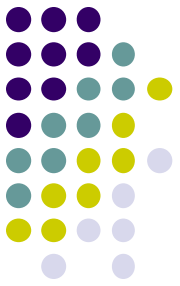
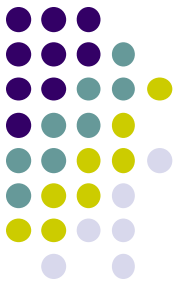


# HRM7610

## Day 4 AM

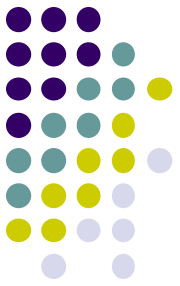


- Characteristics of qualitative research
- Analyzing qualitative data



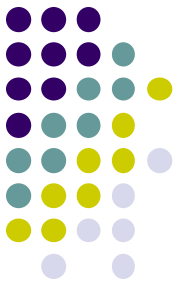
‘Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry. They seek answers to questions that stress how social experience is created and given meaning.....’ (Denzin & Lincoln , 2008)

# Questions a qualitative researcher may ask are:



- What is happening here?
- Why is it happening?
- How has it come to happen?
- When did it happen?

# Preoccupations of qualitative researchers



- Seeing through the eyes of the people being studied
- Description and emphasis on context
- Emphasis on process
- Flexibility and limited structure
- Concepts and theory grounded in data

# One example



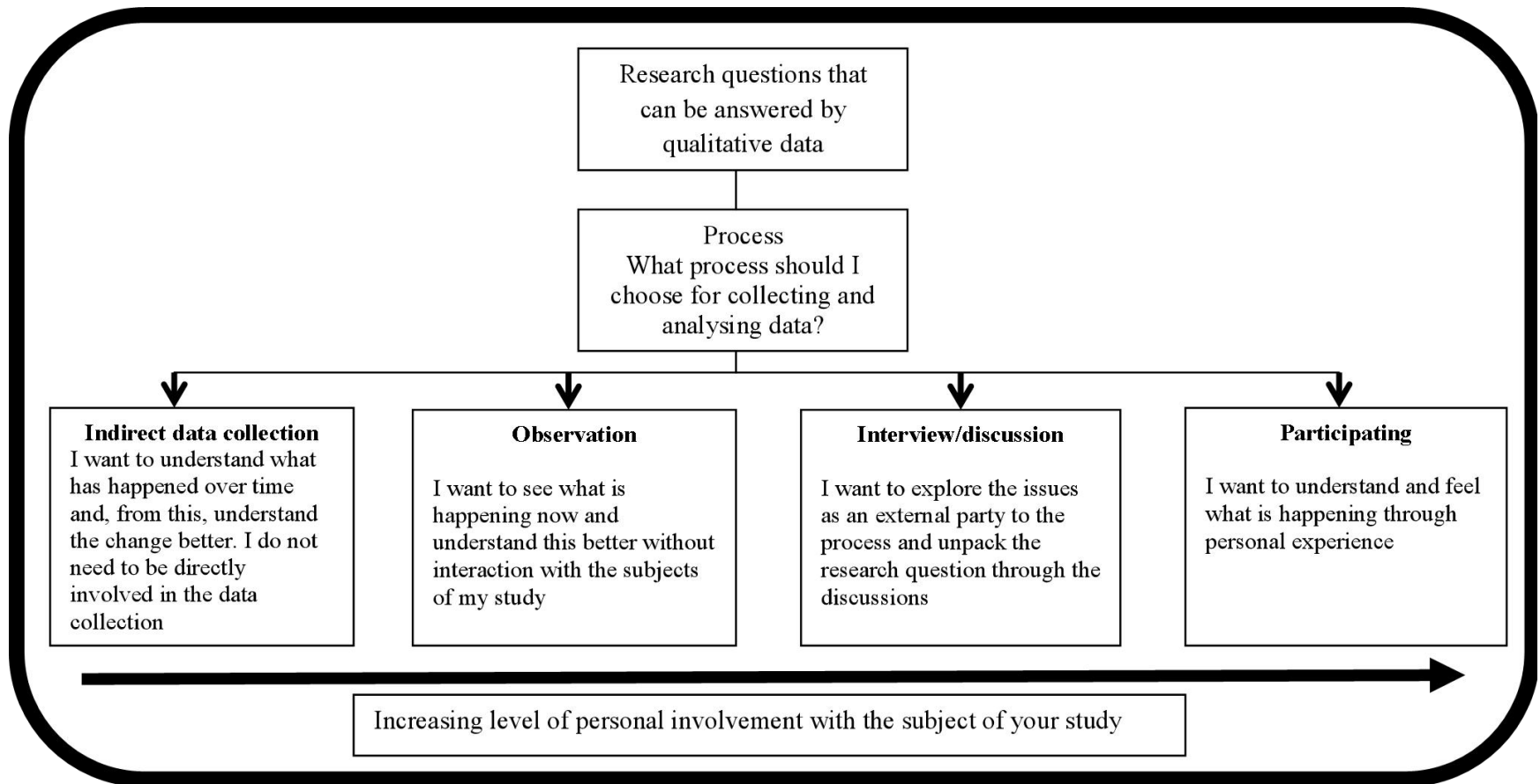
Clifford Geertz, “From the Native’s Point of View”

