



International Interviewer Questionnaire (IQUEST)

Development and Scale Properties

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We dedicate this report to all those anonymous international interviewers, without whom no data collection would have been possible.

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1. Goal

Nonparticipation in surveys is a rightful concern of surveys researchers all over the World and there is considerable evidence that it is increasing in most western countries. (for an overview see Couper & De Leeuw, 2003; Stoop, 2005). However in a longitudinal international comparison based on existing data from national statistical offices, De Leeuw & de Heer (2001) show that the response level and rate of decrease show strong variations between countries.

Interviewers play a key role in contacting and convincing potential respondents and recent research has focused on the role of interviewer experience, attitudes and behaviour on nonresponse both in face-to-face and telephone interviews (e.g., Campanelli et al, 1997, De Leeuw et al, 1998, Hox & De Leeuw, et al 2002, Groves & Couper, 1998; Stoop, 2005).

To facilitate research into the role of the interviewer into the survey process an International Standardized Interviewer Questionnaire (IQUEST) was developed: a questionnaire for *both* face-to-face and telephone interviewers. For a description see section 2. For an English master version see Appendix A.

This report describes the psychometric properties of the IQUEST based on data from eight different European countries. It also in the Appendices provides data entry instructions and an SPSS syntax for the construction of relevant interviewer scales.

We hope that making this available to the survey research community at large will stimulate research into the role of the interviewer on response and data quality within and between countries all over the world.

Joop Hox & Edith de Leeuw

2. Description of Questionnaire

2.1. Development of the IQUEST

In the past decade, several interviewer questionnaires were developed asking for interviewer attitudes (Lehtonen, 1996), and avowed doorstep behaviour (Couper & Groves, 1992; Campanelli, Sturgis, & Purdon 1997). Building on these two perspectives –attitude and behaviour- De Leeuw, Hox, Snijkers & De Heer (1998) developed a Dutch interviewer questionnaire, which was the basis for an international interviewer questionnaire. At the international nonresponse workshop in 1996, an international research project was started to investigate the influence of interviewers' attitude and avowed behaviour on nonresponse, and an international interviewer questionnaire was developed (Hox & De Leeuw, 1998) which was used to analyze nonresponse data in nine countries (Hox, De Leeuw, et al. 2002). This study showed that there were clear differences between countries in interviewer attitude and avowed doorstep behaviour, and that these differences explain part of the variation in response rates between countries.

These encouraging results led to the development of a standardized international interviewer questionnaire to further stimulate international research: IQUEST (Hox & De Leeuw, 2002). This questionnaire –IQUEST- was developed for both face-to-face and telephone interviewers, and is an extension of the 1998-questionnaire and incorporates concepts from recent theories and empirical insights on the role of the interviewer in the data collection process. Compared to the first international interviewer questionnaire, several questions were omitted based on the results of both psychometric analysis and substantive analyses (Hox & De Leeuw, 2002). The resulting core questionnaire consisted of attitude questions on persuasion strategies based on Lehtonen (1996), and questions on avowed doorstep behavior based on Campanelli et al. (1997), Groves, Cialdini, & Couper (1992), and Morton-Williams (1993). Based on new theoretical and empirical findings, several questions were added to this core questionnaire. This included questions on verbally dealing with reluctance (Pondman, 1998) and on reported successful interviewer strategies (Snijkers, Hox, de Leeuw, 1999; Hox, de Leeuw & Snijkers, 1998). Standard demographic questions on age and education of the interviewers were added and a question on length of interviewer experience.

2.2. Master Questionnaire

A master questionnaire was developed containing both the questionnaire text itself and context information about the questions and the questionnaire; English was used as “lingua franca” (Harkness et al., 2003). The master questionnaire was checked for clarity and intercultural translatability; for the full text of the master questionnaire see Appendix A.

The first part of the questionnaire (section A1) contains questions on interviewer behaviour while introducing the survey. These include questions on competent introductions as emphasized in standard interviewer training, e.g. introduce myself, mention agency, survey, show ID (Campanelli, et al, 1997; Morton-Williams (1993). These were followed by questions on tailoring the rest of the introduction to the ‘doorstep situation, e.g., I vary my introduction depending on the situation (Morton-Williams, 1993; Groves & Couper, 1998), and on contact strategies, e.g., mentioning letters and leaflets, leaving a personal message when no one can be reached (Groves & Couper, 1998; Snijkers, Hox & De Leeuw, 1999).

Section A2 also focuses on avowed interviewer behaviour and especially on arguments for convincing potential respondents and the use of persuasion strategies. These include questions derived from social psychology and the literature on compliance and persuasion strategies (Cialdini, 1984; see also Groves, Cialdini, & Couper, 1992), such as, scarcity, and social validation arguments. Questions on successful strategies for dealing with reluctance (Pondman, 1998), such as, avoid asking why after an initial refusal, but offering relevant information on positive features in stead. The majority of the questions focussed on practical arguments for ‘selling’ the surveys and convincing respondents of the importance of the survey (Snijkers, Hox, de Leeuw, 1999; Hox, de Leeuw, & Snijkers, 1998).

2.3. Available Versions

The master questionnaire was subsequently translated in the following languages: Dutch, British English (UK), French (Swiss), German (Swiss), Italian (Swiss), Finnish, Swedish, Polish, and Portuguese.

The Dutch version was used in both the Netherlands and the Flemish part of Belgium, and was checked both by Dutch and Belgium experts.

The French, German, and Italian versions were developed in Switzerland, which is a multilingual country and has interviews conducted in all three languages.

3. Data Collection

The master questionnaire was made available to all countries participating in the first round of the European Social Survey (ESS) in 2002. As the ESS uses highly standardized questionnaires and data collection procedures, including strongly standardized field methods and non-response registration, this is an ideal situation to study interviewer effects cross-nationally. For more information on the ESS and methodological rules on data collection see www.europeansocialsurvey.org

Before the start of the first round of data collection of the ESS in 2002, all country coordinators were approached by email and asked if they were willing and able to let their interviewers fill out an interviewer questionnaire. This activity was entirely voluntary and eight countries participated, resulting in completed questionnaires for 880 interviewers.

Table 1 lists the participating countries, the number of interviewers in each country, their age, sex, and average years of experience.

Of the total 880 interviewers, a small majority was male (52.3%). There were no large differences between countries regarding interviewer sex, except for Finland where the vast majority (96%) of the interviewers was male, and Portugal where a large majority was female (71%). The average interviewer age was 46.8 year with a standard deviation of 13.4 year. The average interviewer had 7.4 years of experience working as an interviewer with a standard deviation of 8 years.

Country	Frequency	Percent	Mean Age	% Male	Mean Experience
Netherlands	60	6.8	52	.40	10.4
Belgium	82	9.3	48	.41	6.8
Switzerland	46	5.2	34	.50	1.8
United Kingdom	149	16.9	56	.49	6.5
Sweden ^a	177	20.1	-	-	7.9
Poland	175	19.9	40	.40	4.9
Portugal	58	6.6	38	.29	6.4
Finland	133	15.1	52	.96	12.7
Total	880	100.0	47	.52	7.4

^a Due to privacy regulations, age and gender of the Swedish interviewers were not recorded.

