

COMMUNICATING with ANOTHER PERSON

Objectives

After reading this chapter you should be able to:

1. describe the importance of dyadic communication in personal and professional interactions
2. cite examples of dyadic communication from you own experiences and observation
3. define dyadic communication and explain its nature and functions
4. understand the principles to observe in the stages of a dyadic encounter
5. identify the types of interviews and their purposes
6. explain the process of preparing for an information-gathering interview
7. identify and illustrate the different types of interview questions
8. differentiate the various question sequencing types
9. conduct an information-gathering interview
10. evaluate the results of an information-gathering interview

INTRODUCTION

For nearly all of us, interpersonal communication is the most common form of oral communication. Most of our daily communication experiences take place on this level. We exchange pleasantries with acquaintances. We consult with our doctor when we are ill. A client requests legal advice from an attorney. A customer speaks with a store manager about defective merchandise. As students, you consult with your professors regarding your class standing. You often converse on the telephone with friends. You may share stories with either parent about school events. Or you may go job hunting in the summer.

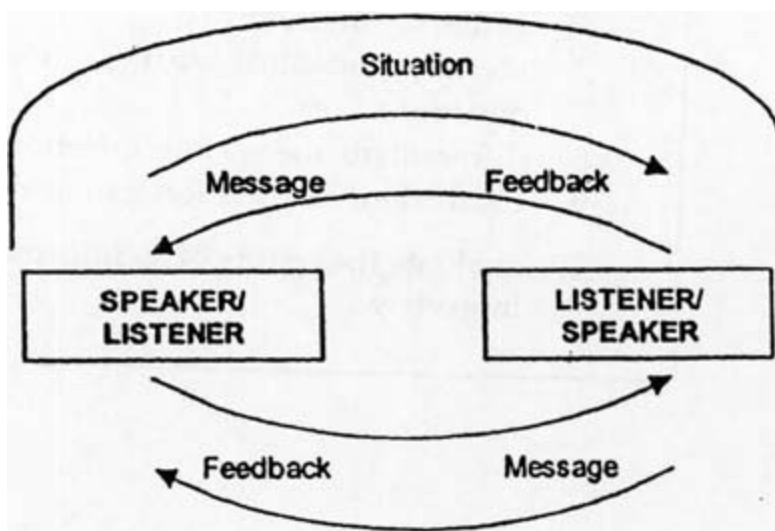
Dyadic communications are not only the most familiar but also the most important. Through interpersonal communication, we get to know ourselves and others better, resolve conflicts and find solutions to problems.

In this chapter, we will examine the characteristics, functions, forms, stages and principles of dyadic communication. We will investigate dyadic communication in one specific context, interviewing. The techniques of interpersonal communication find specific application in the process of interviewing. Special attention will be directed toward understanding the information-gathering interview.

THE NATURE OF DYADIC SPEECH COMMUNICATION

Dyadic speech communication is described as *communication occurring between two people who engage in face-to-face interaction for purposes of social facilitation or fulfillment or the exchange of ideas and information*. The two parties share the responsibility for successful interaction. What other characteristics can further describe the interpersonal relationship?

1. Speaker-listener roles are frequently alternated. Figure 1 shows how the two persons involved in the interaction alternately assume the sending and receiving functions in the communication.



(Figure 1: Monroe and Ehninger's Model of Dyadic Speech Communication)

2. The purpose in dyadic transaction may range from casually purposive to highly purposive. The latter characteristic is most evident in a formal interview.
3. The interaction may be coincidental, unplanned and unstructured as in a chance meeting of two

classmates at the bus stop, or it may be scheduled and pre-structured.

4. Dyadic communication is usually less formal than other human communication contexts
5. The degree of psychological intimacy or closeness is expected to be greater in the dyadic relationship than in public speech.
6. Physical proximity affords the communicators the opportunity to monitor nonverbal responses. Be particularly observant of how these special qualities influence your future dyadic encounters.

THE FUNCTIONS OF DYADIC COMMUNICATION

According to De Vito (1991) there are four significant purposes of dyadic interpersonal communication. These are *personal discovery, discovery of the outside world, establishing meaningful relationships and changing attitudes and behaviors*.

