A potential employer greets a job applicant: “Let’s begin by talking about exactly why you’re interested in this opening.”

A student meets with a professor during office hours: “I wasn’t very happy with my grade on the last paper. I’d like to see where the problem was so I can do better on the final.”

A customer replies to the salesperson’s offer of help: “I’ve been thinking about buying an MP3 player and I’d like to see what you have.”

One guest approaches another at a party: “I want to do some backpacking next summer, and I’ve heard that you’ve spent a lot of time in the mountains. I was hoping you could suggest some trails and tell me what to expect.”

Mention the word interview, and most people will think of a news correspondent questioning some public figure or a job applicant facing a potential employer. Though these images are accurate, they tell only part of the story. As Table A-1 shows, there are many more types and subjects of interviews. Some are work-related, determining whether you will get the job you want and how you will do after you have landed the position. Others center on important personal relationships, focusing on everything from finding the perfect birthday gift to solving personal problems. Interviewing also comes into play when you want to learn important information from people with whom you aren’t personally involved, perhaps about school, vacationing, how to fix a car, where to find a good restaurant, or what it was like to meet a famous person. Some interviews are formal, and others are casual. Sometimes you are the one who asks the questions; sometimes you are the person who responds. But in all these cases, the ability to get and give information is an important one.

The Nature of Interviewing

What is interviewing, and how does it differ from other kinds of communication? These are the questions the next few pages will answer.

Interviewing Defined

Most communication experts would agree with a definition of interviewing as a conversation involving two parties, at least one of whom has a serious purpose. This description tells us several important characteristics of interviewing.

The two-party nature of interviewing needs some explanation. There are certainly cases when one person is questioned by a panel of interviewers and other cases when two or more respondents face a single interviewer. But no matter how many participants are involved, in every case interviews are dyadic: One person or group is exploring issues with another person or group.

When we say that at least one party has a serious purpose, we distinguish interviews from casual interactions in which the only goal is to pass the time. The fact that an interview has a serious purpose doesn’t mean that enjoyment is against the rules—simply that the goal goes beyond sociability.

Sometimes both parties aim to acquire information in an interview. For example, in a job interview the potential employer is seeking information that will help decide whether the applicant is suited for the job at hand. But smart candidates will also be seeking information to help them understand the nature of the new job, and whether they would accept an offer. In this sense, both the potential boss and the prospective employee are interviewing one another.
TABLE A-1  Types of Interviews

<table>
<thead>
<tr>
<th>Job Related</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career exploration</td>
<td>Investigating courses, major, and so on</td>
</tr>
<tr>
<td>Selection (hiring, promotion, placement)</td>
<td>Appraisal of status</td>
</tr>
<tr>
<td>Employment selection</td>
<td>Counseling</td>
</tr>
<tr>
<td>Job performance</td>
<td>Understanding coursework</td>
</tr>
<tr>
<td>Employee grievance</td>
<td>Complaint, grievance</td>
</tr>
<tr>
<td>Counseling</td>
<td>Consumer</td>
</tr>
<tr>
<td>Investigation and history (caseworker, medical, and so on)</td>
<td>Investigating products and services</td>
</tr>
<tr>
<td>Survey (market, political, and so on)</td>
<td>Complaining about products or services</td>
</tr>
<tr>
<td>Journalistic</td>
<td>Financial</td>
</tr>
<tr>
<td>Sales</td>
<td>Advice (e.g., financial planning)</td>
</tr>
<tr>
<td></td>
<td>Assistance (e.g., debt counseling)</td>
</tr>
<tr>
<td></td>
<td>Investigation (e.g., tax audit)</td>
</tr>
</tbody>
</table>

How Interviewing Differs from Conversation

One way to understand the nature of interviewing is to see what it is not. There are several ways in which interviews differ from conversations.¹

Purpose We have already seen that conversations can occur without the participants having any serious preconceived purpose: Two people chat between floors in an elevator; friends swap jokes at a party; a boss and employees take a break around the coffee machine. An interview, on the other hand, always has a purpose.

Structure Conversations can be aimless affairs in which neither person knows (or cares) when the exchange will end or exactly what topics will be covered. Any good interview, by contrast, has several distinct parts, which we’ll discuss in a few pages.

Control Whereas conversations don’t require any guidance from one of the parties, an interviewer should always be acting in ways that keep the exchange moving toward the preconceived purpose.

Balance Though most conversations involve roughly the same amount of input from each person, authorities on interviewing suggest that participation ought to have a 70 to 30 percent ratio, with the interviewee doing most of the talking.

Planning the Interview

A good interview begins long before you sit down to face the other person. There are several steps you can take to boost your chance for success.

The Interviewer’s Role

Although the interviewee’s responses will determine whether the interview is a success, drawing out that information is the interviewer’s job. The following information will help you, as an interviewer, get the most out of the other person.
Clarify the Purpose and Content Areas  What do you want to accomplish in the interview? The answer to this question will often seem obvious. For example, in an information-gathering interview, you might want to find the best places to go on an upcoming vacation or to find out more about “the old days” from an older relative. But often a purpose that seems clear will prove too vague to get you what you want. For example, your questions about a vacation could result in a list of places too expensive for you or unrelated to your interests. In the same way, your request for information about the old days could bring on a string of stories about long-dead (and uninteresting) relatives, when you are really interested in events rather than personalities.

The more clearly you can define the goal of your interview, the greater your chance for success will be. One way to set clear goals is to think about specific content areas you’ll need to explore to achieve your general purpose. See how this process of focusing on a goal works in the following situations:

<table>
<thead>
<tr>
<th>GENERAL GOAL</th>
<th>SPECIFIC CONTENT AREAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn best place to go on vacation</td>
<td>Discover affordable, beautiful place that is different from home.</td>
</tr>
<tr>
<td>Learn about old days</td>
<td>Learn how daily routines differed from now, how area looked before it was built up, what social relationships were like, what people did for recreation.</td>
</tr>
<tr>
<td>Choose best roommate to fit with present occupants of apartment</td>
<td>Find person with similar or compatible study habits, dating life, ideas about neatness; also, person must be financially responsible.</td>
</tr>
<tr>
<td>Get mechanic’s opinion about whether I should fix up present car or get a newer one</td>
<td>Explore cost of repairing old one versus expense of fixing up newer one; determine life expectancy, performance, mileage of old versus new.</td>
</tr>
</tbody>
</table>

Develop Tentative Questions More than any other factor, the quality of the interviewer’s questions and the way they are asked will determine the success or failure of an interview. Truly good questions rarely come spontaneously, even to the best of interviewers. After you define your goals and content objectives, the next step is to develop a list of questions. You need to think about several factors in planning questions:

1. Relationship to Purpose Your questions should cover all the content objectives you developed in the previous step. Furthermore, it’s important to cover each area in the amount of depth that suits your needs. For example, in interviewing an instructor about how best to prepare for an exam, you should briefly cover the areas you feel confident about while spending enough time on tougher areas to be sure you’re prepared. This suggestion may seem obvious, but many inexperienced interviewers find to their dismay that they have wasted most of their time discussing trivial areas and have failed to get their most important questions answered.