- I. The Point of View of the Researcher ·  
The Position of the Researcher

- 1. Bronislaw Malinowski’s *A Diary in the Strict Sense of the Term* showed Malinowski as: sometimes dissatisfied with, and unsympathetic to, the natives he studied.

Geertz’s question: “if it is not...a capacity to think, feel, and perceive like a native, how is anthropological knowledge of the way natives think, feel, and perceive possible? When we can no longer claim a sort of transcultural identification with our subjects?”

# Qualitative research design





# Interviewing Competence

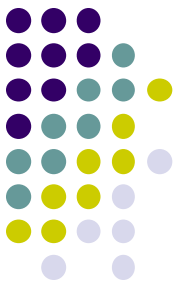
- Opening the interview
- Using appropriate language
- Questioning including probing
- Listening
- Testing and summarizing understanding
- Recording data
- Closing the interview

# Critical Incident Technique (CIT)



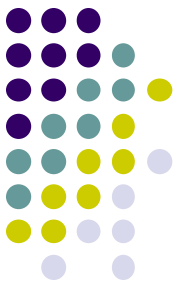
- First described by Flanagan in 1954
  - “A set of procedures for collecting direct observations of human behavior in such a way as to facilitate potential usefulness in solving practical problems.”
  - Initially used for task analysis
  - A widely used research tool
    - Latham & Saari (JAP, 1980): Job analysis
    - Yukl & Van Fleet (OBHDP, 1982): Leadership
    - Chell & Pittaway (HOSMAN, 1998): Entrepreneurship





# Defining “Critical Incident”

- A critical incident is “a significant instance or a specific activity as experienced or observed by a research participant” (Hughes, 2007, p.1)
- In other words, critical incidents are not necessarily dramatic, but they represent aspects of human experience that are significant to the to the individual concerned.



# CIT Steps

- Establish the general aims prior to undertaking any type of research
  - What is the purpose of the investigation?
- Establish plans and specifications
  - From whom should information/data be collected?
  - What is the most appropriate method to use? Observations? Interviews?
  - What questions should be asked?
  - Who should collect the data? Experts? Observer with some familiarity with the situation?

- Establish plans and specifications (cont.)
  - Should the data collectors receive training on how to conduct the interviews?
  - What instruction(s) need(s) to be developed for collecting the data?
  - Should details about collecting data be provided to data collectors in written form?

- **Determining Questions**

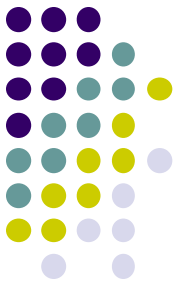
1. Describe a critical/significant/important experience that is an example of what you do well in your current job. (positive)
  - Why do you feel competent?
  - How did you learn to do this?

2. Describe a critical/significant/important experience that is an example of a problem in your current position that you could not solve quickly on your own.
  - What do you do when you have a problem?
  - What resources do you use when you have a problem?
  - When do you or have you felt incompetent and why?
3. What experiences would you like to have that would have helped you or could help you to become more competent?