Interpersonal communication allows us to learn about our selves as well as the other person in the encounter. Our self-images are built and made even stronger in this level. Also, we gain information about things and events around us. Our dyadic interactions with other students, teachers and parents have influenced our beliefs, attitudes and values.

Furthermore, through interpersonal communication we are able to establish and maintain close relationships with other people. Belongingness and love needs such as our need for love and affection of parents, close friends, children, or spouse as well as our need to be part of a social group find satisfaction on this particular level. Finally, we use dyadic communication for “interpersonal persuasion” that is, to influence the attitudes and behaviors of others. Recall your attempt to persuade a classmate to join your organization or to shift courses perhaps or vote for your fraternity brod for a Student Council seat.

FORMS OF DYADIC COMMUNICATION

Pace (1979) describes three types of communication that occur in dyads: conversation, dialogue and interview. These dyad forms are based on *seriousness, purposiveness* and *intimacy*.

1. *Conversation* is friendly and informal exchange between two people. It has no formal purpose, and is less serious and less intimate than other dyadic encounters. The conversational topic of a friendly chat between two teachers may not be all that serious but the conversation provides pleasure and relaxation for them.
2. *Dialogue* is a type of dyadic communication in which the deepest, most intimate and most personal relationships are formed. Trust, openness, warmth and concern are needed for a sustained relationship between two people. Marital communication is one such example. Dr. Faith Escobar’s doctoral dissertation (1992) on the patterns of communication between husbands and wives in different occupations noted that both verbal and non-verbal communication are significant components of effective marital relationships.
3. The *interview* is the most purposive of dyad forms. Interview objectives are varied. These goals are discussed in detail as they relate to the types of interview. Structure is another distinguishing characteristic of the interview. Like a speech, it is organized consisting of an opening, a body and a closing.

STAGES OF A DYADIC SPEECH TRANSACTION

Whether formal or informal, purposive or otherwise, a dyadic speech transaction proceeds through the following stages.

1. **EXPLORATION STAGE.** This initial phase is sometimes called the “fencing period.” What transpires during this part of the encounter is quite similar to the initial stage of a fencing match where we find the players trying to “feel their way” and assess each others strengths and weaknesses. This stage aims to establish rapport and break the ice. The mutual goals of the dyadic encounter are also clarified at this time. In an interview, a preview of the areas or subtopics of the conversation will be helpful. This puts the interviewee in the right mental perspective.
2. **INTERACTION STAGE.** The second phase is the substantive part. Here the subject matter is explored by the participants. It is during this time that goals of the encounter are being accomplished.
3. **TERMINATION STAGE.** This is the final stage where the transaction is completed and terminated. The major points of discussion may be paraphrased for proper interpretation.

GUIDELINES AND PRINCIPLES TO OBSERVE IN EACH OF THE STAGES

To allow for more productive and meaningful dyadic encounters, Monroe and Ehninger (1974) suggest that the following guidelines and principles must be observed.

4. *Establishing initial rapport.*

1. Build rapport by adhering to conventions which apply to dyadic speech transaction. Culture is an important determinant of what is considered acceptable behavior in interpersonal situations.
2. Build rapport by dwelling on a topic of mutual interest. Search for similar experiences in politics or sports perhaps. Finding a common bond of interest will set things off to a good start.
3. Build rapport by showing interest in what your partner in the transaction is sharing. Provide positive verbal and non-verbal reinforcement.
4. Build rapport by learning to put the other person at ease. At the onset, you may have your partner talk about himself or touch on a subject that is familiar to him.
5. Build rapport by inspiring the other person’s trust and confidence in you.
6. Build rapport by setting aside preconceptions about the other person.
7. Build rapport by being yourself. Avoid pretense and artificiality.
8. Build rapport by being problem or subject-oriented. Avoid irrelevant personal attack. Focus on the subject matter or issue at hand.
9. Build rapport by asking “open” questions. They break initial barriers and serve as springboards to a more interesting transaction.

