



RANEPA

THE RUSSIAN PRESIDENTIAL ACADEMY
OF NATIONAL ECONOMY
AND PUBLIC ADMINISTRATION

*North-West Institute of Management;
the Russian Presidential Academy
of National Economy and Public Administration (RANEPA)*

Qualitative research practices,
theme-centered interviews
and content analysis

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Analyzing Qualitative Data

Introduction.

Qualitative data consist of words and observations, not numbers. As with all data, analysis and interpretation are required to bring order and understanding. This requires creativity, discipline and a systematic approach. There is no single or best way.

Your process will depend on:

- the questions you want to answer,
- the needs of those who will use the information, and
- your resources.

Open-Ended and Closed-Ended Questions



Closed-Ended Questions	Open-Ended Questions
<ul style="list-style-type: none">➤ If you can answer a question with only a "yes" or "no" response, then you are answering a close-ended type of question:➤ Examples of close-ended questions are:<ul style="list-style-type: none">• Are you feeling better today?• May I use the bathroom?• Is the prime rib a special tonight?• Should I date him?• Will you please do me a favor?• Have you already completed your homework?• Is that your final answer?• Were you planning on becoming a fireman?• Should I call her and sort things out?• Is it wrong to want to live on my own at this age?• Shall we make dinner together tonight?• Could I possibly be a messier house guest?• Might I be of service to you ladies this evening?• Is that haunted house really scary?• Will you be going to Grandmother's house for Christmas?<ul style="list-style-type: none">• Did Dad make the cake today?• Is there a Mass being held at noon?• Are you pregnant?• Are you happy?	<ul style="list-style-type: none">➤ Open-ended questions are ones that require more than one word answers. The answers could come in the form of a list, a few sentences or something longer such as a speech, paragraph or essay.➤ Examples of open-ended questions are:<ul style="list-style-type: none">What are you planning to buy today at the supermarket?How exactly did the fight between the two of you start?What is your favorite memory from childhood?How will you help the company if you are hired to work for us?What do you plan to do immediately following graduation from college?What types of decorations do you plan to have for your friend's birthday party?What was your high school experience like?How did you and your best friend meet?What sites do you expect to see on your vacation?How do you go about booking tickets for a flight?How do you go about purchasing a home?What is the quickest way to get to the pet store in town?Why is it that every time I talk with you, you seem irritated?How do you manage to raise those children alone?What is the matter with the people in that class?Where are you going to find the time to write all those letters?Why can't I come along with you?What makes the leaves change color?How exactly does one replace the screen to a cellular phone?



Open-Ended and Closed-Ended Questions

Closed-Ended Questions	Open-Ended Questions
<ul style="list-style-type: none">➤ Close-ended questions should not always be thought of as simple questions that anyone can quickly answer merely because they require a yes or no answer.➤ Close-ended questions can also be very complicated.➤ For example, "Is 1 in binary equal to 1 in counting numbers?" is a close-ended question that not everyone would be able to quickly answer.	<ul style="list-style-type: none">➤ Although open-ended questions require lengthier responses than do close-ended questions, open-ended questions are not always more complicated. For example, asking "What are you planning to buy today at the supermarket?" may simply require the respondent to read off of a list.➤ Open-ended questions require a response with more depth and a lengthier response. Open-ended questions are also helpful in finding out more about a person or a situation, whether it's during an interview, at a party, or when getting to know a new friend.



Content analysis: Narrative data

Any of the following may produce narrative data that require analysis.

Common sources:

- Open-ended questions and written comments on questionnaires may generate single words, brief phrases, or full paragraphs of text.
- Testimonials may give reactions to a program in a few words or lengthy comments, either in person or in written correspondence.
- Logs, journals and diaries might provide structured entries or free-flowing text that you or others produce.
- Observations might be recorded in your field notes or descriptive accounts as a result of watching and listening.
- Documents, reports and news articles or any published written material may serve as evaluation data.
- Stories may provide data from personal accounts of experiences and results of programs in people's own words.

Team-centered interview:

- Individual interviews can produce data in the form of notes, a summary of the individual's interview, or word-for-word transcripts.
- Discussion group or focus group interviews often involve full transcripts and notes from a moderator or observer.

Case studies typically include several of the above.



The analysis process

Once you have these data, what do you do?

- ✓ The steps below describe the basic elements of narrative data analysis and interpretation.
- ✓ This process is fluid, so moving back and forth between steps is likely.

Step 1 Get to know your data:

- Good analysis depends on understanding the data.
- For qualitative analysis, this means you read and re-read the text.
- If you have tape recordings, you listen to them several times.
- Write down any impressions you have as you go through the data.
- These impressions may be useful later.

Step 1. Be cautious:

- ✓ Just because you have data **does not mean** those are **quality data**.
- ✓ Sometimes, information provided does not add meaning or value. Or it may have been collected in a biased way.
- ✓ Before beginning any analysis, consider the quality of the data and proceed accordingly.
- ✓ Investing time and effort in analysis may give the impression of greater value than is merited.
- ✓ Explain the limitations and level of analysis you deem appropriate given your data.



Step 2 Focus the analysis

Review the purpose of the evaluation and what you want to find out. Identify a few key questions that you want your analysis to answer. Write these down. These will help you decide how to begin. These questions may change as you work with the data, but will help you get started. How you focus your analysis depends on the purpose of the evaluation and how you will use the results. Here are two common approaches.



Focus by question or topic, Time, period or event

- ✓ In this approach, you focus the analysis to look at how all individuals or groups responded to each question or topic, or for a given time period or event. This is often done with open-ended questions. You organize the data by question to look across all respondents and their answers in order to identify consistencies and differences. You put all the data from each question together.
- ✓ You can apply the same approach to particular topics, or a time period or an event of interest.
- ✓ **Later, you may explore the connections and relationships between questions (topics, time periods, events).**



Focus by case, individual or group

- ✓ You may want an overall picture of:
 - One case such as one family or one agency.
 - One individual such as a first-time or teen participant in the program.
 - One group such as all first-time participants in the program, or all teens ages 13 to 18.
- ✓ Rather than grouping these respondents' answers by question or topic, you organize the data from or about the case, individual or group, and analyze it as a whole.
- ✓ Or you may want to combine these approaches and analyze the data both by question and by case, individual or group.



Step 3 Categorize information

Some people refer to categorizing information as coding the data or indexing the data.

However, categorizing does not involve assigning numerical codes as you do in quantitative analysis where you label exclusive variables with preset codes or values.

Identify themes or patterns

✓ ideas, concepts, behaviors, interactions, incidents, terminology or phrases used.

Organize them into coherent categories

✓ that summarize and bring meaning to the text.

This can be fairly labor-intensive depending on the amount of data you have.

But this is the crux of qualitative analysis.

It involves reading and re-reading the text and identifying coherent categories.

You may want to assign abbreviated codes of a few letters, words or symbols and place them next to the themes and ideas you find. This will help organize the data into categories.



Step 3. Categories Subcategories

- ✓ As you categorize the data, you might identify other themes that serve as subcategories.
- ✓ Continue to categorize until you have identified and labeled all relevant themes.

