Social & Behavioral Research Lab

Interviewer Training Guide

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Introduction

The SBRL and AAPOR

As a professional polling and research entity, we subscribe to the strongest ethics of our field, as those spelled out in the American Association for Public Opinion Research Code of Professional Ethics & Practices. We follow the core values of honesty, professionalism, fairness and confidentiality to guard the interests of the public and our clients in order to promote good business practices in the community. Our goals are to support sound and ethical practice in the conduct of public opinion research and in the use of such research for policy and decision-making in the public and private sectors, as well as to improve public understanding and the proper use of public opinion and survey research methods and results.

Researchers must not, whether knowingly or negligently, act in a way that could bring discredit to, or compromise public confidence in, the survey research profession. We pledge ourselves to maintain the highest standards of scientific competence and integrity in conducting, analyzing, and reporting our work; in our relations with our survey respondents; with our clients; with those who eventually use the research for decision-making purposes; and with the general public.

As a member of AAPOR we strive to be a leader in the survey research industry.
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I. Background of Public Opinion Polling and Other Forms of Polling

Polling is an opportunity for citizens to more directly participate in democracy. Public opinion polling is becoming increasingly relevant in the United States and around the world.

Public opinion polling can provide answers to questions and influence how politicians respond to public issues. 

Should state taxes be raised?
Should the United States withdraw from Afghanistan?

In a 2002 and a 2003 poll of different populations from around the world during the lead-up to the Iraq War, many Americans were surprised to find what others around the world thought about America’s proposed actions in Iraq.

Some people, including government entities, make major economic and career decisions on the basis of public opinion polling. Examples include a City Council that wants to find out what its citizens need most, or a television station that wants to find out which programs its viewers most enjoy. Interestingly, the results of one 2008 Winthrop Poll led candidate Obama to reshape parts of his campaign leading up to the general election.

Public opinion polls are also beneficial because it is an opportunity for citizens to learn about others and to resolve myths and stereotypes that might otherwise mislead the public.

An example of this can be seen with a 1993 USA Today/CNN/Gallup poll, which asked a series of questions relating to various topics on gun control. They results concluded that there was not a significant difference on many of those topics between the attitudes of gun owners and non-gun owners.

Factors that affect a poll’s results include question wording, sampling techniques, and interviewing procedure. We will address how error is reduced in each of these as we continue.

**Pseudo-polls**

Pseudo-polls gives legitimate polls a bad wrap. “Pseudo-polls are highly flawed and may give misleading portraits of public opinion because of loaded and unfair question wording.”

**Push-polls** are more interested in their own agenda, rather than interested in the public’s opinion.
**Straw-polls** use a convenient sample, not representative of the population. Such as news station *ABC123* asking its viewers to call in to give their opinion. The results of the poll will only be representative of *ABC123* viewers, not the general public.

| Polls don’t accurately reflect what the public wants | 43% |
| Polls don’t ask for the public’s opinion on the right issues | 39% |
| The results of polls can be twisted to say whatever you want them to say | 58% |

*These statistics are most likely because of the prevalence of pseudo-polls. Legitimate polls use statistical and logical methods to assure that they accurately represent the population, such as randomly selecting participants.*

**Other Forms of Polling**

The earliest form of polling is the **census**, which is usually conducted by the government to count the entire population for the purposes of political representation and taxation. In fact, this is actually stipulated by the United States Constitution!

**Customer Satisfaction surveys** are useful as well. These can be used to measure the quality of a product or evaluate a customer’s satisfaction with the use of a particular product. Results of such surveys can help businesses and organizations properly allocate funds where they are most needed.
II. About the Social & Behavioral Research Lab (SBRL)

The SBRL is designed to introduce you, the student, to the professional research environment. To this end, work in the lab will introduce students to the Computer Assisted Telephone Interviewing (CATI) system during training.

This lab does a mixture of paid and unpaid work for various governmental and non-governmental organizations. Thus, while this lab is intended for instructional purposes, it is vital that a professional environment is maintained.

