

Intentional Interviewing and Counseling

Facilitating Client
Development in
a Multicultural
Society

Allen E. Ivey

3 Edition





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**Facilitating Client
Development in a
Multicultural Society**

Third Edition

Allen E. Ivey

University of Massachusetts



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Facilitating Client Development
in a Multicultural Society
Third Edition

To Mary Bradford Ivey,
the most effective listener I've ever known,
with thanks and wonder

PREFACE

This is a practical book committed to a detailed examination of what makes the interview work. It is designed for introductory courses in interviewing skills and counseling theory and practice, as well as for practica. *Intentional Interviewing and Counseling* provides a system for planning the interview, analyzing counselor behavior, and determining developmental impact on the client. It presents skills, concepts, and methods that are designed to help the reader develop concrete competencies. Once equipped with the necessary skills, developed in the first half of the book, interviewers, counselors, and therapists can then examine their own interviewing styles. Finally the text shows how personal style and interviewing competencies may be related to three major approaches to helping: person-centered, decisional, and assertiveness training.

By the time the reader successfully completes this book, he or she will be able to do the following.

1. Identify and demonstrate basic listening and influencing skills necessary in an interview
2. Conduct an interview using only listening skills
3. Engage in basic decisional counseling and assertiveness training
4. Conduct an interview that facilitates client development and measure client developmental change both during and after the interview
5. Utilize attending and listening skills as part of an educational treatment program for clients
6. Understand that these concepts and skills are to be used in a multicultural world. Each skill and concept can be adapted to facilitate communication in a variety of multicultural encounters.

This book is evidence of a commitment to making the interviewing practice effective. The skills and concepts presented here are the result of almost 30 years of intensive study of clinical and counseling practices. In fact, the microtraining framework for training interviewers is now considered the most thoroughly researched systematic program in the counseling and clinical fields: more than 250 data-based studies have been conducted to date.

A wide variety of international experiences have provided the basis for feedback and change in the ideas presented here. I hope you will join in my attempts

to constantly renew and update this book. At the end of the text you will find a feedback form. After you have worked through the book, please take a moment to share your experiences and ideas for change.

Features New to the Third Edition

Even though the microtraining hierarchy of skills and concepts remains basic to *Intentional Interviewing and Counseling*, recent experience with the model has led to some new organizational features in this third edition. Multicultural concepts have been central to the development of microtraining almost since the beginning, in 1966. The precision of the microtraining skills model, back then, led our research team to the realization that interviewing skills play differently among men and women and among those of different cultures. The microtraining concepts of multicultural and gender awareness have benefited from clinical experience and feedback from many trainees over the years. The concepts presented in this book have also been enriched by the translation of these skills and concepts into at least 14 languages.

The emphasis on multicultural awareness of the previous editions has been expanded through the addition of commentaries and case studies. They were contributed by Weijun Zhang, an assistant professor at Shanghai Teacher's University, who translated the concepts of this book into Chinese in 1982 and then studied and taught in the United States. These lively and interesting commentaries and case studies provide a focal point for this edition's increased emphasis on multicultural issues. I hope you enjoy his very special contribution to the book.

Confrontation, in this edition, earns the attention of a full chapter. You will also find new material relating these skills to mediation, an increasingly important function of professional helpers. The Confrontation Impact Scale is now related clearly to general change processes. Change sometimes involves grief and "letting go," and you will discover how this scale relates to the stages of death and dying first outlined by Elisabeth Kübler-Ross.

Coverage of developmental skills has been enriched and made more precise in the third edition. These skills now introduce the chapter on influencing skills. Also, the Instructor's Manual includes an informal measuring instrument called "What Is Your Preferred Style of Helping?" This instrument complements the chapter on influencing skills and will help students examine their own views of the helping process.

A small but very important addition has been made to the section on focusing skills. We have found that focusing specifically on family issues from time to time is particularly beneficial in individual counseling because the family is the place where much of the culture is learned. This helps the client see her or his issues in context. That section also shows how to develop a genogram as part of any longer-term interviewing series.