# Consistency: Key in the data collection process

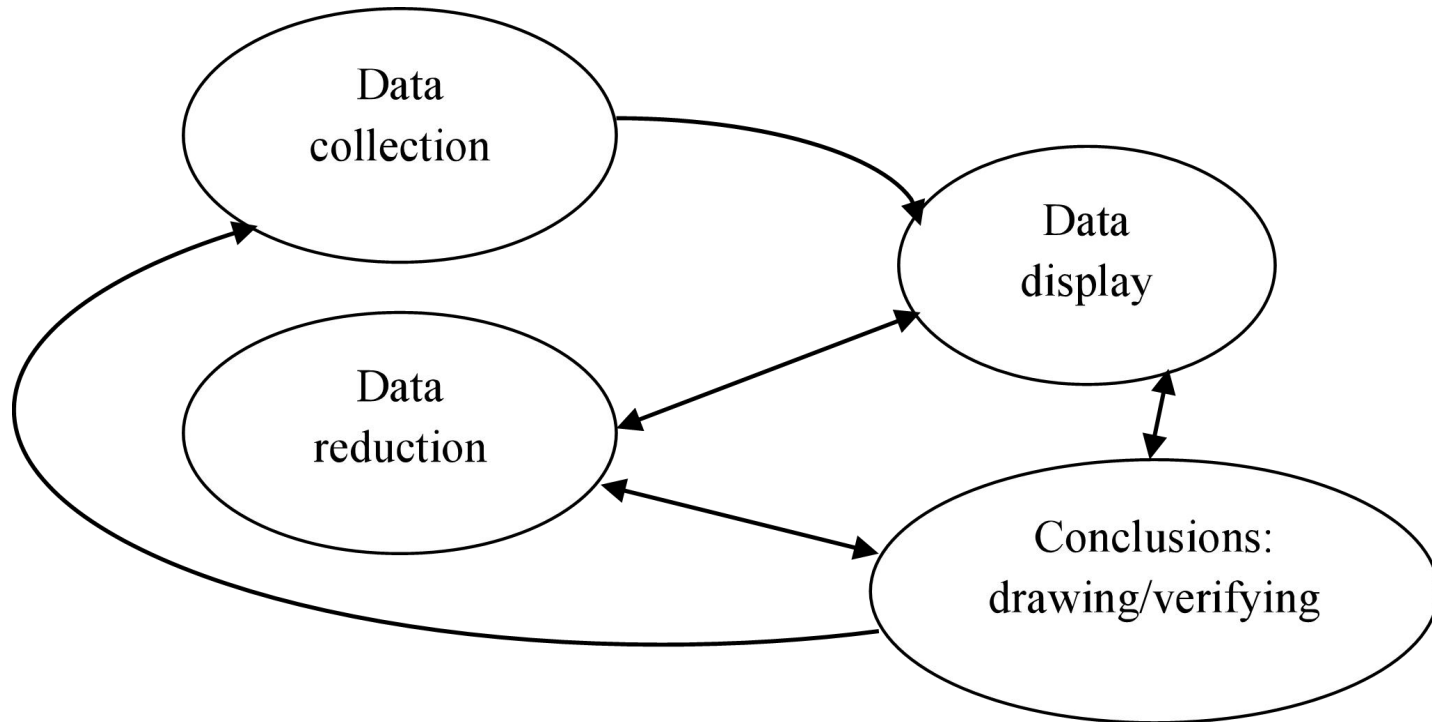
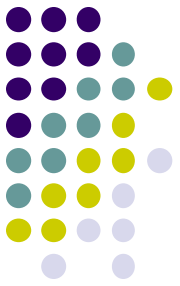
- Prepare data collectors with a detailed set of procedures
  - The purpose of the research,
  - Concise definition of individuals to be interviewed or observed,
  - The interview process,
  - Steps for gathering data,
  - Interview techniques/tips,
  - Respondent demographic information sheet,
  - Interview questions, and
  - Sample letters to interviewee/respondents from interviewers.

# Qualitative data analysis



- Starting the data analysis
  - what are the main units in your data and how are they related?
  - which categories (or definitions) are used by people you are studying?
  - what are the contexts and consequences of your subjects' use of categories?

# Components of Data Analysis: Interactive Model

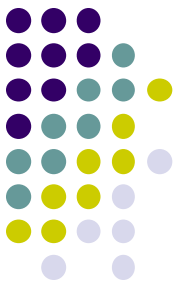


# Qualitative data analysis



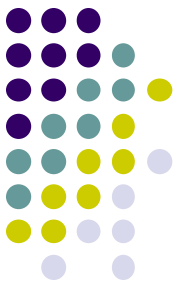
- Data analysis entails three concurrent flows of activity
  - Data reduction-making decisions about which data chunks will provide your initial focus
  - Data display-assembling data into displays such as matrices, graphs and charts which clarify the main direction of the analysis
  - Drawing and verifying conclusion-deciding what things mean, noting regularities, explanations and propositions. Verification entails testing provisional conclusions.