Because work in this lab involves the study of human participants, it is vital that callers strictly adhere to the ethical standards laid out by the American Association for Public Opinion Research as well as those spelled out by Winthrop University’s Institutional Review Board (IRB) which approves the work done by this lab. Your chief responsibilities are:

1.) To never mislead or lie to a respondent prior to or during the survey research process

2.) You must gain informed consent from the respondent before proceeding to the survey

3.) You must never falsify information when conducting the survey (see the calling lab honor code for further information)

These three responsibilities are taken very seriously as the credibility of the lab within the community depends upon our adherence to these ethical standards. Any violation could result in serious consequences.

Informed Consent

On the most basic level, informed consent requires that you, the interviewer, give the respondent all the necessary information that he/she requires in order to make an educated decision about participating in the survey. This information is provided in your introduction to the respondent in the interview process. This also helps in establishing a rapport with the respondent which is valuable in ensuring an effective interview. This information includes:

1.) Your name

2.) The location from where you are calling, i.e. Winthrop University

3.) The purpose of the survey

4.) The time it will take to complete the survey
5.) A statement that informs the respondent that all their information will be confidential.

All of this information will be provided to you prior to the start of the survey process and will also be available at each calling station in the form of a written introduction. It is important that you review this information prior to your first time in the lab so that you are familiar with the requirements for informed consent.

**Caller Shifts**

Much of this information is dependent upon instructions from your supervisor or instructor. Listed here are some general guidelines about shift procedures in order to keep the lab running smoothly:

- **Caller shifts will be made available to you on a weekly basis through the lab supervisor.** You may sign up for as many shifts as possible at the beginning of the survey cycle so that you can ensure yourself a fresh sample and enough time to finish your completions.

- **It is important to understand that when you sign up for a shift, it is your obligation to be there.** If for any reason you cannot show up, you need to inform the lab supervisor as soon as possible. You also need to try to reschedule your shift so that you can make your required calls.

- **If you are sick, it is recommended that you do not come into the lab because it is a small and poorly ventilated space.** This means that it is very likely other people may become sick.

- **Try not to be late; this is problematic because late entrance into the lab can be a distraction to other callers.** The best solution to this problem is to just be on time, though if you know you will be running late, it would be best to call in so that the lab manager can be aware of the situation.

- **If for any reason we have to shut down the lab in the middle of a survey cycle you will be informed as soon as possible so as to minimize the level of inconvenience.**

- **Communication is vital for the running of this lab, so if you have any problems, please call the lab supervisor so we can be informed of situations and adjust accordingly.**
III. Role of the Interviewer Using the Computer-Assisted Telephone Interview (CATI) System:

“Often, when I am a respondent, I ask the interviewer what a certain question means or complain about the range of alternatives available to me. Some interviewers are well-trained to handle such reactions, but others are not. One interviewer agreed with my frustration about a particular item and informed me that there had been many complaints about the survey. Another interviewer – when I strenuously objected to the alternatives offered – pleaded with me to pick one of the given choices because he did not know how to handle volunteered responses. In yet another situation the interviewer told me that she would place my aberrant response in the category in which she thought it would best fit.”

- Herbert Asher, author of “Polling and the Public”

The above describes how situations can be handled by trained interviewers and interviewers that have not received adequate training. In this next section, we will discuss the role and responsibilities of the interviewer, including appropriate administration of surveys, consistency in interviewing, and reacting to different situations with respondents.

a. Methodological Issues or “Response Effect”

Social Desirability/ Acceptability Bias

Sometimes during an interview, respondents may feel pressured to answer sensitive questions (e.g., drug use, voting behavior, race relations) a certain way because of the presence of the interviewer. The pressure to conform to social norms creates the tendency for respondents to underreport behaviors that may be deemed socially undesirable.

Example survey of students:

During the day, do you typically spending more time studying for your classes or using social networking websites?