EXAMPLES:

Question	Categories
<i>1. What makes a quality educational program?</i>	<i>Responses to the question were sorted into:</i> Staff (Stf), relevance (Rel), participation (Part), timeliness (Time), content (Con)
<i>2. What is the benefit of a youth mentoring program?</i>	Benefits to youth (Y), benefits to mentor (M), benefits to family (Fam), benefits to community (Comm)
<i>3. What do you need to continue your learning about evaluation?</i>	Practice (P), additional training (Trg), time (T), resources (R), feedback (Fdbk), mentor (M), uncertain (U)

Question	Categories
<i>What is the benefit of a youth mentoring program?</i>	Benefits to youth (Y) <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-left: 20px;"> School performance (Y-SP) Friendship (Y-Friends) Self-concept (Y-SC) Role modeling (Y-RM) </div> Benefits to mentor (M) Benefits to family (Fam) Benefits to community (Comm)

Subcategories



Preset and Emergent categories

Here are two ways to categorize narrative data —
— using preset or emergent categories.

Preset categories

- ✓ You can start with a list of themes or categories in advance, and then search the data for these topics. For example, you might start with concepts that you really want to know about. Or you might start with topics from the research literature.
- ✓ These themes provide direction for what you look for in the data. You identify the themes **before** you categorize the data, and search the data for text that matches the themes.

Emergent categories

- ✓ Rather than using preconceived themes or categories, you **read through the text and find the themes or issues** that recur in the data. These become your categories. They may be ideas or concepts that you had not thought about.
- ✓ This approach allows the categories to emerge from the data. Categories are defined after you have worked with the data or as a result of working with the data.
- ✓ Sometimes, you may combine these two approaches — starting with some preset categories and adding others as they become apparent.



Text coding sample

Interview questioning category 8 (Q8): What do you need to continue capturing the Russian market?

Yes
is
NO
usable
data

- Trg 1 More advanced data analysis
- T, R 2 More time/information on all the same concept
- P 3 Just start doing them
- Trg 4 Another workshop
- Fdbk 5 Assessment feedback on how beneficial (or how well I did) the evaluation of my project was for USDA
- Trg 6 How to measure long range planning outcomes
- 7 Yes (*stays uncoded = no usable data*)
- P 8 Do it!
- Trg 9 Need additional training and review
- P 10 Practice makes perfect
- T 11 Time to do actual reports
- T, Fdbk 12 Time to complete an actual project report using this framework. Constructive feedback on strengthening that report.
- Trg 13 More on how to decide evaluation reporting at the beginning of the grant or as you write the grant
- P, M 14 Practice what I learned with assistance of a mentor
- U 15 Unsure until I use the new ideas I've learned here.
- P 16 Apply what I have learned
- Trg 17 I need more training on analyzing data (need very basic hands on exercises) – maybe more exercises on indicators



Step 4 Identify patterns and connections within and between categories

As you organize the data into categories — either by question or by case — you will begin to see patterns and connections both within and between the categories. Assessing the relative importance of different themes or highlighting subtle variations may be important to your analysis. Here are some ways to do this.

Within category description

- ✓ What are the key ideas being expressed within the category? What are the similarities and differences in the way people responded, including the subtle variations? It is helpful to write a summary for each category that describes these points.

Larger categories

- ✓ You may wish to create larger **super categories** that combine several categories. You can work up from more specific categories to larger ideas and concepts. Then you can see how the parts relate to the whole.

Relative importance

To show which categories appear more important, you may wish to count the number of times a particular theme comes up, or the number of unique respondents who refer to certain themes. These counts provide a very rough estimate of relative importance. They are not suited to statistical analysis, but they can reveal general patterns in the data.

Relationships

- ✓ You also may discover that two or more themes occur together consistently in the data. Whenever you find one, you find the other.
- ✓ How do things relate? What data support this interpretation? What other factors may be contributing?
- ✓ You may wish to develop a table or matrix to illustrate relationships across two or more categories.

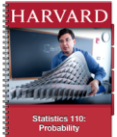


The “underwater stones” of narrative analysis

	Description	Time	Price	
2	Lecture 1: Probability and Co...	46:29	Free	View In iTunes >
3	Lecture 2: Story Proofs, Axio...	45:40	Free	View In iTunes >
4	Strategic Practice and Home...	--	Free	View In iTunes >
5	Lecture 3: Birthday Problem, ...	48:54	Free	View In iTunes >
6	Lecture 4: Conditional Proba...	49:45	Free	View In iTunes >
7	Lecture 5: Conditioning Cont...	50:01	Free	View In iTunes >
8	Lecture 6: Monty Hall, Simps...	49:00	Free	View In iTunes >
9	Lecture 7: Gambler's Ruin an...	51:45	Free	View In iTunes >
10	Lecture 8: Random Variables ...	50:23	Free	View In iTunes >
11	Strategic Practice and Home...	--	Free	View In iTunes >
12	Lecture 9: Expectation, Indic...	50:22	Free	View In iTunes >
13	Lecture 10: Expectation Cont...	50:10	Free	View In iTunes >
14	Lecture 11: The Poisson Distr...	42:46	Free	View In iTunes >
15	Strategic Practice and Home...	--	Free	View In iTunes >
16	Lecture 12: Discrete vs. Cont...	40:56	Free	View In iTunes >

Statistics 110: Probability by Harvard University

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Course Description

Statistics 110 (Probability), which has been taught at Harvard University by Joe Blitzstein (Professor of the Practice in Statistics, Harvard University) each year since 2006. The on-campus Stat 110 course has grown from 80 students to over 300 students per year in that time. Lecture videos, review materials, and over 250 practice problems with detailed solutions are provided. This course is an introduction to probability as a language and set of tools for understanding statistics, science, risk, and randomness. The ideas and methods are useful in statistics, science, engineering, economics, finance, and everyday life. Topics include the following. Basics: sample spaces and events, conditioning, Bayes' Theorem. Random variables and their distributions: distributions, moment generating functions, expectation, variance, covariance, correlation, conditional expectation. Univariate distributions: Normal, t, Binomial, Negative Binomial, Poisson, Beta, Gamma. Multivariate distributions: joint, conditional, and marginal distributions, independence, transformations, Multinomial, Multivariate Normal. Limit theorems: law of large numbers, central limit theorem.

Name	Description	Time	Price	
1	Syllabus	--	Free	View In iTunes >
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9	Lecture 7: Gambler's Ruin an...	51:45	Free	View In iTunes >
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ABOUT OUR HOST



Moving from a mass of words to a final report requires a method for organizing and keeping track of the text. This is largely a process of cutting and sorting. Work by hand, either with a hard copy (print copy) or directly on the computer. Exactly how you manage the data depends on your personal preference and the amount and type of qualitative data you have

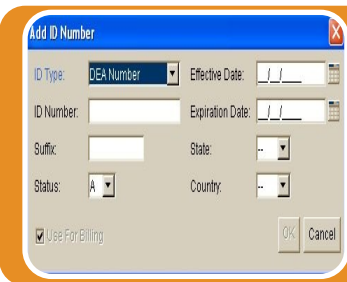


Some data management tips

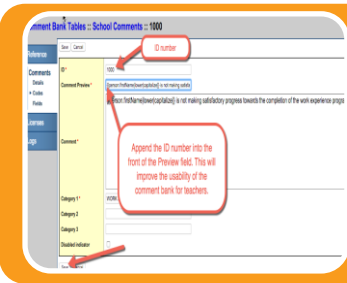
Make a copy of all your data (incl. computer files)
Identify the source of all data.



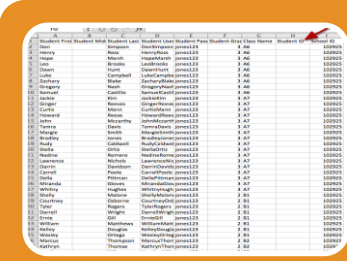
Check your data. Often, there are data from multiple respondents, multiple surveys or documents. Make sure you have everything together. Decide whether the data are of sufficient quality to analyze, and what level of investigation is warranted.