3. *Maintaining interactional* throughout the conversation.

1. Maintain interaction by providing signs of reassurance. Express agreement through non-verbal means such as a smile or nod. Do not hesitate to express disagreement either. Do this tactfully

and remember to focus on the subject matter rather than on the person. Avoid being threatening so that your partner will be encouraged to open up.

2. Maintain interaction by sharing the communication channels equally. Do not monopolize or dominate the conversation.
3. Maintain interaction by being flexible. Since most interpersonal encounters are dynamic and unrehearsed, learn to adjust to the conversation as it moves along.
4. Maintain interaction by learning how to resolve conflicts and differences of opinion. Do not skirt issues but rather face them objectively.
5. Maintain interaction by listening carefully to what your partner is saying. A common bad listening habit is feigning attention. Another is the tendency to use the time to rehearse your own remarks. These may cause you to miss out on what the other person is sharing.
6. Maintain interaction by being cooperative. Both parties must share control of the channel so the objectives of the encounter can be met.
7. Maintain interaction by being objective towards your partner, the mutual topic and yourself.
8. Maintain interaction by understanding, respecting and trusting your partner.

C. Terminating the transaction

1. Know when to terminate the transaction. As soon as the goal of the conversation is accomplished, you may bring the conversation to a close. A good sense of timing is needed in this regard especially if the exchange becomes long.
2. Observe the usual conventions in closing a conversation. Express your gratitude.
3. Review and summarize the key points missed in the exchange. The closing phase provides the opportunity for the other party to make additions and corrections, if necessary. Thus avoiding misinterpretation by the parties involved.
4. Arrange for a future encounter if matters have not been fully resolved. Determine what steps or arrangements must be made.

Let us now take a closer look at person-to-person communication in a structured context, the *interview*

THE INTERVIEW DEFINED

DeVito (1991) defines the interview as *a particular form of interpersonal communication involving two persons interacting largely through a question-and-answer format to achieve specific goals*. Interviews usually involve two persons although some involve three, four or even more. The two-person interview is the most common one with the interviewer asking the questions and the interviewee answering them.

KINDS OF INTERVIEW

Interviews may be categorized according to the objectives of the interviewer and/or the interviewee. The informational interview, the persuasive interview, the problem-solving interview, the job-seeking interview and the counseling interview fall under this category. With the advances in technology, mediated interviews may be listed as another interview type.

1. **The Informational Interview.** The aim of an informational interview is to elicit information, opinion, insights, beliefs, perspectives and views from the interviewee. The interviewee is usually a person of reputation and accomplishment, someone who supposedly knows something others do not know. A journalist may have to interview the author of a controversial piece of legislation in order to come up with a credible news story. A census-taker going on a house-to-house campaign as part of the on-going national census does an information-seeking interview. The interviewer may also give the information as he presents facts and opinions to the respondent. A doctor explaining the details of the special diet to his diabetic patient is an example of an information-giving interview.

Police investigations, courtroom cross examination of witnesses and interviews of celebrities for the newspapers, radio or television are other examples of informational interviews

2. **The Persuasive Interview.** The goal of a persuasive interview is to change the interviewee's attitude or behavior. An example would be a prospective car owner interviewing a car salesman who in turn will attempt to get him to buy a particular car model.
3. **The Problem-Solving Interview.** The interviewer and the interviewee try to identify the causes of a problem and together arrive at possible solution(s). An example would be a teacher and a parent discussing the reading difficulties of the pupil.
4. **The Counseling Interview.** This is sometimes referred to as a helping interview. In this case, the interviewer tries to give advice and provide guidance in order to help the interviewee deal more effectively with personal problems. This interview type is closely related to the problem-solving interview. An example could be a social psychologist or therapist who poses questions to help victims of a natural calamity such as the Mt. Pinatubo eruption. Another would be a social worker who screens applicants for a relocation project of the government.
5. **The Job or Employment Interview.** The job interviewer aims to learn about the job applicant, his qualifications, interests and talents. The applicant on the other hand aims to learn about his prospective employer, the nature of the company, its benefits and its advantages and problems.
6. **The Mediated Interview.** Mediated interviews are conducted by means of two media, namely the computer and the telephone. Computer network interviews involve computerized data gathering and information dissemination. We can now "communicate" with our local legislators on the Internet thus providing them with suggestions and questions that will aid them in the task of legislation. The Office of Alumni Relations (OAR) in Diliman communicates with U.P. alumni here and abroad via E-mail.

