

# 4

## PERSUASIVE INTERVIEWING

### PERSUASIVE INTERVIEW ASSIGNMENT

Chapters one and two of this text have emphasized getting and giving information as accurately and completely as possible by avoiding interviewer bias in questions, manner, and appearance. Interviewers were to limit their influence to motivating interviewees to reply openly and freely. In Chapter three, recruiters and applicants were involved in influencing one another primarily through questions and information giving. Direct appeals take place during negotiations if both parties decide to pursue the applicant or position further.

This chapter and assignment switches gears from neutrality and objectivity to conscious and direct efforts to influence the ways interviewees think, feel, and/or act. It is a mutual activity, however, because persuasion is done *with* and not *to* another party. You take part in persuasive interviews when you play the roles of customer or sales associate, client or attorney, voter or candidate, professor or student. They occur between family members, friends, significant others, roommates, neighbors, and professionals.

This persuasive interview assignment is designed to provide you with a realistic persuasive situation in which you analyze an interviewee and situation, research an issue, structure a problem-solution interview, and adapt evidence, appeals, strategies, and tactics to a specific interviewee in a specific situation. You are provided with opportunities to make this assignment realistic and relevant to you. As in “real life,” however, you may take on roles that are both challenging and unexpected.

#### INSTRUCTIONS FOR INTERVIEWERS

1. You have three options when selecting a persuasive case for this assignment.
  - You may select a case from this or another text.
  - You may modify a case from this or another text to make it more relevant and interesting to you.
  - You may create a case of your own, but it must be of the same level of difficulty as published ones. If you choose this option, you must present a detailed draft of this case to your instructor for approval no later than \_\_\_\_\_.
2. Complete the *Persuasive Interview Preparation Report* form and submit it to your instructor no later than \_\_\_\_\_.
3. Structure your persuasive interview according to a need (problem)-solution format being sure to adapt to this interviewee in this situation.

**Warning: A schedule of questions will not work for this interview assignment.**

4. Use real names for interviewer and interviewee, not ones that might appear in a text case.

5. Involve the interviewee throughout the interview. Don't attempt to give a speech to an audience of one.
6. Create realistic evidence and documentation to support the need and solution.
7. Employ charts, letters, reports, pictures, graphs, models, objects, surveys, and other aids when possible.
8. Your instructor may select one of the following options for this assignment because of time limits.
  - Option A: Interviewers will have \_\_\_\_ minutes to discuss a need and \_\_\_\_ minutes to develop a solution. When your instructor says to move to the solution, assume the problem has been agreed to and begin with criteria any solution should meet. When the instructor calls time, stop the interview without a closing.
  - Option B: You will take part in two persuasive interviews. In the first interview, you will have \_\_\_\_ minutes to begin developing a need. This interview will end when your instructor says to stop. During the second interview, you will have \_\_\_\_ minutes to begin to develop a solution. You will not have time to establish a detailed solution and obtain agreement from the interviewee.
  - Option C: You will decide whether to focus your interview on a need or a solution and will have \_\_\_\_ minutes to develop one or the other. If you opt to conduct a solution interview, assume that a need was agreed to during a recent interview. Begin with a summary of the need and proceed to establishing criteria any solution should meet. Continue until your instructor says to stop. When the instructor says to stop, do so without a closing.
9. Your interview(s) will be worth a possible \_\_\_\_ points. Since you will not have adequate time to develop a complete need and solution, you will be graded on the quality of what you accomplish, not on how far you get during the interview.

## INSTRUCTIONS FOR INTERVIEWEES

1. Study your case and role thoroughly.
2. It is important to play the role as designed to challenge your interviewer to adapt to you and to meet your objections.
3. Take an active part in the interview; you are an interviewee and not an audience of one.
4. Be a critical participant, listening and reacting to arguments, evidence, documentation, words, criteria, and solutions.
5. If you are taking part in an interview that deals with solutions, insist on developing, evaluating, and applying criteria that all solutions should meet and then apply these to a detailed solution.
6. Your interview(s) will be worth a possible \_\_\_\_ points.