Add ID numbers. Add an identification (ID) number to each questionnaire, respondent, group or site.



Prepare data for analysis. You may need to transcribe taped interviews. How complete to make your transcription depends on your purpose and resources.



Sometimes, you may make a summary of what people say, and analyze that. Or certain parts of an interview may be particularly useful and important and just those sections are transcribed. Other times, you will want to have every word of the entire interview. However, transcription is time-consuming.



Mark key topics visually

Focus group interview, 10-02, North

Availability
Responsive: willing and able to answer questions, timeliness, personal touch

Local connection
Follow-up

Geographic coverage
Service area, serve same people, need to extend out
Staff
Serve community, professional, responsive

Focus
set priorities; stretched too thin

Interviewer: What makes a **quality** program? What are the characteristics of a community-based program that you think is **high quality**?

Respondent 1: Availability. Any time you need a question answered, it's important that the staff be willing and able to answer questions and if they don't know the answers they get them for you quickly. With some services, you get routed 15 times before you get to the right person. When you call other offices if they don't know they will research it and they will get back to you so you don't have to worry whether you are on a wild goose chase or not. **Local people want to talk to locals.** They don't want to be pushed off. They want answers from their local staff and follow-up, too. I mean, they don't say OK I'll get back to you and 3 weeks later you still haven't heard anything.

Respondent 2: I know everyone is trying but being from the West side of the county, I don't feel like we're being served the way we could be and it seems the same people are being served over and over and over again; programs need to extend out.

Respondent 3: I guess its all about the staff. They have to serve the community. Staff need to carry themselves in a professional manner and be attentive to any questions you have.

Respondent 4: I don't know if it's the program or the staff but its gotten to the point that staff are wearing so many hats and they are **stretched too thin**. Programs have to prioritize and pick some of the most important things.

Keep notes of emerging ideas.

Be responsive to local needs and questions

Staff = program

Reaching out vs. focus

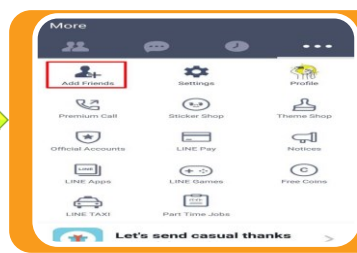
Create a wide margin where you can label key ideas.

Highlight quotes for future use.



Some data management tips

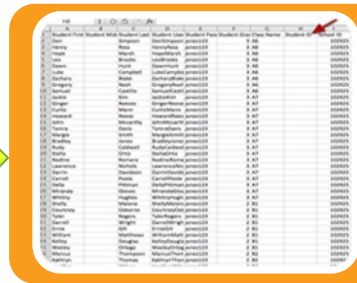
Make a copy of all your data (incl. computer files)
Identify the source of all data.



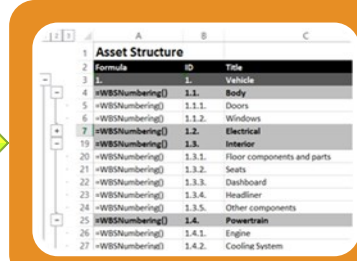
Define categories. Organize or combine related themes into categories. Name (label) these categories by using your own descriptive phrases, or choose words and key phrases from the text. Be clear about what the category stands for.



Cut and sort. Once you define categories and label data, grouping the data into categories involves some form of cutting and sorting. This is a process of selecting sections of data and putting them together in their category.



Mix your text consciously or intuitively. Make sure different parts of text are well-fitted for certain categories. This may be done on hands (by cutting and mixing the text) or electronically.

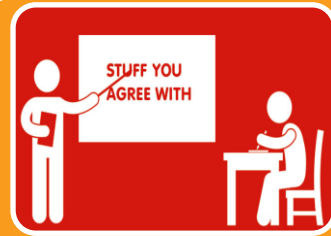


Make connections. Once you sort the data, think about how the categories fit together and relate. What seems more important, less important? Are there exceptions or critical cases that do not seem to fit? Consider alternative explanations.

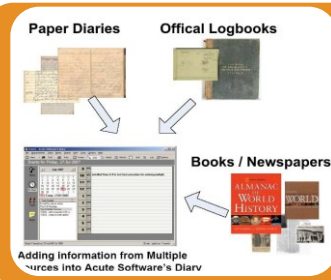


Enhancing the process

Make a copy of all your data (incl. computer files)
Identify the source of all data.

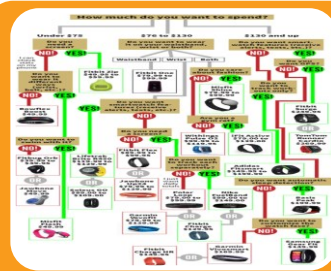


As with any analysis process, bias can influence your results. Consider the following ways to increase the credibility of your findings.



Use several sources of data

Using data from different sources can help you check your findings. For example, you might combine one-on-one interviews with information from focus groups and an analysis of written material on the topic. If the data from these different sources point to the same conclusions,



Help others to track your choices

If others understand how you came to your conclusions, your results will be more credible. Keep a journal or notebook of your decisions during the analysis process to help others follow your reasoning.

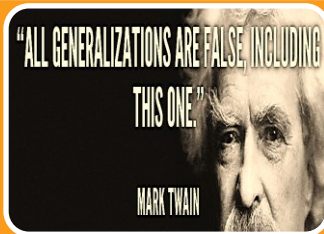


Involve others

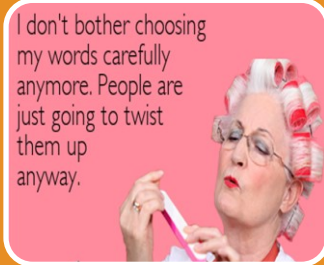
Getting feedback and input from others can help with both analysis and interpretation. You can involve others in the entire analysis process, or in any one of the steps.

Pitfalls to be avoided

Make a copy of all your data (incl. computer files)
Identify the source of all data.



Avoid generalizing (All Gs R false, including this one, M. Twain)
The goal of qualitative work is not to generalize across a population. Rather, a qualitative approach seeks to provide understanding from the respondent's perspective. It tries to answer the questions: "What is unique about this individual, group, situation or issue? Why?"



Choose quotes carefully
While using quotes can lend valuable support to data interpretation, often quotes are used that only directly support the argument or illustrate success. This can lead to using people's words out of context or editing quotes to exemplify a point.



Address limitations and alternatives
Every study has limitations. Presenting the problems or limitations you had while collecting and analyzing the data helps others better understand how you arrived at your conclusions.



Concluding comments
Working with qualitative data is a rich and enlightening experience. The more you practice, the easier and more rewarding it will become. As both a science and an art, it involves critical, analytical thinking and creative, innovative perspectives (Patton, 1990).



Interviews - talking and listening to people

Checking in...

Answer YES or NO to each of the following

0) Do interviews involve talking with people?!

1. If everyone would rather be interviewed than surveyed ?!
2. There is one standard method of interviewing?!
3. Interviews are always done in-person?!
4. Because interviews are personal, they are always culturally appropriate?!
5. Interviews can create a lot of narrative data that will require time to analyze?!
6. Interviewers should ask the same question in the same way of all respondents?!



