

In February 2019, interviewers and their roles in survey errors was the focus of a small group workshop in Lincoln, Nebraska. The series of oral and poster presentations sparked several insightful and open discussions. One key part of this workshop was about the relationship between academic journal research findings and the day-to-day practice and implementation of surveys. One of the big gaps identified had to do with interviewer training. This year's MAPOR discussion will pose some open questions that arose during that discussion about this nexus between research on interviewer behaviors and practice in training interviewers.

Open questions for discussion at this year's MAPOR interviewer-respondent interaction workshop include:

1. Training and its efficacy is a black box. Although all (or almost all) organizations train their interviewers to administer questions in a standardized manner, how this training is done and what goes into the training is highly variable across organizations. Additionally, there are many academic journal articles that examine behaviors of interviewers that talk about training, but may not have made it into the operations side of survey practice.
 - a. For the practitioners: What collections of tasks or behaviors are interviewers trained on uniformly across organizations, and what varies?
 - i. For instance, what does it mean to read a question exactly as worded? If an interviewer stumbles over words, what is part of the training at your organization for them to do to recover?
 - b. For the researchers: What kinds of behaviors do we think we understand pretty well from a research standpoint, including the types of questions where they appear, the types of respondents for which they appear, and the types of interviewers for which they appear? What are the implications of understanding those behaviors for training of interviewers?
 - i. For instance, what types of "implications" or "recommendations" does your work suggest for training?
 - c. For both practitioners and researchers: What methods are the "best ways" to facilitate translating these specific research findings into practice?
 - i. Many current investigations of behaviors show the importance of the question itself in how interviewers ask and react to respondents' behaviors, with question- or question-characteristic specific implications.
 1. In practice, how much time is spent training interviewers to identify specific question characteristics and then react to those characteristics in prespecified ways?
 2. How can survey organizations keep interviewers motivated to learn and apply question- or question-characteristic specific training?
 - ii. Where are there unknowns in training where more work is needed from academic researchers to facilitate practice?
 - d. Other issues to discuss may include:

- i. What parts of training are “virtual” (online modules, etc.) and what parts of training are in person?
- ii. What kind of training do *supervisors* receive at your organization? What do supervisors do?
- iii. What kind of training do *monitors* receive at your organization? What do monitors do?
- iv. What about retraining of interviewers? Does your organization do any retraining of interviewers? How does this retraining work? Who does the retraining? Who is selected for retraining?
- v. What about the relationships between general interviewer training and study-specific interviewer training? What goes where?