

Longitudinal Study of Adult Learning Interviewer Training Manual

LSAL The Longitudinal Study of Adult Learning
at  Portland State
UNIVERSITY

NCSALL National Center for the Study
of Adult Learning and Literacy

 Portland State
UNIVERSITY

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THIS IS A DRAFT DOCUMENT

This document has been constructed through the practice of the Longitudinal Study of Adult Learning (LSAL). LSAL was funded by NCSALL through 2005 and by the National Institute for Literacy in 2007.

The purpose of the document is to support longitudinal research in hard to retain populations. Users are free to use and modify sample procedures, forms and letters.

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TRAINING SCHEDULE – January 5, 6, & 7, 2007

FRIDAY, JANUARY 5 Smith Center 230

8:30-9 Arrive and drink stimulating beverages
9-9:30 Introductions, Agenda – Cynthia
9:30-10:30 Project overview - Steve
10:30-11:00 Group activity - Willow
11:00-11:15 Buddy activity/team assignment activity (3 teams) - Cynthia
11:15-11:45 Learning goals for LSAL: personal, professional - Cynthia
11:45-12:45 Lunch – order from Cha Cha Cha. Write down schedule to help us plan weekly meetings
12:45-1:30 Survey research methods - Clare
1:30-2:15 Interviewing techniques - Cynthia
2:15-2:45 Scheduling the interview, dealing with reluctant respondents - John
2:45-3:15 Detective work and you – Willow
3:15-4 Video and discussion - Cynthia
4-5 Office tour & operations & equipment checkout (laptops, phones, flash drives) – Cynthia & John

SATURDAY, JANUARY 6 Smith Center 229

9-9:30 Subject flow and ERIK system overview – Cynthia
9:30-10 Interview procedures – John and Willow
10-10:30 Post-interview procedures: data and asset management – Cynthia
10:30-10:45 Time management – John and Willow
10:45-12:45 Instrument Q by Q - Clare
12:45-1:45 Lunch – order from Pizzicato. Fill in potluck list for Sunday.
1:45-3 Instrument Q by Q cont'd - Clare
3-4 Project Policies, Job Expectations, & Goals - Cynthia
4-4:30 Meet & plan to work with buddy (schedule CAPI practice times)– John
4:30-5 Schedule individual ERIK system training w/ Cynthia
5:15-7 *Social hour(s) @ Cassidy's – 1331 SW Washington*

SUNDAY, JANUARY 7 Cynthia's house: 8532 N. Gilbert Ave, 97203

BRING: YOUR COMPUTERS, CELL PHONES, BINDERS & FOOD TO SHARE!

12-1:00 Training Scenarios: pair and group discussion – John & Willow
1-1:45 Technology test administration and practice – Cynthia
1:45-2:30 Wordsum test administration and practice - Cynthia
2:30-3:30 Debrief CAPI questionnaire – Cynthia
3-4:00 TALS test and administration - Clara
4-4:30 Wrap up and scheduling
 -pilot interviews (Cynthia, John, Willow, Clare, possibly Clara)
 -determine weekly meeting time for group
5pm *Potluck with previous interview staff*

Longitudinal Study of Adult Learning

Funded by the National Institute For Literacy.

Formerly sponsored by the National Center for the Study of Adult Learning and Literacy (NCSALL)

Research Context

Many levels of our education systems have long had nationally representative longitudinal studies available as resources for educational researchers, policy makers and practitioners. Researchers use such resources for conducting secondary data analyses to explore research questions. Program and policy analysts use such databases to extract statistical profiles and trends regarding students, programs and outcomes. Both researchers and policy makers have heavily utilized such studies, thereby contributing to the improvement of the educational systems and students they serve. For example, the studies, including ones following cohorts of high school students (the National Longitudinal Study of 1972; High School and Beyond), middle school students (the National Educational Longitudinal Study of 1988) and postsecondary students (Beginning Postsecondary Student Survey; Baccalaureate and Beyond).

Unfortunately, these studies--although serving as key resources for other levels of education-- have not been designed in a way that is useful for research, program improvement or policy development in adult education. Although we have reviewed a number of prior and ongoing national longitudinal studies of students followed into adulthood (e.g. The National Longitudinal Study of 1972; High school and Beyond; the National Educational Longitudinal Study of 1988; Beginning Postsecondary Student Survey), none includes a sufficient sample of our target population whose life-long learning, developing literacy skills and continuing education are followed into adulthood. An appropriately designed longitudinal study can begin to provide the needed information and enhance the research base for the field of adult education.

Research Goals and Questions

Efforts to expand life-long learning and increase adult literacy will be facilitated by high quality data and research about the development of literacy in adult life, especially among adults with relatively limited formal education. Research and development in the field has been limited by lack of good data about the process of literacy development during adulthood. The purpose of this study is to create a research database for addressing some key questions about the literacy development, learning and life experiences of low education adults.

A panel study will be carried out initially in a single geographical area (Portland, Oregon), tracking a representative sample of low-education adults over a period of at least three years (with data collected at multiple time points). Once the methodology has been developed and the utility of the longitudinal data set has been demonstrated through this initial study, larger scale state and national studies will be considered. Key questions that NCSALL researchers will address using the initial database include:

- To what extent do adults' literacy abilities continue to develop after they are out of school?
- What life experiences are associated with adult literacy development? How do formally organized basic skills programs contribute to these learning trajectories? Workplace training? Other contexts and activities?
- What are adult learners' patterns of participation over time in literacy training and education? In other learning contexts?
- What are the impacts of adult literacy development on social, personal and economic outcomes?

Results of the study will advance our understanding of literacy development and life-long learning during adulthood, assist policy makers and program designers to develop more effective policy and programs, and serve as an invaluable resource for other researchers interested in conducting secondary analysis of adult literacy development and learning processes.

Design Highlights

The design of the longitudinal study is characterized by a number of critical features:

- Statistically representative samples of low education adults will be utilized to permit generalization to the target population of interest.
- The target population is adults who at the time of the first interview live in the Portland area, are age 18-44, do not have a high school diploma, GED or equivalent, are not currently in high school, and are proficient (if not native) speakers of English. In full-scale national studies, we would expect and recommend modifying some of these criteria (e.g. English language proficiency).
- Because adult education students are of special interest in the study yet are a small fraction of the target population, a special sampling design was developed to over-sample students on adult basic and adult secondary education programs.
- Multivariate models will be used to contrast the experiences of target adults who do and do not participate in adult education programs; such models will be used to assess the contribution of programs to life-long learning trajectories.
- This is a learner-centered panel study rather than a program evaluation design; program are not directly involved in collecting data about their students or trying to follow them over time, a strategy that have proved methodologically problematic in previous studies.
- Multiple outcomes will be tracked over time, including basic skills, changing patterns of literacy and learning practices, and changes in a range of social and economic activities.
- Both "hard" and "soft" outcome indicators are being collected wherever possible (e.g. employment and earning data re being collected both through interviews and with participants' permission from state administrative records; e.g. growth in basic skills being assessed through paper and pencil tests as well as through interview questions and self-report).
- Many questionnaire items are identical or highly similar to ones used in other major research projects in order to promote comparability and utility of the data sets and research findings.
- A small subsets of study participants -- who will not be part of the formal survey sample-- will also be studied ethnographically by a researcher independent of the survey team. This will enable us to compare the views of this small group through survey and ethnographic lenses, helping us appreciate and document the strengths and limitations of each methodology.