# Data reduction

- Qualitative data is messy and overwhelming!
- Need to make sense of it – how?
- **OPTION 1:** Build a narrative or story (case study?) from field notes, interviews, documents, etc.
  - A holistic reading
  - But - carefully reference to your materials



## OPTION 2: Coding the Data

- Most often for interview or focus group data
- Aim – to review transcripts or notes to discover meaning
  - Look for regularities/patterns in the text
- Codes = labels reflecting meaning in units of text
  - Units can be words, phrases, paragraph etc.
- Example of a code:
  - In an interview about how teachers deal with their pupils in school: "...Mr So asked the children to line up outside the room, with no talking..."
  - We may code this as **MANAGING STUDENT BEHAVIOUR**

# Coding

- Data grouping
  - All the responses for each question to be put together
- Analyze and assign codes to blocks of text
  - What does this block of text mean?
  - Does it have similar meaning to other blocks?
- How do we define codes?
  - Prior theory and/or
  - Inductive analysis of data
- Codes may be developed or modified as proceed
  - Don't have too many similar codes – avoid many codes with just one instance
  - Recode data again once we have finalised codes
- Validity check - check agreement between two coders

# Data Reduction: Categorization

- Once we have coded the data we need to make sense of the codes
- “Categorization” = “organizing, arranging and classifying” codes
  - Sort the codes into categories
    - Based on own interpretation *and/or* on theory
  - Iterative (“trial and error”) – can refine codes
  - Once codes and categories settled, may get several “judges” to code/categorize to ensure validity
  - May report this descriptively *and/or* with numbers

# Credibility/Trustworthiness Checks (UBC's studies)

1. To arrange a person familiar with CIT to independently extract a number of critical incidents from the taped interviews or transcriptions.
2. Build a second interview with the participants into the study design.
3. An independent judge is asked to place a 25% of the critical incidents, randomly chose, into the categories that have tentatively been formed by the researcher.

4. Routinely track the point at which new categories stop emerging from the data, and is considered a sign that the domain of the activity being studied has been adequately covered.
5. Ask two or more experts in the field to review the tentative categories that result from the data analysis.
6. Compute participation rate
  - Participation rate = no. of participants who cited a specific incident / the total number of participants
  - The higher the participation rate, the more likely that it is that the incident is important to the aim of the study.

7. Examine theoretical validity
  - Scrutinize assumptions underlying the proposed research in light of relevant scholarly literature to see if they are supported.
  - Compare the categories that are formed to the literature to see if there is support for them.
8. Tape record research interviews and either work directly from the tapes, or to have that transcribed and work from the transcripts as a way of accurately reproducing the participants' words.
9. Ask an expert in the CIT research to listen to a sample of interview tapes (usually every third or fourth interview) to ensure the researcher is following the CIT method.



# Data Display

- Use categories/codes to allow better understanding
- Discover and show *patterns and relationships* in the data → can draw conclusions