Some people say that social media has been incorporated into their everyday life, on average, about how many hours a day would you say that you use social media?

The above example contains a question with social desirability bias and one without. If students were asked the first question, they would obviously feel pressure to say that they study, because they don’t want to be viewed as irresponsible. The second asks the question in a way that makes the respondent feel more comfortable being honest.

To deal with this form of bias, researchers have designed the survey and worded the questions in a way that minimizes factors contributing to social
desirability. In other words, it attempts to make respondents feel more comfortable giving an honest answer to a sensitive question. ¹

Interviewers, like you, are instrumental in assuring that this bias stays to a minimum. Interviewers must never approve or disapprove of respondents’ answers to survey questions. The conversation must be neutral with responses like, “Ok, sir/ma’am” rather than, “I agree with you” or “you actually believe that?”

**Lack of Consistency**

Interviewers must use the survey instrument (questionnaire) as their cue. This means reading the questions exactly as worded, asking the questions in their set order, and not commenting, or stating opinions, on the answers of the respondent. A failure to do so results in a lack of consistency on the part of the interviewer and a lack of validity of the survey data.

If interviewers create their own cues, which are inconsistent, such as “*If you say this answer, there is a more interesting question that follows,*” or “*That’s a good answer, I also believe that,*” the survey results maybe unreliable.

> “Ideally, the identity of the interviewer should not affect the responses that the questionnaire generates in the interview.”

At minimum, interviewers must not change the question wording, the question order, or the tone of their voice from respondent to respondent. The interview process, from interview to interview, must be a standardized as possible.

For example, one caller administers an interview and they ask the questions the way they wish and another caller administers the survey the correct way, exactly as the questions are worded. The respondents on the other end will essentially be taking two completely different surveys.

Consistency is important because the questionnaire was designed to measure something specific (like the opinion of South Carolinians) and this is only possible if the interviewer is consistent.

**Effects Based on the Interviewer’s Experience**

The experience of an interviewer is beneficial to the interview process because they make the respondent feel more comfortable and assure that the interview runs smoothly overall. However, a study conducted by the National Survey on Drug Use and Health (NSDUH) found in 1998, that experienced interviewers obtained a lower report of drug use among the population than interviewers with little experience.

It is not known for certain why this is, but one possibility Is that more experienced interviewers are more concerns with tallying-up completions, where

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¹ Groves, “Survey Methodology”
as new interviewers are concerns with obtaining a thorough and accurate interview.²

**Interviewers Motivating Respondents**

A 1990 study found a correlation between the experience of interviewers and their priorities and the accuracy of the responses. The study found that interviewers prioritizing tallying-up completions tended to motivate respondents to give their answer as “a general idea,” whereas interviewers prioritizing quality and accuracy of answers motivated respondents to give “exact answers.”³

**Ways to Reduce “Interviewer Effect”**

1) Interacting with the respondent in a professional manner and in a way that in no way interferes with how they would truly answer the question,
2) Reading questions EXACTLY as worded,
3) Probing for an exact answer, without increasing the likelihood that they will choose one answer over another,
4) Recording answers accurately, instead of interpreting or paraphrasing what you think they may have said.

**Proper Administration of Surveys**

The success of an interview is dependent on the interviewer’s demeanor, competence, and performance. This means that the interviewer is:
- well-informed about the purpose of the research,
- well-informed about the intention of the questions,
- able to handle the unexpected,
- a good listener and able to record answers accurately.

If the interviewer is not properly trained to perform these tasks during the interview process, the interviewer might not get accurate information from the respondent.

**b. Making Your Introduction:**

**Overcoming Respondent Hesitation**

Many times the respondent you call will not be immediately interested in taking this survey. This is your opportunity to convince them to take the survey. Remember, the longer they spend on the phone with you, the more likely they are to take the survey. Also, if the respondent is asking you questions about the survey, it is a good sign that they are interested and just need to be reassured so answer their questions with confidence.