In the chapter that covers the reflection of feelings (Chapter 6), you will find new information on how to deal with difficult emotional issues. Throughout the book, you will also find an expanded emphasis on the use of listening skills with children as well as adults, and new, updated information on skills.

Teaching counseling skills from a psychoeducational perspective remains an important goal of the book. You will note, however, that specific instructions for

teaching these skills have been moved to the Instructor's Manual. Permission for students to duplicate those instructions is provided. Clearly, one important part of being a professional interviewer or counselor today is the teaching of interviewing skills to others. In Chapter 2, on attending behavior, I encourage the reader to do this by stressing the importance of teaching helping skills to client populations and to new helpers.

Several key elements have not changed. The importance of the basic listening sequence remains paramount as does the five-stage interactional model of the interview. Also, there is still a strong emphasis on self-examination of skill development. Those who are learning interviewing and counseling seem to profit most from skills training when they study themselves and their own development. The book remains committed to transforming abstract ideas into direct, concrete practice.

Teaching Aids

An expanded Instructor's Manual with teaching suggestions, multiple-choice questions, and essay questions is available. The manual also provides an example syllabus and ideas for facilitating self-study of your own interviewing style, and it includes an instrument for assessing your beliefs about your own interviewing style.

The Instructor's Manual is available in Microsoft Word 5.0 for the MacintoshTM. If interested, send a formatted diskette to Allen E. Ivey, 2 Cranberry Lane, Amherst, MA 01002, and enclose a self-addressed stamped disk mailer. If you work on a DOS-format machine, most campuses now have facilities for easy transfer of information from the Macintosh platform.

Overhead masters for making transparencies are available. Both the Instructor's Manual and transparency masters are available from Brooks/Cole Publishing Company, 511 Forest Lodge Road, Pacific Grove, CA 93950-5098.

Videotapes illustrating the microskills discussed in this book are available from Microtraining Associates, Box 9461, North Amherst, MA 01059-9461. A series of multicultural and gender-oriented videotapes, including presentations by Norma Gluckstern, Mary Bradford Ivey, Thomas Parham, Paul Pedersen, and Derald Wing Sue, as well as the *Microtraining Newsletter*, a yearly publication, are also available at this address.

Acknowledgments

Robert Marx and Joseph Litterer, my colleagues and friends at the University of Massachusetts School of Management, have been central to the development of this book for 15 years. Discussions with Otto Payton and Viktor Frankl have clarified the important concepts of reflection of meaning. William Matthews has been especially helpful in my formulation of the five-stage model of the interview. Conversations with Mary Bradford Ivey, Terry Anderson, Ursula Delworth, Lois Grady, and Kenneth Blanchard were important in establishing the spherical developmental model presented here. Lia and Zig Kapelis of Flinders University and Adelaide University are thanked for their support and participation while I served as Senior Fulbright Scholar in South Australia.

The interview transcripts in the book were generated in cooperation with Robert Marx and Mary Bradford Ivey. All interviews are role-plays and have been edited to clarify certain points, but are essentially close to the originals.

I am grateful to the following reviewers for their valuable suggestions and comments: Mary Arnold of Kent State University, Michael Emmons, Thomas Harris of Old Dominion University, and Timothy Hartshorne of Central Michigan University.

The skills and concepts of this book rely on the work of many different individuals over the past 30 years, notably Eugene Oetting, Dean Miller, Cheryl Normington, Richard Haase, Max Uhlemann, and Weston Morrill at Colorado State University, who were there at the inception of the microtraining framework. The following people have been especially important personally and professionally in the growth of microcounseling and microtraining over the years: Norma Gluckstern, Jeanne Phillips, John Moreland, Jerry Authier, David Evans, Margaret Hearn, Lynn Simek-Morgan, Dwight Allen, Paul and Anne Pedersen, Lanette Shizuru, Derald Sue, Steve Rollin, Bruce Oldershaw, Machiko Fukuhara, Bertil Bratt, Betty Koss, Sandra Rigazio-DiGilio, Oscar Gonçalves, and Thomas Parham. I feel rich and lucky in their support.