4. Index Construction

4.1. Analysis Method

Since the data are based on questions followed by five-point answer categories, we could not assume an interval type scale and the data structure was analyzed using categorical data analysis methods. Although the total amount of missing data was small, with more than 90% of data present for all pairwise combinations of variables, the cumulative loss of data when listwise deletion is used was judged unacceptable, therefore the incomplete raw data likelihood method was used. We used Mplus 5.1 Exploratory Factor Analysis (EFA) with WLSMV (robust Weighted Least Squares) estimation and a Promax rotation (Muthén & Muthén, 2007). To evaluate the number of factors, we used scree tests and the fit indices CFI/TLI and RMSEA. Because less than half of the interviewers answered the telephone-specific questions, these were removed from the analysis.

Questions were appropriately recoded so that a high score indicates a high level of the measured characteristic. For the reliability analyses Cronbach's coefficient alpha was calculated.

For the final index construction, all scales (indices) were calculated using 'item mean score' with imputation (by mean on other items) of at most 20% of the items. Without imputation, the cumulative data loss would be considerable (see above).

Because the index represents the mean value on the questions defining the index, all computed indices (scales) have a theoretical minimum of 1 and a theoretical maximum of 5, with a high score indicating a high level of the measured characteristic.

4.2. Structure and Reliability

4.2.1. Questions on Interviewer Approaches

Structure

The 'A' part of the questionnaire contains questions on specific approaches used by the

interviewers. It should be noted that all questions are on self-reported interviewer behaviour. The questionnaire contains an A1 and A2 part, distinguishing between introduction of the survey and interaction with the respondent. However, many constructs span both sections, and a simultaneous analysis of the entire A section reveals that many factors also span both sections. Therefore, section A is treated as a whole.

Variables were recoded in such a way that a high score indicated desired interviewer behaviour (1=never,..., 5=always). This means, that in part A1 all questions **except** question 5 were recoded. In part A2 all questions were recoded. In this report this is indicated by adding the letter 'r' to the question identifier. So, 'A1_1r' indicates 'section A1, question1, recoded'.

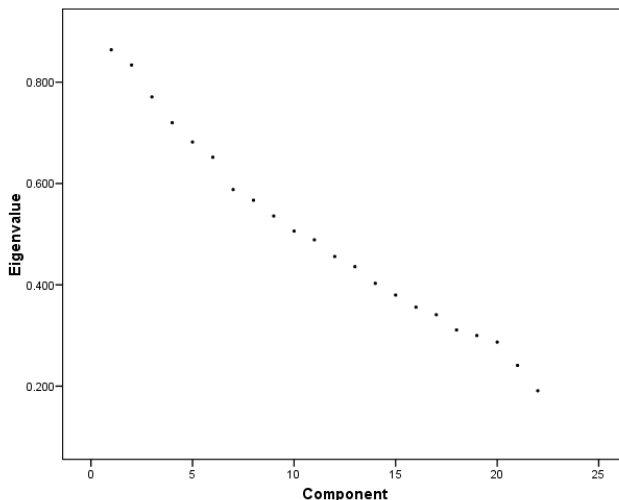


Figure 1. Scree test for Approach Questions

The scree test in Figure 1 indicates six factors. The EFA fit measures also indicated six factors: RMSEA is 0.05. With seven factors, estimation problems occurred and no convergence was reached, and with eight and more factors there were many singleton factors with only one significant loading. It was therefore decided to keep the six factor solution. The results of this six factor solution are summarized in Table 2.

Table 2. Factor matrix for Interviewer Approaches Questions

Six factor solution.						
Question	Selling	SocVal	TailorIntro	StartIntro	Reluctance	RespOrien
A1_1r	0.02	-0.05	-0.02	0.78	0.06	0.00
A1_2r	-0.04	0.01	-0.11	0.66	0.02	-0.05
A1_4r	-0.04	0.28	0.62	0.08	-0.04	-0.26
A1_5	-0.02	0.16	-0.61	0.24	-0.02	0.04
A1_6r	0.24	0.23	-0.13	0.16	0.02	-0.06
A1_7r	0.12	-0.19	-0.07	0.65	0.12	-0.01
A1_8r	0.19	0.16	0.04	0.27	0.00	-0.02
A1_9r	0.05	-0.22	0.77	-0.06	0.06	0.23
A1_10r	0.06	-0.12	0.08	0.14	-0.01	0.48
A1_11r	-0.07	0.10	0.32	-0.09	0.07	0.62
A2_1r	0.10	0.71	-0.15	-0.02	0.04	0.08

A2_2r	0.06	0.62	0.04	-0.18	0.03	-0.01
A2_3r	-0.08	0.87	-0.06	0.06	-0.01	0.06
A2_4r	0.10	0.71	-0.05	-0.09	0.03	0.02
A2_5r	0.51	0.25	-0.09	0.05	-0.01	0.02
A2_6r	0.46	0.12	0.09	0.15	0.01	-0.06
A2_7r	0.61	-0.02	0.10	0.12	0.06	-0.04
A2_8r	0.79	-0.03	0.00	0.12	-0.04	-0.04
A2_9r	0.76	0.05	0.05	-0.06	0.06	-0.07
A2_10r	0.32	0.37	0.13	-0.30	0.02	-0.04
A2_11r	0.63	0.05	0.04	-0.08	-0.04	0.02
A2_12r	0.80	-0.10	-0.10	-0.01	0.04	0.05
A2_13r	0.59	-0.02	0.06	-0.06	-0.06	0.22
A2_14r	-0.10	0.22	0.18	0.17	0.01	0.30
A2_15r	-0.10	0.13	-0.07	0.04	-0.13	0.59
A2_16r	-0.13	0.21	0.21	0.42	-0.04	-0.02
A2_17r	0.02	0.16	0.24	0.14	0.00	0.12
A2_19r	0.13	0.03	-0.28	-0.10	0.11	0.59
A2_21r	-0.08	0.07	-0.03	-0.07	-0.51	0.00
A2_22r	0.01	-0.07	-0.03	-0.12	-0.81	-0.03
A2_23r	0.32	-0.24	0.01	0.26	-0.27	0.12
A2_24r	0.32	0.19	0.00	-0.01	-0.12	0.07

The correlations between the factors were generally low. On the basis of the factor matrix six scales were defined, reflecting the factors in Table 2.

Index and Reliability

The questions were appropriately recoded so that a high score indicates a high level of the measured characteristic. Six indices were defined. The first index ‘*Selling the Survey*’ indicates that interviewers do a good job of explaining the importance of the survey, using practical arguments and compliance principles linking the topic of the survey with usefulness for the respondent. This index is defined by items, such as, explaining why the survey is done and how the results will be used, and by explaining why the study is important in general and for the respondent. The second index “*Social Validation*” is based on more person oriented arguments using social validation arguments in their introduction to elicit a positive response, such as, most people enjoy this, and most people participate. The third and fourth indexes describe the introduction used. “*Competent Start Introduction*” describes the advised repertoire during initial contact, such as, introducing her/himself, naming the agency on whose behalf one interviews, and introducing the topic. “*Tailored Introduction*” refers to the strategy of good interviewers to adapt to the (doorstep) situation and varying their introduction in stead of using a standard introduction in all cases. The fifth index ‘*Dealing with Reluctance*’ indicates a positive way of reacting to refusals, such as, never repeating the arguments for refusal, but giving positive, relevant information in stead. For instance, never repeating ‘you are too old’, but reacting that this survey is of particular interest to elder people. The sixth index “*Respondent Oriented*” describes interviewer behaviour and orientation that is necessary for good tailoring in the introduction. Important aspects of respondent orientation are that interviewers try to understand why respondents may differ and adjust their language and arguments to the respondents and their initial reactions.