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² Groves, “Survey Methodology”
³ Groves, “Survey Methodology”
Confidence is the key to overcoming hesitation. What follows are a few common objections to not taking the survey and some suggestions on how to overcome these problems:

1. **The respondent tells you that they do not have enough time.** If this is the case, the best thing to do is to try to schedule a call back time. To do this, do not just ask if you can call them back. Instead tell them that you would be happy to call them back at a convenient time.

2. **Sometimes the respondent will ask you what the point of the survey is.** This question comes up if the respondent thinks that the survey is a waste of time or serves no purpose. Your response to this question largely depends upon the purpose of the survey. This should give the respondent the sense that the survey matter. This also shows why it is important for you to be familiar with the purpose of the survey prior to administering it.

3. **Respondents may also ask about what kinds of questions you will ask them.** This requires you to be familiar with the survey so that you can give them a general idea of what will be asked. For instance, if the survey is concerned with future road construction in Rock Hill, a good sample question would be, “How do you travel to work?” This question is a good one to ask because it is not intrusive like questions on income and race, but gives the respondent a good idea as to what to expect.

4. **On occasion the respondent may tell you that they do not know enough to take the survey.** In these cases tell them that it is ok because all we are looking for is their opinions and the questions we ask do not have a right or wrong response.

5. **They may also show hesitation about giving out personal information.** In these cases you can reassure them about the confidentiality of the survey and also tell them that they do not have to answer any question they do not feel comfortable answering.

6. **Many respondents will ask you how you have gotten their number.** They may also add that they are “on the national do-not-call list.” In this case, it is important that you tell them that their number was randomly generated by the computer. On questions concerning the do-not-call list, all surveys run by academic institutions such as Winthrop University are exempt by law. If you explain this to the caller it should help alleviate their concerns.
7. **A respondent may also ask you why you couldn’t call someone else.** To answer this, simply tell the respondent that their number was randomly generated and that for the survey to be scientific you need their opinion.

8. **Other ways to overcome respondent hesitation would be to emphasize the importance of the survey.** You can tell them that they are one of only a few members of the community/state participating in this survey and as a result the information they provide is particularly valuable. This sort of information given to the respondent may help them overcome their hesitation.

**Dealing with Refusals and Call Coding Refusals**

We understand that refusals are a normal part of the calling process. They will happen so do not be discouraged. Your rate of refusals will go down as you gain experience and confidence, so do not be terribly concerned with refusals. If you do get a refusal or a hang up, simply code the response as “refused” at the interview station so that the number is not called back again.

If you get an opportunity to make a response to the respondent’s refusal, the best thing to do is reassure them about the confidentiality of the survey, the importance of the survey, and the importance of their opinion. Sometimes this may not work because of the reluctance of the respondent; however, it is worth a try as most interviewees, even those who give refusals, can be persuaded to participate.

**Call Coding**

As you make calls in the lab, one of the main menus you will see is the call coding menu. What follows is a list of codes that you will mark once you have completed a call during your shift:

- **1 Complete:** If you complete an interview with a respondent, you would mark that number as complete, this is the only time that you would use this code

- **2 Schedule Callback:** If a respondent cannot take the survey when you call but they would like to take it at a later time, click on this code to schedule a time when the respondent is able to take the survey

- **3 Refused:** If the respondent refuses to take the survey or hangs up on you before you finish your introduction, mark the call as refused

- **4 Terminated Early:** If the respondent suddenly hangs up with you in the middle of the survey or for any reason decides to stop midway through, that call must be marked as terminated early
• **5 Government/business:** If you call and a business or government office, simply apologize for the inconvenience and hang up, then record it as government/business

• **6 Answering Machine:** If you call and hear an answering machine, do not leave a message, simply hang up and record it as an answering machine

• **7 Screened Out:** do not worry about this code, you will never use it

• **8 Over Quota:** do not worry about this code, you will never use it

• **9 Language/Deaf:** If you have a respondent that you are not able to understand because of a heavy accent or because they are deaf, try to find another person in the household to interview or apologize for the inconvenience and hang up, code the call as language/deaf