Interviews - talking and listening to people

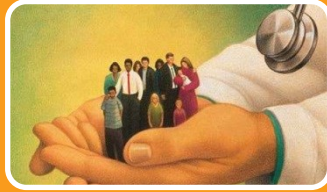
Checking in...

Interviews involve talking with people **YES**

1. Everyone would rather be interviewed than surveyed **NO**
(depends upon the person, topic and situation)
2. There is one standard method of interviewing **NO**
(way to interview falls along a continuum from structured to conversational)
3. Interviews are always done in-person **NO**
(interviews can be conducted by telephone or other audio devices)
4. Because interviews are personal, they are always culturally appropriate **NO**
5. Interviews can create a lot of narrative data that will require time to analyze **YES**
6. Interviewers should ask the same question in the same way of all respondents. **NO**



The PLAN for **Qualitative research (QR)**: what we need to know?



What is qualitative research?

What types of solutions are best suited for qualitative research?



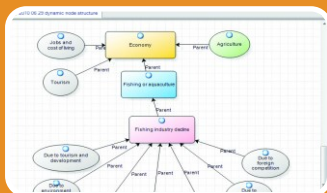
How to write a qualitative purpose statement and research questions?

What tradition or type of qualitative research best fits our research problem?



What types of qualitative data we should collect?

Identifying our procedures for analyzing the data...



Assessing our software packages that will help with data analysis



What is qualitative research?

Qualitative research is an inquiry approach in which the inquirer:

- **explores a central phenomenon (one key concept)**
- **asks participants broad, general questions**
- **collects detailed views of participants in the form of words or images**

What is qualitative research?

Qualitative research is an inquiry approach in which the inquirer:

- **analyses and codes the data for description and themes**
- **interprets the meaning of the information drawing on personal reflections and past research**
- **and writes the final report that includes personal biases and a flexible structure.**
(adapted from Creswell 2002, p. 58)

What do we need to keep in mind when designing a qualitative study?

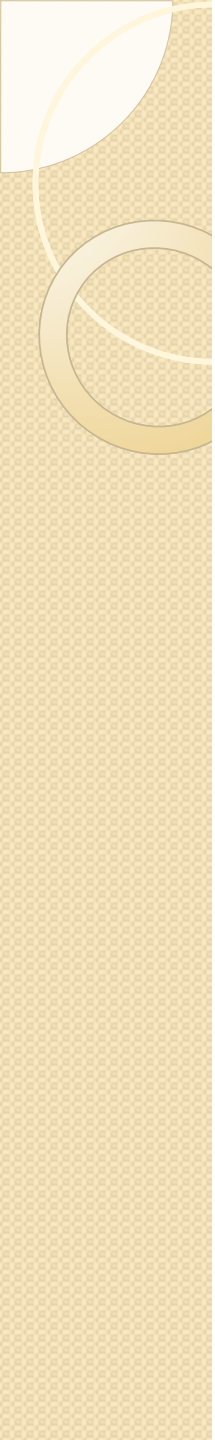
- Focus on process as well as outcomes
- Let the design emerge
- Use inductive reasoning
- Develop a complex picture of the phenomenon (studying many ideas with few participants and sites)
- Discuss the context of the phenomenon
- Follow the “scientific method”
(e.g., problem, questions, method, results)

Starting our plan

- Let's provide a title for our project

Start with a research topic and a research problem

- Identify the subject area or topic for the study
- Specify the research problem: The practical issue that leads to a need for your study.
- Complete these sentences:
 - “The topic for this study will be...”
 - “This study needs to be conducted because...”

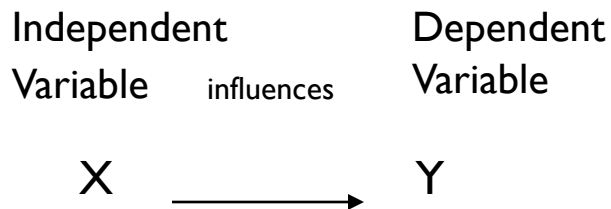
- 
- Let's write down the topic and the research problem leading to our study

Now we will write a good qualitative purpose statement:

- What it includes:
 - Single sentence
 - “The purpose of this study . . .”
 - Central phenomenon
 - Qualitative words (e.g. “explore,” “understand,” “discover”)
 - Participants
 - Research site

Understanding the central phenomenon:

- Quantitative research
- Qualitative research



Y

Central Phenomenon

Let's stay away from quantitative language that might mislead readers

- What is not included in this statement:
 - Not a comparison
 - Not relating variables
 - Not proving hypotheses
 - Not measuring variables

Here is a script for a good qualitative purpose statement:

“The purpose of this qualitative study (replace later with type of qualitative tradition) will be to _____(understand, describe, develop, discover) the _____(central focus) for _____(participants: person, process, groups) at _____(site).”

Writing good qualitative research questions

- Questions narrow the purpose
- Two types:
 - Central question
 - The most general question you could ask
- Sub questions
 - Sub-divides central question into more specific topics questions
 - Limited number

Use good qualitative wording for these questions

- **Begin with words such as “how,” “what,”**
- **Tell the listener what you are attempting to “discover,” “generate,” “explore,” “identify,” or “describe”**
- **Ask “what happened?” to describe**
- **Ask “What was the meaning to people of what happened?” to understand**
- **Ask “What happened over time?” to explore a process**

Avoid words such as:

- **“relate”**
- **“influence”**
- **”impact”**
- **“effect”**
- **“cause”**

Scripts to help design qualitative central questions and sub-questions:

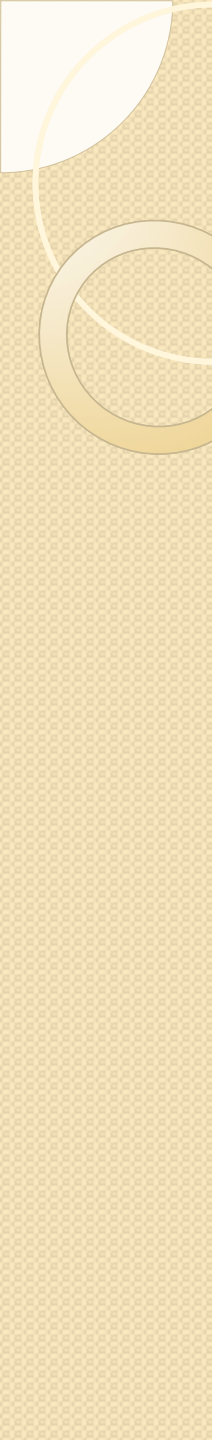
Central Question Script: (usually write only one)

“What does it mean to _____ (central phenomenon)?”

“How would _____ (participants) describe _____ (central phenomenon)?”

Sub-Question Script:

“(What) _____ (aspect) does _____ (participant) engage in as a _____ (central phenomenon)?”

- 
- Write the purpose statement, central question, and sub-questions for our qualitative study

Let's design the methods for this qualitative study. What to include:

- **Data collection**
- **Data analysis**
- **Data representation**
- **Data interpretation**
- **Data validation**
- **The type of qualitative “tradition” we will use in our methods**

What are the qualitative traditions?