Telephone interviews on the other hand are used for research purposes by media survey groups. Also, sophisticated satellite communication provides the opportunity to conduct person-to-person communication even as the parties involved may be separated by time, place or electronic technology. Heads-of-state while on trips abroad are able to keep in touch with members of their official family. "Video or tele-conferencing" enabled former Pres. Fidel V. Ramos while on a trip to New York to attend the golden anniversary of the founding of the United Nations, to schedule many one-on-one talks with our local officials.

As indicated at the start of the chapter, we shall be concerned with one of the most basic and important type of interview, the *information-seeking interview*. Let us now learn the necessary steps an interviewer needs to undertake to conduct an effective interview

PREPARING FOR AN INFORMATION-SEEKING INTERVIEW

An interview requires planning and preparation. The following steps are recommended in *preparing for an information-seeking interview*. It is assumed that the Communication III student is acting only as interviewer.

1. Determine the purpose of the interview.
2. Choose the informant.
3. Obtain the informant's cooperation.
4. Learn about the informant and the interview topic.
5. Choose the interview format.
6. Prepare the interview plan or guide.
7. Conduct the interview.
8. Evaluate the interview

1. **Determine the purpose of the interview.**

What information do you need? What is the precise purpose you wish to achieve as a result of the interview? Do you wish to learn about the techniques of creative photography? Are you interested in the moral and ethical implications of organ donations? Do you want to know more about alternative Philippine music?

Defining the goal or objective of the encounter helps assure the direction of the interview. Word it as a precise statement. Are there time considerations? If so, make sure you can adequately cover the topic with your informant within the time limit. The interview purpose must be definite and focused in order to facilitate eliciting the information that you need.

2. **Choose the informant.**

Choose the right subject for your interview. He must be able to provide the desired information you need. He must be accessible and available. If the topic is rather controversial, choose an individual who can look at the subject matter objectively. It would be helpful for your personal purposes if the informant can communicate his ideas clearly and interestingly.

3. **Obtain the informant's cooperation.**

Get the informant's permission to conduct the interview. Better results may be obtained if early arrangements are made. Ambush interviews do not produce desirable results. Inform your interviewee of your purpose and the length of the interview so that he or she can mentally prepare. If the need arises, be prepared to draft letters asking for permission or authorization to interview.

4. **Learn about the informant and the interview topic.**

Once the informant has agreed to be interviewed, you will have to find out as much as you can about the person you will be talking to as well as the subject matter of the interview. Doreen Fernandez (1995) in her book *Face to Face: The Craft of Interviewing* recommends that interviewers research, in other words "do their homework." To ask Philippine National Artist for Literature Nick Joaquin what he has written would not speak well of you as the interviewer. Thoroughly research on the interviewee. Learn about your interviewee: his work experience, if

any; his stand on the topic: and other pertinent background data. Know about these from preliminary conversations with your interviewee, from others and from reading up on him. This background information on your subject will help you frame provocative questions and interpret his responses to your questions.

Monroe (1974) states that as a rule, no interview should be scheduled until adequate research on the topic of the interview is done. Knowing a good deal about the subject of the interview will not only help you draft more intelligent and interesting questions but will give you more confidence in guiding the conversation.

5. Choose the interview format.

With the interview purpose clear in your mind and the background information on your interviewee and topic carefully gathered, you are now ready to select the interview format you will follow in conducting the interview. There are three types of interview formats to choose from: (1) the structured interview format, (2) the non-structured interview format, and (3) the guided interview format.