These six indices all refer to important concepts discussed in the literature on interviewer behaviour and nonresponse as described by Morton -Williams (1993), Couper & Groves (1996), Pondman (1998), Snijkers, Hox & De Leeuw, (1999), Hox & De Leeuw, et al (2002), and Stoop (2005).

Table 3 lists the six indices, the questions, and the coefficient alpha reliability. When inclusion of a question decreased the reliability, it was removed; questions with more than one large loading were assigned to the scale that they were closest to it in content. Question A2_23r which has double loadings is placed in the Reluctance scale on substantive grounds. Question A2_16r is not included because inclusion lowers the reliability of the scale.

Table 3. Reliability of Interviewer Approaches (Behaviour) Indices
'r' indicates that question is recoded

Index	Question	Alpha
Selling the Survey (Topic)	A2: 5r 6r 7r 8r 9r 11r 12r 13r 24r	0.83
Social Validation (Person Oriented)	A2: 1r 2r 3r 4r 10r	0.78
Tailored Introduction	A1: 4r 5 9r	0.59
Competent Start Introduction	A1: 1r 2r 7r	0.47
Dealing with Reluctance	A2: 21r 22r 23r	0.44
Respondent Oriented	A1: 10r 11r A2: 14r 15r 19r	0.54

The values of coefficient alpha indicate that there are two strong scales and four weaker scales (indices). Concerning the lower reliabilities it should be noted that these indices are based on a small number of questions, many of which have a skewed distribution. For instance, almost all interviewers score high on 'start intro' as this index reflects good basic interviewer training. The EFA and the resulting factor matrix are based on polychoric correlations, which are estimates of the correlations between the continuous variables assumed to underlie the observed categorical variables. These correlations are higher than the correlations between the observed variables that are the basis of the reliability coefficients. It should also be noted that face and content validity of the indices is high as all refer to important concepts from the theoretical and empirical literature on interviewer behaviour for contacting respondents in surveys (e.g., Snijkers, Hox, de Leeuw, 1999; Hox & De Leeuw, 2002; Hox, De Leeuw & Snijkers, 1998).

For the final index construction, all six interviewer behaviour indices were calculated using the 'item mean score' with imputation (by the mean of the other items in the index) of at most 20% of the items. Questions were appropriately recoded so that a high score on the index indicates a high level of the measured characteristic. All computed indices have a theoretical minimum of 1 and a theoretical maximum of 5.

4.2.2. Questions on Interviewer Persuasion Strategies

Structure

The 'B' part of the questionnaire contains questions on interviewers' attitudes and opinions regarding contacting and persuasion strategies. Variables were recoded in such a way that a high score indicated agreeing with positive, theoretically successful strategies (1=strongly

disagree,...,5=strongly agree). This means, that in part B all questions **except** question 7 were recoded. In this report this is indicated by adding the letter 'r'. So, 'B1r' indicates 'section B, question1, recoded'.

The scree test in Figure 2 indicates four, at most five factors. The four factor solution fits well (RMSEA= 0.06). The five factor solution is equal to the four factor solution plus a singleton factor consisting of item B8. The four factor solution was maintained. The results of this four factor solution are summarized in Table 4.

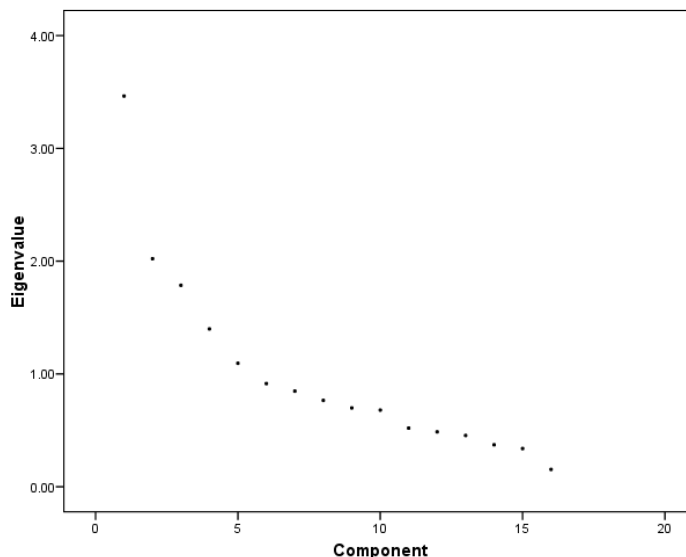


Figure 2. Scree test for Persuasion Questions

The correlations between the factors were generally low. On the basis of the factor matrix four indices were defined, reflecting the factors in Table 4.

Table 4. Factor matrix for Interviewer Persuasion Questions
Four factor solution

Question	Itr Image	Persuasion	Tailoring	Voluntary
B1r	0.12	0.04	0.22	0.29
B2r	-0.04	0.69	0.07	-0.22
B3r	-0.03	0.71	0.05	0.07
B4r	0.10	-0.17	0.02	0.50
B5r	-0.17	-0.14	-0.06	0.69
B6r	-0.16	0.28	0.06	0.55
B7	0.06	0.20	-0.67	0.12
B8r	0.06	0.43	-0.13	0.08
B9r	-0.05	0.18	0.74	0.09
B10r	0.26	0.13	0.31	0.02
B11r	0.25	-0.27	0.05	0.06
B12r	0.39	0.03	-0.11	0.13
B13r	0.74	0.09	-0.03	-0.07
B14r	0.88	0.00	-0.07	-0.13
B15r	0.92	-0.15	0.01	-0.05
B16r	0.47	0.18	0.08	0.11

Index and Reliability

The questions were appropriately recoded so that a high score indicates a high level of the measured characteristic. Four indices were defined. The first index "*Importance of Interviewer Image*" indicates the importance of projecting a positive, and professional image, and refers to social skills and self-presentation. This index is defined by items, such as, convey that you can be trusted, are friendly, and believe in the survey. The second index "*Positive Attitude towards Persuasion*", indicates that an interviewer is persuasion oriented and is convinced that most people are willing to respond, and can and should be persuaded when approached at the right time. The third index "*Importance of Tailoring*" indicates the conviction of interviewers that tailoring is important and that every respondent is special and needs an unique approach. The fourth index "*Importance of Voluntariness*" indicates that interviewers respect privacy and believe in the voluntary nature of survey cooperation.

The four indices refer to important concepts discussed in the literature on attitudes towards interviewer persuasion and voluntariness as described by Lehtonen (1996), see also Hox & De Leeuw et al (2002), and Tailoring and Image (Morton -Williams, 1993), see also Couper & Groves, 1992 and Snijkers, Hox & De Leeuw, 1999.