- Narrative research
- Phenomenology
- Ethnography
- Grounded Theory
- Case Study

The Qualitative Traditions

Dimension	Narrative	Phenomenology	Grounded Theory	Ethnography	Case Study
Focus	<ul style="list-style-type: none"> • Exploring the life of an individual 	<ul style="list-style-type: none"> • Understanding the essence of experiences about a phenomenon 	<ul style="list-style-type: none"> • Developing a theory grounded from data in the field 	<ul style="list-style-type: none"> • Describing and interpreting a cultural or social group 	<ul style="list-style-type: none"> • Developing an in-depth analysis of a single case or multiple cases
Data Collection	<ul style="list-style-type: none"> • Primary interviews and documents 	<ul style="list-style-type: none"> • Long interviews with up to 10 people 	<ul style="list-style-type: none"> • Interviews with 20-30 individuals to “saturate” categories and detail a theory 	<ul style="list-style-type: none"> • Primarily observations and interviews with additional artifacts during extended time in the field (e.g. 6 months to a year) 	<ul style="list-style-type: none"> • Multiple sources including documents, archival records, interviews, observations, • Physical artifacts
Data Analysis	<ul style="list-style-type: none"> • Stories • Epiphanies • Historical content 	<ul style="list-style-type: none"> • Statements • Meanings • Meaning themes • General description of the experience 	<ul style="list-style-type: none"> • Open coding • Axial Coding • Selective Coding • Conditional Matrix 	<ul style="list-style-type: none"> • Description • Analysis • Interpretation 	<ul style="list-style-type: none"> • Description • Themes • Assertions
Narrative Form	<ul style="list-style-type: none"> • Detailed picture of an individual’s life 	<ul style="list-style-type: none"> • Description of the “essence” of the experience 	<ul style="list-style-type: none"> • Theory or theoretical model 	<ul style="list-style-type: none"> • Description of the cultural behavior of a group or an individual 	<ul style="list-style-type: none"> • In-depth study of a “case” or “cases”

What criteria will we use to select a tradition?

- Intent or focus
- Audience
- Personal training/skills
- Personal comfort level with structure

Now, let's select a tradition for our study

- Choose a qualitative tradition for our research problem.
- Tell why we chose it and how it relates to the study's purpose.

Within this tradition, what data will we collect?

- Who will be studied?
- What information will be collected?

Four considerations for selecting people/sites to study:

- Can the people and sites help us learn about our central phenomenon? (purposefully select people and sites)
- How many people and sites should we study? (keep sample size small)
- Do we have access? (gain access)
- Do we have permissions (obtain permissions)

What types of information can be collected in qualitative research?


- Observations
- Interviews
- Documents
- Audio-Visual Materials

If we choose to observe, how do we do it?

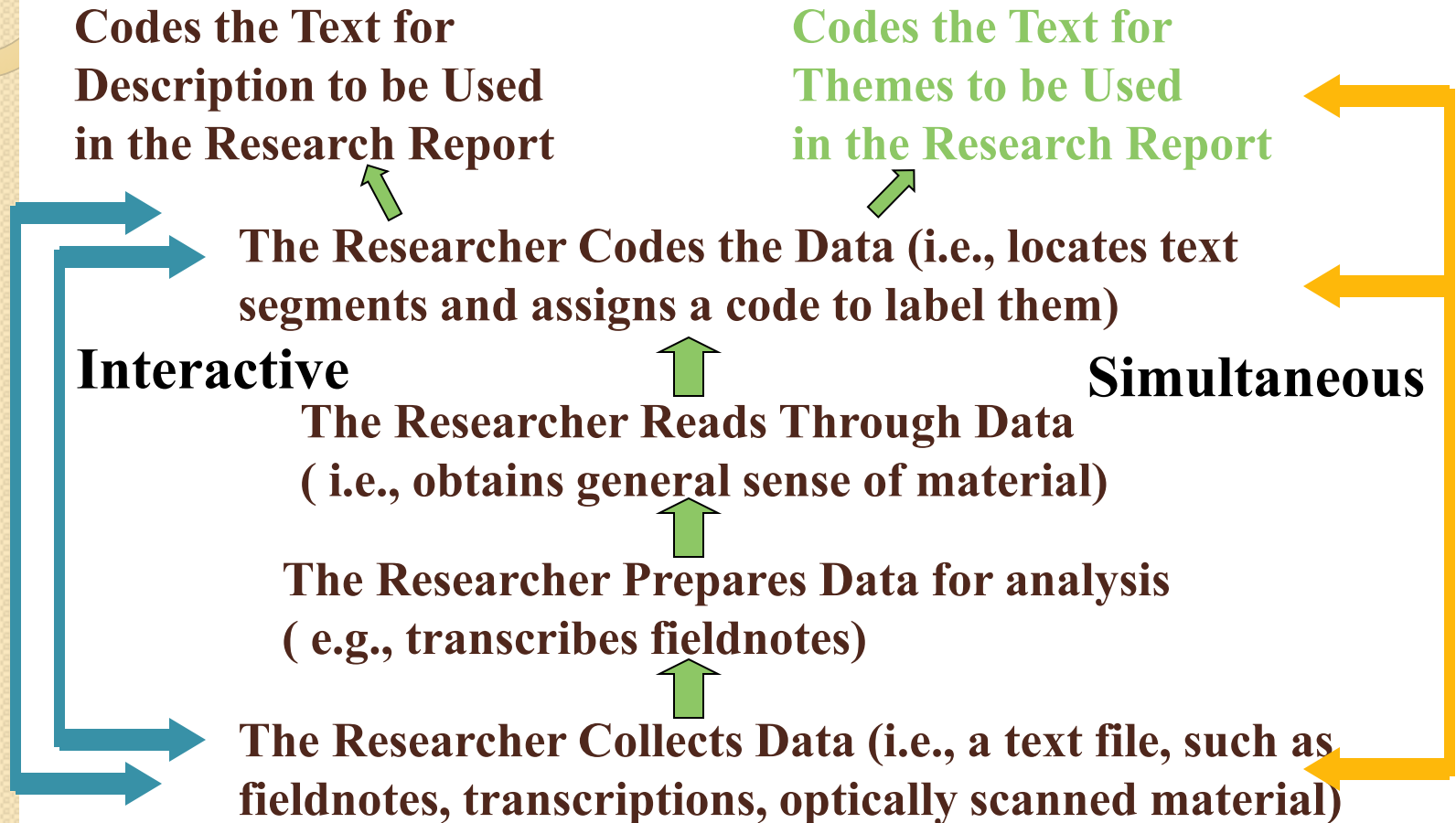
- Create an observational protocol
 - Record descriptive notes
 - Record reflective notes
- Decide on your observational stance
- Enter site slowly
- Conduct multiple observations
- Summarize at end of each observation

If we choose to interview, how do we interview?