Longitudinal Study of Adult Learning

Proposed mission statement and core values

Collect high quality data for research goals while contributing to the learning of all stakeholders in the project.

Core Beliefs and Values:

Everyone brings knowledge and resources to the experience, therefore:

- everyone involved is respected intellectually and personally
- respondents are considered "expert informants" in our area of interest.

Knowledge is constructed socially, through interaction between individuals, therefore:

- clear and open communication is essential for learning
- learning is a mutual exchange and responsibility

Quality is a central concern, therefore:

Decisions are carefully considered by the primary research team with input from national advisory boards and from the project field work.

- Once made, decisions, along with the underlying rationale and assumptions are documented for the record.
- Those implementing decisions should have a good understanding as to the purpose of the procedure they are conducting and agree to do so according to guidelines to the best of their ability. If any questions or problems arise in the field, feedback should be given to the primary research team.
- All researchers on the crew shall participate in quality and ongoing training.

Stakeholders will have the following learning opportunities:

- 1) Respondents - will have the opportunity to reflect on their experience as expert informants.
- 2) Low literacy adults in general will benefit from the future policy and program implementations of the data.
- 3) Policy makers - will have data on adult learning over time on which to base future policy.
- 4) Educators will be able to access better information about student learning patterns and experiences.
- 5) Researchers will be able to access a longitudinal data base on this little researched population from which to build and test theory.
- 6) Graduate students will learn from praxis in high quality research and will benefit. from financial support for their graduate studies. Substantively, they will have the opportunity to learn about adult literacy and about the target population.

CODE OF PROFESSIONAL ETHICS AND PRACTICES FOR
LIFELONG LEARNING STUDY PERSONNEL

1. I understand that all information obtained during the course of the research that concerns respondents, their families, or the organizations they represent is privileged information, whether it relates to the interview itself or is extraneous information learned during the performance of my work.
2. I am personally responsible to uphold the promises made to the respondent in the informed consent:
 - All information given to me will be anonymous. The respondent's name will not be connected to their responses to the survey or to the skills tests. No responses or information will be released in a way that permits individuals to be identified.
 - The respondent's name and the names of their contacts will be kept confidential.

Anonymous means that the name of the respondent is not associated with the information her or she gives. *Confidential* means that we safe guard names and other sensitive materials that are connected to the name from public view, use or disclosure. Confidential materials are kept in a locked file separate from other data. I shall hold as privileged and confidential all information that might identify a respondent with his or her responses or assessments.
3. I shall also not disclose or use the names of respondents for non-research purposes unless the respondent grants me permission to do so.
4. I will not gather additional data or keep copies of data unless specifically asked to do so by the Principal Investigator.
5. I will not pursue relationships with respondents beyond the professional role of interviewer. This includes follow up on a personal level. I will never attempt to counsel a respondent or sell any goods or services to a respondent or enter into any but a professional relationship with a respondent. If asked for help by a respondent, I will limit information to the names of regular, recognized agencies (such as the Community College) *only* when such information or help is specifically requested by the respondent. I will never ask for advice or counseling from a respondent or in any way exploit the research situation for personal advantage.

name

date

Job Responsibilities for Longitudinal Study

Field Interviewers –

- 1) Ensure confidentiality of respondents
- 2) Schedule and complete appropriate number of interviews each week
- 3) Pick-up/return files from/to office
- 4) Report completed interviews to tracking system ASAP. Never sit on a case for more than 2 weeks without review.
- 5) Back up interview data after each interview and store backup separately
- 6) Front line problem solving
- 7) Utilize quality performance checklist for self assessment
- 8) Attend weekly staff meetings prepared to report on activities
- 9) Take care of equipment checked out to you

Detective Lead

1. Ensures confidentiality of respondents
2. Interacts with interviewers and Tracking system to prioritize and locate respondents who have been lost
3. Conducts investigation as needed to locate respondents that trackers and interviewers are unable to find.
4. Interfaces with state and local agencies as necessary to find and access respondents.
5. Reviews cases with Project Manager once a month.
6. Delegates and supervise home visit work to selected field interviewers
7. Attends regularly scheduled staff meetings prepared to report on activities
8. Attends weekly management meetings with Lead Interviewer & Project Manager

Work study and trackers

1. Ensure confidentiality of Respondents
2. Routine contact with respondents and first level locating.
3. Other projects as assigned

Remote coordinator & TALS scorer

1. Identifies and contract with remote assessors within one week of phone interview
2. Prepares and ship remote assessment packets to remote assessors
3. Supervises remote assessors to ensure accurate and timely work
4. Coordinates responsiveness to assessors and contract payments with Cynthia
5. Attends regularly scheduled staff meetings prepared to report on activities
6. Reviews cases with Project Manager once a month.
7. Scores TALS booklets and organize data management system for TALS

Assessment and Data Management Coordinator

1. Scores assessment and co-organize data management system for assessments
2. Oversees and organize management and storage of other assessment data
3. Manages data entry of new respondent contact information
4. Attends weekly staff meetings to report on activities

Lead interviewer/Tracking Lead

1. Supervises trackers' routine contact and location of respondents between waves.
2. Ensures confidentiality of respondents
3. Keeps field and office materials and equipment ready and accounted for
4. Attends weekly management meetings with Project Manager and Lead Detective
5. Attends regularly scheduled staff meetings prepared to report on activities
6. Provides leadership and problem-solving assistance to field interviewers
7. Implementation of LSAL projects as needed

Project Manager

- 1) Supervises field interviewers
- 2) Oversee personnel, training and quality
- 3) Programs and update CAPI instrument as needed
- 4) Oversees tracking system functionality
- 5) Reviews weekly reports from field
- 6) Personnel paperwork

- 7) Signs checks and bank account transfers
- 8) Ensures security and confidentiality of data
- 9) Plans and conduct weekly meetings

Principles & Procedures of Interviewing

Interviewers are an essential part of survey research. They are the most important link between investigator and respondent. Without well-trained, competent interviewers, researchers cannot trust the data that is compiled. It is therefore vital that interviewers participate in training sessions, that they are under constant supervision, and that they receive appropriate feedback.

Rapport--Pace--Flow

Rapport, pace, and flow are three key elements of conducting an interview successfully. Before pace and flow can be established, the interviewer must establish a relationship with the respondent. Communicating is complex since each interviewer has a personal set of experiences and biases. A good interviewer will:

1. Introduce himself/herself and the research organization.
2. If necessary, stress that the research organization is a university, not a firm making a sales pitch.
3. The typical respondent will be satisfied with this explanation and relax to participate in the interview. The interview will flow easily and smoothly.