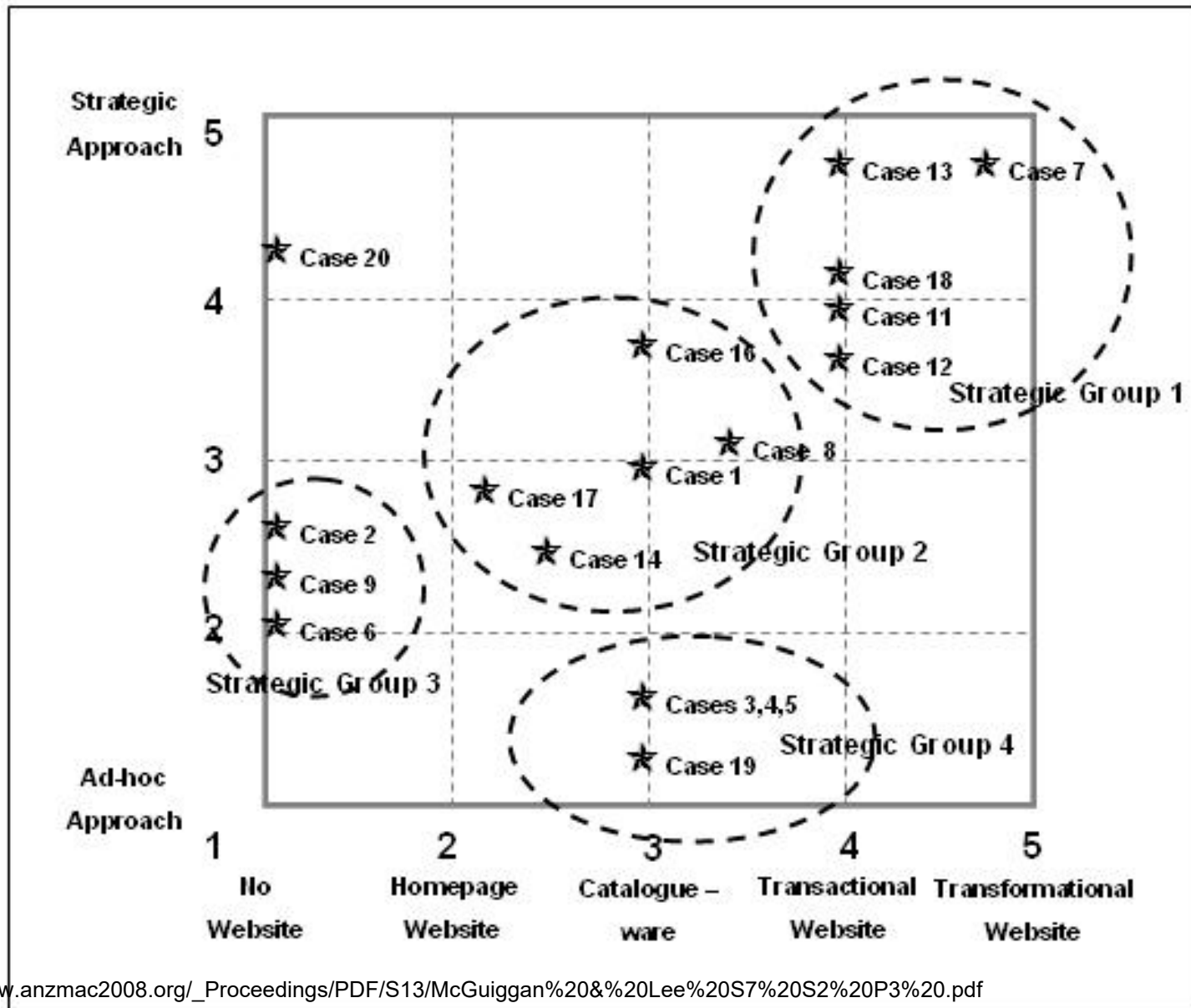


# Data Display

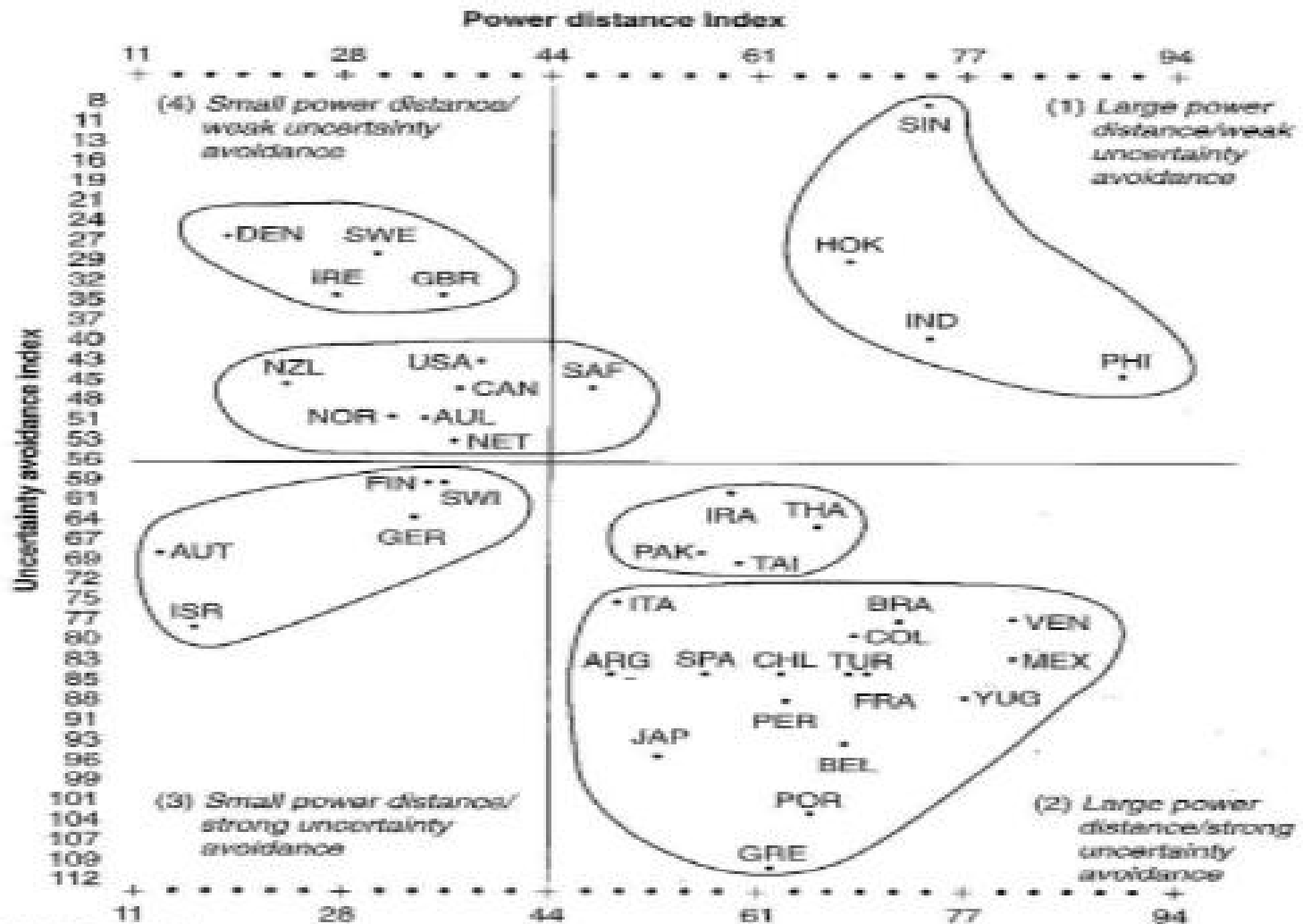


- **Inductive** analysis to develop understanding or theory
  - A gradual, iterative process – discuss with friends, etc!
  - May plot **grids** to compare cases
    - Each construct/code or factor is analysed *by case* (e.g., *Bartunek et al., 2008*)
  - May plot **matrices** to compare constructs/codes
    - Plot constructs/codes to identify associations in the data (referenced to the evidence in the body of the matrix)
  - May draw **causal maps** linking constructs/codes
    - Useful when we want to develop a causal theory (e.g., *Bartunek et al., 2008*)

# Example – Matrix



# Cultural dimensions matrix



# Quantifiable Content Analysis

- Content analysis – can test prior theory
  - Answers to interviews or open ended questionnaire items can be coded
    - by topic,
    - by positive or negative response within each topic
    - etc...
  - Tabulate: frequency counts by cell
    - E.g., frequency of topics mentioned by gender or job level
  - Chi-square test
- Examples
  - Milliken, Morrison, and Hewlin (Journal of Managerial Studies, 2003, 40: 1453-1476)

# Quantifiable Content Analysis - Example

- *Hypothesis:*
  - job satisfaction is due to intrinsic factors