Many of my “515” students at the University also contributed in important ways through their reactions, questions, and suggestions.

Finally, it is always a pleasure to work with the group at Brooks/Cole, notably with Claire Verduin, Gay Bond, and Fiorella Ljunggren, and with Phyllis Larimore.

I thank all of the above. We all build on the past and on our relations with significant people.

Allen E. Ivey

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Allen E. Ivey

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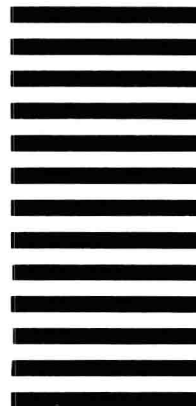
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TO THE OWNER OF THIS BOOK:

I hope that you have enjoyed *Intentional Interviewing and Counseling* (Third Edition) as much as I enjoyed writing it. I'd like to know as much about your experiences with the book as you care to offer. Only through your comments and the comments of others can I learn how to make this a better book for future readers.

Your School: _____

Your Instructor's Name: _____

1. What did you like *most* about *Intentional Interviewing and Counseling*? _____

2. What did you like *least* about the book? _____

3. Were all of the chapters of the book assigned for you to read? _____

4. What material do you think could be omitted in future editions? _____

6. In the space below, or in a separate letter, please let me know any other comments about the book you'd like to make. (For example, were any chapters or concepts particularly difficult?) Please make specific changes you'd like to see in future editions. I'd be delighted to hear from you!

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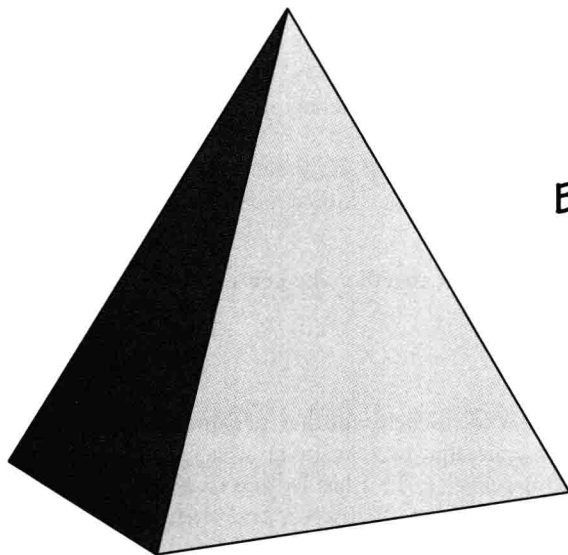
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Before You Start

WHAT DOES THIS BOOK OFFER FOR YOUR DEVELOPMENT?

My first courses in counseling were fascinating. I enjoyed the theoretical ideas and the information about testing and vocations, but what I enjoyed most was the course on theories of counseling. To me, this was what the whole process was about.

But then came the second semester and my first real opportunity to work with clients. I found myself overwhelmed by the amount of information brought to me by troubled and concerned people. The theories in the books on interviewing didn't apply easily and directly to the immediate problems of the interview. How was I to survive and help people? Somehow I survived, but to this day I am not sure if some of those early clients benefited much from my work with them.

This book is about clarifying the interviewing process so you can enter the interview with specific skills, competencies, and concepts that give you a place to start. If you can take the ideas you learn from this book and use them in your interviewing practice with specific effects, the book will have provided you with a base on which to build your own natural style of helping. Although many concepts and ideas may be found in this book, the following objectives are important in that they call for specific results that you can anticipate. By working through the reading and practice sessions of this book you may expect to be able to do the following:

1. Engage in many basic skills of the interview: listening, influencing, and structuring an effective session.
2. Conduct a full interview using only listening skills.
3. Analyze with considerable precision your own natural style of helping and its impact on clients.
4. Master a basic structure of the interview that can be applied to many different theories. Specifically, you may expect to be able to engage in a decisional