

Sample Interview Protocol

Coaching-style of Leadership CEO Pre-Training Interview Protocol

Hello and thank you for agreeing to meet with me today and your willingness to participate in this research study. If you would please review, sign, and date the consent form in front of you. This consent form allows me to use information gathered from today's interview. As a reminder, this research study is entirely confidential and your name will not be attached to any research data, or mentioned in the final report. We have an hour and half scheduled for our interview today. I appreciate your participation, and I want to be respectful of your time. I will ask open ended questions, taking notes, and recording our discussion. Our session is designed to be more of a relaxed conversation, rather than a question-answer hearing. Given the guarantee of anonymity, I hope you will thoughtfully consider the questions presented and feel comfortable being authentic and detailed with your responses. Please know that there will be occasions where I need to ask follow-up questions based on your answers. Finally in an effort to ease into our conversations, our first topics are intended to help me gain some insight to you personally, your formal education, background information about your experience, as well as position and responsibilities with the organization.

Introduction

Tell me a little bit about yourself?

Where did you go to college? What did you study? Graduate degrees? Activities/Sports?

What were your career aspirations when you left school?

Where did you work prior to coming here, and what was your title?

How do you view yourself professionally?

What are your career aspirations now?

What is your favorite thing about working here?

What do like the least?

What attracted you to work here initially?

What, if anything, would cause you to leave this organization?

Researcher notes:

Next we will focus on your role and responsibilities with the organization. Once again, I will be taking notes and recording your responses. I want you to feel comfortable elaborating on your responses, and I will ask you follow-up questions based on your responses.

Role and Responsibilities

How long have you been with the organization?

Were you hired for, or promoted into, your current position?

Describe the on-boarding process with the company when you were hired.

Has the process changed since then?

(Y) How and why did it change and how?

(N) Do you feel you were you properly prepared for your role? Why or Why not?

Describe your scope of responsibilities for your current position? Have they changed over time?

What skills and abilities do you believe are needed to be successful in your current position?

How do you view your role in the organization? Has it changed over time?

How many people to you supervise directly? Can you describe your leadership style?

How would your team describe you, and your leadership style?

As the leader of your team, what are your top three strengths?

Why do you believe this?

As the leader of your team, what are your top three weaknesses?

Why do you believe this? What are you doing to improve in these areas?

Researcher notes:

Thank you for your responses to the role and responsibility based questions. Our next questions will be related to organizational culture as they relate to employee engagement and organizational citizenship. As you have done with the previous questions, please feel comfortable to elaborate on your answers, and I will ask follow-up questions as needed to elicit more information.

Organizational Culture and Employee Engagement

What is the mission of the organization?

Would you describe the culture of the organization? How do you as a leader embody the culture?

What are the values of the organization? How do you model these values?

What are the organization's Key Performance Indicators (KPI's)?

How have your strategies impacted your organizational performance?

What role does employee engagement in organizational performance?

Do you use any engagement strategies?

(Y) Which ones? How you measure their efficacy?

(N) Why not?

Describe your team's level of commitment to the values and mission of the organization?

Why do you believe this?

Researcher notes:

Thank you for your responses on the culture and engagement based questions. Our next sets of questions will look at the role that professional relationships have in the enhancement of organizational performance. We will continue to follow the same procedure as we have been. Please feel comfortable to elaborate with your answers, and I will ask follow-up questions as needed.

Relationship

Describe your relationship with your team members?

What can you do to strengthen these relationships and their organizational commitment?

Do you have a strategy for the professional development of your team?

(Y) Can describe what is and how it is implemented?

(N) Why not?

Do you coach or mentor your team members?

What importance do you place on professional development?

How could a coaching-based leadership style impact your relationships with team members?

What impact could modeling this behavior have on employee commitment?

What impact could modeling this behavior have on organizational performance?

Do you have a succession plan?

(Y) How is it managed? How will it be implemented? Is it openly communicated?

(N) Why not?

What do you want your legacy to be?