- Decide on the type of interview to use
 - Individual
 - Focus group
 - Telephone
 - e-mail
- Create an interview protocol
- Ask open-ended questions (5-7)
 - allows the participant to create options for responding
 - participants can voice their experiences and perspectives
- If possible, tape record and transcribe for analysis

- 
- Let's write down in our plan our data collection approach
 - 1) Sites to be studied
 - 2) People to be studied
 - 3) Permissions needed
 - 4) Types of data to be collected
 - 5) Forms needed for data collection

Once we collect the data, how will we analyze it? The overall process



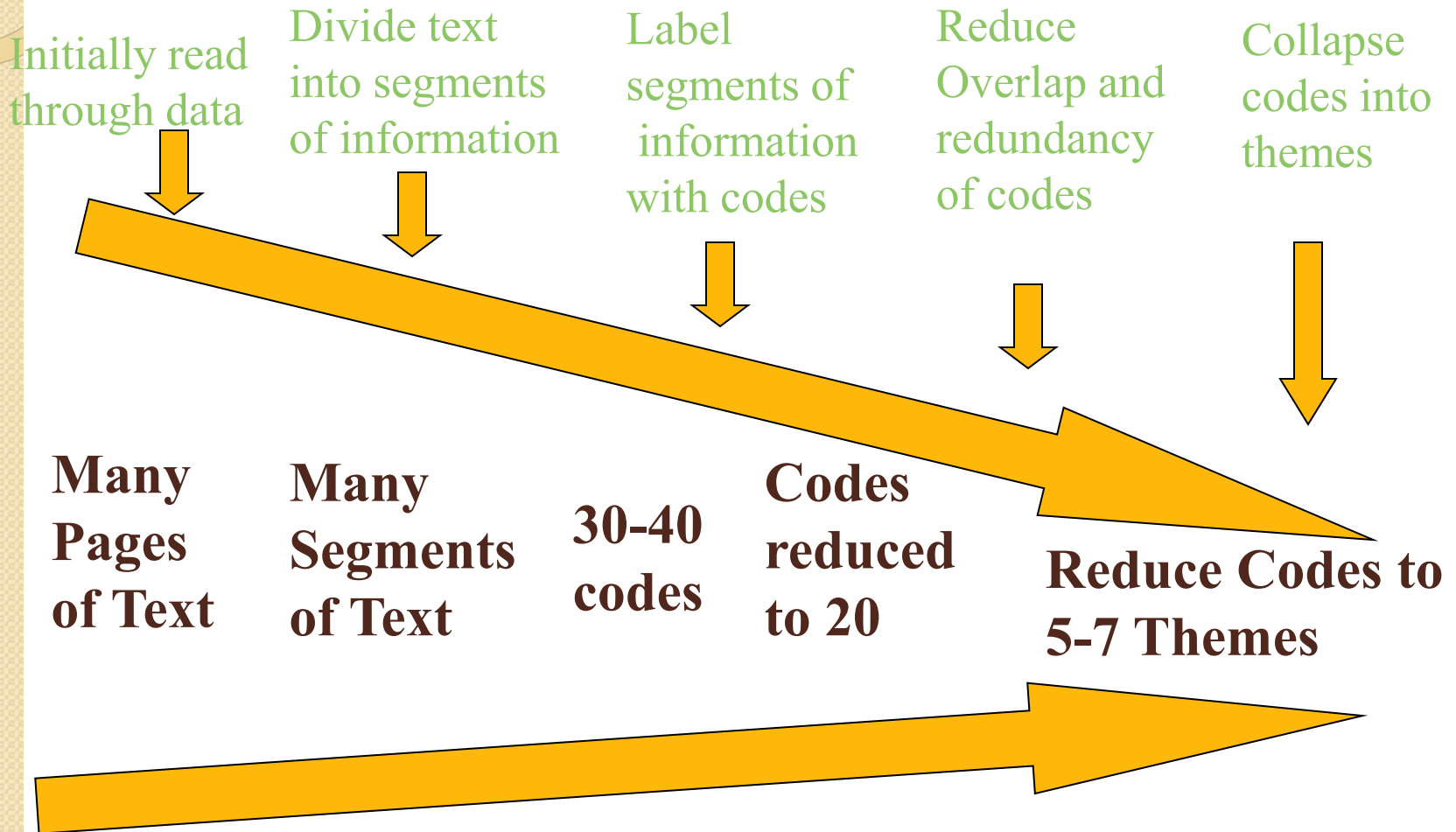
More specific steps in the analysis process

- Exploring the database
- Coding the data
- Developing findings - a description and themes
- (Re) presenting the description and themes
- Interpreting the findings
- Validating the findings

How do we first explore the database?

- Obtain a general sense of the data
- Write down memos on hard copy
- Think about the organization of the data
- Consider whether more data are needed

Then we engage in the coding process that involves several steps:

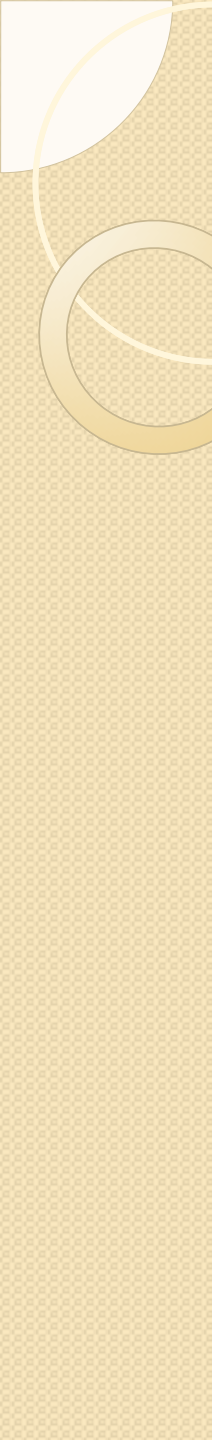


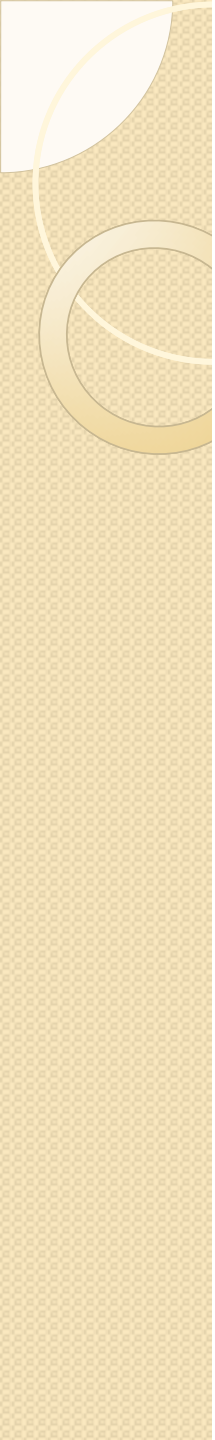
How do we divide the text into segments? (actual coding)

- Transcribe the interview
- Initially read through for general meaning
- Determine coding frame (sentence, paragraph, or phrase) and determine what the person is saying in the coding frame
- Assign code labels in left margin
 - Use *in vivo* coding (their words) when possible
 - Do not over code - practice “lean coding”
 - Stay away from interpreting comments (10 sec rule)
- Look for overlap among codes
- Combine codes into 5-7 themes

What are themes?

- Themes are broad categories of information (codes grouped together)
- Themes can describe a setting
- Themes can describe what occurred
- In the 5-7 themes, have some be: a) what you would expect; b) what you would not expect (unusual themes)
- Themes can also be related (chronology, grounded theory model)

- 
- Let's practice the coding procedures using a sample two-page transcript on the topic of how department chairs balance their personal and professional lives

- 
- Describe the procedures we will use for analyzing the data



Using computer program(s) to help?


Some QR computer programs:

Atlas.ti <http://www.atlasti.de/index.html>

N6 <http://www.qsrinternational.com/>


NVivo <http://www.qsrinternational.com/>

Maxqda <http://www.maxqda.com>

- 
- **Demonstration of the basic features of Nvivo and N6 including:**
 - entering / importing documents
 - Coding / decoding texts
 - tree diagram building
 - searching codes

How will we report our findings? (What topics do we present in the findings?)