  - dissatisfaction is due to extrinsic factors
- *Interview 20 people on what they find satisfying/dissatisfying about their jobs*
- *Code and tabulate factors mentioned:*

	Intrinsic factors.	Extrinsic factors
Satisfier.	<b>73</b>	18
Dissatisfier.	21	<b>68</b>

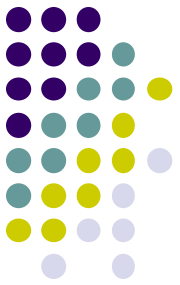
- *Chi-square test of the hypothesis*

# Evaluating qualitative research

- Appropriate research design-convincing arguments for aspects of the research design
- Reliable data-points and conclusions should be robust
- Validity-extent to which the research reflects the reality of the issue or situation being investigated
- Credibility of the findings -extent to which findings are supported by data
- Generalizability-extent to which the findings are applicable to the wider world

# Conclusions

- CIT is a systematic approach for data collection
- Qualitative data collection and analysis are not necessarily separate
  - May return to the field as necessary – to provide more data where needed (e.g., ambiguities)
- Multiple sources of qualitative data
- Analysis can be more or less structured
  - Narrative case study
  - Code, display and analyze - develop theory
  - Quantifiable content analysis – test hypotheses



# Exercise

- Read and discuss the Milliken, Morrison, & Hewlin (2003) paper.