Researcher notes:

Thank you for your responses to the relationship based questions. Our next sets of questions will look at the role that communication techniques play in support organizational values. We will continue to follow the same procedure as we have been. Please feel comfortable to elaborate as much as you would like with your answers, and I will ask follow-up questions as needed.

Communication

How often do you meet with your team each week?

What do you discuss?

How often do you meet with your team members individually each week?

What do you discuss?

When you speak to your team, how do you manage your communication?

Why?

When you speak to team members, how do you manage your communication?

Why?

How can a coaching-style of leadership enhance the communication of your team?

How can enhanced communication influence organizational efficiency and organizational performance?

Researcher notes:

In this final section I want to allow you to have the opportunity to share with me any other information that you feel I should consider in my research project. These last few questions will conclude the interview process.

Conclusion

Have you ever worked for a coaching-based leader?

(Y) How did they manifest this style? How did it influence your professional development?

(N) how do you think you could have benefited from a coaching-based leader?

How can a coaching-based style of leadership benefit your successor in this position?

How can a well-executed succession plan enhance organizational performance?

Is there anything you feel I have overlooked in our discussion?

Is there anything you would like to add?

I want to thank you for your help with our project. Do you have any questions for me about the research project?

Again, thank you so much for your participation today.

Researcher notes:

Date:

Time:

Place:

Environment Setting:

Individual Code:

Focus Group Protocol

Successful Learning Focus Group Protocol

Hello, my name is _____ and I am a graduate student conducting research on what communication practices that promotes the most successful learning in a classroom. Thank you to this group for agreeing to meet with me today. I have an hour to an hour and half scheduled for our interview today. I want to honor any time constraints that any of you have today.

Since this is a group setting I want to establish some norms for our conversation:

1. We are going to go through a series of questions, topic by topic. I would like for everyone to have the opportunity to speak during this interview.
2. Please only allow one person to speak at a time and be courteous of others who would like to speak.
3. Feel free to treat this as a discussion as you may agree or disagree with what others are saying.
4. Please do not worry about have different opinions or answers than everyone else. There is no right or wrong answers to this interview.
5. You do not have to answer every question.
6. I will be tape recording this session and confidentiality will be covered in all parts of this interview. No names will be revealed in this study.
7. Does anyone have questions before we begin?

Our first questions are built to help me gain background information about you and your experiences in teaching.

Introduction

What experiences in teaching do you have?

Do you have experience in education other than teaching?

What do you enjoy most about teaching?

Research notes:

Our next few questions will focus primarily on learning. As teachers you see learning every day. Once again, I will be taking notes and recording your responses. I want you to feel comfortable elaborating on your responses and discussing the questions as a group. Remember it is okay to have a different opinion or answer than someone else.

Learning

How do you define the concept of learning?

What types and variations of learning do you see in your classroom?

How do these types of learning vary by child?

What conditions are necessary in your classroom for learning to take place?

How do these conditions affect learning?

How do you know when students have learned something?

Is there any type of assessments that you use to determine if learning has occurred?

Research notes:

Thank you for your responses to the learning questions. Our next set of questions will focus primarily on communication and how it is used in the classroom. Again, your responses may be different from one another and it is okay to have a difference of opinion.

Communication

How do you communicate with your class?

How effective do you feel in your ability to use effective communication strategies with your classroom?

Why is this important?

What role does your personality play in the communication you have with your class?

How do you think your personality impacts your students learning?

How do your students communicate with each other in your classroom?

How does their communication with each other impact their learning?

Positive and negative communication strategies are parts of classroom communication. Which is more effective for students to learn from? Why?

Researcher notes:

Next, we will discuss strategies that impact learning. Your answers may be different from one another as no two teachers use the exact same strategies. Feel free to elaborate on your responses and treat this as a discussion among yourselves.

Strategies

In what ways do you make your content relevant to your students?

Is this important? Why?

How do you believe engagement affects the learning process?

What engagement strategies do you have?

What do you do to promote a climate for learning in your classroom?

How does this impact learning?

In what ways do you build relationships with your students?

How does this impact their learning?

In this final section I want to allow you to have the opportunity to share with me any other information that you feel I should consider in my research project. These last few questions will conclude the interview process.