Table 5 lists the indices, the questions, and the coefficient alpha reliability. Question B_12r is not included because inclusion lowers the reliability of the Interviewer Image index.

Table 5. Reliability of Interviewer Persuasion (Attitudes) Indices
'r' indicates that question is recoded

Index	Questions	Alpha
Importance Itr Image	B: 13r 14r 15r 16r	0.60
Positive towards Persuasion	B: 2r 3r 8r	0.57
Importance of Tailoring	B: 7 9r 10r	0.49
Importance of Voluntariness	B: 4r 5r 6r	0.46

The values of coefficient alpha indicate that there are two stronger and two weaker indices. Concerning the lower reliabilities it should be noted that these four indices are based on a small number of questions, and that for such short scales the reliability is satisfactory. It should also be noted that face and content validity of the indices is high as all refer to important concepts from the theoretical and empirical literature on interviewer attitudes and its importance for reducing nonresponse (Lehtonen, 1996; Morton-Williams, 1993).

For the final index construction, all four interviewer opinion and attitude indices were calculated using the 'item mean score' with imputation (by the mean of the other items in the index) of at most 20% of the questions. Questions were appropriately recoded so that a high score on the index indicates a high level of the measured characteristic. All computed indices (scales) have a theoretical minimum of 1 and a theoretical maximum of 5.

4.2.3. Specific Telephone / Face-to-Face Questions

The questionnaire contained several specific questions for telephone or face-to-face interview situations. These specific questions were not included in the factor and reliability analyses described above and were also not used for the general index construction. We calculated the correlations of the specific telephone and face-to-face questions with the interviewer behaviour and attitude indices. The correlations of the individual questions with the index scores were low for all specific questions and all index scores (maximum correlation .30). There is thus no reason to add these mode specific questions to one of the indices when face-to-face or telephone interviewing is used.

Based on the factor and reliability analyses reported above, a few questions in part A and B could not be included in an index. These questions are retained in the questionnaire as individual items for further research, and to preserve the item numbering system.

5. Descriptive Statistics

5.1. Interviewer Indices

Data were collected in eight countries in the first round of the ESS in 2002, and resulted in completed questionnaires for 880 interviewers. Although the present data is essentially a convenience sample of interviewers from a convenience sample of countries, it is instructive to compare new data to the scores of the interviewers in our data set.

Table 6 lists the descriptive statistics for all ten interviewer indices based on our sample of 880 international interviewers. Listed are the mean and median for each index, its standard deviation, minimum and maximum value.

To facilitate the comparison of scores of new interviewers with the 2002 ESS group, Table 6 also provides the quintile cut-off scores: the values at the 20th, the 40th, the 60th, and the 80th percentile are listed. As illustration, if a new interviewer has a score on the index “Selling the Survey” lower than 3.22, this means that s/he is comparable to the lowest 20 percent of the norm interviewers in the 2002 ESS round, and is not a very ‘selling’ interviewer, while a score higher than 4.22 indicates that this interviewer is among the highest 20 percent and a best seller indeed.

Table 6. Descriptive Statistics for Interviewer Index Scores, All Countries, 880 interviewers

	Selfreported Behaviour Indices						Opinion Indices			
	Selling	SocVal	TailInt	StartInt	Reluct	RespOr	ItrImag	Persuas	Tailor	Volunt
Mean	3.67	2.92	3.42	4.68	3.55	4.14	4.74	3.07	3.64	3.73
Median	3.67	2.80	3.67	5.00	3.67	4.20	5.00	3.00	3.67	3.67
Std. Dev.	.60	.85	.84	.51	.80	.57	.35	.84	.75	.71
Minimum	1.11	1.00	1.00	2.00	1.00	1.80	3.00	1.00	1.33	1.00
Maximum	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
Percentiles	20	3.22	2.20	2.67	4.33	3.00	3.60	4.50	2.33	3.00
	40	3.56	2.60	3.33	4.67	3.33	4.00	4.75	2.67	3.33
	60	3.89	3.00	3.67	5.00	3.67	4.40	5.00	3.33	4.00
	80	4.22	3.60	4.00	5.00	4.33	4.60	5.00	3.67	4.33

Boxplots for the six behaviour indices are shown in Figure 3 below. In general, the behavioral indices are well distributed with the exception of the index for 'competent start of introduction'. This index has little variance, almost all interviewers have a high score on this index, indicating that they are well trained and report to use the basic elements of the start of an introduction often. For a description of the behaviour indices, see section 4.2.1.

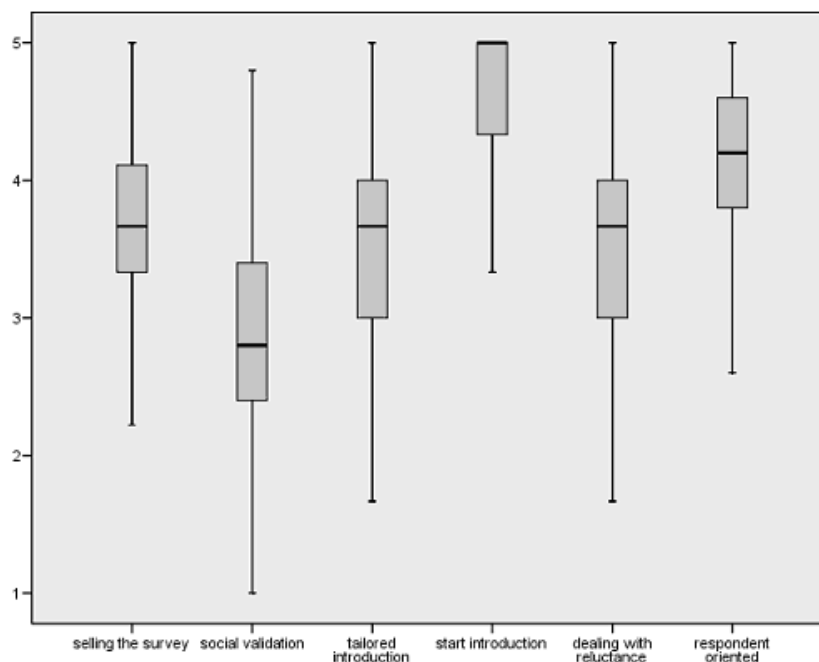


Figure 3: Boxplots for Behavioral Indices, N=880

Boxplots for the four opinion and attitude indices are shown in Figure 4 below. In general, these indices are well distributed with the exception 'Importance of Interviewer Image'. This index has little variance, almost all interviewers view this as very important. For a more detailed description of these indices, see 4.2.2.