Name \_\_\_\_\_ Date \_\_\_\_\_

## PERSUASION ROLE PLAYING CASES

### THE ATHLETIC BOOSTERS CLUB

The persuader (age 25) is in the Office of Intercollegiate Sports at \_\_\_\_\_ and hopes to convince the interviewee to join the Athletic Boosters Club—a club that supports intercollegiate athletics through its attendance at games, help with recruitment, and financial contributions. The persuader has invited the interviewee to tour the new Aquatics Center after sending promotional materials on the Athletic Boosters Club. Rising costs of intercollegiate athletics makes it necessary to enlarge the Boosters Club membership. Nonmembers who have coveted season basketball tickets may lose their good reserved seats or not be able to get tickets if they do not join because priority will be given to Club members.

The interviewee is 30 years old, attends a number of \_\_\_\_\_ athletic and musical events each year, and has had season basketball tickets since he/she was a first year undergraduate twelve years ago. In addition to a B.S. from \_\_\_\_\_, the interviewee has earned a M.A. from Saint Louis University and a M.B.A. from Northwestern University. Frequent appeals for money come from all three schools. The interviewee tends to be closed-minded and authoritarian but more optimistic than pessimistic, likes sports of all kinds, and sees the interviewer as pleasant, intelligent, and sold on \_\_\_\_\_. However, the interviewee is also aware of the possible threat to nonmember basketball season ticket holders, particularly those who have supported “minor” sports and a losing football program for many years. Loyalty will be a major value addressed by both parties during the interview.

### SELLING A LIFE INSURANCE POLICY

The interviewer (age 24) is a sales representative for Eastern Fire and Casualty Company and would like to sell a life insurance policy to the interviewee, a casual acquaintance from the First Methodist Church near campus. The interview will take place in the interviewee’s apartment.

The interviewee is 26 years old, apparently in good health, and highly intelligent. After attending college for one year, the interviewee began working as a sales representative for Mid-Atlantic Roofing and Siding. She/he decided five years later to return to college and work toward a degree in history with the goal of teaching in high school. The interviewee is now a junior at \_\_\_\_\_ and is an active student-member of the State Teachers Association and the National Education Association. The interviewee works part time at a department store and shares an apartment with a friend from Mid-Atlantic Roofing and Siding. Money is tight with school and other expenses. The interviewee is usually optimistic, but a bit suspicious of sales people, is more open than closed minded, and holds middle American values. However, the interviewee believes that people tend to be over-insured. The interviewer is seen as young, inexperienced, and anxious to establish herself/himself with Eastern Fire and Casualty, perceived by the interviewee to be a small, local outfit.

### ALTERING GRIEVANCE PROCEDURES

The interviewer is 21 years old and President of the Student Government at \_\_\_\_\_. The Student Affairs Committee, of which the interviewer is a member, is considering a proposal to make major changes in student grievance procedures first developed during the 1960s. The interviewer feels strongly that changes are needed to address contemporary problems not considered when the procedures were first developed and a growing number of appeals of Grievance Committee decisions by students who have had cases come before the Committee. The interviewer hopes to convince the Dean of Students to support changes she/he is proposing to the Student Affairs Committee.

The interviewee is 45 years old and has been Dean of Students for three years. The interviewee is quite proud of changes made in the Dean's office and its supportive climate fostered with students. The interviewee tends to be friendly, cautious, and a stickler for facts above emotions. At this time, the interviewee sees no need for major changes in the current system and feels that changes in faculty and student attitudes would resolve most difficulties attributed to the system. The interviewer and interviewee have worked well together on a variety of projects since the interviewer became the President of the Student Government.

### A NEW COMPUTER SYSTEM

After selling and servicing computer systems for fifteen years, the interviewer became a convert to a new Millennium series including its unique software and is now attempting to sell the new system to long-time clients. The interviewee is founder and President of The Bargain Hunter, a company that produces a weekly publication that contains hundreds of ads and coupons for local companies and distributors. The interviewer wants to convince the interviewee that the new Millennium system has major advantages over the system used at The Bargain Hunter.