If the respondent still feels hesitant and inadequate:

4. Use good interviewing skills to assure the respondent confidentiality (*).
5. Take time to convince the respondent of the importance of the survey.
6. Communicate sympathy and understanding so that the respondent will react favorable toward the interview.

Once into the survey:

7. Take care not to influence the respondent's opinions in any way.
8. Maintain neutrality throughout the interview process.

The Questionnaire

It is essential that interviewers use the exact wording provided for each question, ask every respondent exactly the questions and ask every question in the questionnaire.

USE THE EXACT WORDING PROVIDED FOR EACH QUESTION

The questionnaire (survey instrument) has been carefully prepared by the researcher:

- Each question is written with a specific purpose in mind.
- Words are chosen carefully so that the respondent is not emotionally influenced by them but gives his/her own opinion.
- For the sake of reliability of the results, **it is important that no words are changed or substituted.**

Sometimes a researcher may provide a secondary explanation of a word or term.

- In this case the interviewer may read the explanation to the respondent.
- If no explanation of a word is provided, the correct response is, "whatever it means to you" or "whatever you think it means."
- Because hundreds, sometimes thousands, of people are interviewed in SLR surveys, it is essential that each person is asked the exact same questions.
- UNDER NO CIRCUMSTANCES should an interview provide a personal explanation of the question, since it would bias the respondent's answer.
- ASK THE QUESTIONS EXACTLY AS WORDED IN THE QUESTIONNAIRE. Any variation of words or the order of the questions must be avoided.
- Research has shown that even slight changes in the wording of questions affect the answers given in a study.

ASK EVERY RESPONDENT EXACTLY THE SAME QUESTIONS

Consider the questionnaire a script in which the questions are read exactly as they appear, but at the same time:

1. Avoid creating the impression that the interview is a quiz or cross examination in any sense.
2. Be careful not to indicate, in words or manner, any criticism, surprise, approval or disapproval of either the questions or the respondent's answers.
3. Add to the rapport of the interview by:
 - a) tone of voice,
 - b) attentive listening,
 - c) warmth and receptiveness of manner.

Doing this can make the difference between a satisfying and complete interview (for you and the respondent) and a rude hang-up or break off.

ASK EVERY QUESTION ON THE QUESTIONNAIRE

In answering one question, a respondent may sometimes also answer another question that appears later in the interview. In such situations you should:

1. Enter the response to the initial question.
2. Ask the partially answered question in its proper sequence in the interview.
3. **DO NOT TRY TO REMEMBER WHAT THE RESPONDENT HAD TOLD YOU PREVIOUSLY.**
 - a. Say "I'm sorry, you did tell me that earlier. Would you mind repeating your answer?" if the respondent says "I already told you that!"

Asking the Questions

There are two basic types of questions: the closed-ended question and the open-ended question.

CLOSED-ENDED QUESTIONS

Closed-ended questions provide several choices from which the respondent can choose. When asking closed-ended questions, it is extremely important that the interviewer:

1. **READ THE ENTIRE QUESTION EXACTLY AS WRITTEN.**
2. Repeat the response options, if necessary.

There are several kinds of closed-ended questions:

* Response included in the text of the question.

1. **READ THE ENTIRE QUESTION EXACTLY AS WRITTEN**
2. Repeat the response options or the entire question, if the respondent did not catch the entire question or did not respond to the given response choices.

* Responses listed but not included in the question text so the respondent reacts to the question without given choices.

1. READ THE ENTIRE QUESTION EXACTLY AS WRITTEN
2. Repeat the response categories only if the respondent cannot give an answer.

* Response choices force a decision between two options; often called a "trade-off question."

1. READ THE ENTIRE QUESTION EXACTLY AS WRITTEN
2. Probe by repeating the two options, if the respondent hesitates.

OPEN-ENDED QUESTIONS

Open-ended questions allow free or "open" responses from the respondent. This kind of question can yield an unlimited number of responses, and is thus important in studying public opinion. These are not precoded, so they require skill and accurate verbatim recording.

If a respondent says, "I don't know," to an open-ended question, the interviewer should do one or more of the following:

1. Probe for a response; for example:
 - "We'd like to know how you feel"
 - "I'll give you a minute to think about that," pause, then repeat the question
2. Wait briefly for a response; most of the time a probe will work. The respondent may think about the question and then come up with an answer.
3. Ask the respondent to clarify or to explain the answer further, if the answer is unclear or vague.
4. Record the entire answer verbatim. Repeat the response while entering it into the computer if the silence seems uncomfortable.
5. Do not be overly concerned with punctuation or spelling. A coder will later assign a numeric code to these responses.

SKIP PATTERNS

When designing questionnaires, researchers have to consider that some respondents may not fall into the assumed mainstream characteristics of the population. SO, questions which would be irrelevant for the respondent, based on early responses, are skipped. Skip patterns will be found throughout the questionnaire, since the researcher has to take every possible alternative into considerations. With the Ci3 CATI system, skip patterns and questionnaire flow are handled automatically. The interviewer should, however, study the printed copy of the questionnaire carefully to become familiar with question wording and skip patterns, in order to ensure easy flow from question to question.

Special Techniques

USING PROBES EFFECTIVELY

One of the most challenging and important aspects of an interviewer's job is probing: the technique used to stimulate discussion and obtain more information. Probing is necessary 1) when a respondent's answer to a question is inadequate to meet the survey objectives and 2) to encourage a respondent to make a choice. Many kinds of probes are available. A sensitive interviewer should use these often when interviewing.

A brief acknowledgement of understanding or interest

These probes show that the interviewer has heard the response thus far, is interested, and expects to hear more.

- "I See"
- "That's interesting"
- "Okay"
- "Yes"
- "Uh-huh"

Neutral questions or comments

These show that the interviewer is interested in what the respondent has just said and can yield fuller and clearer responses. The interviewer must:

1. Recognize immediately how the respondent's answer has failed to meet the objective of the question
2. Formulate and ask quickly a neutral question to elicit the information needed, for example:
 - Could you tell me more about your thinking on that?
 - Will you tell me what you have in mind?
 - Why do you think that is so?
 - Could you tell me why you feel that way?
 - Which figure do you think comes closest?
 - Do you have any other reasons for feeling as you do?
 - Could you be a little more specific, please?
 - Anything else?
3. Use NEUTRAL probes to stimulate more complete answers
4. Use a warm, expectant sounding voice
5. Avoid sounding critical or demanding.

Repeating the question

This is done when the respondent:

- Is unable to make up his/her mind
- Does not seem to understand the question
- Misinterprets the question
- Strays from the subject
- May not have heard the question fully the first time
- Might have missed the question's emphasis

Repeating the respondent's answer

This helps to clarify the answer as it is being recorded and can stimulate further thought by the respondent.