• **10 Nonworking number:** If you call a number that is not working or a number that is not assigned to any person, simply code the number as nonworking

• **11 Busy:** if you get a busy signal when you call, simply mark the call as busy. Also, if you mess up with call coding for some reason simply mark that call as busy so that the system cycles to that number as soon as possible

• **12 No Answer:** if you call but the phone continues to ring with no person or machine picking up, usually after 8 or so rings, code the call as no answer

**Survey Procedures**

Once the respondent has agreed to the survey there are some important procedures that you need to be aware of and follow in order to maintain the scientific integrity of this study. Some of this is review from the previous section, but that is because of its importance to the survey procedure.

First and foremost, **do not deviate from the script** while administering the survey. Every survey has to be given to every respondent in the same way, this means that you cannot add or subtract words, alter sentences or do anything else to the question as it is stated on your screen. If there are deviations from the script, it could destroy the scientific accuracy of the survey.
**Question Clarification**

Another essential procedure is that of clarification. Sometimes respondents will be confused by a question that is asked in the survey and will ask you to rephrase it or offer them some sort of clarification so that they can answer the question. It is important that their concern be addressed so that you can obtain an answer for the survey question.

1) Often the easiest means of clarifying the respondent’s concern is to repeat the question, slowing down your delivery.

2) Another solution to this problem is to repeat the question emphasizing key words within the question that cue the respondent towards an answer.

3) A third method is to add the words “in general” or something along these lines to the front of the question to help them center their opinion.

If these three methods fail, simply ask the respondent to try to make sense of the question to the best of their ability. If they still fail to understand the question and cannot answer it, then mark “don’t know/no response” on the survey and move onto the next question.

It is important that you do not say anything more than this because to do so would change the question which distorts the scientific nature of the question. To recap the process of clarification:

1.) Repeat the question at a slower pace.

2.) Repeat the question emphasizing the key words of the question.

3.) Use terms like “In general. . .” when offering help to the respondent.

4.) If the respondent is still unclear and cannot give a response, click “I don’t know/no response.”

**Probing Procedures**

Probing in the lab is an essential skill for the caller because it allows the respondent to find the answer that is closest to their true opinion. Probing for answers will be necessary in a variety of situations: in a series of questions that have the same response set (strongly agree, agree, neither agree nor disagree, disagree, strongly disagree); when the respondent does not give an answer that matches the response set; or when the respondent answers a set of contradictory answers that you catch.

In the first case, probing answers during a series of questions with the same response set, often what happens is that the respondent begins giving the same answer to each of the questions in the series. This can happen for a variety
of reasons though often it happens because the line of questioning can be tedious for the respondent and they want to finish up the survey quickly.

For example if a respondent answers “agree” for three questions in a row,” it would be time to begin probing this respondent. Perhaps the best way is to do this is by breaking the pattern of question and answer by asking “did you say agree,” as if you are clarifying, or some similar probing question after the respondent gives their answer. This will make them reconsider their response. It is not a bad idea to introduce this question every once in a while to make sure the respondent is giving his true opinion rather than simply giving a meaningless response. However, be sure to not probe in a manner that makes them want to answer differently because they think that you disagree with their first answer.

Sometimes, during the survey, respondents will give responses that do not match any of the available responses on your survey. For instance, say the following question is asked: “Affirmative action denies equal opportunity for whites” with the following responses: “strongly agree, agree, neither agree nor disagree, disagree, strongly disagree.” Questions like these can result in the respondent giving a response that does not correspond to one of these answers such as “yes.” Because you cannot assume to know what the respondent’s answer to this is, you will have to probe. In this case the simplest solution would be to politely repeat the list of available answers to the respondent and have them choose. This will, more than likely, result in the question being answered in the form suitable for the survey. If they continue, or cannot give you a suitable response, it would be best to mark their opinion on the question as “I don’t know/no response” and move on.

