

HOME REPAIR STUDY INTERVIEWER “CHEAT SHEET”

● HOUSEKEEPING ITEMS:

- o Interviews will probably last between 1 and 1.5 hours
- o Please check transcript for errors, but avoid making any other changes to transcript
- o Please upload a short brief after interview with observations about what stood out to you about the responses and the overall interview experience
- o Try to watch for what works and what doesn't work question-wise
- o Be gentle with yourself and try not to stress!

● INTERVIEW OBJECTIVES

- o Specific objectives for our project:
 - Goal one: unpack the survey responses
 - Goal two: discover things missed by the survey
- o General objectives for any project:
 - Understanding people's distinctive thought patterns and experiences (“feelings” are just as important as “facts”)
 - Understanding how the specifics of individual experiences overlap with experiences shared by larger groups of people
 - Factual matter important but not the main objective, tricky to verify (though we can possibly find ways to verify later)

● GETTING THROUGH THE INTERVIEW

- o Familiarize yourself with interview guide
 - Each interview should have the interviewees specific responses from Survey 2. Prepare to ask them about some of those responses.
 - Questions are open-ended and intended to get interviewees talking on their own terms (use what they say to inform what questions you ask and what sections you get to during the interview)
 - Be mindful that some questions are priority (#s 1, 2, 3 and possibly others within any given section), and others are optional (i.e., you can get to them if time allows and/or they seem relevant)
 - Each section begins by asking interviewees to give a sense of their experiences. Keep referring back to what they say during that part as you

get into further questioning (grounding the questions in their words and experiences helps elicit better responses)

o Remember to build rapport throughout the interview

- Try to keep it conversational and (if possible) let them lead (let them talk and follow where they go unless it seems not at all relevant)
- It's okay to bring yourself (your experiences, thoughts, etc) into it, within reasonable limits (but keep focus on yourself short)
- Draw specific language from their own words and experiences as much as you can
- Listen to when they are answering our questions, even before we ask them, and try to be flexible with the order that you get to different questions and sections if need be
- Keep reminding them why study is important/interesting, and why their participation is crucial
- Be attentive both in verbal communication and body language
- Try to be delicate about getting people to talk about things that may be sensitive/embarrassing/unflattering/etc.
- Try not to inquire about emotionally intense things until later in the interview after you've established some rapport
- Be prepared to answer questions about the study and about yourself
- Quality over quantity—better to get full, detailed, elaborate responses to fewer questions than to vague, brief response to more questions (so don't feel pressed to cover everything)

o Remember to probe them to elicit as detailed, specific and concrete a response as possible

- Probe for feelings, not just facts (“how did that make you feel...”)
- Listen for moments that call for probing
 - muted language (when people say something without saying it)
 - repetition of themes/metaphors/expressions,
 - use of particularly expressive language/emphasis,
 - emotional agitation
- Different ways of probing:
 - Silent probe: just eye contact, silently encouraging them to keep going
 - Echo probe: just repeat what they said to clarify, let them confirm and go on
 - Uh-huh probe: actively encourage them (with your own words) to keep specifying whatever they're saying
 - Leading probe: cut in to ask your own specific question about what they're saying, even if it takes them into a different direction than they were going