PROBING FURTHER ON "I DON'T KNOW" ANSWERS

Respondents often "dodge" a question with "I don't know" answers, but it is important to realize that "I don't know" may mean a number of things. For example:

- I don't know (I don't care and this is boring)
- I don't know (I'm not saying; it's none of your business)
- I don't know (I don't want to know and the whole thing makes me uneasy to think about, so let's go on)
- I don't know (I do know, but you might think what I say is stupid)

An "I don't know" answer reveals virtually nothing about the respondent's feelings on the issue at hand, is difficult to analyze and is often discarded and not analyzed at all. If a respondent can be pressed enough to make a decision FROM WHAT THEY DO KNOW, the data can be interpreted better. Sometimes this is impossible; sometimes it requires only a little more time and patience with the respondent, and it is well worth the effort expended.

NOTE: On some question, such as knowledge items, the fact that the respondent does not know itself important, and this type of question should NOT be probed. The screen that presents these questions will provide instructions as to whether or not they should be probed, and these instructions will be discussed as part of the interviewer training session.

FEEDBACK PHRASES--Acceptable Responses

Short

I see

Uh-huh/Mm-hmm

Thank you

Thanks

Long

That's useful/helpful information.

It's useful to get your ideas on this.

Thanks, it's important to get your opinion on that.

I see, that's helpful to know.

It's important to find out what people think about this.

That's useful for our research.

Interviewer Task Related Comments

Let me get this down.

I need to write it all down.

I want to make sure I have that right: (REPEAT ANSWER).

We have touched on this before, but I need to ask every question in the order that it appears on the questionnaire.

Note: feedback and neutral probes may be used in any combination.

Ways to Improve Interviewing Skills

Interviewers will probably make mistakes, but are expected to learn from mistakes and improve. The work done at the SRL is too important to allow poor performance to continue for long.

Interviewers wanting to improve interviewing techniques will:

1. Talk to the supervisor--The supervisor's job is to be frank with interview performance and to help interviewers over rough spots.
2. Listen to other interviewers handle difficult situations--Everyone has their own techniques for dealing with tough interviews and an interviewer can pick up skills from more experienced interviewers. However, if there is any doubt about the acceptability of another interviewer's technique, ask a supervisor. Don't unwittingly adopt someone else's bad habits.
3. Experiment with techniques--Desirable techniques include probes and respondent feedback. There are always many ways to deal with a given situation, so a diligent interviewer will try using a variety of techniques.

4. Practice--Being able to convince hesitant respondents of the purpose of the research and its importance is expected of each interviewer. Before conducting the first real interview, the interviewer should be familiar with each question, the skip patterns, and the logic behind the questionnaire. Remember that respondents can sense nervousness in an interviewer, so any hesitancy can sound like a lack of professionalism. An interviewer who is nervous about talking to strangers on the phone can practice with a friend until reading the questionnaire comes smoothly.

BASIC GUIDELINES FOR MAKING PHONE CALLS TO SCHEDULE

- Read ALL NOTES to familiarize yourself with the case. Be careful to not overcall.
- Mention the \$50!!!
- Establish a rapport with the respondent/members in the household.
- Leave notes that are helpful for others regarding good time/day to call and environment of call.
- Leave notes that are easy to read (short) and understand.
- Appeal to common sense and use good judgement. Be sensitive to respondent needs.
- Elicit help in getting the interview done- what can they suggest would be best?
- Practice the script and stock phrases enough that they do NOT sound like you are reading!

LEAVING MESSAGES ON ANSWERING MACHINES

This is _____. I am calling from PSU's Lifelong Learning Study.

_____ Respondent's name _____ participated in our research project last year and we are trying to schedule another interview which pays \$50. Someone from our office will call you again. If you need to reach us you can leave a message on our answering machine at 725-8722. We look forward to interviewing you soon.

ESTABLISHING RAPPORT WITH THE RESPONDENT

Hi there. This is _____ from PSU's Lifelong Learning Study¹. You remember when we came out a couple of years ago and interviewed you and paid you \$45? Well, we'd like to talk to you again and it'll only take about an hour and a half, and we'll pay you on the spot. This year we are able to compensate you \$50. How would it be if I met up with you this week?

¹ The Longitudinal Study of Adult Learning is referred to as the "Lifelong Learning Panel Study" in the field.

STOCK PHRASES FOR SCHEDULING

Remember when we came out to interview you a couple of years ago and paid you \$45?

Remember those paid interviews you do with us?

Can I pester you for a sec?

For most people it only takes about an hour and a half...

We pay you on the spot.

We will meet you any time (any where).

So what time's good for you?

Are you usually around weekends, evenings, mornings???

If you're super busy, I can meet you anywhere.

Can I meet you somewhere near your house?

Kids aren't a problem at all- you can take a break at any time if you need to.

What can I do to help you meet with me?

(Respondent not home)

What'd a good time be to catch him/her?

Do you think I should call in the morning/evening/weekend?

(Respondent moved out of residence)

I don't suppose you would have a phone number where I could reach him/her?

Are you going to see him/her anytime soon? Could you get a message to them do you think?

If you wanted to get in touch with them, what would you do?

TROUBLESHOOTING- DIFFICULT SCHEDULES

All of these are ideas for dealing with issues that may arise on the phone when calling to schedule interviews. Each situation is different and is hard to write a response for. Listening becomes incredibly important in deciding how to deal with these situations. Being relaxed and laid back is appropriate for many people, but not a good idea when talking with grandmas.

Time crunch/too busy

"I'm sorry, I am just too busy right now. I just started a business and am working two jobs."

- Yeah, I hear you're busy. I can literally meet you anywhere. You're just super important to us. And we can't replace you with somebody else. If we only interview people who aren't busy then we don't have anyone to represent you in our results. I'm flexible here. I could meet you at work, at a McDonald's or a Starbucks if necessary, you name it.
- You sound busy. So, what could I possibly do to make it easier for you to meet me? Your information is important for 1000's and 1000's of people. Since we can't replace you, we'd hate to lose you...

Soft Refusal

"I think I just want out of the study."

- Sounds like you have other stuff going on now. Could I give you a call in a few weeks in case you change your mind?

Daytime sleeper

"I've already told you guys several times, DO NOT call during the day."

Of course this will never happen to you because you READ the MEMO's

- Jeez, I am soooooo sorry. I'll try later.

Child screaming in background while respondent trying to talk

If you think you can schedule this at this time, do NOT offer to call back. Rather, try to schedule on the spot. If the parent is getting very frustrated and you think you may lose them, offer to call back within a specific time frame.

- Sounds like you've got a handful. Would it be better for you if I call back in 30 minutes or so?
- What time'd work for you?

Childcare issues

"I don't think I can meet you. I can't get a sitter and my kid's all over the place."

- No problem. I interview people with kids all the time. I'm patient. And you can take a break at any time.

ACTIVE LISTENING AND THE RELUCTANT RESPONDENT

Assume that any reluctance or hostility on the part of the respondent is a *request for information*.

By listening to the content of the respondent's question and their tone of voice you can determine the specific cause of the reluctance and deal with it directly.. More often reluctance is because the person needs more information or you have called at a bad time. *Active listening* is a technique that demonstrates to the respondent that you sympathize with their objections. It involves *listening* closely to what the other person is saying, *rephrasing* what they have said, and then *reflecting* it back to them along with an explanation of why they needn't be concerned.