Closing

Do you think teacher input is valuable in learning research?

In what ways can teachers help researchers learn about strong instructional practices that impact learning?

Are there other ideas you would like to add?

Thank you for your help with our project. Do you have any questions for me about this research?

Again, thank you so much for your participation in my interview today. Are there any final comments that any of you would like to make that would help me in this research project or the field of education as a whole?

Researcher notes:

Ethnography Protocol

Note: This is significantly more in-depth than you need to be for assignment 3.1.

ETHNOGRAPHY WORKING GROUP DRAFT PROTOCOL

This represents our working agreement concerning the minimum effort made by ethnographers in each site regarding (1) methods and (2) topics to be addressed, in order to develop systematic, comparative youth gang case studies across sites.

The strength of research in the ethnographic tradition is its flexibility. This flexibility is necessary, as research in practice may bring up unexpected obstacles and unforeseen topical imperatives. But also, cross-gang and cross-site comparisons will be greatly facilitated by including a set of required or strongly recommended components. The following delineates coverage that should be aimed for in order to provide a systematic analysis for comparative purposes.

METHODS

(1) Location of Gangs

Each research team should begin by gathering broader practical information with regard to gangs in the city/neighborhood of interest to determine whether it will make a useful site for the research. Ideally, the professional surveys and other research from the Eurogang Program will provide a resource to draw upon. In order to ensure that the group under consideration for investigation meets the definitional criteria established by the Eurogang Program, the nominal definition agreed upon by the Definition Working Group should be consulted, and the appropriate measurement option incorporated. This definition reads as follows:

ANY DURABLE, STREET-ORIENTED YOUTH GROUP WHOSE INVOLVEMENT IN ILLEGAL ACTIVITY IS PART OF THEIR GROUP IDENTITY. “*Durability*” means several months or more and refers to the group, which continues despite turnover of members. “*Street-oriented*” means spending a lot of group time outside home, work and school – often on streets, in malls, in parks, in cars, and so on. “*Youth*” refers to average ages in adolescence or early twenties or so. “*Illegal activity*” generally means delinquent or criminal behavior, not just bothersome activity. “*Identity*” refers to the group, not individual self-image; at minimum it includes acceptance of participation in illegal activities by group members.

In addition to drawing from research available through the Eurogang Program, the researcher(s) are encouraged to talk with youth workers, police and other community members to help identify one or several gangs for study. Some of these individuals (though most likely not the police) may also be useful for gaining entrée.

Because ethnographic data can only be gathered when researchers are able to get close to gang participants, gain rapport and garner trust, cooperation from gang members is not simply a given.

Given the unpredictable nature of the fieldwork enterprise, time is of the essence. Thus ethnographers are strongly encouraged to begin fieldwork at the inception of a given project, rather than postponing until other data are collected. Ethnographers also are strongly encouraged to work in tandem with other researchers in the Eurogang Program (or, if this is not possible in your community, to incorporate other facets of the Eurogang multi-method approach—professional surveys/interviews; city/neighborhood level; archival research) in order to ensure that the ethnographic project is embedded in other data collection.

(2) Entrée

There are several ways by which researcher(s) can gain entrée into the field. The decision on how to proceed should be left to the discretion of the individual researcher upon evaluating the local situation. These include such methods as: (a) obtaining introductions from youth workers (e.g., “borrowing” the trust they have pre-established with gang members); (b) identifying a key informant who is a central figure to the gang (e.g. a leader), who can provide access to other gang members; and (c) locating a geographic spot where gang members hang out and spending time there as a means of becoming familiar. Contacting gang members through the police or having open contact with the police during fieldwork is likely to have negative effects and seriously diminish the researcher(s) ability to secure trust and establish rapport.

Gang researchers have often found that it is particularly useful to engage a well-known member of the field site and ask him/her for assistance. This may require paying him/her. If you choose this approach, be sure to specify clearly and precisely your data collection requirements and be sure the field assistant provides you with the correct people to interview. A good field assistant needs training in research procedures, and in a short project this may mean spending a few hours explaining in detail what you need and why. Spend time when possible hanging out with the field assistant to get a sense of the routine activities of individuals in the field site, and to ensure that the field assistant is sufficiently positioned within the group to provide you with needed access. This approach will be particularly useful when there are time limitations in the field.