1. In a *structured interview* format the interviewer prepares the questions before hand. They are precisely worded and systematically arranged. The interviewee is not given the chance to add delete, nor make changes to the question. The interviewer is expected to stick to the questions and the order in which they will be asked. The informant's responses are then noted down. Although interaction is rather limited in this format type, it has its advantages. It is most useful for an interviewer who wishes to reach out to a large number of respondents who belong to a heterogeneous group. This format allows the interviewer to accomplish the interviewing task in little time.
2. The *non-structured interview format* on the other hand allows for greater flexibility for the interviewer. It is still carefully planned and the purpose clear and defined. The interviewer words his questions as he proceeds with the interview. No fixed sequence or order of questioning is followed. He may revise or delete the queries as he finds practicable and useful to the circumstances. Though time-consuming, this format allows for greater opportunity to draw significant information and points of view from the respondent.
3. In between these extremes we have the *guided interview format*. It combines the structure of the first type and the flexibility of the second format type. This allows for a more relaxed and less formal encounter. The questions may be prepared and arranged in advance. The interviewer has the freedom to depart from the prepared list of questions as the circumstances dictate. He may wish to probe further into more meaningful areas or skip portions. It is the interview format type recommended for the interview project in Communication III.

Generally, more skill is required as the interview format becomes less structured. The choice of the interview format will depend on its suitability to the purpose(s) of the interview, the topic being explored and the interviewee.

6. Prepare the Interview Plan

An *interview plan or guide* is a list of questions designed to accomplish the interview purpose. Sometimes referred to as an interview schedule, Gronbeck (1994) describes the plan as your effort to organize specific questions to systematically elicit the information and opinions

you are looking for. The way that these questions are worded has a significant impact on the way the interviewee will respond. Prepare your primary questions first. Determine the sequence or order in which they might best be introduced. Plan possible secondary questions.

In order to conduct an effective interview, it is important to understand the *types of interview questions*. Use a variety of question types as described below.

TYPES OF INTERVIEW QUESTIONS

a. Primary Questions

A primary question is a question that introduces a new topic or subject area. The questions “Could you tell me about the immersion project you had last summer?” and “Have you thought about pursuing an MBA?” are examples of this type. Before conducting the interview a good interviewer should prepare a sufficient number of primary questions. These questions must cover what you deem the most important subtopics of your interview objective or purpose

b. Secondary Questions

This is a question that follows up on a primary question. The secondary question is posed when the response to a primary question is incomplete or unclear. If the earlier question on the immersion project needs to be detailed, a secondary question would prove useful. One may ask “Were you able to utilize your full potential in this project?” This type of interview question is also raised when in the course of the conversation, another interesting aspect of the issue or topic becomes worth pursuing.

c. Probe Questions

The probe question is a special type of secondary question. It is posed when the questioner wishes to detail the previous response as in the question “What do you mean by ‘his political stance is inconsistent?’” Remarks such as “Could you elaborate further?” or “Do you have any other reasons?” are probe questions which encourage further comment on previous answers. Brief phrases such as “What else?” and “I see” prompt the informant to continue talking. They encourage the interviewee to continue along the same line or direction of the conversation with more depth.

d. Mirror Questions

A mirror or reflective question is another special type of secondary question. It usually restates or rephrases the response to the preceding question. It is posed to check the correctness of the interviewer’s interpretation. Thus if the interviewee answered, “I do not approve of the tuition fee increase.” a mirror question such as “You say that the tuition fees should not be raised?” may be asked. The statement “It is my understanding that you are in favor of the commercialization of U. P. assets.” mirrors a previous reply. Asking mirror questions is a helpful technique to encourage the respondent to “reflect” further on his answer.

e. Open or Open-end Questions

Open questions ask the respondent to give information or express and support an opinion. Much like an essay question on a test, open questions give the respondent more freedom and

leeway to reveal his ideas, thoughts and feelings. Examples of open-ended questions would be: “Why did you choose this particular field of study?”, “What circumstances led you to your conversion to the Buddhist faith?” or “Will you describe how you felt upon learning that you were accepted to the University?” Open questions are good conversation-starters. Since they are effective in establishing rapport and easing another person’s reluctance or shyness, these questions are suggested for the initial stage of most dyadic encounters or when introducing new topic areas.