The interviewee is a highly intelligent, innovative, and educated businessperson and very active in business and professional organizations. She/he is married, conservative, believes in "success" values associated with the "American way," and open-minded. The interviewee is happy with the Apple system used for years at The Bargain Hunter and feels everyone knows the system very well. Why bring in a totally new system that may be unproven and require extensive training and possible "down-time?" The interviewee sees the interviewer as bright, friendly, and honest but a little pushy. The interviewer appears to be a dedicated convert to the new system.

### A POST-SURGERY COUNSELING PROGRAM

The interviewer is a RN and supervisor of the post-surgery recovery area at Saint Anthony's Hospital. For a number of years, the interviewer has been concerned about the lack of counseling available for patients in the hours and days following both minor and major surgical procedures. Surgeons, family physicians, and RNs have very limited time to spend with individual patients, particularly if a patient seems to be recovering "normally." The interviewer has discovered that a great many patients have questions and concerns, leave the hospital with too little or erroneous information about what they can and cannot do during recovery, and often grow angry at attendants and LPNs who are not allowed to give information or do not have the expertise to answer questions properly.

The interviewer has decided to take the need and a solution to the head of surgery at Saint Anthony's. The solution is the creation of a volunteer force of post-surgery counselors. The major hurdle the interviewer faces, beyond establishing a need, is that the head of surgery believes in a strict hierarchy among hospital staff. Physicians are in charge; RNs must not "play doctor"; LPNs must stay in their place; and others are to be seen but not heard. The interviewee is a person of few words and strictly "no-nonsense." Platitudes and generalities will be dismissed quickly. Her/his time must not be wasted on frivolous matters. And the interviewee often describes adult patients as children.

### LAWN SERVICE

The interviewer operates a franchise for Global Lawn Care in Winter Pass, California. Global Lawn care installs sprinkler systems, mows lawns, prunes trees and bushes, and makes applications of fertilizers and herbicides. Before taking over this franchise two years ago, the previous operator had lost most of the customer base through poor management and poor service to homeowners. When the current owner-operator took over the franchise, he/she thought old customers would return because

of Global's national advertising campaigns and range of services. Few have returned, and the owner-operator is now interviewing former customers to persuade them to return to Global Lawn Care. The interview will take place at the former customer's home on Hilltop Drive.

The interviewee, a retired Air Force colonel, used Global Lawn Care for nearly six years but became very angry over shoddy applications of fertilizers, ineffective herbicides, and the constant high pressure sales calls to take more and more services. When two recent graduates of the University of California at Davis started a lawn care service called Beautiful Vistas three years ago, the interviewee contracted with them to take over the service from Global. The interviewee has been very pleased with what they have done and appreciates the lack of high pressure sales pitches. He tells them what he wants done and when. The interviewee tends to be a loyal customer.

## AN ORGANIC FARMING OPERATION

The interviewer (age 23) graduated in agronomy last year and has traveled the country since, visiting and interviewing with owners and managers of organic farm operations. He believes this is "the wave of the future" that will prove profitable for farmers and healthful for consumers. Upon returning to his home state of Alabama, he began a campaign funded by Organic Farming of America (an organization of private and corporate farmers) to persuade farmers to convert from traditional farming with extensive use of pesticides and herbicides to purely organic operations.

The interviewee is 46 years old and a graduate of Alabama A & M. She and her husband raise sweet corn, sweet potatoes, peanuts, and a variety of melons on some 350 acres of river bottom land. Their primary customers, in addition to a roadside operation, are supermarkets in Alabama and Georgia. Low prices for produce, growing competition from other states and Mexico, and rising cost of pesticides and herbicides have required them to take positions at an auto assembly plant in Atlanta, about an hour drive from their farm. They heard the interviewer speak at a Farm Bureau meeting several weeks ago and invited him to visit with them. They see the interviewer as very young, long on formal education but short on real world experience, and a true believer for his "cause." They are afraid the cause is more of a fad than a wave.

## AN ITALIAN RESTAURANT FRANCHISE

The interviewer (age 30) works for Mama Maria's, an Italian restaurant franchise located in Philadelphia. The chain is expanding into the Midwest, and the interviewer's position requires her to recruit new franchise operators. Her contacts are generated from Internet messages to restaurant owners, mailings to members of restaurant managers associations, and replies to the company's web site. Prime targets are private restaurants facing competition from new franchise operations with large advertising budgets and the buying power of chain operations.