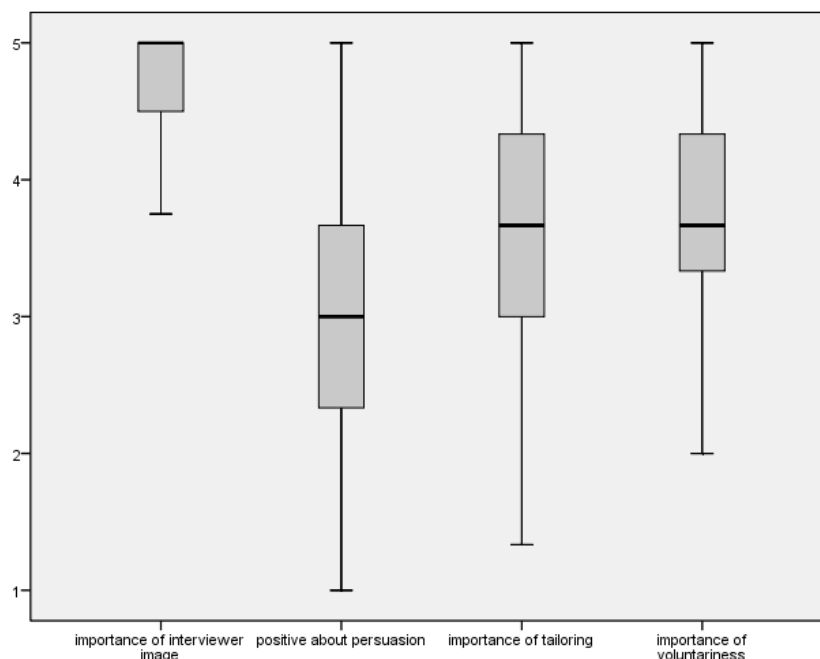


Figure 4. Boxplots for Interviewer Attitude and Opinion Indices. N=880

5.3. Comparisons Between Countries

The boxplots below depict the differences between the eight countries in terms of the scores on the interviewer indices. Figure 5 shows the distribution of interviewers' self reported behaviour across different countries; Figure 6 shows the distribution of interviewer attitudes and opinions across countries.

When we compare the indices for self reported interviewer behaviour over the eight countries, we see some differences. Portugal scores relatively high on selling the survey. Both Poland and Portugal score relatively high on the use of social validation arguments, while Finland and Sweden scores relatively low on the use of social validation arguments. Finland also scores relatively low on tailored introductions. Otherwise the differences are small. The most striking result is the lack of variance in the behaviour at the start of the introduction for all eight countries, which for Sweden and Finland does not show any variation at all. This probably reflects the strict interviewer training on this aspect, such as telling whom you are from, showing your identity card, naming the topic.

When we compare the indices for interviewer opinion over the eight countries, we see again some differences. Both Poland and Portugal score relatively high on persuasion, Finland scores relatively low on voluntariness. Otherwise the differences are small.

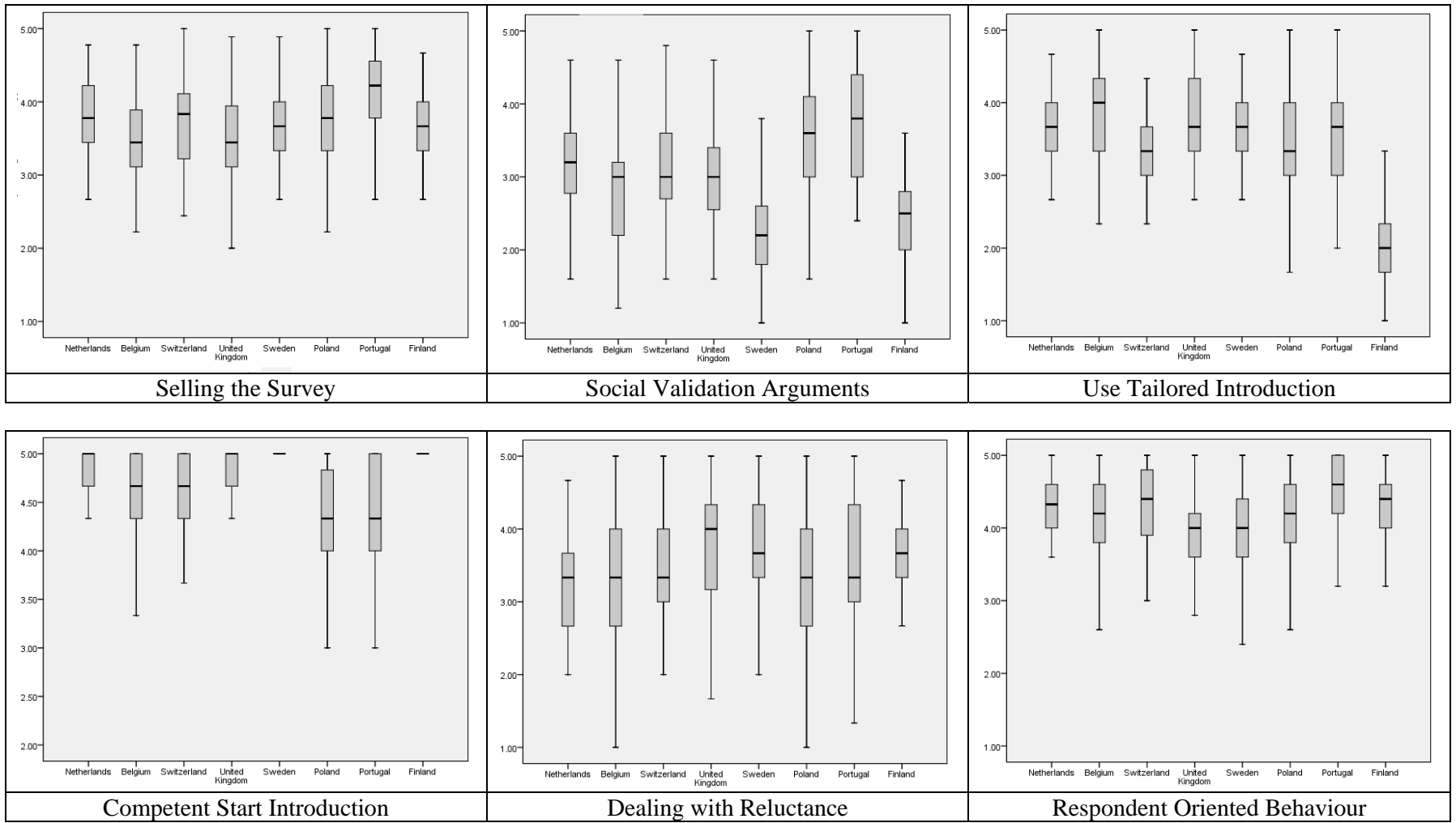
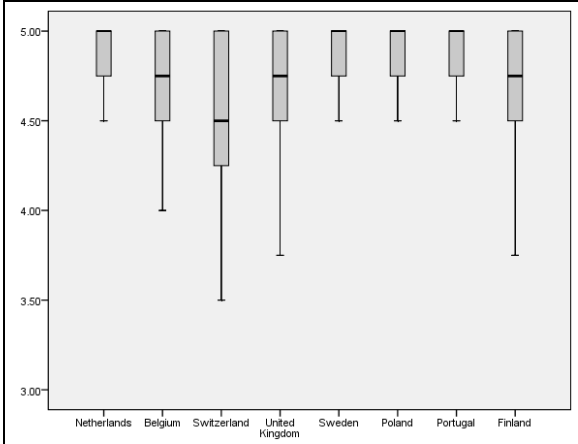
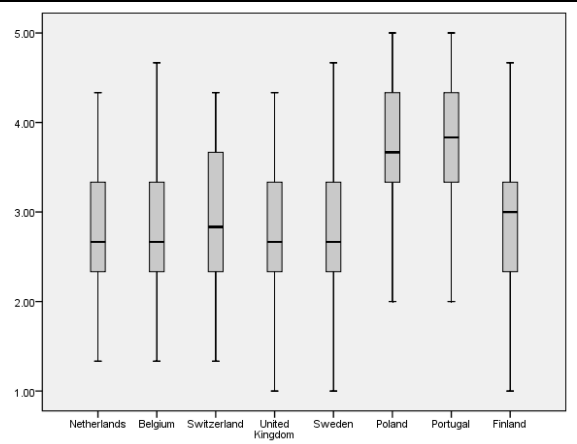