- **We might describe the setting**
- **We might identify and discuss 5-7 themes (including multiple perspectives, good quotes, useful dialogue, even metaphors or analogies)**
- **We write in detail**
- **We try to make the narrative as realistic as possible (even note tensions/contradictions)**
- **We report the narrative in a way consistent with our tradition**
 - **Narrative – typically a chronology**
 - **Phenomenology – typically description building toward the essence of the phenomenon**
 - **Ethnography – description of the setting and cultural themes that display the way culture-sharing works**
 - **Grounded theory – categories of information leading to a theoretical model**
 - **Case study - description of the case and themes of the case**



As we present these findings, what visual presentations can we use to convey them?

- Create a visual image of the information in a “comparison” table
- Depict physical layout of the setting
- Describe personal or demographic information for each person or site
- Present a model of a theory

At the end of our study, what interpretations can we make? (Discussion section of studies)

- Interpretation is stepping back – asking what all of this means; it is not neutral
- Options:
 - We can give our own personal reflection (based on our experiences, history)
 - We can compare our findings with the literature
 - We can summarize in a general sense what we found
- We also need (as shown in scholarly discussion sections)
 - Raise potential limitations in our study
 - Make suggestions for future research
 - Discuss the practical implications for our study

How do we know that our interpretation (or themes, or questions, or the entire research report) is accurate?

- Member checking: Members check the accuracy of the account
- Triangulation: Looking for themes across different types of data; different researchers; different participants
- Others: peer review, external audit, report disconfirming evidence, clarify researcher's stance, thick description, prolonged time in the field

Let's put it all together – What topics are addressed in a proposal for a qualitative study?

- Introduction
 - Statement of the problem (including literature)
 - Purpose of the study
 - Research questions
 - Delimitations and limitations

A qualitative proposal (cont'd)

- Procedures
 - Characteristics of qualitative research (optional)
 - Qualitative research strategy
 - Role of the researcher
 - Data collection procedures
 - Data analysis procedures
 - Strategies for validating findings
 - Narrative structure

A plan for a qualitative proposal

- Anticipated ethical issues
- Significance of the study
- Preliminary pilot findings
- Expected outcomes
- Appendices (interview questions, observational forms, timeline, and proposed budget)



Survey questionnaire on the subject: THE IMPORTANCE OF LEADERSHIP; CRITERIA FOR LEADERS IN a BUSINESS in a CERTAIN SPHERE

You always need to keep an approximate structure of your end result when preparing for interviews:

- ❖ Imagine your end result;
- ❖ Write its structure (a good example on how to do this is presented below).
- ❖ Prepare your questions according to your structure.

Why THE RESEARCH PROBLEM is urgent:	Presenting the results:
<p>1.1. Introduction</p> <p>1.2. Review of earlier Finnish/Russian leadership research</p> <p>1.3. The aim of your study</p> <p>1.4. The structure of your report</p> <p>1.5. The definitions of central concepts</p> <p>1.5.1. Definition of leadership and leadership criterion</p> <p>1.5.2. Leadership effectiveness?</p> <p>1.6. The framework of the study</p> <p>1.6.1. Discussion of the theoretical framework of the study</p>	<p>2. RESEARCH METHODOLOGY</p> <p>2.1. Critique of earlier measurement techniques: why previous methods' results are inferior to your research?</p> <p>2.2. The survey questionnaire</p> <p>2.2.1. Reliability</p> <p>2.2.2. Validity</p> <p>3. EMPIRICAL RESULTS</p> <p>3.1. Finnish/Russian leadership criteria and styles</p> <p>3.1.1. Finnish/Russian leaders' evaluations</p> <p>3.1.2. Finnish/Russian subordinates' evaluations</p> <p>3.2. How stable are leadership criteria over time? (studies 1, 2)</p> <p>❖ REFERENCES</p> <p>❖ Interviews (who you talk with)</p> <p>❖ APPENDIX</p>



Qualitative research by interviews

It not always is necessary to ask **all** the questions – it is necessary you to know answers to them!:

You always need to keep an approximate structure of your coding list for performing an analysis:

- ❖ Background information: Please circle the appropriate response;
- ❖ Prepare your questions for your interview.
- ❖ Second type of questions is either for qualitative analysis or for quantitative analysis:

First type of questions is preliminary: it should help you setting contacts and collect important data on the company:

Hierarchical position in the company:

1. Chairman, President, Vice President.
CEO, Executive
2. Manager
3. Other _____

Gender:

1. Man
2. Woman

The company size:

1. Some sphere company, salesmen over 200 or X
2. Some sphere company, salesmen under 200 or X

Other common questions for interviews.....

Please indicate how important each of the leadership criteria are to your company.

According to the ranking scale 1 means that the item is very important to your company and 10 that it is not at all important.

EXAMPLE: qualitative PhD research of Kari Pöllänen

	Very important	Not important
A. Anticipates the future so as to control it if possible, and to capitalize on the opportunities that the future always offers the thoughtful.	1 2 3 4 5 6 7 8 9 10	
B. Organizes the manpower, money, machines, methods and materials of the firm into well integrated units so that objectives may be attained with a maximum of efficiency and a minimum of wasted effort.		1 2 3 4
C. Staffing to get today's job done.		1 2 3
D. Ensures that the human resources of the company will develop so as to enable it to enjoy increasing prosperity.		
E. Directs work by giving an example.		

Second type of questions' other examples

• **EXAMPLE: qualitative PhD research of Kari Pöllänen**

F. Creates a climate of cooperation and mutual assistance.

Very
important

Not
important

1 2 3 4 5 6 7 8 9 10

Comments:-----

G. Allocates authority.

H. Determines necessary functions.

I. Sets criteria for acceptable output by exacting

J. Assigns personnel to specific tasks

accountability for results according to those criteria

K. Allows key people the autonomy to perform and achieve.

L. Gains cooperation from and among people.

M. Arranges conditions so that they can achieve

N. Satisfies some of the person's job-related needs.

organizational ends.

1 2

U. Monitors subordinates to improve all products,

Services, and processes.

O. Controls the efforts of subordinates by maintaining a feedback system that provides valid data early enough in the game to allow corrective action (rewards or punishment) of performance on the basis of justice rather than of politics or charity.



The 50 Most Common Interview Questions (s#5):

What questions haven't I asked you?
What questions do you have for me?

What are your strengths?
What are your weaknesses?
Why are you interested in working for [insert company name here]?
Where do you see yourself in 5 years? 10 years?
Why do you want to leave your current company?
Why was there a gap in your employment between [insert date] and [insert date]?
What can you offer us that someone else can not?
What are three things your former manager would like you to improve on?
Are you willing to relocate?
Are you willing to travel?
Tell me about an accomplishment you are most proud of.
Tell me about a time you made a mistake.
What is your dream job?
How did you hear about this position?
What would you look to accomplish in the first 30 days/60 days/90 days on the job?
Discuss your resume.
Discuss your educational background.
Describe yourself.
Tell me how you handled a difficult situation.
Why should we hire you? / Why did they hire you?

Would you work holidays/weekends?
How would you deal with an angry or irate customer?
What are your salary requirements?
Give a time when you went above and beyond the requirements for a project.
Who are our / their competitors?
What was your biggest failure?
What motivates you? What's your availability?
Who's your mentor?
Tell me about a time when you disagreed with your boss.
How do you handle pressure?
What is the name of our CEO?
What are your career goals?
What gets you up in the morning?
What would your direct reports say about you?
What were your bosses' strengths/weaknesses?
If I called your boss right now and asked him what is an area that you could improve on, what would he say?
Are you a leader or a follower?
What was the last book you've read for fun?
What are your co-worker pet peeves?
What are your hobbies? What is your favorite website?
What makes you uncomfortable?
What are some of your leadership experiences?
How would you fire someone?
What do you like the most and least about working in this industry? Would you work 40+ hours a week?