The interviewee (age 25) will soon inherit the family restaurant, Joe's City Café. The problem is growing competition from franchise operations such as The Texas Road House, O'Charley's, Olive Garden, Applebee's, and Outback Steakhouse. Joe's has been in the family for two generations, founded by his grandfather in 1932, and the interviewee does not want to become merely a franchisee with little control over operations, menu, ingredients, atmosphere, and purchasing. Nor does he want to lose the family business. He feels it's a good idea to talk to the interviewer, even if it's only to learn more about the franchise operations he is facing. The interviewee knows that the interviewer's job is to convert people into operators of Mama Maria's.

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## SAMPLE PERSUASIVE INTERVIEW PREPARATION REPORT FORM

The Interviewer is a sales representative for Sherman Meadows, a new housing development on 50 acres of rolling land about ten miles from town. She met the interviewees (husband and wife) at a home trade show a few months ago and feels they might be interested in a new home. Sales have been slow for several months, but interest rates are beginning to fall and more new homes are available for first-time buyers.

The interviewees are both young teachers at the local high school, with a combined income of \$66,000. They have no children but plan to begin a family as soon as both of them receive tenure in 2–3 years. They are currently renting a small, two-bedroom town house a few blocks from the high school and like the location's closeness to their work. They thought about purchasing a larger home but became discouraged because of the high cost of homes, relatively high interest rates, and increased travel expenses and time that would result from any move. They see the interviewer as pleasant but a “typical” real estate sales representative who is eager to make a sale, particularly since home sales have been slow in the area for several months.

What are the most important *personal characteristics/attitudes* of the interviewee?

They would like to move to a home of their own and one that would provide space for the family they hope to start soon. Their income is modest, and they are concerned about gaining tenure in their teaching positions before jumping into larger house payments or facing the possibility of having to sell a home if one or both do not get tenure. They see the interviewer as a typical sales representative who is very eager to make a sale.

What are the major *advantages* of the persuasive situation?

The interviewees would like to have a home of their own that would be large enough for the family they plan to begin as soon as possible. Interest rates are beginning to fall, so the interviewees' salary would be less of a factor. And more homes are available than a few months ago.

What are the major *disadvantages* of the persuasive situation?

The interviewees are untenured and like the closeness of their present rental town house. They are not in favor of moving several miles from school. Their income is modest, particularly when children come along.

DEVELOPMENT OF A NEED: List in order of importance the problems/reasons why this interviewee needs to change and the sources/types of evidence you will use for each.

### Problem/Reason

1. Interest rates are coming down but may not stay down very long.
2. The amount of mortgage money available is at a five-year high.
3. New moderate-priced homes may not be available in 4–5 years.

### Source/Type of Evidence

1. Bank rate materials and business section news items on falling interest rates.
2. *Wall Street Journal*, *Business Week*, bank newsletter.
3. Sales figures on how quickly lots are selling and reports on limited new housing.

List the *criteria* any solution must meet for this interviewee in this situation.

1. Cost of homes
2. Size of homes
3. Travel ease and time
4. Resale of homes

List the details of the *solution* that best meets the criteria listed above.

1. Homes in this area range in price from \$70,000–\$95,000.
2. Three and 4-bedroom models range from 1,900 to 3,000 square feet.
3. This housing division is located on a new throughway that makes travel to the high school easy and fast.
4. Travel ease and time are superior to any other housing area with homes in preferred price range and size.
5. Data on resale of homes in this division, including time to sell and prices accepted, are some of the best in the area.

What *visual-aids* will you use while establishing the need and the solution?

1. Bar graphs on trends in new housing interest rates
2. Maps of city and county showing the location of the housing division and the new throughway
3. Newspaper clippings on housing costs, interest rates, and the new throughway
4. Map of the housing division and available homes and lots for building
5. Pictures of several homes already built and for sale
6. Floor plans available that would meet the interviewees' needs

Name \_\_\_\_\_ Date \_\_\_\_\_

## PERSUASIVE INTERVIEW PREPARATION REPORT FORM

You can enhance your chances of success in persuasive interviews if you determine early in your preparation the most important personal characteristics of the interviewee, the limitations and advantages of the persuasive situation, the nature of the problem and how it might be established and supported, criteria any solution should meet, the best of possible solutions, and audio-visual aids you might employ. Please fill out this report in detail and give it to your instructor by \_\_\_\_\_. Your report will be worth a possible \_\_\_\_\_ points.

