Content Analysis and CAQDAS

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Context

- **CAQDAS** (Fielding and Lee, 1989)
  - Computer-Aided Qualitative Data Analysis Software
- **Analysis - misleading**
- **Many packages emerged at once:**
  - NVivo; MAXqda; Atlas.ti; QDA Miner; Transanna, HyperResearch, etc.
- **Software often separated from methodological training** (Johnston, 2005)
- **Generational gap** (Mangabeira et al., 2004)
- **Constant flow of updated and new software** (MacMillan and Koenig, 2004)
- **Making the software decision.....personal....no correct answer....**
Content Analysis:

Training Transfer Research

- Leadership Development Programme
- 75 Reflective Learning Journals
- Training Transfer Research
- Combination of Content Analysis & Grounded Theory
- Highly Structured Documents
   - Learning
   - Facilitators
   - Barriers

1. Pre-defined objectives for each module (learning outcomes)
Stage One: Formatting

The Role of the Supervisor

What I learned in this module.

It was interesting to see the comparison between traditional supervisory traits versus modern supervisory traits. It is evident in our workplace that the traits of the modern supervisor is required to effectively manage work and people, but unfortunately that message is not registering “throughout” the company. I am a long term employee and understand the modern focus, but many long term employees have an ingrained culture that will likely not change. Our company will probably change as the youth move in and the old move out with time.

How I have applied or plan to apply the learning to my work.

I delegate more work and try to be a coach to allow people to have more autonomy in their work, as opposed to instructing staff on exactly what needs to be done and how it should be done. I would like to assign work and have the staff become independent and make decisions that can and should be made at their level. I continue to do this but it is an uphill struggle.

Barriers I have experienced in applying the learning.
Stage Two: Autocoding

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One Minute Process if Formatting Correct
Stage Three: Construct (C) Nodes

Pre-defined Categories (Learning Outcomes) were created prior to coding BUT some modification after coding began.
Stage Four: Coding

Looking through here, I was apprised of a breach of contract recently in regards to me being called out for work when this employee was not called and he was the one who should have been called. I was confronted in an anger matter because as a shop steward I should know the contract and that I normally don't perform this task everyday I should have not been called. Also where this grievance involved me he did not think I should handle this case because of a conflict of interest. Well I did what I was taught and Calmly listen to his facts, asked him calmly for his thoughts and feelings and what he wanted from me and the action he wanted to take. Well he calmed down and listened to what I had to say regarding the contract and as a result I not only handled the situation very well but also won the grievance for him.

**Barriers I have experienced in applying the learning.**

Fostering a Respectful Workplace

What I learned in this module.
Stage Five: Query: NVivo
Summary

• NOT a simplistic linear process
• Supports content analysis
• Autocoding not appropriate for every project
• Multiple other functionalities
• Needs to be utilised appropriately