**The Effective Caller:**
*Effective Calling Tips and Encouragement and Neutral Responses*

The key for sustaining the interview is to offer your respondent continual support and encouragement. However, it is important to remember to use only neutral language that is still positive and upbeat.

In order to maintain this upbeat tone throughout the survey it is important to continually thank the respondent. This builds a rapport with the respondent and also lets them know how important they are to the overall survey. The result of this encouragement is that the respondent is less likely to become impatient and end the survey or rush through it giving answers that do not truly reflect their own opinions.

It is appropriate to also thank or encourage the respondent after they respond to a question. In this situation it is important to keep your words neutral. For instance, after a response it would be appropriate to say “thanks” or “O.K.” It is not appropriate to say “excellent” or “very good.” This can lead the respondent
into thinking there is a right answer to these questions and therefore trying to please you, the caller, with the answers, which means that their statistically viable opinion is not actually being recorded.

A common situation that can arise is that as the survey reaches its middle and end the respondent becomes impatient with the survey because it seems to be taking longer than it should.

In this case it is best to tell them, if it is true, that they are “doing very good and the survey is almost done.” Another option would be to say, “We appreciate your patience, and it will be only a few more minutes.”

In most cases it will not be necessary to continually encourage the respondent which allows for the script to be read straight through. This would be the ideal situation because the survey script is being followed in the purest sense.

c. Troubleshooting:
This section is an overview of problems one may come across while making calls. These problems may never come up, but in order to be an effective caller it is important to know what to do if one of these situations does occur.

Hearing Problems

There are two common scenarios when it comes to listening problems. The first is the respondent’s inability to hear you read questions, and the second is that you, the caller, cannot hear the respondent’s answer.

The first problem is a bit tricky to solve. The immediate solution to the problem is to make sure the volume adjustment on the phone is all the way up. The next thing one can do is try to speak louder.

It is important to note that while there are sound absorbing partitions, you shouldn’t speak so loudly so that other callers are not disrupted. If this does not work, one can try to have the respondent move to a quiet room in the house. If all else fails, one can just try to be patient and try your best to communicate.

The second hearing problem, when you the caller cannot hear the respondent, is normally solved easily. The first thing that can be done is to ensure the volume is turned up all the way on the phone. The second solution to the problem is to ensure the dialogue box on the computer monitor is up and click “call” which automatically turns the volume up on the phone. If these two solutions do not work, you can politely ask the respondent to speak up when answering the questions. Again, if these three solutions fail, the last thing left to do is be patient and try to finish the survey as best you can.
**Accent and Language Problems**

In some very rare occasions you may encounter a respondent who has a heavy accent or does not speak English at a sufficient level. If you cannot understand the heavy accent of the respondent, you may want to have the respondent speak slowly in order to catch his/her words. Fortunately, most of the responses are simple responses and this alone should overcome this language barrier. Another solution that may address this problem is to have another caller or the lab manager administer the survey if they are better able to understand the respondent.

If the respondent has problems understanding or speaking English and there is no one else to take the survey, the only thing that can be done is to thank the respondent for his/her time and code the appropriate response on the caller screen.

**Computer Problems and Power Failure**

Computer problems and power failures are rare occurrences in the lab. A typical problem that does occur is that the CATI software drops the completed survey. If you think this has occurred, speak to the lab supervisor and explain to them the situation.

If the computer has an unexpected malfunction or the power goes out and you are still on the phone with the respondent, politely explain the situation to the respondent. The next thing to do is to tell the respondent that you will try to call back as soon as the problem is fixed.

**Respondent Drifts Away from the Survey**

From time to time you may encounter respondents who want to chat about the question and/or engage you in conversation. This is problematic because the respondent will be more likely to give responses that you want to hear rather than responses that reflect their own opinion.