2. Factual Versus Opinion Questions Some questions involve matters of fact: “What’s the difference between an integrated amplifier and a preamplifier?” or “How many points will I need to earn an A for the course?” These can be called factual questions. In other cases, you’ll want to ask opinion questions: “What occupations do you think will offer the best chance for advancement in the next few years?” or “How do you think I should go about apologizing?” When
planning an interview, you should ask yourself whether you’re more interested in facts or opinions and plan your questions accordingly.

In some cases, you can approach a question either factually or subjectively, often with quite different results. For example, imagine that you’re interviewing two close friends, trying to resolve a conflict between them. Notice the difference between asking “Where do you think the problem lies?” (a broad, subjective question that invites disagreement between the disputants) and “What are some of the things bothering each of you?” (a factual question that doesn’t call for the parties to read each other’s minds). Again, you need to think clearly about whether you’re seeking facts or opinions.

3. Open Versus Closed Questions You have almost certainly had the frustrating experience of trying to draw out an uncommunicative partner:

   You: How’ve you been?
   Other: Fine.
   You: Up to anything new lately?
   Other: Nope. Same old stuff.
   You: You look good. Have you been getting a lot of exercise?
   Other: Not really.

Although the respondent here could have certainly done better at holding up the other end of the conversation, much of the problem grew out of the type of questions being asked. All of them were closed questions, ones that could be answered in a word or two. Though some talkative subjects will freely amplify on a closed question, less outgoing ones will give you the briefest response possible. The best way to encourage interviewees to speak up is by asking open questions, which require the subject to answer in detail:

   • “If you had the chance to start your career over again, what things would you do differently?”
   • “What were some of the things you liked best about New York?”
   • “Start at the beginning and tell me just what happened.”

Developing good open questions takes time and thought. Questions that are poorly worded or ones that are too broad or too narrow to get the information you seek can be a waste of time. A good list of open-ended questions can help in several ways. First, you will almost certainly have enough lengthy responses to fill the allotted time, soothing a common fear of inexperienced interviewers. Your open questions, inviting comment as they do, will also make your subject feel more comfortable. Second, the way in which your subject chooses to answer your open questions will tell you more about him or her than you could probably learn by asking only more restrictive closed questions, which can be answered in a few words.

Closed questions aren’t all bad: For one thing, they’re easy for many subjects to answer, and you can ask many of them in a short period of time. Also, closed questions are appropriate for some subjects. For example, you wouldn’t want long-winded replies to questions such as “What’s the cost of part #1234?” or “What is your Social Security number?” As an interviewer, you should decide what type of information you need and then choose the combination of open and closed questions that will get it for you.
It can be smart to develop a list of secondary questions to each primary one. In many cases, however, the best follow-ups will occur to you during the interview, depending on how the respondent answers your first question. As you ask and probe, be sure each secondary question you ask helps achieve your goal. It's easy to wind up taking an interesting digression, only to discover that you didn't get the information you were after.

6. **Neutral Versus Leading Questions** A **neutral question** gives the interviewee a chance to respond without any influence from the interviewer. By contrast, a **leading question** is one in which the interviewer—either directly or indirectly—signals the desired answer. A few examples illustrate the difference between these two types of questions:

**NEUTRAL QUESTION**

- What do you think about my idea?
- Do you think sexism is a problem at this college?

**LEADING QUESTION**

- You will take the job if it’s offered, won’t you?
- I've worked very hard on this idea, and I'm proud of it. What do you think?
- What examples of sexism have you seen at this college?

Although it seems hard to justify ever asking leading questions, there are a few situations where they serve a legitimate purpose. As Table A-2 illustrates, they involve trying to either persuade or test the interviewee. Other than these situations, leading questions can distort the information you are seeking—hardly the outcome you’re seeking in most interviews.

7. **Hypothetical Questions** A **hypothetical question** seeks a response by proposing a “what-if” situation. This type of question can be useful when you want to determine how an interviewee might think or act in the future. For example, if you aren’t sure whether to enroll in a certain course due to the demands of your busy personal life, you might ask the professor, “How would you feel if I asked for a deadline extension for a major assignment?”

Hypothetical questions can also encourage interviewees to offer information they wouldn’t volunteer if asked directly. For instance, a potential employer might get self-serving answers by asking job candidates about their strengths and weaknesses. But the hypothetical question “What would your last boss describe as your greatest strengths and weaknesses?” could reveal interesting information.

Hypothetical questions also are a good way to encourage respondents to think of a topic they haven’t considered before. The coordinator of a crisis hotline invited prospective coaches to consider whether they were emotionally prepared to deal with a variety of difficult situations: child abuse, sexual violence, and so on. By thinking about the difficult parts of the job, the prospective coaches got a better sense of whether they were prepared to take on the responsibilities of being a coach.

**Arrange the Setting** Even the best questions won’t help an interview that takes place in a bad setting. To avoid such problems, keep two considerations in mind as you arrange a meeting with your subject.
The first is time. Just as you should pick a time that is convenient for you, it's equally important for you to do the same for the interviewee. When arranging an appointment with your interviewee, be sure you've avoided predictably busy days or hours when the press of unfinished business may distract your interviewee. If you can, tactfully discover whether the interviewee is a morning or evening person—some people function especially well or poorly at certain times of the day. You should also make sure that the interviewee doesn't have appointments or other obligations that will overlap with your scheduled time.