(3) Time in the Field

Under ideal conditions, each ethnographer or research team should plan to spend six months or more in the field, engaging in observational work, informal and semi-structured interviewing (see below for more details on methods). Ideally, the researcher(s) will employ snowball sampling techniques as a means of building an initial sample, and then move to purposive/theoretical sampling to ensure representative coverage.

Particularly when time limitations exist, the researcher(s) should assess which data require fieldwork (as compared to data available from other facets of the Eurogang Project), and prioritize collection of these data. This will require purposive sampling—making careful decisions about sampling criteria in order to interview those individuals from whom these data are most available. In the case of a limited timeframe for fieldwork, sampling should be strategically planned from the beginning to provide sufficient representativeness of participants (i.e., age, race/ethnicity, gender, crime involvement, etc.).

(4) Data Collection

Ideally, the data collection effort for each youth gang case study would involve the following: (a) participant observation; (b) semi-structured interviews with gang members; (c) the examination of key events; (d) interviews with non-gang community members. Additional data collection techniques may be used to supplement the above-mentioned, at the discretion of the researcher(s).

- (a) *Participant Observation* – This will involve spending time with gang members, observing their activities, and gathering information based on informal conversations. The researcher(s) will gather interactional data, i.e., data concerning the exchange of values, behavior, verbal exchanges and exchanges of other material means between members in the group and between groups, as well as group and group member interactions with key neighborhood/community institutions (police, family, schools, service providers, etc.). Keep detailed fieldnotes from each observational session, including a detailed description of the scene, events, and conversations.
- (b) *Semi-Structured Interviews* – Ideally this would occur once sufficient rapport has been established with members. The goal will be to draw as representative a sample of gang members as possible, around such parameters as core/peripheral membership, ethnicity, and gender. Audio tape in-depth interviews if this is possible. Begin with a semi-structured interview guide drawn from the topics outlined below, but allow for shifts in topics driven by the interviewee, as this may yield important unforeseen information. At the inception of fieldwork, you may want to do some informal interviews with participants to assist in developing a framework for asking questions in the more formalized semi-structured interview. If, upon preliminary analyses of initial interviews, some topics have not received sufficient coverage, or important topics emerge that were not examined systematically, plan to complete follow-up interviews, where possible, with previous interviewees, and revise the interview guide for subsequent interviews to ensure topical coverage.
- (c) *Examination of Key Events* – During data collection, care should be made to follow up on a number of designated key events. These are events that happen involving gang member(s), and present an opportunity for the gang to open up for the researcher in order to provide insights into the realities of gang life. Combining this sort of observational data collection with in-depth interviewing will better enable the researcher(s) to compare and analyze gang discourses (as reflective of gang norms/values/ideals) versus actual activities (which may reflect notable distinctions between ideas and practices). Key events may involve the following: (1) events defined as key by gang members, for instance, as illustrated by a moment in which members focus on the values and norms of the group by discussing the key event; (2) events that mobilize gang members; (3) the interplay between gang members and individuals external to the gang, for instance officials, members of the wider community.

- (d) *Interviews with Non-Gang Community Members* – This will allow the researcher to situate the gang in its wider context, and will also provide a means of assessing the reliability of information provided by gang members through triangulation. Talking with community members such as the police, agency and institution personnel will provide important additional perspectives that will allow the researcher(s) to examine the gang from different angles. It should be recognized that these individuals will provide information about gangs from their specific position vis-à-vis youth gangs and these data should be compared to gang data with this recognition in mind, rather than a source of data that—when contradictory to information collected from gang members—is a better reflection of reality. Instead, each facet of the data collection should be recognized as contributing a particular set of information to the case study.

(5) Protection of Human Subjects

Human Subjects approvals and standards for informed consent will be dealt with on a site-by-site basis; each researcher will gain the minimum requirements necessary in a particular site. If the researcher(s) witness an event such as a serious crime they will consult with the project coordinators about how to proceed.