Your instructor has discovered that a detailed report developed early in the preparation stage leads to more effective interviews and higher grades in this assignment.

What are the most important *personal characteristics/attitudes* of the interviewee?

What are the major *advantages* of the persuasive situation?

What are the major *disadvantages* of the persuasive situation?

DEVELOP A NEED: List in order of importance the problems/reasons why this interviewee needs to change and the sources and types of evidence you will use for each problem or reason.

### Problem/Reason

- 1.
- 2.
- 3.
- 4.

### Sources/Types of Evidence

- 1.
- 2.
- 3.
- 4.

List the *criteria* any solution must meet to persuade this interviewee successfully in this situation.

- 1.
- 2.
- 3.
- 4.

List the details of the *solution* and the support you will use to show it meets the criteria listed above.

**Details**

**Sources/Types of Evidence**

- 1.
- 2.
- 3.
- 4.
- 5.

- 1.
- 2.
- 3.
- 4.
- 5.

What *audio/visual aids* will you use while establishing the need and solution?

- 1.
- 2.
- 3.
- 4.
- 5.

Name \_\_\_\_\_ Date \_\_\_\_\_

## PERSUASIVE INTERVIEW CRITIQUE: INTERVIEWER FORM A

Interviewer \_\_\_\_\_ Critic \_\_\_\_\_

Opening .....1 2 3 4 5 × \_\_\_\_\_ = \_\_\_\_\_

Creating a need or desire .....1 2 3 4 5 × \_\_\_\_\_ = \_\_\_\_\_

Establishing criteria. ....1 2 3 4 5 × \_\_\_\_\_ = \_\_\_\_\_

Presenting a solution. ....1 2 3 4 5 × \_\_\_\_\_ = \_\_\_\_\_

Closing .....1 2 3 4 5 × \_\_\_\_\_ = \_\_\_\_\_

Evidence for need/solution .....1 2 3 4 5 × \_\_\_\_\_ = \_\_\_\_\_

Effective use of visual aids .....1 2 3 4 5 × \_\_\_\_\_ = \_\_\_\_\_

Answers questions and objections .....1 2 3 4 5 × \_\_\_\_\_ = \_\_\_\_\_

Obtains agreements .....1 2 3 4 5 × \_\_\_\_\_ = \_\_\_\_\_

Adapts to this interviewee .....1 2 3 4 5 × \_\_\_\_\_ = \_\_\_\_\_

Adapts to this situation. ....1 2 3 4 5 × \_\_\_\_\_ = \_\_\_\_\_

Involves the interviewee. ....1 2 3 4 5 × \_\_\_\_\_ = \_\_\_\_\_

Communication skills. ....1 2 3 4 5 × \_\_\_\_\_ = \_\_\_\_\_

**Total Points** \_\_\_\_\_

Comments:

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### Grading Scale:

- 1 poor
- 2 below average
- 3 average
- 4 above average
- 5 excellent

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Name \_\_\_\_\_ Date \_\_\_\_\_

## PERSUASIVE INTERVIEW CRITIQUE: INTERVIEWER FORM B

Interviewer \_\_\_\_\_ Critic \_\_\_\_\_

Opening: gains attention/interest, builds rapport, opening technique(s), involves the interviewee

Points \_\_\_\_\_

Creating a need or desire: reasoning, evidence, audiovisual aids, adapts to interviewee, use of questions, answers questions, involves the interviewee

Points \_\_\_\_\_

Establishing criteria: clearly stated, adapts to interviewee, involves the interviewee

Points \_\_\_\_\_

Presenting a solution: detailed explanation, uses criteria, meets objections, adapts to interviewee, uses audiovisual aids, involves the interviewee