Circle the letter of the interviewer response below that demonstrates the active listening technique.

R: **I really don't have time for this.**

- a) Oh, this won't take very long.
- b) I understand that you have a busy schedule but it's important that we speak to busy people like yourself in order to get an accurate cross-section of people. We can do the interview at your convenience.
- c) Why not?

If you decide that *timing* is the problem, suggest several *specific* times. The more specific the appointment, the more likely the R. will remember it and be there.

If you are put off more than once with a general **I'm too busy** kind of excuse, suggest at least starting the interview. Once involved the R. will often get interested and finish.

Phrasing the R.'s concern in your own words helps to clarify it so you can deal with it directly. A statement such as **I don't know about giving information over the phone** might mean:

- that the R doubts the legitimacy of your organization,

or

- that they are worried about the confidentiality of the information they will be asked to share with you.

If you get it wrong the first time, the person will be likely to let you know and then you can revise your explanation to fit the situation.

Never argue with your R. stay calm as you explain the study.

The following are some concerns that reluctant Rs have expressed in the past and some suggested responses:

I'm not interested in this sort of thing any more.

Well, as you know, it's a really interesting study. Your participation has really helped us in the past. *(Then, since the specific reason is unclear, just pick an issue (time, confidentiality, usefulness of the study) and begin to discuss it in terms of relevance to them. The chances are good that you'll strike a responsive chord).*

I'm too old. Why don't you talk to my son? He knows more about it.

We need to talk to a good cross-section of people- old and young, men and women. This way the results of the study will represent everyone. Your opinions are very important to us.

I don't know anything about that subject.

Let me assure you that this isn't a test. There aren't any right or wrong answers to our questions. We're only asking for your opinions and to learn from your life experiences.

I'm too busy. How long will this take?

(Always try to be honest with the R. in terms of the length of the interview).

Usually it takes about an hour, although it depends on your responses. The tests can take up to 50 minutes but usually take less time.

Informed Consent for the LIFELONG LEARNING PANEL STUDY – Wave 6

I, _____, am a researcher from Portland State University and I am asking you to give informed consent to participate in this research project. The purpose of the study is to better understand how adults learn and how changes in skills and abilities influence their lives over time.

- The study involves an interview that takes approximately one hour and skills tests that take a maximum of 50 minutes.
- You are being paid \$50 for completing this interview and skills tests.
- Other than the participation fee already mentioned, you may not receive any direct benefit from taking part in this study, but it may help to increase knowledge that may help others in the future.
- All information you give will be anonymous. Your name will not be connected to your responses to the survey or to the skills test. No responses or information will be released in a way that permits individuals to be identified.
- Your name and the names of your contacts will be kept confidential.
- The contacts you give to the interviewer may be telephoned or mailed a post card periodically in order to stay in touch with you for future interviews.
 - You do not have to answer any questions that you feel uncomfortable with; your participation is voluntary and you may withdraw from the interview at any time.
 - Participating in this study will not affect your course grade (if taking classes) or your relationship with any other agency.

The researcher has read this document to me and I understand the above information and agree to take part in this study.

Signature: _____ Date: _____

I have read the informed consent to the study participant: _____

Interviewer signature

PLEASE CALL (503) 725-8722 IF YOU MOVE OR CHANGE YOUR PHONE NUMBER or if you have any questions.

If you have concerns or questions about this study, please contact the Chair of the Human Subjects Research Review Committee, Research and Sponsored Projects (503) 725-8182.

*Portland State University,
111 Cramer Hall
P.O. Box 751
Portland, OR 97207*

This study is funded by the National Institute For Literacy (NIFL).

TRAINING SCENARIOS

Discuss how you would handle the following scenarios paying attention to:

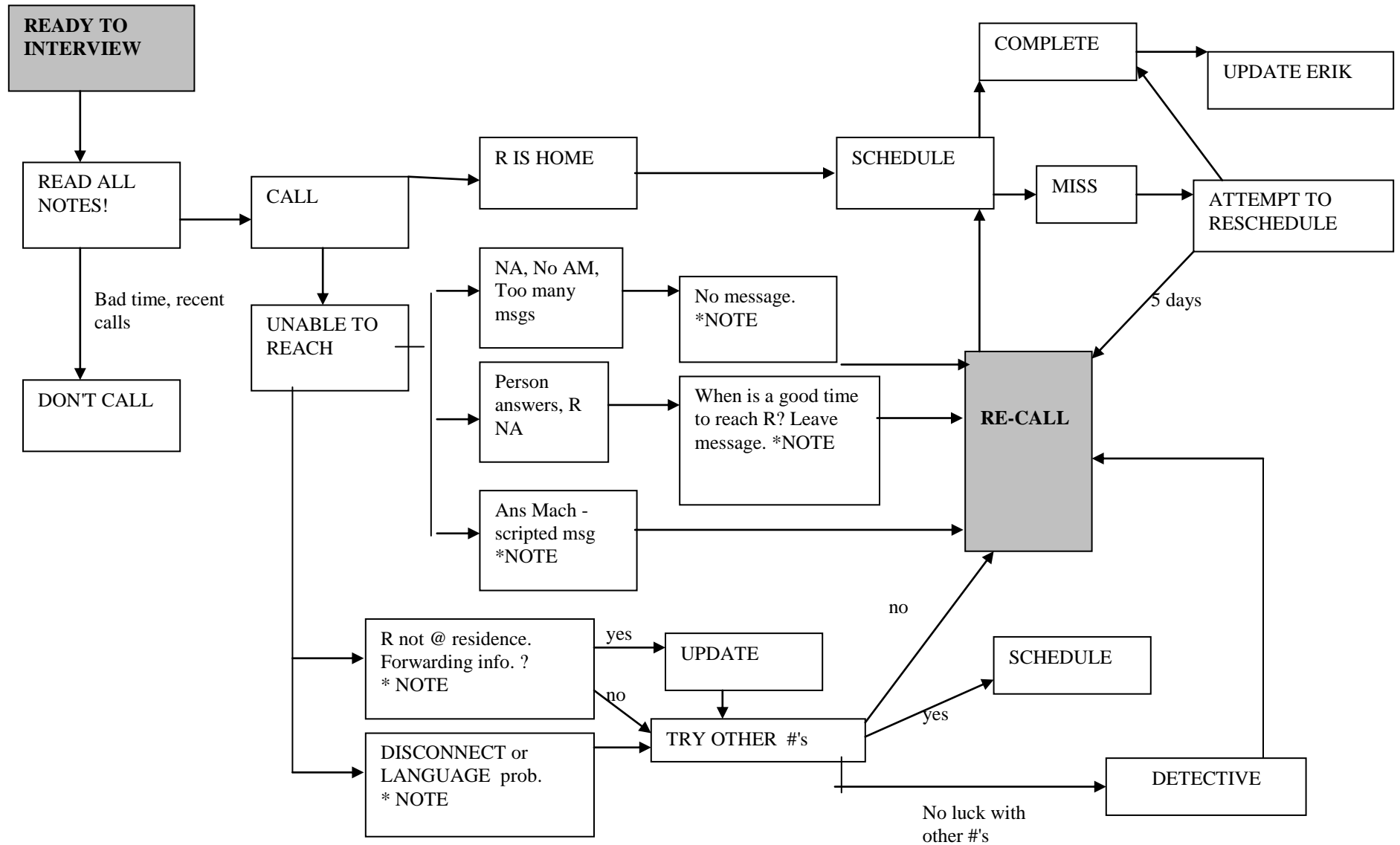
How you feel about each situation

Specific triggers or personal biases

- 1) In the middle of an interview R starts crying and says, “I didn’t know you were going to ask me about all of this, I thought it was just about education.”
- 2) You are talking to the husband. His wife, who does have a high school diploma, sits across the living room listening in. She interjects with prompts and contradictions in response to R (the husband) who then changes his answers.
- 3) All the neighbors show up at the time of the interview. They say they didn’t graduate from high school either and want to participate in the study too, so they can get the \$50.00.
- 4) When you enter the respondent’s home it is filthy. There is measurable garbage covering the floor, flies, overflowing ashtrays and a horrible stench. The respondent invites you to sit on the couch that he/she has just cleaned off, by pushing everything onto the floor. When you sit down, you sink into the couch, as it is broken. Once you begin the interview, two toddlers emerge wearing diapers and visibly dirty. They sit and play with the garbage on the floor while you are conducting the interview.
- 5) You arrive on time for your 7:00pm interview and in the apartment parking lot are three large “intimidating” males who seem to be engaging in illegal behavior. You try to call the respondent to make sure he/she is home, but don’t get an answer. You decide to wait. After a few minutes you notice them staring at you and motioning to each other. You feel they are about to approach your car.
- 6) You are ready to begin an interview. You turn on your laptop and find it won’t accept the case number. You decide to give the respondent the TALS while you

- are working on the computer. The respondent finishes and the laptop is still not working. You arrange to reschedule the interview but the respondent wants their check tonight.
- 7) You arrive at the respondent's home and find a box of empty beer cans on the front porch. The respondent answers the door with a beer in hand and is visibly intoxicated.
 - 8) You arrive at the respondent's home and ring the doorbell. No-one answers. You can hear the TV and voices inside. You call the respondent's number. You can hear it ring but no-one answers it.
 - 9) You are at the respondent's home conducting the interview. The respondent is taking high doses of painkillers because of chronic back pain and keeps falling asleep for short periods.
 - 10) You come out of your tent. You turn left and go due north, or possibly south, I can't remember which, and then turn left again and you're still going north (or south), anyway you keep doing this for ages and then after a while you see a polar bear. What color is it? Eh?.....oh!

SCHEDULING INTERVIEWS



Field Interview ABC's

Schedule interviews

- A. Use cell phone if scheduling from home to protect your home number from respondents with Caller ID.
- B. Schedule at R's first available time, the sooner the better.

Pick up respondent's file in office. Double check paperwork for:

- 1. Contact sheet
- 2. Informed Consent (2 blank copies and signature copy)
- 3. Check & Receipt
- 4. Interviewer notes sheet
- 6. assessment materials

Initiating Interview Process

- A. Telephone respondent 30 minutes prior to scheduled appointment to confirm availability. (Make sure cell phones are left on while in the field)
 - 1) If available, confirm directions and be on your way. If no answer continue trying until interview time. Use your judgment about when to leave and go to house.
- B. Arrive on time with your charged up computer and cell phone, hand cards and folder and business cards
 - 2) If you arrive and respondent is not available
 - a) Wait 30 minutes past the scheduled interview time
 - b) Leave a note and business card
- C. Complete interview as trained as soon as you can re-schedule with the respondent.

If you cannot complete an interview due to unforeseen circumstances

- A. NEVER CANCEL AN INTERVIEW
- B. Try to find another interviewer to fill in for you
- C. Call supervisor on cell phone as a last resort

Post-interview: return to home and office

- A. Update tracking system, download and back up data
- B. Refile folder in "Completed Interviews" cabinet

RESPONDENT NO-SHOW PROCEDURES

When scheduling the interview let R know you will call either the evening before or 30 minutes prior to the interview (whichever is more convenient) to confirm. Also, always leave your cell number with them in case they have questions or need to reschedule.

- (1) Make confirmation call.
- (2) Arrive on time for interview.
- (3) If respondent is not home, try calling again.
- (4) Wait 30 minutes for respondent to arrive.
- (5) Leave a *missed interview letter* with your cell number.
- (6) Keep file for a MAXIMUM of 5 days (or over the weekend).
While you keep trying to reach respondent to reschedule.
- (7) If no contact, return file to office and return case to *ready* status.

Missed interview letter – left at home of respondent

Date _____

Dear _____,

Sorry we missed you. Please call us at 725-8722 or _____ to reschedule your interview. You are an important member of our study, and we are very interested in talking to you soon.

Remember this year you will be paid \$50 for 90 minutes of your time.

Thanks again for being part of our study,

Sincerely,

The Lifelong Learning Study

Conducting a Phone Interview at home

- If you are going to conduct the phone interview at home make sure you have extra copies of the Informed Consent form and contact sheets.
- Before you call the respondent check the time zones. (See Chart) We do not want to call Respondents after 9 p.m. unless we have their permission to do so.
- Call and attempt to set up an appointment. Your mission, should you choose to accept it, is to try to do the interview when you get the Respondent on the line. (It's difficult to try to reschedule an interview for a later date.)
- If the Respondent is willing to do the interview on the spot, schedule the interview in your personal log.
- Input the interview on the ERIKweb system and email yourself the interview details. This way you will have the case number and the authorization code needed to conduct the interview.
- Tell the Respondent you will call him/her back (momentarily)..
- Disconnect from the ERIK system and stabilize your environment.
 - a. Disconnect your laptop from your phone line (if necessary).
 - b. Make sure your laptop is plugged in.
 - c. Set up the CAPI program
 - d. Make yourself comfortable. (Food, beverage, comfortable chair, headset etc.)
- When you have done this call the Respondent back on your home phone – a land line.
 - Note: If you conduct an interview on your home phone, bring in a copy of your phone bill with the interview calls highlighted, attach it to a reimbursement form, and place it in Sam's box, so that you may be reimbursed.
 - Note: You may NOT conduct a phone interview using an LSAL cell phone.
 - You may not conduct a phone interview using your personal cell phone, due to the difficulty of reimbursing such calls, unless you have special permission from Cynthia, John, or Willow.
- Read the informed consent form to the Respondent. At the bottom of the Informed Consent form write the following "Informed consent was given over the phone." Make sure to date and sign the Informed Consent form as usual.
- Collect the Respondent's contact information.
- Ask for the nearest Community College or Adult learning center in case we have never done a phone interview with this person before. Explain to the Respondent that most likely, the same person who gave them the test and check last year will probably be the person contacting them again this year (unless R has moved out of the same town).
- Tell the Respondent to get a paper and pencil to write down some categories that you will be using throughout the interview so they have "hand cards" to refer to later.
- Complete the Interview. Once this is done, log on to the E.R.I.K system and click Completed By Phone.
- Place the Respondent's folder in the drawer labeled Completed Phone Interviews in the office.