TOPICS TO BE ADDRESSED

Information will be gathered about (a) history and local setting, (b) the group, (c) individual gang members, and (d) gang culture. Time permitting, additional information will be collected on (e) interventions, and (f) contrast to provide additional contextual information on the group.

- (a) *History and Local Setting* – the following topics will be addressed, in the interviews with gang members and non-gang community members: origin, duration, history of the gang (with special attention to transformations), incidents, links to the neighborhood. Other local information should be collected as well, to better provide an embedded portrait of the gang and its members, including socioeconomic conditions of the setting; patterns of ethnic/national migration, culture and acculturation (including gender ideologies and family relations); racism and racial conflict. This information will provide contextual information about the nature of the gang problem in the research setting and its linkages with the broader neighborhood/community.
- (b) *Group Descriptions* – the following dimensions will be addressed: territoriality, size, age range, subgroupings, criminal involvement (including the depth of criminal involvement, specialization, with special attention to violence, weapons use, and crimes for financial gain such as drug sales), leadership, gang structure, “tension structures” (e.g., sources of conflict and cohesion), gender, ethnicity and class composition of gang, and information about the existence (or lack) of rival groups. Girls’ roles within the gang will be compared to boys’. Gang characteristics will be compared to the Maxson/Klein typology of gangs in the U.S. (e.g., traditional, neotraditional, collective, compressed, specialty gangs).

- (c) *Individual Gang Members* – the following topics will be addressed, primarily in the semi-structured interviews: family background (including kinship networks within the gang), schooling and employment, criminal background, key life events, socioeconomic background, motivations for gang joining and participation, personal networks and roles within and outside the gang, mobility/social space, a typical day (e.g., activities, who they meet, what they do), prevention/intervention experiences, institutional connections, victimization histories within and outside the gang, issues of gender/race/ethnicity/migration, avenues of desistance/exit from the gang
- (d) *Gang Culture* – the following will be explored: everyday life, practices and routines as a reflection of gang values; the dominant values that steer group behavior, justifications of behavior, with sensitivity to political and/or religious orientations of the group; appearance (including symbols) with a special emphasis on where these come from (e.g., links between local and global gang symbolism; linkages between gang culture, race/ethnicity, racism and acculturation). Relationships between males and females, males and males, and females and females will be examined in order to understand the nature of gender within the gang.

Additional foci (time permitted)

- (e) *Prevention/Intervention* – the following possible prevention and/or intervention programs will be looked for: contact with youth workers, work/school programs, facilities for the group to meet/hang out, and other programs targeting gang youths.
- (f) *Contrast* – the research methods used do not include a control group, as they are focused on providing a case study. In order to be able to tell, to some degree, if what is observed, heard and noted is particular for this setting, this group, these individuals, this gang culture, elements of contrast should be looked for. For instance, do youths outside the gang behave differently? If so, in what ways? The data collection outlined in this protocol, when adopted consistently by Eurogang participants at different sites, will allow for systematic comparisons.

Upon completion of the ethnographic investigation, the investigator is asked to create a brief summary description (approximately a page in length) of the gang under investigation based on the criteria listed in (b) Group Descriptions above. This summary description will provide a snapshot of information for comparison with other groups investigated using ethnographic methods.

In order to assess comparability of the groups studied, we ask the ethnographers to collect information so that at the end of the study they can provide a face sheet that answers the following questions:

1. What is the age/age range of group members?
2. What is the gender/sex composition of the group?
3. What is the ethnic composition of the group?

4. Are members of the group members of an immigrant group?
5. Is illegal behavior accepted and performed? (if yes, describe)
6. What are the most common crimes?
7. Is alcohol and drug use accepted and performed behavior?
8. What is the size of the group?
9. Does this group have a name? (if yes, what is it?)
10. Does this group regularly spend time in public places? (if yes, describe)
11. Are there subgroups within this group? (if yes, what are the criteria that separate these subgroups?)
12. What is the term used to define this group? (e.g., gang, bande, clique)
13. Does this group have a territory it defends? (if yes, describe)