. (I generally select teams and who is supervisor and employee with some careful analysis of the students' strengths and weaknesses to make the most effective teams and learning situations for them. I use scenarios I have created or ones taken or modified from Cox, G & Dufault, C. (1993). 25 Role Plays for Interview Training. Amherst, MA: Human Resource Development Press, Inc. ISBN 087425213X).

The performance appraisal assignment involves:

- a) Each member of each team should provide me with a document detailing his/her plan for the interview. This portion MUST be done individually. These are due no later than _____.
- b) Each team is to conduct a successful performance appraisal interview. You will role play the interview before the class on _____. You will have 10-15 minutes to role play the interview. The first two portions of the assignment are worth 50 points.
- c) The final aspect of the performance appraisal assignment is for you to write a coherent and meaningful critique of another team's role play. This should be in the 2-3 page range. The critique will be graded on how well you reflect your understanding of what performance appraisals "ought" to be and how well written it is. This portion of the assignment is worth 20 points. Two people are assigned to critic each team. It is expected that you will not confer with the other critic in writing your analysis.

Supervisor/Employee	Critic
Monday, April 24	
Mike/Dana	Paula Wendy
Ryan/Becky	Heather Andrea
Tate/Joanie	Ronda Dara
Wednesday April 26	
Paula/Wendy	Troy Sherry
Heather/Andrea	Kristine Kristen
Ronda/Dara	Shanda Megan
Friday April 28	
Troy/Sherry	Mike Dana
Kristine/Kristen	Ryan Becky
Shanda/Megan	Tate Joanie

4) Final Interview: The final interview will be a persuasive, problem solving or information gathering interview. You will appropriately plan and execute the interview of choice. You will write an explanation and analysis of your experience. The paper should be 5-7 pages in length. You may elect to do this final interview in teams of two persons. You will present a synopsis of your experience to the class in a 5-10 minute talk. The choice you make must be cleared with me in advance of your doing the interview and should be a new and unique experience for this class.

Sample cover letter---what do you think? Would you interview this person?

Dear Mr. Green:

I have read resume writing handbooks and consulted with career professionals. More importantly, I have been in a position that allows me to read hundreds of resumes and cover letters annually. It is with that in mind that I throw convention aside and refuse to write a typical cover letter, for I am not a typical applicant.

My resume outlines my past experiences and managerial strengths such as organization, goals setting and evaluation. What I would like to share with you in this letter are some things that you will not learn about me by reading the resume.

For instance, I am a professional woman with a Master's Degree whose alter ego cries out for granola and Birkenstocks. I believe in stress reduction through fitness and walk at breakneck speeds most nights after work. I take challenging vacations. I recently biked the mountains of Vermont and would go again this afternoon if I could afford it. I am kind-hearted. My home is a hostel for wayward cats and I buy anything a child sells door to door, regardless of its value. I am fascinated with power tools and search for opportunities to use them around the house under the guise of home improvements. I seldom cook and when I do I rely heavily on my microwave oven. I have discovered the nutritional value of cold cereal. In my search for the meaning of life, I have found humor makes nearly every situation tolerable.

I takes risks on a daily basis but not at the expense of others. May this cover letter be a testament to that. Your opening for a Country Extension Director in Grant County caught my attention. Have I caught yours?

I welcome the opportunity to talk with you. I can be reached weekdays at..... and less reliably in the evenings at Let's talk soon.

Sincerely,

Performance Appraisal Assignment--Version 2

Performance Appraisal Interviews: You have been placed in teams of supervisors and employees and given a situation and interviewer/interviewee roles. Each team is to conduct a successful performance appraisal interview. You should meet as a team and audio tape a 15 to 20 minute performance appraisal interview. Micro or standard cassettes can be used. In addition each member should provide me with a document detailing his/her plan for the interview. This portion should be done individually. These are due as soon as possible but no later than Monday April 11.

Supervisor/Employee

Marcie/Jenny W.

Jenny J./Ben

Todd/Ed

Greg/Barbara

Chris/Pei Yu

Nicole/Sara

Lori/Tom

Kristine/Gene

Performance Appraisal Research: Studies of performance appraisal are ballooning. Both academic and business contexts are being studied. To demonstrate your understanding of performance appraisal and critical thinking ability, you are to find two quality sources to examine. These sources should be from scholarly journals and published within the last 6 years. Both sources should address similar issues. You are to read and analyze what the sources tell you in any matter you deem appropriate. A 6-7 page paper should detail your analysis. The paper should clearly reflect your understanding of the authors, performance appraisals, and your ability to think critically about scholarly work. Writing style, wordiness, punctuation, etc. of course matter. A reference list should be attached. No title page is needed. This paper may be turned in at any time but no later than Monday April 11.