The second is place. The most important consideration is to have a place that is free of distractions. A telephone constantly ringing or other people dropping by to ask questions or chat can throw you and your interviewee off track. If any of your questions call for confidential answers, the setting should be private. It's also important for the location to be convenient for both parties. Neither you nor the interviewee will do your best if you've had to struggle for a parking place or gotten lost trying to find the right place. Finally, your setting should be comfortable and attractive enough to put your interviewee at ease. Don't go overboard and choose too relaxed a setting: Too many beers or the pleasures of a beach might lead you or your interviewee to forget your main reason for meeting.

The Interviewee's Role

Because most of the responsibility for planning an interview rests with the interviewer, the interviewee has an easier time during the planning phase. There are, however, some things an interviewee can do in advance to make the interview a good one.

Clarify the Interviewer's Goals  It's important to know just what the interviewer is seeking from you. Sometimes the interviewer's goals are obvious. The insurance sales representative who wants "to see if you're paying too much for your present coverage" is trying to sell you a new policy, and a friend who wants to know how you've repaired an object or fixed a recipe is probably looking for your expertise.

At other times, the interviewer's goals aren't quite so obvious. Sometimes you know the general goal of the interview but need to understand the specific content areas more clearly. For example, suppose you are preparing for an employment interview. You know that the company is looking for the best applicant to fill the job. But just what kinds of qualities is it seeking? Are education and training the most important? Experience? Initiative? Knowing these criteria in advance will boost your chances of doing well in the interview.

There will be times when an interviewer has hidden goals, which you should do your best to discover. For instance, your boss's questions about your daily job routine might really be part of the managerial process of deciding whether to promote (or fire) you. An acquaintance's ostensible questions about factual information might really be aimed at building a friendship. This last example shows that not all hidden goals are malicious, but in any case you'll feel more comfortable and behave more effectively when you know what the interviewer wants from you.

Clarify Your Own Goals  Sometimes the interviewee's only role in an interview is to help the interviewer. But there are other times when you, as an interviewee, will have your own agenda. Although a sales representative might be trying to sell you an insurance policy, you could be interested in getting an education on the subject. When your boss conducts an interview assessing your performance, you might want to learn by observation how to do the same thing later in your career when you're a boss. Keep your own goals in mind when thinking about the upcoming interview.
TABLE A-3 Checklist for Evaluating Interviews

Opening
- Sincere, appropriate pleasantries are exchanged to help both parties feel comfortable.
- Proper tone is established (formal versus informal, serious versus casual).
- Interviewer previews subject and approach.

Body
- Interviewer’s nonverbal behavior reflects interest and lack of threat to interviewee.
- Interviewer asks enough questions to cover all content areas established in advance.
- Interviewer uses probes to explore interviewee’s responses (repetition, amplification, paraphrasing, silence).
- Interviewee gives clear, detailed answers.
- Interviewee keeps on subject.
- Interviewee corrects any misunderstandings of interviewer.
- Interviewee achieves own goals.

Closing
- Interviewer reviews results of interview.
- Future relationship between interviewer and interviewee is established.
- Sincere pleasantries are exchanged.

Closing  In many ways, the closing is similar to the opening. Instead of previewing, however, the closing is a time for reviewing what’s occurred during the interview. This helps ensure that the interviewer has correctly understood any points that might be unclear and has gotten the general tone of the subject matter correct.

The closing is also a time to establish the future of the relationship between interviewer and interviewee: to decide if any future meetings are necessary, possibly to set a date for them. Finally, it’s usually good to conclude the interview with an exchange of sincere pleasantries. Table A-3 is a checklist that summarizes the points to remember when planning, conducting, and evaluating an interview. This checklist can be used to rate both the interviewer and the interviewee in a variety of ways. It can be used before an interview by either party to prepare for a productive exchange. It can be used after an interview has been completed by either the interviewer, the interviewee, or a third party to evaluate the effectiveness of both communicators.

The Interviewer’s Responsibilities

During the interview, the interviewer has several responsibilities:

Control and Focus the Conversation  The interviewer’s job is to ensure that each stage of the interview—opening, body, and closing—takes the right amount of time and that all important content areas are covered. It’s easy to get off on a tangent and discover too late that the available time is up.

Help the Interviewee Feel Comfortable  In simplest terms, this includes making sure that the setting is physically comfortable. But it’s just as important that the interviewer use the listening, relational, and nonverbal skills we discussed earlier in this book to help the interviewee feel at ease. For example, suppose the interviewee seems reluctant to share personal information in an important content area. The interviewer might then remember that self-disclosure is reciprocal and volunteer some information, such as the reasons for asking all the questions.

Probe for Important Information  Sometimes your first question in a certain area won’t give you all the information you need. At times like this it’s important to probe
for the facts or beliefs you’re seeking by asking secondary or follow-up questions. There are several types of probes you can use as an interviewer:

1. **Repeat.** Because of either evasiveness or fuzzy thinking, interviewees sometimes need to hear a question several times before giving a full answer.

   Adult (breaking up fight between two children): Hey, what’s this all about?
   Child A: He’s a jerk!
   Adult: But what were you fighting about?
   Child B: It’s not my fault! She started it!
   Adult: But what were you fighting about?
   Child A: I did not start it. You started it!
   Adult: I don’t care who started it. I just want to find out what you’re fighting about.

2. **Amplify.** When an answer is incomplete, you need to get more information.

   Customer: I want to buy some running shoes.
   Salesperson: What kind of running do you do?
   Customer: Oh, mostly just for fun.
   Salesperson: I mean how far do you run and on what kind of surfaces?
   Customer: I mostly run on the track at the high school . . . a few miles.
   Salesperson: When you say “a few miles,” do you mean three or four each time you run or more?

3. **Paraphrase.** Paraphrasing, as discussed in Chapter 4, serves two purposes. First, it helps to clarify a vague answer. Second, it encourages the speaker to give more information about the topic.

   A: I’m so fed up with that class that I’m ready to drop it. I just wanted to talk it over with you before I did.
   B: So you’re pretty sure that the right thing to do would be to quit because the class is giving you so much trouble.
   A: Well, I’m just not sure. The semester is almost over, and if I did drop it now, I’d just have to repeat the class later.
   B: So you’re really not sure what to do, is that it?
   A: Oh, I guess I ought to stick it out. It’s just that I’m really tired. I’ll sure be glad when the semester is over.

4. **Use Silence and Prods.** A bit of experimenting will show you the value of silence and prods—brief but encouraging phrases such as “Really?” “Uh-huh,” “I see,” and “Tell me more about it.” Often an interviewee will be anxious to talk about a topic if simply given a sympathetic and interested ear.