Points \_\_\_\_\_

Communication skills: verbal, nonverbal, listening

Points \_\_\_\_\_

Closing: trial closing, contract/agreement, leave taking, involves the interviewee

Points \_\_\_\_\_

**Total Points** \_\_\_\_\_

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## PERSUASIVE INTERVIEW CRITIQUE: INTERVIEWEE FORM A

Interviewee \_\_\_\_\_ Critic \_\_\_\_\_

Takes an active part in the opening .....1 2 3 4 5 × \_\_\_\_\_ = \_\_\_\_\_

Plays the role of this interviewee realistically ....1 2 3 4 5 × \_\_\_\_\_ = \_\_\_\_\_

Is a critical, inquisitive interviewee.....1 2 3 4 5 × \_\_\_\_\_ = \_\_\_\_\_

Uses questions effectively.....1 2 3 4 5 × \_\_\_\_\_ = \_\_\_\_\_

Forces interviewer to be systematic  
when necessary .....1 2 3 4 5 × \_\_\_\_\_ = \_\_\_\_\_

Takes an active part in the closing .....1 2 3 4 5 × \_\_\_\_\_ = \_\_\_\_\_

Communication skills.....1 2 3 4 5 × \_\_\_\_\_ = \_\_\_\_\_

**Total Points** \_\_\_\_\_

Comments:

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### Grading Scale:

- 1 poor
- 2 below average
- 3 average
- 4 above average
- 5 excellent

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## PERSUASIVE INTERVIEW CRITIQUE: INTERVIEWEE FORM B

Interviewee \_\_\_\_\_ Critic \_\_\_\_\_

Plays the role of interviewee realistically

Points \_\_\_\_\_

Critical consumer: questions reasoning, evidence, criteria, solution

Points \_\_\_\_\_

Use of questions: appropriate, timely, mature

Points \_\_\_\_\_

Forces interviewer to be systematic when necessary

Points \_\_\_\_\_

Communication skills: verbal, nonverbal, listening

Points \_\_\_\_\_

**Total Points** \_\_\_\_\_

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## CRITICAL THINKING EXERCISE

*Identify and critique* the following arguments as reasoning from: (a) accepted belief/syllogism, (b) conditional/hypothetical, (c) two choices, (d) example/generalization, (e) facts/hypothesis, (f) comparison/analogy, or (g) cause-effect/effect-cause.

1. \_\_\_\_ Either you start physical therapy on your broken leg now or you are going to have serious problems walking in the future. You're refusing to take part in physical therapy, so you are going to have increasing difficulty walking.
2. \_\_\_\_ Everyone knows that Congress is never going to pass serious gun control legislation, regardless of recent mass shootings at schools and universities. This legislation designed to limit access to "assault weapons" will be dead on arrival.
3. \_\_\_\_ You have two ways to travel from Chicago to New York, drive or fly. Since you are afraid to fly, you will need to drive.
4. \_\_\_\_ Studies by the American Medical Association revealed that those who exercised moderately at least three times a week added eight to ten years to their lives. So exercising moderately at least three times a week will add several years to people's lives.
5. \_\_\_\_ This health insurance plan is like a life jacket. You never know when you will need it, but when you do it may be a matter of life and death.

6. \_\_\_\_ When investigators arrived at the scene of a house that had exploded so violently that nothing was left standing and the houses on either side were blown off their foundations, they discovered that there was no leak in the gas line leak leading to the house, no furnace malfunction, and no storage of volatile substances. They did discover that a microwave had been blown several feet from its shelf and that it had blown from inside out. They concluded that this was sabotage and not an accidental explosion.
7. \_\_\_\_ Your experience at our on-line university will be very much like that of a traditional college. You will take the same courses, have professors teaching your classes, find professors accessible on-line, interact with students – often as teams, and have counselors available to answer your academic and personal questions and guide you toward a suitable career.
8. \_\_\_\_ This car with two teenage boys inside drove off the road in the middle of a sharp curve and crashed into a grove of trees. There were no skid marks. Excessive speed was the obvious cause of this accident.
9. \_\_\_\_ If you take a low dose, 81 mg aspirin once a day, you are less likely to have a heart attack.
10. \_\_\_\_ Investing in the stock market is the best way to plan for the future because the market has always survived and rebounded to higher levels even after major economic crises such as the 1929-1937 great depression and the 2008-2012 great recession.