7

ADDITIONAL READINGS ON EMPLOYMENT/SELECTION INTERVIEWS:

- Fleischmann, S.T. (1991/92, Winter). Effective ways to conduct recruiting and hiring. Employment Relations Today, pp. 485-489.
- Gendron, G. (1994, March). Best hiring practices. Inc., pp. 10.
- Hellwig, H.H. (1992, June). Job interviewing: process and practice. The Bulletin, pp. 8-14.
- McDaniel, M.A., Whetzel, D.L., Schmidt, F.L., & Maurer, S.D. (1994). The validity of employment interviews: a comprehensive review and meta-analysis. Journal of Applied Psychology, 79, 599-616.
- Majors, R.E. (1991, September). Teaching "training awareness" through an interview exercise. The Bulletin, pp. 87-90.
- Perry, P.M. (1994, March). Your most dangerous legal traps when interviewing job applicants. Law Practice Management, pp. 50-56.
- Pouliot, J.S. (1992, July). Topics to avoid with applicants. Nation's Business, pp. 57-58.
- Ralston, S. M. & Kirkwood, W. G. (1995). Overcoming managerial bias in employment interviewing. Journal of Applied Communication Research, 23, 75-92.
- Saunders, P.R. (1993). Job interviewing: how to make it work for you! Journal of Systems Management, 11(7), 17-20.
- Ugbah, S.D., & Majors, R.E. (1992). Influential communication factors in employment interviews. The Journal of Business Communication, 29(2), 145-159.

ADDITIONAL READINGS ON PERFORMANCE APPRAISAL INTERVIEWS:

- Anonymous. (1994, January). Seven deadly sins of performance appraisal. Supervisory Management, pp. 7-8.
- Austin, N.K. (1992, November). Updating the performance review. Working Woman, pp. 32-35.
- Boudreaux, G. (1994, May-June). What TQM says about performance appraisal. Compensation & Benefits Review, pp. 20-28.
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- Svatko, J.E. (1989, March). Simplifying the performance appraisal. Small Business Reports, pp. 30-33.
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Class Activities Focused on Interviewing

- Berko, R. (1993, Winter). Getting to know you and talking about it. Speech Communication Teacher, 8, 5-6.
 Goal: To help students get to know one another while teaching techniques of interviewing and conversation. Orchestrated interviewing assignment designed to re-arrange class members and encourage class members to engage in mid level self disclosure.
- Bowers, A. A. (1993, Summer). The telephone interview. Speech Communication Teacher, 8, 4-5.
 Goal: To enhance students' telephone communication skills while developing the ability to speak accurately and conversationally in reporting on their interview results. Exercise offers a structured telephone interview format which stresses importance of question preparation and vocal dynamics.
- Ellis, B.G. (1991, Fall). Using the interview as a teaching dynamic. Speech Communication Teacher, 6, 2-3.
 Goal: To use interviewing to develop communications skills and subject matter knowledge. Exercise involves several levels of interviewing focused primarily for a reporting or journalism class.
- Garrett, R.L. (1987, Summer). Helping students discover interviewing skills. Speech Communication Teacher, 1, 14-15.
 Goal: To help students discover their own interviewing skills. Involves a three part assignment aiding students in recognizing their roles in subordination of viewpoints, achieving depth and validity in interviews (probing as active listening), and effective transitions or "changing the subject."
- Harding, D. A. (1995, Spring). Group feud: Reinforcing interviewing skills. Speech Communication Teacher, 9, 6-7.
 Goal: To get students involved while reinforcing concepts important to their job search skills. The activity is much like Family Feud in format. The instructor prepares ample questions in advance, teams are selected, three strikes are allowed. The game is used to get students to think critically about elements important for success in employment interviews.
- Mills, D. (1993, Summer). The interview fair: maximizing opportunity and experience. Speech Communication Teacher, 7, 11-12.
 Goal: To provide students with a significant number of interviewing opportunities and experiences. Exercise proposes four possible interview sessions (survey, in-depth, employment, and problem solving) that rotate so that the students have multiple experiences with interview types.
- Portnoy, E.J. (1994, Spring). Intergenerational interviewing. Speech Communication Teacher, 8, 9-10.
 Goal: To provide students an opportunity for direct interaction with senior citizens in order to increase intergenerational awareness and present experiences to be used as stimuli for creative writing in the classroom. The exercise focuses on students interviewing senior citizens for information to use in creative writing projects.

Sellnow, T.L. (1992, Winter). An oral history exercise for the self-evaluation of interview skills. Speech Communication Teacher, 6, 11.

Goal: To provide students with an opportunity to evaluate their question asking skills in a "real-life" interview situation. Assignment is focused on information gathering through an orchestrated written analysis.

Sharp, S. (1994, Winter). Varied approaches to teaching job interviewing. Speech Communication Teacher, 8, 6-7.

Goal: To provide students with observations of and experience with techniques necessary for successful job interviews. Exercise looks at focusing on highlighting the practical side of a public speaking course through the employment interview setting. Three alternatives for highlighting effective speaking strategies are given.

Smithson, S. (1989, Winter). Interviewing: a triadic exercise. Speech Communication Teacher, 3, 1-2.

Goal: To strengthen the student's interviewing skills and provide an "ice breaker" speech. Exercise is designed for a basic speech class. Focused mostly on ice breaking but could involve as much introduction to question asking and principles of interviewing as you wanted to include. Involves more than two people in an interview setting.

Thompson, C.L. (1994, Spring). Fantasy interviews. Speech Communication Teacher, 8, 7.

Goal: To provide students with an experience that demonstrates how we make assumptions about other people in interviews, or in any other situation, based on very little information. An activity for early in the semester that focuses on asking and answering of questions and the relationship to forming initial impressions.

Willer, L. R. (1995, Summer). An interdisciplinary approach to teaching interviewing. Speech Communication Teacher, 9, 10-11.

Goal: To implement an approach to teaching interviewing skills that involves faculty from other disciplines. This activity is an orchestrated assignment involving several class sections from across campus engaging in simulated employment interviews.