

**Workforce Education Implementation Evaluation
Industry Interview Protocol**

A. Introduction

Hi my name is _____ and my colleague is _____. We are here to talk with you about the collaborations and relationships that support technician education in this region. The questions we will be asking are about different aspects of your work and your organization's relationship supporting technician education based on your own personal experiences; so there are no right or wrong answers. After our conversation, this information will be used in an analysis of these types of relationships supporting technician education in other locations around the country. We will not use names to identify respondents in any of our reporting. With your permission, we would like to digitally record this conversation. Please let us know if you would prefer us to turn the recording off at anytime, if you feel uncomfortable.

Before we start, could you please review and sign this consent form. After they review consent form: Do you have any questions before we get started?

1. Tell me about your role and responsibilities at your company.
 - How do industry players fit into your work here?
 - Why are these relationships with industry important?
2. How did the relationship with (*community college*) begin?

B. Industry and Community College/ATE Center Relationship Formation

3. In general, what has been the history of collaboration with higher education institutions here?
 - Who are the key players in your company involved?
 - Which departments/units have led the way in these relationships?
 - How has collaboration improved worker education and training here?
 - How are these collaborations connected to regional economic development?

(To the respondent : *The following questions will focus on your company's relationship with [specific community college name and the ATE Center], if relevant.)*

4. How did the overall local economic environment or even specific pre-existing relationships influence company's relationship with [*specific community college name and the ATE Center*]?



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5. As your collaboration has evolved, how have the goals of your company changed?
 - What did your company need from the relationship with *[specific community college name and the ATE Center]*?
 - How did your company and the educational institution/ATE Center set expectations for the relationship?
 - How much did your company believe that these relationships would be reciprocally helpful?
 - How prominent was improving instruction and training materials in your work with *[specific community college name and the ATE Center]*?
 - How much did the educational institution/ATE Center believe they would be helpful?
 - What is the evidence of that belief from the educational institution/ATE Center? What did they do or contribute?
 - Are there other opportunities that were lost for the company, due to time, effort and assets devoted to these relationships?

C. Operation/Implementation Factors

6. Who are the key “champions” or leaders in this relationship at your company and with *[specific community college name and the ATE Center]*?
 - What actions do they take, as “champions?”
7. What is the vision these leaders are communicating?
 - Is the vision consistent with the goals of the company and *[specific community college name and the ATE Center]*?
 - How do the leaders motivate and empower others to achieve this vision?
 - Who are the supporting players and networks?
8. Part of “give and take” is risk. To what extent are the members in this collaboration contributing their resources and sharing risk in the relationship?

(Possible Risks include: unequal sharing of financial costs, non-delivery of products/services, time wasted, non-inclusion in key decision)

- As you go along, how do you and *[specific community college name and the ATE Center]* know the relationship is still working?
- How do you and *[specific community college name and the ATE Center]* reflect on existing practices to determine approaches for ongoing improvement?



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- How do you and *[specific community college name and the ATE Center]* check that expectations for instruction, programs, materials, or curriculum are met?
 - How do you and *[specific community college name and the ATE Center]* evaluate the effectiveness of the relationship and individual members' performance?
 - Why is the risk worth it?
9. Do you understand, in deep way, what *[specific community college name and the ATE Center]* people want and need from your institution?
- In your view, what is the ideal model for teaching and learning related to technician training?
 - What are your core assumptions about how technicians learn and are best prepared?
 - What has *[specific community college name and the ATE Center]* done to deliver this model? How has this changed from the way it was done previously?
 - What is the type, quality, and frequency of communication that takes place with *[specific community college name and the ATE Center]*? How have you resolved miscommunication or misunderstandings?
10. How are decisions made, day-to-day, in this relationship with *[specific community college name and the ATE Center]*?
- Is there a recent example that illustrates this decision making?
11. What challenges does your company have in implementing instructional activities that support technician education in support of yours and your collaborators' goals?
- What factors have helped in addressing those challenges when implementing training, materials development, and instructional activities in support of technician education?

D. Value of the Relationships

11. Are these relationships valuable? What strategic needs are being met (or not) due to these relationships?
- What would make them more valuable?
 - What indicators or measures are there of their value?
 - How consistent are these indicators with your company's benchmarks for success?



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12. What has been produced as a result of this work between you and *[specific community college name and the ATE Center]*? (Probe for the following)

- Instructional products/materials,
- Professional development,
- New Policies
- New relationships with other organizations
- Processes that improve operations
- New approaches to instruction
- New types of students (i.e. Non-traditional)

13. Who has benefitted from these relationships? What have the outcomes been for your workers and supervisors? How do you know?

(Probe for both short-term and long-term outcomes listed below)

Possible short-term outcomes include:

- Relationship building
- Dissemination of materials
- Level of Integration
- Knowledge and Skill development
- Credentialed or certified workers

Long-term outcomes could include:

- Sustainable efforts supporting technician education
- Organizational cultural change
- Collaborative activities occurring between different departments/units

D. Conclusion

14. What accomplishments are you most proud of? Is there anything else you would like to share that would help us understand your company's relationship with *[specific community college name and the ATE Center]*?

Thank you.