Do your homework. One of the biggest complaints on ineffective qualitative analysis for interviews is interview candidates know very little about the company they're interviewing for.

Interviews

- Advantages
 - deep and free response
 - flexible, adaptable
 - glimpse into respondent's tone, gestures
 - ability to probe, follow-up, clarify misunderstanding about questions
- Disadvantages
 - costly in time and personnel
 - impractical with large numbers of respondents
 - requires skill
 - may be difficult to summarize responses
 - possible biases: interviewer, respondent, situation



How culturally appropriate are interviews?

Things to consider:

- Preferred by people with an oral culture
- Language level proficiency; verbal skill proficiency
- Politeness – responding to authority (thinking it's unacceptable to say “no”), nodding, smiling, agreeing
- Need to have someone present
- Relationship/position of interviewer – for example, do youth feel comfortable speaking frankly to the interviewer?
- May be seen as interrogation
- Direct questioning may be seen as impolite, threatening, or confrontational
- More information about collecting information from youth is available from

<http://www.uwex.edu/ces/4h/evaluation/purpose.cfm>



Structured Interviews



Unstructured

Interviews fall along a continuum from structured to unstructured.

A **structured interview** uses a set of questions that are asked in a standard way across all respondents.

A **semi-structured interview** has specific topic areas and a general set of questions but the interview flows like a conversation and topics are covered as they come up.

An **unstructured interview** has a topic area to be explored but what gets covered is left up to the respondent. An opening question might introduce the topic, *I'd like to get your perspective about the Ambassador program. What would you like to tell me about it?*

The way you conduct an interview can fall anywhere along the continuum. When the questions are not totally preset and the interview takes a conversational approach, it is often called **qualitative interviewing**.

Types of interviews: Individual or group

Interviews may be conducted with a **group** as well as with an **individual**.

Individual interview: Based on the purpose of your evaluation, you may decide to conduct interviews with individual youth, volunteers or parents. The number of interviews and selection of interviewees will depend upon your purpose and the time and resources you have.

Key informant interview is one type of individual interview. Key informants are individuals who are likely to have the information you need. They are specifically chosen because they have particular knowledge or insights of interest.

Group interview...

The most common type of group interview is the **focus group interview**. Focus groups involve a particular process with a focused set of questions. (See the section on focus groups for additional information.)

Other group formats also can be used, for example:

Informal discussion group: at the end of the workshop or program, you might ask a series of evaluation questions in an informal, relaxed way; a summary of the discussion is recorded.

Community forum: an open community meeting provides a forum for getting perspectives on needs, behaviors and outcomes.

Nominal group: facilitate a nominal group process of program participants to identify and prioritize program outcomes

Any group format is possible for collecting data related to your evaluation questions.

Think about...

- How would the information be different for different types of interviews: structured or unstructured? Individual or group?
- When might you use each?



Plan your interview process

- What do you want to learn – what is your purpose for conducting the interviews?
- Who do you intend to interview?
- Will you conduct individual or group interviews?
Which will be more comfortable for youth participants? If you are considering a group interview, how might the presence of peers affect them?
 - Exactly who will you interview?
 - How many?
 - How will they be selected?



Plan the interview, continued...

- Where will the interview be held?
 - How long will each interview take?
- Who will do the interviewing?
 - You? Colleagues from another county? Youth? Others?
 - Will you need to train the interviewers?
- Will there be an incentive for participants?
 - **Food may be helpful!**

Develop the interview questions

- What do you want to know?
 - Review the purpose of your evaluation and why you are conducting these interviews
- Decide on the questions you will ask
 - Brainstorm questions
 - Prioritize and identify the key questions
 - Identify possible probing questions
 - Anticipate how long each question will take to answer and keep within your timeframe



Develop interview questions continued...

- Sequence the questions
 - Opening questions, transition questions, ending questions
- Write your questions down in an **interview guide** that lists the topics or questions to be covered
 - Remember: the type and specificity of your questions depends upon whether you are conducting a structured, semistructured or unstructured interview

Avoid asking *why* questions



Pilot test the questions

- With a colleague, friend, or family member
and/or
- With a few people like those you intend to interview



Practice – Practice - Practice

- Good interviewing requires skill
- Practice interviewing before you begin
 - Ask a colleague to ‘stand in’ as the respondent, or solicit someone from the interviewee population
- Know your questions well so the interview flows smoothly

Contact the respondent

- By telephone or in-person
- Personalize the request
- Explain:
 - Purpose of the interview – how data will be used
 - How long it will take
 - How it will be conducted – when, where, etc.
 - Solicit participation and arrange date/time for the interview
- Send the interview questions in advance as appropriate

Introduction

- Create an open, respectful environment
- Ensure the person is comfortable
- Review the purpose of the interview
- Assure Human subjects protection
 - Distribute consent form
 - “May I proceed?” “Is it okay to begin”

Use probing to gain insight

Probing is the process of asking follow-up questions to **dig deeper** in order to obtain useful, meaningful information



See the Quick Tips #34, *Probing Questions in Interviews*.

<http://www.uwex.edu/ces/pdande/resources/pdf/Tipsheet34.pdf>

Probing - example

Interview question:

“What did you like best about this program?”

Response: “I liked everything.”

Probe 1: “What one thing stood out?”

Response: “Being with my friends.”

Probe 2: “What about the program activities?”

Response : “I liked it when we worked as a team.”

Probe 3: “How come?”

Response : “It was neat to hear each other’s perspectives. I heard some things I hadn’t considered before.”

Probe 4: “What is one thing that you learned?”

Capturing what people say during the interview: Options

- Use paper and write down what the person says as she talks
- Jot down notes during the interview and fill in immediately after the interview
- Type responses into a computer
- Tape record the interview (audio or video tape) – for transcription
- Work in pairs: one interviews and the other records the responses

At the end...

- Check and fill in your notes at the end of each interview – don't wait to do this because you will forget details
- Write a brief summary for each interview – highlight themes, quotes, key points



Analyzing interview data

- Review notes, listen to tapes or review transcripts
 - Organize interviews by question and summarize across all interviews
 - Identify themes, patterns and divergences
 - Highlight key points and notable quotes
-
- Depending upon the amount of interview data you have, you may do the data processing by hand or by computer (Word, Excel, qualitative software programs)

Wrap-up: Interviewing tips



- Establish rapport and comfort
- Establish time frame for interview
and stick to it
- Pitch your language to the respondent
- Begin with topics of interest to the interviewee
- Ask one question at a time
- Be careful about verbal and nonverbal cues
- Be respectful
- Listen carefully – be patient



LIST OF SOURCES

- 1) University of Wisconsin (interviews), 2009
- 2) John W. Creswell, Vicki L. Plano Clark Principles of Qualitative Research: Designing a Qualitative Study
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- 4) Kari Pöllänen The Finnish leadership style in transition: A study of leadership criteria in the insurance business
- 5) The FORBES journals' issues
- 6) Ellen Taylor-Powell, Marcus Renner Analyzing Qualitative Data
- 7) Electronic dictionary Your dictionary (YD)
- 8) Patton, Michael Q. 1990. Qualitative Evaluation and Research Methods. 2nd Edition. Newbury Park, Calif.: Sage Publications.



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Thank you for your attention!

Alexander Shemetev

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