Conducting a Phone Interview at the office

During the course of scheduling interviews, you will come across some that need to be conducted over the phone, because the Respondent is out of our area. You may conduct these interviews at your home, or at the office. The following instructions are for use at the office.

- If you are going to conduct the phone interview at the office, you will have the luxury of having immediate access to the Respondent's folder.
- Before you call the respondent check the time zones. (See Chart) We do not want to call Respondents after 9 p.m. unless we have their permission to do so.
- Arrange for a quiet cubicle or room to interview from. The quiet room (212) is set aside for office phone interviews.
- Call and attempt to set up an appointment. Dial 9 + 1+ area code and number. After the beep, enter the code for long distance: 5696361.
- Your mission, should you choose to accept it, is to try to do the interview when you get the Respondent on the line. (It's difficult to try to reschedule an interview for a later date.)
- Print a copy of the info sheet. This way you will have the case number and the authorization code needed to conduct the interview.
- Tell the Respondent you will call him/her back (momentarily).
- Log out of the ERIK system and stabilize your environment.
 - a. Go to the cubicle
 - b. Set up the CAPI program
 - c. Make yourself comfortable. (Food, beverage, comfortable chair, headset, etc.)
- When you have done this, call the Respondent back and proceed. Read the informed consent form to the Respondent. At the bottom of the Informed Consent form write the following "Informed consent was given over the phone." Make sure to date and sign the Informed Consent form as usual.
- Collect the Respondent's contact information.
- Ask for the nearest Community College or Adult learning center in case we have never done a phone interview with this person before. Explain to the Respondent that most likely, the same person who gave them the test and check last year will probably be the person contacting them again this year.
- Tell the Respondent to get a paper and pencil to write down some categories that you will be using throughout the interview.
- Complete the Interview. Once this is done, log on to your personal log on the E.R.I.K system and click Completed By Phone.
- Place the Respondent's folder in the drawer labeled Completed Phone Interviews.

U.S. Time Zones

11:00	12:00	Pacific 1:00	Mountain 2:00	Central 3:00	Eastern 4:00
Hawaii	Alaska	Washington	Montana	*North Dakota	Michigan
		Oregon	*Idaho	*South Dakota	Indiana
		California	Wyoming	Minnesota	*Kentucky
		Nevada	Utah	Wisconsin	*Tennessee
			Colorado	Illinois	Georgia
			Arizona	*Nebraska	*Florida
			New Mexico	Iowa	South Carolina
				*Kansas	North Carolina
				Missouri	West Virginia
				Oklahoma	Virginia
				Arkansas	Wash. D.C.
				Texas	Maryland
				Louisiana	Delaware
				Mississippi	Ohio
				Alabama	Pennsylvania
					New Jersey
					New York
					Connecticut
			Rhode Island		
			Massachusetts		
			New Hampshire		
			Vermont		
			Maine		

* These states overlap in two time zones.

- Check phone book if call is an international call.

Safety and security guidelines

ON CAMPUS – If you are in the office at night, be sure the door is locked. If you need to walk across campus at night, the campus escort service is available at 5-4407.

LSAL OFFICE- Everyone has a key to the office, this means you are personally responsible to ensure that it is never left unlocked. Please carry your key with you if you leave the office for a short period. Please re-lock locked file cabinets after use.

FIELD- **Your personal safety is very important to the project. Therefore, we have provided cellular telephones to be used in an emergency. One of the considerations for selection of the field interviewers was a judgement that you would have “street smarts” about personal safety. But it is worth reviewing pointers:**

- When scheduling from home:
Use a cell phone to call respondents rather than your home phone. This will protect your home numbers from respondents with Caller ID.
- Before interview:
Be sure someone (friend/spouse/project staff) knows where you are going. If you feel the need, "bookend" your interview with a check in call before and after.
- In your car:
Be sure your doors are locked and try to park in a well-lit area. Get your keys out before leaving the house and carry your car key ready to use. Be sure that equipment is out of sight when leaving it locked in your car.
- In the respondent's home:
Pay attention to your intuition. If you ever feel uncomfortable or unsafe, or if there is any verbal or physical violence present (whether or not directed at you), or any intoxicated behavior MAKE A POLITE EXCUSE AND LEAVE!!! Be sure to tell them we will call and reschedule the appointment at a later date. Call and report incident to supervisor.
- On the Street:
Know where you are going. Walk confidently with awareness of your surroundings. Wear shoes you can run in. Try to make the fact that you are carrying expensive equipment inconspicuous.

Longitudinal Study Of Adult Learning Wave 6 - Project Policies

The following points are found elsewhere in the training manual, but we want to emphasize them here. Over the past eight years we have learned that these things are important.

1. We NEVER cancel an interview. If you can't make an interview that you have scheduled, you need to find someone else to do it or, if it is last minute, call Cynthia. Respondents can slip out of reach too easily!
2. All materials must be kept confidential. That means do not leave materials that have people's name on them laying around the office, your house or in your car. Shred unused materials with identifying information on them (except return VOIDED checks to Cynthia). Return paperwork promptly.
3. Back up and upload data after each interview and store flash drives separately from laptop.
4. Cell phone use is strictly regulated as part of State property. Please see attached memo from the Vice President for Finance and Administration.
5. We rely on "real time" reporting on interview status. Please update the ERIK system promptly.
6. In case of theft or loss of electronic equipment, call Cynthia immediately.
7. You have a contractual agreement to attend staff meetings and to complete approximately 25 interviews per term. Toward the end of Winter quarter each interviewer will meet with Cynthia. This is a time for performance review and re-negotiation of contract if necessary.
8. LSAL office doors to hall must be closed at all times. Do not prop open door while you go to the restroom. Anyone can wander in from the street and wander out with expensive equipment. You are responsible for having your keys with you and replacing them promptly if lost. If you are locked out of the office and no one else is here, call campus security (or walk over to their office) to let you in.
9. We have lots of people using the LSAL office space. Please be considerate of others by picking up after yourself, speaking in a quiet voice, using headphones for music, paying for water, cleaning up the coffee pot, microwave and refrigerator if you use them.

Test Administration:

Bold type is for you, do not read aloud. Read aloud sections in regular type and in *italics*.

Write YOUR name and date of administration on inside of front cover of booklet.

You will be asked to answer questions based on the kinds of printed materials adults come into contact with on a daily basis. The test that you will be taking will provide information about your skills in identifying and using information in materials such as tables, charts, maps, and forms.

Open the booklet to the inside front cover. Please read along silently as I read the directions aloud.

In this test you will answer the questions in several ways. For some you will write your answers on the lines provided. For others you will indicate your answers by circling or underlining a sentence or word. The directions will explain how and where you are to answer. Do not write your answers on the blanks at the bottom of the pages.