**The Interviewee’s Responsibilities**

There are several things you can do as an interviewee to make the interview a success.

**Give Clear, Detailed Answers** Put yourself in the interviewer’s shoes and be as specific and helpful as you hope others would be for you. Although the interviewer ought to draw you out skillfully, make that job easier by being helpful yourself.
Keep on the Subject  It is sometimes tempting to go overboard with your answers, sidetracking the discussion into areas that won’t help the interviewer. It’s often a good idea to ask the interviewer whether your answers are being helpful and then to adjust them accordingly.

Correct Any Misunderstandings  Sometimes an interviewer will misinterpret your message. When this happens, be sure to correct the mistaken impression. Of course, one way to be certain that the message was received correctly is to invite the interviewer to paraphrase what he or she thinks you said. When an important issue is in question, any conscientious interviewer will be willing to do so.

Cover Your Own Agenda  As we pointed out earlier in this appendix, interviewees often have their own goals, which are sometimes different from those of the interviewer. It’s important to keep these in mind during the interview so that you can satisfy your own needs in a way that is compatible with the interviewer’s purpose.

The Selection Interview

For many people the short time spent facing a potential employer is the most important interview of a lifetime. A selection interview may occur when you are being considered for employment, but it may also occur when you are being evaluated for promotion or reassignment. In an academic setting, selection interviews are often part of the process of being chosen for an award, a scholarship, or admission to a graduate program. Being chosen for the position you seek depends on making a good impression on the person or people who can hire you, and your interviewing skills can make the difference between receiving a job offer and being an also-ran.

Employment Strategies

Most people naively believe that the person with the best qualifications will get a job. Although this principle might be fair and logical, research shows that selection interviews are not good predictors of career success. Interviewers are easily biased by their own mood and by irrelevant characteristics of applicants. In reality, the person who knows the most about getting hired usually gets the desired position. Though job-getting skills are no substitute for qualifications after the actual work begins, they are necessary if you are going to be hired in the first place. The following guidelines will help your communication in interviews to give you the best chance of getting the job you deserve.

What is the best strategy for getting the job offer you want? The advice job seekers often get is certainly important: Scan sources of job announcements for positions, and prepare a thorough, professional résumé. (College and university career centers are excellent sources of help on these matters.) But beyond these steps are other strategies that can often give you a critical boost over other applicants.

Background Research  Classified ads in print and online are a place to begin researching jobs, but don’t restrict yourself to these rather limited sources. Some diligent Web browsing can reveal a wealth of information about trends in the field that interests you, and about specific organizations where you might want to work. (See the “Internet Research” section on page 299 in Chapter 10 for details on searching tools and strategies.)
Once you learn about specific organizations, focus your research on learning more about the ones that seem most promising. Most business firms, government agencies, and nonprofit agencies have websites that will help you understand their mission. If you're lucky, those websites will also contain the names of people you'll want to know about and possibly refer to during an interview.

Beyond an organization's own website, you can almost certainly find what others have published about the places where you might want to work. In your search engine, type the name of the organization and/or key people who work there. You are likely to be pleased and surprised at what you learn. It's easy to imagine how this sort of background knowledge can help you identify where you might want (and not want) to spend the next stage of your career. Also, displaying your knowledge of an organization in an interview is a terrific way to show potential employers that you are a motivated and savvy person.

**Background Interviews** If you've been smart enough to research possible fields and organizations before you need to apply for a job, you have the invaluable chance to conduct information-gathering interviews with key people who can help you in several ways:

1. To help you learn more about the fields and companies that interest you
2. To help you make contacts that might later lead to a job offer from your interviewer. It is hard to overstate the value of personal contacts in getting a job. According to a survey by the U.S. Department of Labor, over 70 percent of the respondents learned about the job they held through contacts with people in their personal networks: friends, coworkers, relatives, and teachers.
3. To develop leads about other people you might contact for help in your job search

Several types of people make good subjects for background interviews: Professors familiar with the field that interests you, friends (and the people they know) who are familiar with the line of work you're exploring, and even strangers who know about or work in the area you're pursuing.

As the request letter in Figure A-1 illustrates, these meetings are not employment interviews in which you're specifically asking for the job. Rather, they are a chance for you to build relationships and learn about jobs and fields so you'll be best prepared when it is time to seek employment.

These background interviews are information gathering in nature, so it's wise to read the section of this appendix that deals with this subject (pages A-22–A-23) before beginning this step.

**Tips for the Interviewee**

After you are in the interview itself, there are several important points to keep in mind.

**Make a Good First Impression** First impressions can make or break an interview. Research shows that many interviewers form their opinions about applicants within the first four minutes of conversation. Physical attractiveness is a major influence on how applicants are rated, so it makes sense to do everything possible to look your best. The basic rules apply, no matter what the job or company: Be well groomed and neatly dressed. The proper style of clothing can vary from one type of job or organization to another. A good rule of thumb is to come dressed as you would for the first day of work.
Andrew Kao  
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Baltimore, MD 21229  
(301) 202-8594 a.kao1@umd.edu

February 3, 2008

Mr. Roland Sanchez  
NX Solutions  
1125 Town Center Parkway  
Reston, VA 20190

Dear Mr. Sanchez:

As an aspiring entrepreneur, I read with interest the recent article in the Washington Post about your success in growing NX solutions from scratch to an internationally renowned consulting firm.

I am currently in my final year as an International Business major in the University of Maryland's Robert H. Smith School of Business. I'll receive my Bachelor of Science degree next December. If things continue to go well, that degree should be awarded with honors.

My purpose in writing is to seek your advice about career paths after I graduate. I'm fascinated with the idea of a career similar to yours, and want to approach that goal in the best way. Several options seem possible, including graduate school, employment with a large firm, or seeking a spot in a small but promising firm where I may be able to have a bigger impact.

I would be most grateful for the chance to meet with you and gain the benefit of your experience. All of my classes are in the morning, so I could be available most any afternoon.

I will call your office next week hoping to set up an appointment. In the meantime, I'll be looking forward to hearing from you via e-mail or phone.

Thanks in advance for any help you can offer. I look forward to benefiting from your advice.

Sincerely,

Andrew Kao

FIGURE A-1 Letter Seeking Informational Interview
When in doubt it’s best to dress formally and conservatively. It’s unlikely that an employer will think less of you for being overdressed, but looking too casual can be taken as a sign that you don’t take the job or the interview seriously.