It is important that you bring the respondent back to the survey so that you can complete it with the minimal amount of script deviance. There is a subtly that is required here too because you, as the caller, cannot sound bored with the digressions. If you do, you could lose the rapport with the caller causing a possible hang-up from the respondent. What follows are a few suggested lines to get the caller to focus on the survey:

1.) “How interesting! But now I want to ask you. . .”
2.) “I don’t want to keep you detained for too long, so here is the next question...”
3.) “There are some questions about that topic later on, so if you could just hold your thoughts we will be there soon.”
The key is to be respectful and polite and the respondent will more than likely finish the survey with few problems.

**Respondent Asks for Additional Information**

Sometimes a respondent can become interested in a topic that a question addresses and then ask for more information on that subject. Often we will not provide you with any additional information on the subjects in the survey, so the best thing to do is to try to direct them back to the survey.

Some questions will also ask respondents to answer an empirical question with a correct answer. It is important for you to avoid being an expert or specialist on the subject and just get back to the survey. It is often best to play dumb and not tell them the right answer because the survey is about what they think and what they know, and not an educational process. Here are some example phrases to get the respondent back on track:

1.) “To be honest, I am not really sure.”
2.) “They do not give us the answers to these surveys.”
3.) “I don’t know.”
4.) “These questions don’t have a right or wrong answer; we just want your opinions on these questions.”

**Reporting Problem Situations**

In very rare circumstances you may encounter a request for information that needs to be followed up. Examples of these sorts of questions include:

1.) “Where should I go to find out if I have. . .?”
2.) “What can I do about. . .?”
3.) “How can I find out about receiving Medicare/Medicaid/Food stamps?”

As part of your ethical obligations and the confidentiality agreement you entered into with your respondent, you cannot handle this problem yourself. What you must do is record the Date of the request, the Telephone number that appears on the CATI screen, and the information that has been requested by the respondent. With this information recorded, give it to your lab supervisor who will take care of this situation.

If you have an urgent case like child abuse, suicide, etc. reported to you, follow the same procedure as above, only this time record more information about the conversation with as many details as possible so that this situation can be taken care of. Remember, this is a rare occurrence that will likely never happen but this information is here to make you aware of the procedures if such a case ever does happen.
**Problematic Respondents**

On occasion you may encounter an abusive caller. If you do encounter this situation it is important to know that you do not have to tolerate this type of behavior. All you have to do is hang up the phone. The respondent will not be able to contact you back.

Also, if the respondent insists on talking to a supervisor, please give them Dr. Scott Huffmon’s office number (323-4669). This will rarely come up, but if it does it is important for you to have this number available to you so you can respond promptly.

**d. SBRL Rules and Procedures:**

**Calling Room Rules**

1.) No food or drinks are allowed in the calling room under any circumstances.

2.) Interviewers should not do any work not connected directly to the lab during their shifts.

3.) Personal conversations in the lab should be kept to a minimum. If conversation does occur, it should be kept as low as possible so as to not disturb callers. If conversation does occur, it should be kept outside the lab to maintain a quiet work space.

4.) At the end of the shift, you need to straighten up your work station but leave the caller screen up and let the lab supervisor shut down the CATI program to ensure no information is lost.

5.) Do not make non-survey calls of any kind on the caller station phones.

6.) NO CELL PHONES. Cell phones will be placed in a filing cabinet at the beginning of each shift and will be accessible during your breaks and after your shift.

7.) Do not use the internet in the lab at your work stations unless instructed by the supervisor. You will only need the internet at the end of your shift maybe one day a week to log your hours worked into Wingspan.

8.) Those working at nights and on the weekends are not to leave the doors of Dinkins open as this is a security risk. If you need to get into the building and the doors are locked, call the lab and the lab supervisor will let you in.

9.) Do not open the doors to Dinkins to anyone you do not know.
10.) If you have any problems with your fellow callers bring this to the attention of the lab supervisor so this problem can be resolved in a timely fashion. If you have a problem with your immediate lab supervisor try to resolve the problem with him/her and if this does not work, talk to the lab faculty or your faculty supervisor.