f. Closed Questions

This question type specifies the direction of the response. Closed questions demand simple, short and direct answers. “How old were you when you migrated to the States?” and “What high school did you attend?” are examples. The possibilities for the response may be further narrowed down as in the questions “Which do you prefer: acting on stage, in the movies or acting on television?” The alternatives may be on opposite ends of the continuum such as when the closed question invites a simple “yes” or “no” answer. In which case it is termed a *yes-no or bipolar question*. “Do you plan to run for chairman of the student council?” is clearly a yes-no question. Note that the responses to these sample questions although vital to the discussion will do little to keep the conversation moving. As such, they are sometimes called conversation-stoppers. Use them as follow-ups to the answers provided to open questions.

g. Neutral Questions

Neutral questions are interview questions that give no hint or clue of the desired or preferred answer. The queries “How would you rate the campaign of the last university student Council election?” and “How do you intend to vote on the issue of the Visiting Forces Agreement?” are neutral in tone. They do not show any sign of the interviewer’s desired response.

h. Leading Questions

If neutral questions do not indicate a preferred response, leading questions indicate the way the interviewee is expected to answer. The question “leads” the interviewee to give the answers or information which the interviewer feels are better than others. The question “Wouldn’t you agree that the last university council election was the dirtiest to be forced upon the studentry?” leads to a specific response. Gouran, Wiethoff and Dolger suggest that skilled interviewers should learn to recast the question from a leading one to a neutral form in order to get unbiased responses from the informant. You can rephrase the question so that it allows you to give your preferred answer. If you are the potential interviewee, do not hesitate to “resist the pull of the question.”

i. Loaded Questions

Loaded questions are strongly leading questions which are often presumptuous and are characterized by the use of highly emotional or inflammatory language.

Interview questions are the basic tools of the interview. The depth and the length of the interview are determined by questions posed. Remember to blend interview question types. Ask enough closed questions to get significant details. Don’t have too many open questions. Although they give the informant a lot of leeway to respond, posing too many of them may extend the interview time unnecessarily. Avoid leading and loaded questions. Begin with questions that

will arouse the interest of your interviewee and stimulate him to open up. Probe into difficult and sensitive areas of the chosen topic with other interview question types.

SEQUENCING OF QUESTIONS

Question sequencing is another important consideration in interviewing. Brooks (1993) suggests that the interviewer attempt to order or arrange the questions according to any one of the following sequencing types: the funnel, inverted funnel, tunnel, covert and quintamimensional.

1. The *funnel sequence* moves from broad and open questions to less broad and closed ones.
2. The *inverted funnel sequence* involves the reverse: that is asking closed and restricted questions first and progressing to open and broad question types.
3. The *tunnel sequence* utilizes questions that are all open or all closed. The *covert sequence* “places individual topics at the most advantageous position in the interview.” We may sometimes save for last the questions that dwell on difficult matters. Investigative journalists usually position the most threatening question at the heart of the interview.
4. The *quintamimensional sequence* consists of five steps. One or more questions in each of the following five areas/stages are asked in order to probe the interviewee’s attitudes.

- **Filter dimension stage:** What do you know about the rice shortage?
- **Free answer stage:** What do you think are some of the reasons for this current rice shortage?
- **Dichotomous stage:** Do you approve of the government’s move to import rice?
- **Reason why stage:** Why do you feel that way?
- **Intensity stage:** How do you feel about the liberalization of rice importation?

Note how the interviewer determines the extent to which the respondent is informed about the topic, gives him a chance to discuss the subject in his own way, to answer yes or no questions, to explain his or her responses and finally to probe the intensity of the opinion provided.

Other guidelines in questioning

Aside from incorporating a variety of question types in the interview plan and sequencing them accordingly, remember these *other important guidelines*.