**Come Prepared**  Come to the interview with materials that will help the employer learn more about why you are ready, willing, and able to do the job. Bring extra copies of your résumé. Come prepared to take notes: You’ll need something to write on and a pen or pencil. If appropriate, bring copies of your past work: reports you’ve helped prepare, performance reviews by former employers, drawings or designs you have created in work or school, letters of commendation, and so on. Besides demonstrating your qualifications, items like these demonstrate that you know how to sell yourself. Bring along the names, addresses, and phone numbers of any references you haven’t listed in your résumé.

**Follow the Interviewer’s Lead**  Let the interviewer set the emotional tone of the session. If he or she is informal, you can loosen up and be yourself, but if he or she is formal and proper, you should act the same way. A great deal depends on the personal chemistry between interviewer and applicant, so try to match the interviewer’s style without becoming phony. If the tone of the interview doesn’t fit well with you, this may be a signal that you won’t feel comfortable with this company. It may be smart to see whether the interviewer’s approach represents the whole company, either by asking for a tour or speaking with other employees on your own. This desire to learn about the company shows that you are a thinking person who takes the job seriously, so your curiosity isn’t likely to offend the interviewer.

**Come Prepared to Answer the Interviewer’s Questions**  Whatever specific questions you might be asked, the employer is always asking “How can you help us?” If you remember this fact, you can respond in ways that show how you can meet the employer’s needs. Here’s where your background research will pay off: If you’ve spent time learning about your potential employer, you’ll be in a good position to talk about that company’s concerns and how you can satisfy them. Knowing that you can, indeed, help the company can boost your self-confidence and lead you to feel most comfortable when facing a potential employer.

1. **Tell me something about yourself.**
   This broad, opening question gives you a chance to describe what qualities you possess that can help the employer. Be sure to keep your answer focused on the job for which you’re applying—this isn’t a time to talk about your hobbies, family, or pet peeves.

2. **What makes you think you’re qualified to work for this company?**
   This question may sound like an attack, but it really is another way of asking “How can you help us?” It gives you another chance to show how your skills and interests fit with the company’s goals.

3. **What accomplishments have given you the most satisfaction?**
   The accomplishments you choose needn’t be directly related to former employment, but they should demonstrate qualities that would help you be successful in the job for which you’re interviewing. Your accomplishments might demonstrate creativity, perseverance in the face of obstacles, self-control, or dependability.
4. Why do you want to work for us?
   As the research cited in Table A-4 shows, employers are impressed by candidates who have done their homework about the organization. This question offers you the chance to demonstrate your knowledge of the employer's organization and to show how your talents fit with its goals.

5. What college subjects did you like most and least?
   Whatever your answer, show how your preferences about schoolwork relate to the job for which you are applying. Sometimes the connection between college courses and a job is obvious. At other times, though, you can show how apparently unrelated subjects do illustrate your readiness for a job. For example, you might say, “I really enjoyed cultural anthropology courses because they showed me the importance of understanding different cultures. I think that those courses would help me a lot in relating to your overseas customers and suppliers.”

6. Where do you see yourself in five years?
   This familiar question is really asking “How ambitious are you?” “How well do your plans fit with this company’s goals?” “How realistic are you?” If you have studied the industry and the company, your answer will reflect an understanding of the workplace realities and a sense of personal planning that should impress an employer.

7. What major problems have you faced, and how have you dealt with them?
   The specific problems aren’t as important as the way you responded to them. What (admirable) qualities did you demonstrate as you grappled with the problems you have chosen to describe? Perseverance? Calmness? Creativity? You may even choose to describe a problem you didn’t handle well and to show what you learned from the experience that can help you in the future.

8. What are your greatest strengths and weaknesses?
   The “strength” question offers another chance to sell yourself. As you choose an answer, identify qualities that apply to employment. “I’m a pretty good athlete” isn’t a persuasive answer, unless you can show how your athletic skill is job-related. For instance, you might talk about being a team player, having competitive drive, or having the ability to work hard and not quit in the face of adversity.

   Whatever answer you give to the “weakness” question, try to show how your awareness of your flaws makes you a desirable person to hire. There are four ways to respond to this question:

   - Discuss a weakness that can also be viewed as a strength.
     “When I’m involved in a big project I tend to work too hard, and I can wear myself out.”

   - Discuss a weakness that is not related to the job at hand, and end your answer with a strength that is related to the job.
     (for a job in sales) “I’m not very interested in accounting. I’d much rather work with people selling a product I believe in.”
     (for a job in accounting) “I’m not great at sales and marketing. I’m at my best working with numbers and talking to people about them.”
### TABLE A-4 Communication Behaviors of Successful and Unsuccessful Interviewees

<table>
<thead>
<tr>
<th></th>
<th>Unsuccessful Interviewees</th>
<th>Successful Interviewees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statements about the position</td>
<td>Had only vague ideas of what they wanted to do; changed “ideal job” up to six times during the interview.</td>
<td>Specific and consistent about the position they wanted; were able to tell why they wanted the position.</td>
</tr>
<tr>
<td>Use of company name</td>
<td>Rarely used the company name.</td>
<td>Referred to the company by name four times as often as unsuccessful interviewees.</td>
</tr>
<tr>
<td>Knowledge about company and position</td>
<td>Made it clear that they were using the interview to learn about the company and what it offered.</td>
<td>Made it clear that they had researched the company, referred to specific brochures, journals, or people who had given them information.</td>
</tr>
<tr>
<td>Level of interest, enthusiasm</td>
<td>Responded neutrally to interviewer’s statements: “Okay,” “I see.” Indicated reservations about company or location.</td>
<td>Expressed approval of information provided by the interviewer nonverbally and verbally: “That’s great!” Explicitly indicated desire to work for this particular company.</td>
</tr>
<tr>
<td>Picking up on interviewer’s clues</td>
<td>Gave vague or negative answers even when a positive answer was clearly desired (“How are your math skills?”).</td>
<td>Answered positively and confidently—and backed up the claim with a specific example of “problem solving” or “toughness.”</td>
</tr>
<tr>
<td>Use of industry terms and technical jargon</td>
<td>Used almost no technical jargon.</td>
<td>Used technical jargon: “point of purchase display,” “NCR charge,” “two-column approach,” “direct mail.”</td>
</tr>
<tr>
<td>Use of specifics in answers</td>
<td>Gave short answers—ten words or fewer, sometimes only one word; did not elaborate. Gave general responses: “Fairly well.”</td>
<td>Supported claims with specific personal experiences, comparisons, statistics, statements of teachers and employers.</td>
</tr>
<tr>
<td>Questions asked by interviewee</td>
<td>Asked a small number of general questions.</td>
<td>Asked specific questions based on knowledge of the industry and the company. Personalized questions: “What would my duties be?”</td>
</tr>
<tr>
<td>Control of time and topics</td>
<td>Interviewee talked 37 percent of the interview time, initiated 36 percent of the comments.</td>
<td>Interviewee talked 55 percent of the total time, initiated subjects 56 percent of the time.</td>
</tr>
</tbody>
</table>


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Discuss a weakness the interviewer already knows about from your résumé, application, or the interview.