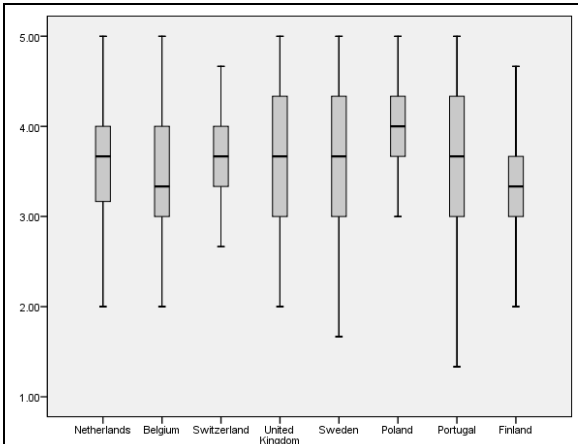
Figure 5. Distribution of Self-reported Interviewer Behaviour Indices Across Different Countries



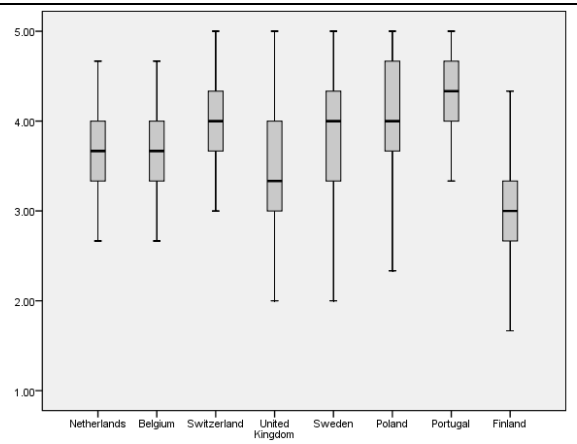
Importance of Interviewer Image



Persuasion



Tailoring



Voluntariness

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Appendix A

Text master questionnaire (IQUEST-master/2002)

Note: Context information about the questions, which is not meant for the interviewer filling in the IQuest, is indicated in **red**. Some suggestions for additional text (which may or may not be applicable in specific cases) are given in *italic*. Almost all questions are general. A very few questions are specific for face-to-face or telephone modes. These are marked ‘telephone’ or ‘face-to-face’ in **blue**.

Name:

Interviewer Number

Date

INTERVIEWER QUESTIONNAIRE ON NONRESPONSE AND RESPONDENT COOPERATION IN SURVEYS

Dear interviewer,

As an experienced interviewer we know that you have gained considerable experience in the course of contacting respondents. In your work in the field you have undoubtedly learned a great deal about respondents’ first reactions when contacted, the questions they ask, and the reasons respondents give when they refuse to co-operate (and when they agree to co-operate). This is very valuable experience and knowledge which is not available in text books. We would like to invite you to share your experiences with us.

In this questionnaire we have put together questions that ask about your experiences as an interviewer, your feelings about different field situations and the ways that you personally approach respondents and invite them to participate in a study. The questions are about your experiences **in general**, not for one particular interview, or one particular survey.

Needless to say, this questionnaire is not a test or an evaluation. As a result, there are no ‘right’ or ‘wrong’ answers. Good interviewers differ in the ways they contact respondents and also how they deal with difficult situations; no two interviewers work the same way. We are interested in learning more about the different ways interviewers react and the various ways you and other interviewers behave during a first contact. We very much expect this will tell us more about

ways to contact respondents successfully, and will enable us to support and train future interviewers better for their work in the field.

[Wherever this is a realistic addition we suggest the following can be added: Please be candid. Your individual responses will not be seen by or discussed with your supervisor or your firm and is in no way related to any evaluation of your work. The results will be reported as statistical totals only.]

Most questions can be answered by circling the answer that applies best to you or your situation. In some cases, you may give more than one answer, the instructions indicate clearly when this applies. We also ask some 'open' questions. If you need more space for your answer please use the blank 'comments' page. Please feel free to use this page to comment on the questionnaire and point out important aspects we have not yet asked about. Most questions are questions about survey introductions in general, some questions are specific for face-to-face or telephone interviews. If a question is really not applicable to your situation, because you have never done telephone surveys, please skip that specific question.

All your answers and comments will be treated confidentially.

As you can imagine we really look forward to learning more from your answers and to the prospect of having future interviewer training and fieldwork benefit from your input and experience.

Thank you

[Signed by researchers or interviewer supervisors]

[If you have any questions, please feel free to contact [Give information about whom to contact here](#) – if applicable, if not, delete]

A. INTRODUCTION OF THE SURVEY (STUDY)

A1 In general, how do you typically introduce yourself and the survey? This refers to what you generally say and do **before** the respondent has had a chance to say anything. Please indicate how often you use the following statements.

	Always	Often	Sometime	Rarely	Never
1. I introduce myself	1	2	3	4	5
2. Say on whose behalf I interview (mention agency)	1	2	3	4	5
3f. I immediately show my identification card (face-to-face)	1	2	3	4	5
3t. I immediately say that I am not selling anything (telephone)	1	2	3	4	5
4. I mention the advance letter if one is used	1	2	3	4	5
5. I use a standard introduction for all respondents	1	2	3	4	5
6. I tell them something about the study	1	2	3	4	5
7. I mention the survey (name of survey)	1	2	3	4	5
8. Before every new study I rehearse the introduction, so I can say my things smoothly without hesitation	1	2	3	4	5
9. I vary my introduction depending on the situation	1	2	3	4	5
10. I try to understand why respondents may differ from each other	1	2	3	4	5
11. I adjust my language and the words I use to suit the people I interview	1	2	3	4	5
12t. If I get an answering machine, I leave a message (telephone)	1	2	3	4	5
12f. If nobody is at home, I leave a message (card, letter) (face-to-face)	1	2	3	4	5
13f. If nobody is at home, I ask the neighbours for information (face-to-face)	1	2	3	4	5

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A2 **Before** a respondent has made a decision about participating, how often do you say or do something along the lines of the following? (We do not mean the exact, same words given here. What we need to know is how often you say or do something **like** this (along these lines or with the same intention)