Now look at page one. (Pause.) Read the directions and answer the practice questions. When you finish, wait for an explanation of the answers.

Pause to give examinees time to complete the practice questions.

For practice question number one, you should have placed an X next to or over the rectangular box next to the words “authorized signature.” For practice question number two, you should have circled the date 06/91.

Continue with the following:

Now look back at the inside front cover and follow along as I continue to read the directions.

No one is expected to be able to answer correctly all of the questions in this test; however, it is important that you try to answer each one. I am not allowed to help you with anything specifically related to completing a question, so if you cannot answer a question, go to the next one. Do not spend a lot of time on one question if you find it difficult; we would like you to try as many of them as possible.

*The booklet has two sections. The beginning of each section is indicated at the top of the first page with the section number in dark print. The end of each section is indicated by a STOP sign on the bottom corner of the page. **Show them STOP sign...do not leaf through booklet.***

You will have 20 minutes to complete each section. I will tell you when to begin each section and when to stop. If you complete a section before time is up, you may go back to work on any questions you skipped in that section. If you finish working on a section before time is up, let me know and we will go on.

Do you have any questions?

INTERVIEWER QUALITY PERFORMANCE CHECKLIST

	1 not so good	2	3	4	5 great
RAPPORT WITH RESPONDENT					
• Arrives on time and prepared					
• Introduces self and PSU					
• Warm and friendly, good eye contact					
• Polite and respectful					
• Communicate sympathy and understanding					
• Match energy					
NEUTRALITY					
• Is careful not to influence R's opinions					
• Does not communicate judgements - both positive and negative - either verbally or non verbally about the Respondent, other people present, home or environment, answers to survey questions. Particularly careful about this when trying to establish rapport.					
• Does not volunteer unsolicited information about the survey or assessment instruments or process.					
• Follows protocol for probes and answering R's questions					
• Presents questions in neutral tone of voice					
• Practices good listening skills: Listen for what R is saying, not what you expect them to say or think they are saying.					
SURVEY ADMINISTRATION					
• Follows informed consent protocol - be sure R understands confidentiality.					
• Probes to get tracking contacts					
• Handles reservations about SSN permissions and contact info. in way that reassures R and gets data.					
• Is comfortable with computer					
• Reads survey naturally and at appropriate pace					
• Uses correct feedback to cue R					
• Is familiar with survey questions and presents them as written.					
• Accurate coding					
• Takes the necessary time to input data correctly - especially open ended and variable questions and complex coding.					
• Understands underlying intent of question					
• Asks all questions					
• Probes correctly and neutrally					
	1 not so good	2	3	4	5 great
• Practices good listening skills: if unclear what R is saying, probes or repeats until understands.					
• Handles visual aids unobtrusively					
•					
ASSESSMENT ADMINISTRATION					
• Administers the correct forms of TALS					
• Correctly reads test instructions to R and give accurate instructions					

• Does not help R with any of the problems					
• Records start and stop times					
• Makes observation notes about test taking					
• Gives R correct amount of time to complete, including more time to review answers if they finish before 20 minutes.					
• Follows protocol for prompting and scoring					
•					
•					
PROBLEM SOLVING					
• Handles disruptions appropriately - eg: asks if R would like to schedule other time or is assertive about establishing conditions for sessions.					
• Contributes to solving problems with team mates					
• Follows security guidelines					
• Reports problems and questions to supervisor					
EQUIPMENT and SUPPLIES					
• Follows log out/in procedures					
• Leaves enough time to organize materials before going to interview					
• Takes all necessary materials to interview					
• Uses the carrying case and protects equipment. Careful to guard equipment against theft or loss.					
• Careful download of data following protocols					
• Correctly and immediately files hard copy data					
• Does not use equipment for personal use. ESPECIALLY PHONES!					
• Refiles materials and notes in hard files and database promptly after interview					
	1 not so good	2	3	4	5 great
TEAM PLAYER					
• Follows through on responsibilities so team members don't have to "pick up after."					
• Communicates schedule changes to supervisor as soon as possible.					
• Gives as much lead time as possible if need other people to fill in.					
• Equitable exchange of "fill ins" with other team members					
• Participates in meetings - sharing expertise and learning from others.					
• Gives constructive feedback to co-workers and project management					
• Accepts feedback, suggestions and direction from peers and supervisors.					

Name Pronunciation

Online pronunciation guides with sound

Cal Poly Pomona Asian Name Pronunciation Guide:

[Cambodian](#) , [Chinese: Cantonese](#), [Chinese: Mandarin](#), [Filipino](#), [Indonesian](#), [Japanese](#), [Korean](#), [Thai](#), Vietnamese

<http://www.csupomona.edu/%7Epronunciation/index.html>

European languages guide:

<http://www.math.nyu.edu/~wendlc/pronunciation/thebiglist.html#Russian>

Arabic & Hebrew names (sung)

http://wahiduddin.net/words/99_pages/wazifa_a.htm

Most names search engine (especially African and Middle Eastern names):

<http://names.voa.gov>

Trouble shooting names

- You can also use the search parameters: <name> pronounce or pronunciation.
- There is an alphabetical list of Asian names & pronunciations in both 201B and 201K, next to the phone.
- If you're still stuck, read the memo notes or ask a nearby staff member. The same respondents have been in the study for nine years, so we've hopefully learned the correct pronunciation of their names and made a note of it.
- Do your best, and if you're not sure, politely ask if you are pronouncing someone's name right.

Examples

Name (first or last)	Pronunciation	Rhyme	Nationality(s) of name
Duy Nguyen	Du-ey nwin	Louie Sin	Vietnamese
Ou Liam Saechao	A-o Liam Sey shau		Mien
Ibrahim Agheian	Eebraheem Aigean		Middle Eastern, African
Minh Tran	Min trahn	Pin prawn	Vietn., Laotian, Cambodian
Quyên Xu	Quwinn, zhu		Chinese, Vietnamese,
Ayodele Dzamesi	Ayodell Zamesi		Nigerian
Akin Atiyeh	Aikin Atee-u		African, Middle Eastern
Arlicia Akil	Arlic-i-a A-keel		African, American
Khanh Ngo Phuoc	Kawn No Fu-ok		Vietnamese
Moujahid Askari	Moo-hahid Askari		Middle Eastern
Chandra Singh	Chundra sing		Indian
Khadija Toussaint	Kadija too-sant		French, African, Haitian
Hael Gada	Gayoda		Central or South American
Quyên Pham	Quin Fam	Lin sam	Cantonese, Vietnamese
Charernsuk Rojjanasukchai	Charernsuk Roadyanasukchai		Thai
Se Thao	Sue Ta-o		Hmong
Jesus Bautista	Hesoos Baoteesta		Central or South American
Sintique Mayorga	sin-teek mahyorga		Central or South American
Nguy	New ee	Soeey	Vietnamese
Mazi Akintokun	Mahzi AKINTokoon		African

(To protect the confidentiality of our respondents, no name combinations are true.)