“I don’t have a lot of experience in multimedia design at this early stage of my career. But my experience in other kinds of computer programming and my internship in graphic arts have convinced me that I can learn quickly.”

Discuss a weakness you have been working to remedy.

“I know being bilingual is important for this job. That’s why I’ve enrolled in a Spanish course.”
10. What are your salary requirements?
Your answer should be based on a knowledge of the prevailing compensation rates in the industry and geography in question. Shooting too high can knock you out of consideration, whereas shooting too low can cost you dearly. Give your answer naming a salary range and backing up your numbers: “Based on the research I’ve done about compensation in this area, I’d expect to start somewhere between $35,000 and $38,500.” As you give your answer, watch the interviewer. If he or she seems to respond favorably, you’re in good shape. If you notice signs of disapproval, follow up: “... depending, of course, on fringe benefits and how quickly I could expect to be promoted. However, salary isn’t the most important criterion for me in choosing a job, and I don’t necessarily accept the highest offer I get. I’m interested in going somewhere where I can get good experience and use my talents to make a real contribution.” It’s important to know your “bottom line” for compensation in advance so you don’t end up accepting an offer at a salary you can’t afford to take.

Be Ready for Behavioral Interviews
Most sophisticated employers realize that applicants may have prepared answers—possibly insincere ones for the preceding kinds of questions. For that reason, there is an increasing trend toward behavioral interviews—sessions that explore specifics of the applicant’s past performance as it relates to the job at hand. Typical behavioral questions include the following:

Describe a time you needed to work as part of a team.

Tell me about a time when you had to think on your feet to handle a challenging situation.

Describe a time when you were faced with an ethical dilemma, and discuss how you handled it.

Your challenge, when faced with behavioral questions, is to answer in a way that shows the prospective employer how your past performance demonstrates your ability to handle the job you are now seeking. One format for constructing such answers has three parts:

1. Offer specific examples of a situation, and how you handled it.
2. Show the result of your behavior.
3. Draw a connection between the incident you’ve described and the job you are seeking.

Here are some examples of good answers to behavioral questions:

Q: Give an example of a time when you were faced with an overwhelming amount of work.
A: Last year I was chairperson of the committee that organized a triathlon to raise money for a friend who had enormous medical bills after being in a car accident. When I took on the job, I had no idea how big it was: logistics, publicity, fund raising, legal—It was huge. And some of the people who originally offered to help backed out halfway through the planning. At first I tried to do everything myself, but after a while I realized that this was not going to work. So I wound up recruiting more people, and my job turned out to be supporting and encouraging them rather than doing it all. If I’m lucky enough to get this job, that’s the approach I’d take as a manager.
Q: Tell me about a time when you had to work with someone you didn’t like, or someone who didn’t like you.

A: A very talented teammate in my Marketing class term project kept making somewhat sexist jokes, even after I told him they made me uncomfortable. Changing teams wasn’t possible, and I figured complaining to the professor would jeopardize our success on the project. So I did my best to act professionally, even in the face of those jokes. We got the job done, and received an outstanding evaluation, so I guess my discomfort was worth it. What I learned from this experience is that we don’t always get to choose the people we work with, and that sometimes you have to put the job ahead of personal feelings.

Be Prepared to Ask Questions of Your Own  Near the end of almost every employment interview, you will be asked if you have any questions. It might seem as if you know all the important facts about the job, but a look at the following list suggests that a question or two can produce some useful information, as well as show the interviewer that you are also realistically assessing the fit between yourself and the organization:

1. Why is this position open now? How often has it been filled in the past five years? What have been the primary reasons for people leaving it in the past?
2. What is the biggest problem facing your staff now? How have past and current employees had trouble solving this problem?
3. What are the primary results you would like to see me produce?
4. How would you describe the management style I could expect from my supervisors?
5. Where could a person go who is successful in this position? Within what time frame?

Keep Your Answers Brief  It’s easy to rattle on in an interview, either out of enthusiasm, a desire to show off your knowledge, or nervousness, but in most cases long answers are not a good idea. The interviewer probably has lots of ground to cover, and long-winded answers won’t help this task. A good rule of thumb is to keep your responses under two minutes.

Follow Up After the Interview  Follow up your interview with a note of thanks to the interviewer. Many candidates don’t take this step, which will make your response especially impressive. Express your appreciation for the chance to get acquainted with the company, and let the interviewer know that the interview left you excited about the chance of becoming associated with it.

Interviewing and the Law  Most laws governing what topics can and can’t be covered in job interviews boil down to two simple principles: First, questions may not be aimed at discriminating on the basis of race, color, religion, gender, sexual orientation, disabilities, national origin, or age. Second, questions must be related to what the U.S. Government’s Equal Employment Opportunity Commission (EEOC) calls bona fide occupational qualifications. In other words, prospective employers may only ask about topics that are related to the job at hand. Another basic principle is that employers should ask the
same job-related questions of all candidates. For example, if an interviewer asks whether one candidate has international experience, he or she should ask all others the same question.

These principles help distinguish between legal and illegal questions:

<table>
<thead>
<tr>
<th>ILLEGAL</th>
<th>LEGAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were you born in Latin America?</td>
<td>Fluency in Spanish is an important part of this job. Are you fluent in that language?</td>
</tr>
<tr>
<td>If you don’t mind my asking, how did you get that limp?</td>
<td>Being on your feet for several hours per day is part of this job. Do you have any physical conditions that would make it hard to do that?</td>
</tr>
<tr>
<td>Do you have any children at home?</td>
<td>Are you able to work occasional nights and weekends?</td>
</tr>
<tr>
<td>Please tell me about any political clubs or organizations to which you belong.</td>
<td>Tell me about any job-related organizations you belong to that you think will enhance your ability to do this job.</td>
</tr>
</tbody>
</table>

Despite the law, there is a good chance that interviewers will ask illegal questions. This will probably have more to do with being uninformed than with malice. Still, when faced with a question that’s not legal, you will need to know how to respond. There are several options:

1. **Answer without objecting.** Answer the question, even though you know it is probably unlawful: “No, I’m not married. But I’m engaged.” Recognize, though, that this could open the door for other illegal questions—and perhaps even discrimination in hiring decisions.