- Each question must have a rationale for asking. Don’t pose questions just to kill time. There must be a good reason or motive for asking the question.
- Phrase the question in order to systematically elicit the information or opinion needed. If you wish to know what the psychological impact of the interviewee’s brief incarceration had on him, word it clearly. Avoid vagueness.
- It must also seem reasonable for the interviewee to answer. In other words ask a question you know your respondents can more or less answer.
- Ask one question at a time. Avoid asking compound questions. The question “What are the causes and effects of environmental pollution?” has two parts. Often times the respondent will answer the first part of the question and forget the second part

- Develop your questions so that each question logically follows the previous one. Follow these responses with probe questions.

7. Conduct the Interview

Begin by introducing yourself to the interviewee. Reveal the purpose of the interview early in time. Explain clearly what the interview is about. This provides focus and direction to your conversation. Apply other pertinent principles and guidelines suggested in the earlier discussion.

Provide the necessary transition from the “fencing” stage to the body of the interview. As you proceed, always keep the interview purpose in mind. Remember to keep your questions simple, clear and direct to the point. Do not rush the interview nor allow it to drag. Keep it moving at a lively pace. Hurrying will not allow you to explore the topic with sufficient depth. Prepare follow-up or secondary questions for this purpose. On the other hand, extending the conversation unnecessarily may provide an excuse to dwell on unnecessary details. Keep constant tab of the time.

Focus on your interviewee. Talk about his experiences, not yours. Do not use the time to argue or debate over the topic. Remember, your aim is to gather information, not to reveal your personal views or position about the matter. Instead of parading your knowledge of the topic, show your expertise by formulating effective questions.

Be very attentive. Listen not only to what your interviewee says but also to how he says it. Non-verbal cues and body language can supplement your understanding of the verbal responses. Listen to the tone and volume of the voice, to pauses and silences and to smiles and frowns. The interview project in the Communication III class provides a good opportunity for you to practice critical listening. Listening is a crucial skill not only in successful interviewing but effective interpersonal communication as well.

Before the final question is asked, signify directly or indirectly that the interview is coming to a close. End the conversation with a summary of major points and your understanding of the responses. Conclude with an expression of gratitude for your interviewee’s cooperation.

Determine the right place and time for the interview. The place must be private and free from distractions, comfortable and conducive to a smooth interaction. One student realized too late that taping an interview with a stage actor on set during rehearsal time was not a wise decision. The director was shouting at the top of his voice and the rest of the cast was busy rehearsing their lines.

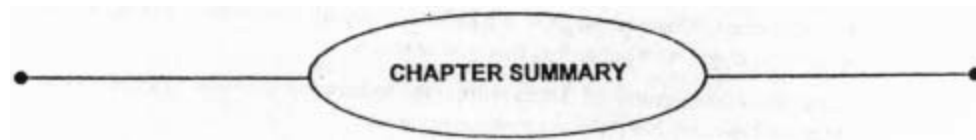
If you are taping your interview, follow good recording practices in order to accurately record the data. Be sure to test everything just before the interview. An extra set of batteries and even a tape recorder may come in handy for those emergencies. Use the right tape length.

8. Evaluate the Results of your Interview

The last step in an information-seeking interview is to interpret and evaluate the information gathered. You may have conducted the interview to gather material for a research paper, perhaps a class report or a speech. In either case you will have to transform this information into useful data. For your Communication III class, you may also assess how well you have applied the techniques of interpersonal communication as they apply to the process of interviewing by using the evaluation sheet for interview found in the Appendix.

Conducting an information-seeking interview can be a most challenging and worthwhile experience for you the Communication III student. It can be more enjoyable and meaningful if the

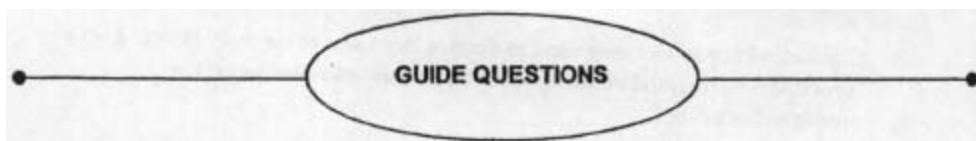
principles and suggestions provided in this chapter are carefully considered.