	Always	Often	Sometime	Rarely	Never
1. Say that the topic of the survey will interest them	1	2	3	4	5
2. Say that you are not a salesperson or a fundraiser, etc.	1	2	3	4	5
3. Mention that most people enjoy the interview (like it, find it interesting)	1	2	3	4	5
4. Mention that most people participate	1	2	3	4	5
5. Mention that this is THE opportunity to give their opinion	1	2	3	4	5
6. Explain how the household/person was selected	1	2	3	4	5
7. Mention that they represent other people like themselves	1	2	3	4	5
8. Explain why the study is important	1	2	3	4	5
9. (If possible) point out that the results may be useful or important for the respondent	1	2	3	4	5
10. Mention that the respondent will help YOU greatly by co-operating	1	2	3	4	5
11. Mention topics in the news or in society which can be associated with the topic of the survey	1	2	3	4	5
12. Explain why the survey is done and how the results will be used	1	2	3	4	5
13. Use very practical arguments to indicate why the survey is important	1	2	3	4	5
14. Use really simple language in introduction	1	2	3	4	5
15. Base my arguments on the initial reaction of the respondent	1	2	3	4	5
16. Tell respondent that you are willing to call back later	1	2	3	4	5
17. If interview is short, always say this	1	2	3	4	5
18t. Emphasize the duration positively. (Example: It will ONLY take five minutes) (telephone)	1	2	3	4	5
19. Figure out (mentally picture) what kind of person you are talking to (for example, a business-person)	1	2	3	4	5

20f. Say something nice to the respondent, compliment them (face-to-face)	1	2	3	4	5
21. Avoid asking “WHY” after initial refusal	1	2	3	4	5
22. Avoid repeating the refusal of the respondent (e.g., never ask “really not?” or “no?”; do not inquiringly repeat “you are too old?” ..., etc)	1	2	3	4	5
23. Give relevant information about features of the interview in reaction to refusals	1	2	3	4	5
24. Start and ask a typical question to give an example what the survey is about	1	2	3	4	5
25f. Ask if you may come in (face-to-face)	1	2	3	4	5

B. GENERAL PERSUASION STRATEGIES

Below follow a series of statements on contacting and persuading respondents. Interviewers may differ in their opinions about these strategies. There are no right or wrong answers. We are interested in your opinion. An opinion that is based on your experience as an interviewer. There are five answer-categories you may choose from: (1) strongly agree, (2) agree, (3) neither agree, nor disagree, (4) disagree, (5) strongly disagree.

	Strongly Agree	Agree	Neither Agree, Nor Disagree	Disagree	Strongly Disagree
1. During the initial contact, it is more important to gain interest than to seek a quick decision to participate	1	2	3	4	5
2. Reluctant respondents should (ought to happen) always be persuaded to participate	1	2	3	4	5
3. With enough effort even the most reluctant respondent can be persuaded to participate	1	2	3	4	5
4. An interviewer should respect the privacy of the respondent	1	2	3	4	5
5. If a respondent is reluctant a refusal should be accepted	1	2	3	4	5
6. One should always emphasize the voluntary nature of participation	1	2	3	4	5
7. Most respondents can be approached in the same way, in the same manner	1	2	3	4	5
8. If you catch them at just the right time, most people will agree to participate	1	2	3	4	5
9. Every respondent needs an unique approach	1	2	3	4	5

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10. Give everyone the feeling that they are the very first respondent, and very special	1	2	3	4	5
11. If a respondent appears likely to refuse, it is better to withdraw and try again at a later moment	1	2	3	4	5
12. An interviewer should always remain herself/himself (should not act out of his/her character)	1	2	3	4	5
13. An interviewer should project a positive image of him/her-self	1	2	3	4	5
14. An interviewer should try to project a friendly image (be audibly or visibly friendly)	1	2	3	4	5
15. Interviewers must convey to the respondents that they can be trusted (It should be clear to respondents that they can trust the interviewer)	1	2	3	4	5
16. Make clear that YOU believe in the study	1	2	3	4	5

C. SOME FINAL QUESTIONS

C1. Most research organisations pledge to respondents that their individual reports are confidential. Based on your experience as an interviewer: How many respondents do you think believe that their answers are truly confidential?

1. None, or very few
2. A minority
3. About half
4. A majority
5. All, or almost all

C2. How often do respondents think at first that you want to sell them something?

1. Never
2. Almost never
3. Rarely
4. Sometimes
5. Frequently
6. Almost always
7. Always

C3. How long in **total** have you worked as an interviewer? (It is not important whether you are part-time or full-time. Please include your present work and work you may have done earlier.)

----- year(s) ----- months

C4. Are you male or female?

- 1 Male
- 2 Female

C5. Date of birth:

C6. What is your highest educational qualification (schooling):

- 1 Primary school
- 2 Secondary vocational or general school
- 3 Higher vocational or general college
- 4 University

[Please translate these categories as closely as possible into the categories of your own educational system]

C7. How many years of school (full-time education) have you completed in total?

----- year(s)

Thank you very much indeed! We are glad you have shared your experiences with us. We invite you to use the space below for any comments, suggestions, or ideas you want to communicate to us.

COMMENTS:

[Leave ample space (about one page) below for interviewers to make comments]

Appendix B Data Entry

Appendix B1

Data entry instructions

Appendix B2 contains the definition of an SPSS file for data entry of the interviewer questionnaire. It has variable and value labels in English.

Data entry is strait forward.

Some additional points for data entry

- (1) If a question is **not** used in your version of the questionnaire, please keep the variable **IN** the file and give it a missing value: for example a telephone question that is not used for face-to-face interviewers
- (2) Question C3 (total years worked as interviewer. There are TWO variables for this question c3_years and c3_month In c3_years the number of years noted down should be typed in, and in C3_month, the number of months noted down.
- (3) Question C5 (date of birth). Only the year of birth should be typed in in four digits. For example, 1962: the variable is called C5_year

Finally: interviewers often write useful comments on the last page of the questionnaire. In the first stage of the project we only analyze the numerical information.

We suggest that after data entry, the interviewer number will be written on the last page with comments, and that **ONLY** these last pages will be kept. The rest of the interviewer questionnaire with interviewer identifications can then be safely destroyed to ensure interviewer privacy.

Appendix B2.**SPSS file definition**

Note an SPSS file with these definitions is available at [LINK TO WEBSITE PLACE](#)

	Name	Type	Label	Values
1	itnr	Numeric	interviewer number	None
2	a1_1	Numeric	introduce	{1, always}...
3	a1_2	Numeric	mention agency	{1, always}...
4	a1_3f	Numeric	show card ftf	{1, always}...
5	a1_3t	Numeric	not selling tel	{1, always}...
6	a1_4	Numeric	advance letter	{1, always}...
7	a1_5	Numeric	standard intro	{1, always}...
8	a1_6	Numeric	tell about study	{1, always}...
9	a1_7	Numeric	mention survey	{1, always}...
10	a1_8	Numeric	rehearse intro	{1, always}...
11	a1_9	Numeric	vary intro	{1, always}...
12	a1_10	Numeric	understand resp differ	{1, always}...
13	a1_11	Numeric	adjust language	{1, always}...
14	a1_12t	Numeric	leave message tel	{1, always}...
15	a1_12f	Numeric	leave message ftf	{1, always}...
16	a1_13f	Numeric	ask neighbours ftf	{1, always}...
17	a2_1	Numeric	topic interesting	{1, always}...
18	a2_2	Numeric	not salesperson	{1, always}...
19	a2_3	Numeric	people enjoy	{1, always}...
20	a2_4	Numeric	most participate	{1, always}...
21	a2_5	Numeric	THE opportunity	{1, always}...
22	a2_6	Numeric	explain selection	{1, always}...
23	a2_7	Numeric	represent others	{1, always}...
24	a2_8	Numeric	why important	{1, always}...
25	a2_9	Numeric	results useful	{1, always}...
26	a2_10	Numeric	respondent helps YOU	{1, always}...