2. **Seek explanation.** Ask the interviewer firmly and respectfully to explain why this question related to the job: “I’m having a hard time seeing how my marital status relates to my ability to do this job. Can you explain?”

3. **Redirect.** Shift the focus of the interview away from a question that isn’t job-related and toward the requirements of the position itself: “What you’ve said so far suggests that age is not as important for this position as knowledge of accounting. Can you tell me more about the kinds of accounting that are part of this job?”

4. **Refuse.** Explain politely but firmly that you will not provide the information requested: “I’d rather not talk about my religion. That’s a very private and personal matter for me.”

5. **Withdrawal.** End the interview immediately and leave, stating your reasons firmly but professionally: “I’m very uncomfortable with these questions about my personal life, and I don’t see a good fit between me and this organization. Thank you for your time.”

There's no absolutely correct way to handle illegal questions. The option you choose will depend on several factors: the likely intent of the interviewer, the nature of the questions, and, of course, your desire for the job—and finally, your “gut level” of comfort with the whole situation.
The Information-Gathering Interview

Although you might not label them as such, you can expect to take part in a great many information-gathering interviews during your career. Whenever you are seeking facts or opinions, you are conducting an informational interview: investigating an offer of goods or services, seeking advice about how to do your job better, collecting facts as part of an investigation, or conducting a survey of employees or customers. The following suggestions will help you do a good job.

Prepare for the Interview

Sometimes a period of research can pay dividends when the actual interview begins. Suppose, for instance, that you have decided to buy a new computer. Before you go shopping it would be smart to become knowledgeable about the various types of systems available. What are the differences between the Windows and Macintosh operating systems, for example? Does your computer need to be compatible with computers already used by others? What software programs would best suit your needs, and what kind of system do they operate on? If you have answers to questions like these, your questions to dealers will be much more effective, and your chances of getting the best product will be greater.

Choose the Right Interviewee

Sometimes the most obvious person for an information interview isn’t the best person to answer your questions—or at least not the only person you should ask. Consider our example of shopping for a computer. It’s certainly necessary to interview sales representatives from the companies you’re considering, but you might also get useful information from people who use that kind of equipment. Likewise, if you are trying to figure out why employee turnover is too high, be sure to consider all the people who might be able to offer useful information: employees who have already left the company, those who haven’t left, managers in your company, people in similar companies that don’t suffer from the problem, and professors or other experts in the field. Sometimes knowing whom to ask is just as important as knowing what to ask.

Informational Interviewing Tips

In addition to the general suggestions on pages A-14–A-20, follow these pointers when conducting informational interviews:

Be Curious  Whereas ingredients like wording questions correctly and choosing the right environment are important, another essential ingredient for success in interviewing is honest curiosity, as shown by a willingness to follow a line of questioning until you’re satisfied and to ask about points that interest you. Your sincere curiosity will often warm up an interviewee, who will be flattered by your interest. And an inquiring attitude will help you think of new and important questions during your interview, transforming it from what might be a sterile recitation of the questions you prepared in advance.

Check Your Understanding  After reading Chapter 4, you know that much listening is inaccurate. Keeping this in mind, you will find it a good idea to check your understanding of important ideas with the interviewee. Sometimes the consequences of misunderstanding are fairly small: following a botched recipe (was it a tablespoon
or a cup of vinegar?) or getting lost (were you supposed to turn right or left?). At other
times, however, misunderstandings can be more serious. The fact that you thought
that you understood an instructor’s explanation won’t change your low grade on a fi-
nal exam, and the Internal Revenue Service won’t forgive your tax penalties because
you thought the local agent said something that turned out to be something else.
Whenever there’s a chance of misinterpretation, it’s a good idea to use the active lis-
tening skills you learned earlier in this book.

Use the Best Interviewing Strategy  In many cases, your best approach is to ask ques-
tions in the simplest, most straightforward manner. There are cases, however, when
a more strategic approach will produce better results.

You have already read about the value of asking indirect questions when direct ones
will be embarrassing or difficult to answer. Instead of asking a merchant “Will your
advice about products or service be any good?” you could ask about some product that
you already know about.

There are also times when the personality of your interviewee calls for a strategic
way of presenting yourself. For instance, if you are talking to someone whose self-
image is one of being an authority or a wise person, you might take a naive approach:
“Gee, I’m new at this, and you know so much.” A little flattery never hurts. At other
times you might want to act more like an interrogator, particularly when you think an
interviewee is trying to treat you like a fool. For instance, you could show your knowl-
dge and seriousness to a car mechanic by saying “Why did you suggest a valve job
without running a compression check?” (Here’s one case where gathering background
information on automotive repair could improve your interviewing and save you a
healthy chunk of money.) In still other cases, a sympathetic or chummy approach
can be helpful. Investing the time and money to chat over coffee or beers can shake
loose information that an interviewee might be unwilling to share in a more formal
setting.

Other Interview Types

The Persuasive Interview

A persuasive interview occurs when an interviewer’s goal is to influence the thoughts
or behaviors of an interviewee. The most recognizable type of persuasive interview in-
volves the selling of some commercial product or service. But there are also non-
commercial situations in which the interviewer aims at changing the attitudes or be-
avior of an interviewee. Candidates meet with prospective voters, either in person or
via broadcast media; religious people try to influence the beliefs of others; and rep-
resentatives of charitable organizations are constantly seeking more funds for their
causes, often in interview settings.

There are several steps to follow for a successful persuasive interview:

**Define Your Goal**  Chapter 10 talked in detail about defining a public speaking goal.
Some of the same principles apply here. You ought to have a clear idea of just what
kind of change you’re seeking in your interviewee. Your goal should be specifically
worded, and it should be a realistically attainable one.