CHAPTER SUMMARY

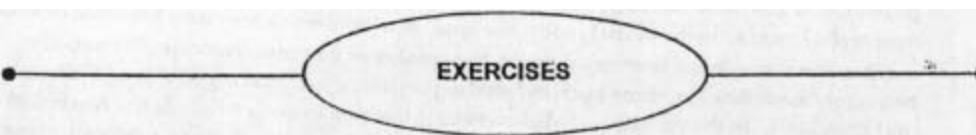
Dyadic communication is face-to-face interaction between two persons who assume alternately the role of speaker and listener for the purposes of exchanging information and ideas of mutual concern or engaging in conversation simply for the pleasure that may be derived from it. It is the most common and important form of communication. We see dyads in at least three forms: conversation, dialogue and interview. Dyadic communication, which proceeds from the exploration stage, the interaction stage and finally, the interaction stage, was studied in one specific context interviewing.

Interviews may be classified according to the objectives of the interviewer and/or the interviewee. These types are the informational interview, the persuasive, the problem-solving, the job-seeking and the counseling interview. Since an interview requires planning and preparation, important steps in preparing for and conducting an information-gathering interview must be followed. There are various interview formats that may be followed. Using various types of interview questions and question sequencing types can enhance the interview situation.



GUIDE QUESTIONS

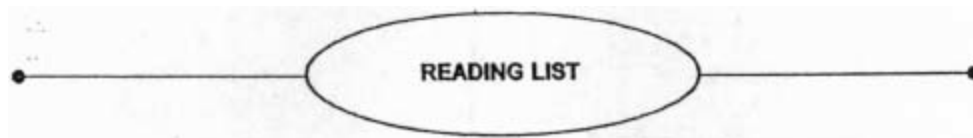
1. Cite two examples of dyadic speech communication from your own experience and observation. What functions or purposes did these encounters serve?
2. You have been asked to interview the University Registrar regarding changes in the Registration system in the University. Formulate two questions for each of the question types discussed in this chapter.
3. Describe two main advantages of the guided interview format.
4. Clip a printed interview from a newspaper or magazine. Read it carefully and identify the question sequencing type used. What do you suppose is the reason for the choice of sequence?
5. Identify five specific guidelines to follow in conducting an information-seeking interview.



EXERCISES

1. Observe an information-seeking interview. A one-on-one televised interview is recommended. Evaluate it in terms of the suggested procedures for conducting the beginning, body and end of an interview.
2. Conduct an information-gathering interview using the guided interview format. Prepare an interview plan before conducting the actual interview. Use the format (Interview Plan) provided for this purpose in the Appendix.

3. Pair off with a classmate. Select a controversial topic and hold two rounds of 5-10 minute interviews. In the first round, use only primary questions, avoiding as much as possible probing or follow-up questions. In the second round, ask as many probing or follow-up questions in order to explore previous responses. Compare the results gained from the two rounds.
4. Pair off with a classmate. You will be assigned to watch the same movie or play. Other options are to read the same book, short story or magazine article. One of you will interview the other concerning what the other has read or watched.
5. Form triads for this role-playing activity. One student will be designated the interviewer, another the interviewee and the third the interview analyst. Choose a familiar interview situation to simulate. Some suggestions are applying for the position of research assistant, applying for a part in a new Dulaang U.P. production or an interview between teacher and student. The interviewer will question the interviewee for about 10 minutes. The analyst will observe the pair but will not be allowed to comment verbally or nonverbally. When the interview is finished, the analyst may critique the interaction. Your teacher will then use the evaluations of the interview analysts as a springboard for discussion on ways of improving interviews.
6. Hold a "press conference" in class. Invite a guest who will serve as your informant/interviewee. The interview will be conducted by the whole Communication III class. Consider asking the Collegian editor, a candidate for University Council chairmanship, a favorite professor or a Varsity player to come to class. Each member of the class is expected to prepare for this activity by researching on the subject matter of the interview. Each one must also be ready to field effective interview questions. Your teacher will make arrangements to record the proceedings so that the group interview can be critiqued at a later time.



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