Name \_\_\_\_\_ Date \_\_\_\_\_

## IDENTIFICATION OF PERSUASIVE TACTICS EXERCISE

Interview parties employ a variety of persuasive tactics when attempting to change the ways others think, feel, and/or act. Some short circuit the reasoning process but are often quite successful. You need to be able to recognize these tactics and understand their purposes. In this exercise, identify the persuasive tactic being used in each example below and discuss what it is designed to accomplish.

- |   |                                    |
|---|------------------------------------|
| a. <i>Post hoc</i> or scrambling cause to effect    | g. bifurcation/only two choices    |
| b. Hasty generalization/tiny sample                 | h. bandwagon/everyone is doing it  |
| c. Identification through association               | i. Guilt by association            |
| d. Identification through disassociation            | j. Transfer of guilt               |
| e. Over identification/I am one of you              | k. <i>ad hominem</i> /name-calling |
| f. Thin entering wedge/slippery slope/domino theory |                                    |

1. \_\_\_\_ If the government bans large ammunition magazines, it will move to ban assault weapons, then large caliber pistols, then shotguns, and then all guns.
2. \_\_\_\_ That accident happened right after the new traffic circle opened. It's obvious that the traffic circle caused the accident.
3. \_\_\_\_ This was the hottest summer in the past 75 years, so global warming is for real.
4. \_\_\_\_ If you want to buy a hybrid, you must choose between the Toyota and the Honda.
5. \_\_\_\_ Our state government is funding religious schools through the voucher program. It's only a matter of time before it starts controlling these schools.

6. \_\_\_\_ Like you, I grew up in this neighborhood, attended the local schools, and worked in the mills, so I know how you feel.
7. \_\_\_\_ Everyone at the office is giving to United Way. Would you like to make a donation?
8. \_\_\_\_ You're surely not going to vote for that fool in the mayor's office.
9. \_\_\_\_ I hate to think that Jimmy would steal from my classroom, but look who he's been hanging around lately.
10. \_\_\_\_ It's not my fault that I ran into her car door. She opened it right in front of me

Name \_\_\_\_\_ Date \_\_\_\_\_

## TESTS OF EVIDENCE EXERCISE

The persuader in “An Organic Farming Operation” case is attempting to persuade a friend to start an organic farming operation on 100 acres of land she recently inherited from her aunt. The following are among the pieces of evidence she is employing in this interview. (1) Judge the strength of *each piece* of evidence by asking the following questions and then (2) determine the strength of the evidence as a *whole*.

- Is the source of evidence *unbiased*?
  - Is the source *authoritative* in this field?
  - Is the evidence *documented* by source, date, and location?
  - Is the evidence the *most recent* available?
  - Is the evidence *communicated* accurately and in context?
  - Is the evidence sufficient in *quantity*?
  - Is the evidence sufficient in *quality*?
1. In a recent article in *People* magazine, Oprah Winfrey stated that organic farming has been growing by some 24% each year since 2005 and that it produces the healthiest food on the market.
  2. Last summer the Department of Agricultural Economics at Michigan State University conducted a survey of those attending farmer’s markets in five states. Respondents related that they purchased only organically grown fruits and vegetables for at least three years and had seen noticeable improvements in the health of their families.
  3. I think you know Maggie McWorthy who farms a few miles from your aunt’s property. She told me that her expenditures have declined by 37% and her income has risen by some 18% since she began a no-till operation and reserved 200 acres to organic farming six years ago.

4. Organic farming in the United States is much like that in Great Britain. The British stopped using powerful chemicals to control weeds and insects as early as the 1970s. Many health problems we see on the rise, such as allergies in children, are generally unknown in Britain.
  
5. Jake House, editor of *The Organic Farmer*, reported in a 2009 issue that organic farmers were able to ask 15-20% higher prices for their produce because consumers are turning increasingly to organically grown produce because it is healthier and poses fewer dangers from chemicals used to spur growth. There is clear evidence that fertilizers are causing serious problems in our rivers and lakes.

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