**Understand the Interviewee**  A persuasive approach that will convince one person
will not convince others. Your best chance of success will come from understanding
your interviewees—their interests, concerns, level of knowledge, and background.
Use Persuasive Strategies  Chapter 14 contains a list of persuasive strategies that is useful in both public speaking and interview settings. In addition to those strategies, you should consider these guidelines:

1. Welcome the interviewee's questions and reactions. They tell you how the interviewee is responding to your approach, giving you a chance to adapt and keep on target. It is important, however, for you to choose the time when the other person voices his or her concerns. You should keep control of the interview to avoid complicating the discussion.

2. Show that you understand the interviewee's position. The fact that you understand will leave the other person feeling more positive about you, diminishing the "hard-sell" image.

3. Keep your approach clear and simply stated. Bring up only one subject at a time, and organize your presentation logically. See Chapter 11 for more suggestions in this area.

The Performance Appraisal Interview  Performance appraisals are a fixture in most organizations after the number of employees grows beyond a handful. Their purpose is to acknowledge good performance, identify any areas where problems exist, resolve problems, improve productivity, and help develop the employee's talents.

At its best, the appraisal process is a valuable tool for helping employees feel better about work and for helping the organization. But in practice things often work out differently. More often than not, appraisal interviews result in lower productivity and greater apathy among employees.²

Performance appraisals have the greatest chance of success when the interviewer takes a supportive, constructive approach. This means acknowledging good work as well as pointing out problem areas. It is also helpful to set specific goals for improvement to aim for during the next evaluation period. The information in Chapter 3 on behavioral goals applies here. The interviewer needs to follow the descriptive approach described in Chapter 7, instead of using an excess of evaluative "you" language. Finally, it is essential for the interviewer to be a good listener who sincerely tries to understand the respondent's point of view. The surest way to get most employees to change is to involve them in the review process. Top-down, "I talk, you listen" approaches rarely work.¹⁰

As an interviewee, you can do plenty to make performance appraisals more successful, even with a superior who doesn't follow the advice in the preceding paragraph. Remember that criticism of your work in one area doesn't mean you are no good as a person, or even in other areas in which you interact with the interviewer. Approach the interview with a sincere desire to do better. View the interview as a chance to start improving your performance. This attitude will impress the interviewer and will help you grow.

When faced with vague descriptions of your behavior ("You're doing well" or "You're not keeping up"), ask the interviewer for specific examples. The goal here isn't to be argumentative, but rather to understand exactly what the interviewer is talking about. Finally, do your best to avoid acting defensively by counterattacking or withdrawing. Though reactions like these are understandable, they probably won't make you feel any better and are likely to lower your stature in the interviewer's eyes.
The Counseling Interview

Few people are professional counselors or therapists, but at one time or another we're all faced with the chance to help solve another person's problem: love, career, family, money—the list of problems is a long one.

There are two approaches to counseling others with problems—directive and nondirective. The directive approach includes a good deal of question asking, analysis, and advice. There are definitely situations in which this approach is the best one, most often when the counselor has greater knowledge than the interviewee. For example, a friend might approach you for advice on how to get help from some consumer protection agency. If you know the right procedure, you surely would share this information and suggest how your friend ought to proceed.

There are many other cases when a directive approach isn't the best one. Suppose your problem-ridden friend asks for advice about whether or not to get married. Even the best advice can be ignored or rejected at times like this. There is another risk in giving advice: If your friend follows your suggestions and things don't work out, you are the one who's likely to be held responsible.

The most important decision in counseling interviews, then, is whether to use a directive or nondirective approach. Be sure to base your decision on knowledge of the person seeking help and on the nature of the problem. In any case, it's essential to know just how much help and guidance one can give as a friend and when it's dangerous to begin playing counselor without the necessary training. It's better to say "I don't know what to tell you" than to give bad advice to a person in need.

The Survey Interview

Surveys are a type of information gathering in which the responses of a sample of a population are collected to disclose information about the larger population. Surveys are used in government, business, and education. Interviews are a valuable way of surveying, because they provide greater respondent cooperation, depth of response, and flexibility than other means of gathering data, such as questionnaires.

In order to be effective, survey interviews must collect data from a representative sample of the population in question. A classic example of poor sampling occurred in the 1936 presidential election, when a popular magazine, Literary Digest, interpreted the results of over two million survey responses to predict that Alfred Landon would beat Franklin D. Roosevelt by a landslide. Hindsight showed that the incorrect prediction arose from the fact that the respondents were chosen from telephone directories and automobile registration lists. During the Great Depression, only upper- and middle-class people fell into these categories. Thus, the survey failed to give adequate representation to the millions of less affluent people who were to vote for Roosevelt.

Most survey interviews are highly structured, with respondents all being asked identical questions in identical order. This sort of structure ensures that all respondents are, in fact, being approached in the same way. Survey interviewers are trained to standardize their approach, even to the extent of repeating the same nonverbal behaviors from one situation to the next. For example, a smile in one interview might encourage responses that would differ from those elicited by a more restrained approach.
Summary

Interviewing is a special kind of conversation, being more purposeful, serious, controlled, and one sided than other types of two-party interaction. There are many types of interviews—information gathering, selection, problem and evaluation, and persuasive. Each of these types contains several subcategories, which are listed in Table A-1.

A successful interview begins with a planning phase before the parties meet. During that time, the interviewer should define the goal of the session, develop tentative questions, and arrange the setting. The questions should be closely related to the purpose of the interview. Thought should also be given to whether questions will be factual or opinion seeking, open or closed, and direct or indirect. When necessary, primary questions should be followed up by secondary questions. In the preparation stage, the interviewee should clarify the interviewer’s goals as much as possible and do whatever planning will help the session run smoothly.

Interviews consist of three stages—opening, body, and closing. During the session, the interviewer should control and focus the conversation, help the subject feel comfortable, and probe for important information. The interviewee’s role includes giving clear, detailed answers, keeping on the subject, and correcting any misunderstandings. In addition, interviewees should be sure to accomplish their own goals.

Though the steps outlined early in this appendix are useful in all contexts, specific types of interviews have their own requirements. Selection and information-gathering interviews were discussed in some detail, and persuasive, appraisal, counseling, and survey interviews were briefly described.

Key Terms

behavioral interview A-19
closed questions A-5
direct question A-6
factual questions A-4
hypothetical question A-7
indirect questions A-6
interviewing A-2

leading question A-7
neutral question A-7
open questions A-5
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persuasive interview A-23
primary question A-6
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