	Name	Type	Label	Values
27	a2_11	Numeric	topics in news/society	{1, always}...
28	a2_12	Numeric	why survey done	{1, always}...
29	a2_13	Numeric	practical arguments	{1, always}...
30	a2_14	Numeric	simple language	{1, always}...
31	a2_15	Numeric	base on initial reaction	{1, always}...
32	a2_16	Numeric	willing to call back	{1, always}...
33	a2_17	Numeric	say if short	{1, always}...
34	a2_18	Numeric	duration positively	{1, always}...
35	a2_19	Numeric	mentally picture pers	{1, always}...
36	a2_20f	Numeric	compliment ftf	{1, always}...
37	a2_21	Numeric	avoid asking why	{1, always}...
38	a2_22	Numeric	avoid repeating refusal	{1, always}...

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39	a2_23	Numeric	give relevant information	{1, always}...
40	a2_24	Numeric	start and ask question	{1, always}...
41	a2_25f	Numeric	ask may come in ftf	{1, always}...
42	b1	Numeric	gain interest	{1, strongly agree}...
43	b2	Numeric	always persuaded	{1, strongly agree}...
44	b3	Numeric	enough effort persuade	{1, strongly agree}...
45	b4	Numeric	respect privacy	{1, strongly agree}...
46	b5	Numeric	accept refusal	{1, strongly agree}...
47	b6	Numeric	voluntary nature	{1, strongly agree}...
48	b7	Numeric	same way & manner	{1, strongly agree}...
49	b8	Numeric	catch right time	{1, strongly agree}...
50	b9	Numeric	unique approach	{1, strongly agree}...
51	b10	Numeric	very first/very special	{1, strongly agree}...
52	b11	Numeric	witdraw & try later	{1, strongly agree}...

	Name	Type	Label	Values
53	b12	Numeric	remain self	{1, strongly agree}...
54	b13	Numeric	project positive image	{1, strongly agree}...
55	b14	Numeric	project friendly image	{1, strongly agree}...
56	b15	Numeric	to be trusted	{1, strongly agree}...
57	b16	Numeric	believe in study	{1, strongly agree}...
58	c1	Numeric	resp believe confidential	{1, none or few}...
59	c2	Numeric	resp think selling	{1, never}...
60	c3_years	Numeric	years worked	None
61	c3_month	Numeric	additional months worked	None
62	c4	Numeric	sex	{1, male}...
63	c5_year	Numeric	YEAR of birth	None
64	c6	Numeric	educational level	{1, primary school}...
65	c7	Numeric	years completed schooling	None

Appendix B3

Data recodes & scales syntax

(Variable names as in SPSS file template)

```
COMPUTE ar1_1=a1_1.  
COMPUTE ar1_2=a1_2.  
COMPUTE ar1_3f=a1_3f.  
COMPUTE ar1_3t=a1_3t.  
COMPUTE ar1_4=a1_4.  
COMPUTE ar1_5=a1_5.  
COMPUTE ar1_6=a1_6.  
COMPUTE ar1_7=a1_7.  
COMPUTE ar1_8=a1_8.  
COMPUTE ar1_9=a1_9.  
COMPUTE ar1_10=a1_10.  
COMPUTE ar1_11=a1_11.  
COMPUTE ar1_12t=a1_12t.  
COMPUTE ar1_12f=a1_12f.  
COMPUTE ar1_13f=a1_13f.
```

```
COMPUTE ar2_1=a2_1.  
COMPUTE ar2_2=a2_2.  
COMPUTE ar2_3=a2_3.  
COMPUTE ar2_4=a2_4.  
COMPUTE ar2_5=a2_5.  
COMPUTE ar2_6=a2_6.  
COMPUTE ar2_7=a2_7.  
COMPUTE ar2_8=a2_8.  
COMPUTE ar2_9=a2_9.  
COMPUTE ar2_10=a2_10.  
COMPUTE ar2_11=a2_11.  
COMPUTE ar2_12=a2_12.  
COMPUTE ar2_13=a2_13.  
COMPUTE ar2_14=a2_14.  
COMPUTE ar2_15=a2_15.  
COMPUTE ar2_16=a2_16.  
COMPUTE ar2_17=a2_17.  
COMPUTE ar2_18t=a2_18t.  
COMPUTE ar2_19=a2_19.  
COMPUTE ar2_20f=a2_20f.  
COMPUTE ar2_21=a2_21.  
COMPUTE ar2_22=a2_22.  
COMPUTE ar2_23=a2_23.  
COMPUTE ar2_24=a2_24.  
COMPUTE ar2_25f=a2_25f.
```

```
COMPUTE br1=b1.  
COMPUTE br2=b2.  
COMPUTE br3=b3.  
COMPUTE br4=b4.  
COMPUTE br5=b5.  
COMPUTE br6=b6.  
COMPUTE br7=b7.  
COMPUTE br8=b8.  
COMPUTE br9=b9.  
COMPUTE br10=b10.  
COMPUTE br11=b11.  
COMPUTE br12=b12.
```

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```
COMPUTE br13=b13.  
COMPUTE br14=b14.  
COMPUTE br15=b15.  
COMPUTE br16=b16.
```

```
RECODE ar1_1 ar1_2 ar1_3f ar1_3t ar1_4 ar1_6 ar1_7 ar1_8 ar1_9 ar1_10 ar1_11 ar1_12f ar1_12t  
ar1_13f  
  ar2_1 ar2_2 ar2_3 ar2_4 ar2_5 ar2_6 ar2_7 ar2_8 ar2_9 ar2_10 ar2_11 ar2_12 ar2_13 ar2_14  
  ar2_15 ar2_16 ar2_17 ar2_18t ar2_19 ar2_20f ar2_21 ar2_22 ar2_23 ar2_24 ar2_25f  
  br1 br2 br3 br4 br5 br6 br8 br9 br10 br11 br12 br13 br14 br15 br16  
  (1=5) (2=4) (3=3) (4=2) (5=1).
```

```
COMPUTE selling=mean.7(ar2_5,ar2_6,ar2_7,ar2_8,ar2_9,ar2_11,ar2_12,ar2_13,ar2_24).  
COMPUTE socval=mean.4(ar2_1,ar2_2,ar2_3,ar2_4,ar2_10).  
COMPUTE tailint=mean.3(ar1_4,ar1_5,ar1_9).  
COMPUTE startint=mean.3(ar1_1,ar1_2,ar1_7).  
COMPUTE reluct=mean.3(ar2_21,ar2_22,ar2_23).  
COMPUTE respor=mean.4(ar1_10,ar1_11,ar2_14,ar2_15,ar2_19).
```

```
COMPUTE itrimag=mean.4(br13,br14,br15,br16).  
COMPUTE persuas=mean.3(br2,br3,br8).  
COMPUTE tailor=mean.3(br7,br9,br10).  
COMPUTE volunt=mean.3(br4,br5,br6).
```

```
EXECUTE.
```