


# Content Analysis and CAQDAS

Dr. Paula O’Kane  
University of Otago



# 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....
- 

# Training Transfer Research



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



# Analysis Procedures



## 1. Baldwin and Ford (1988)

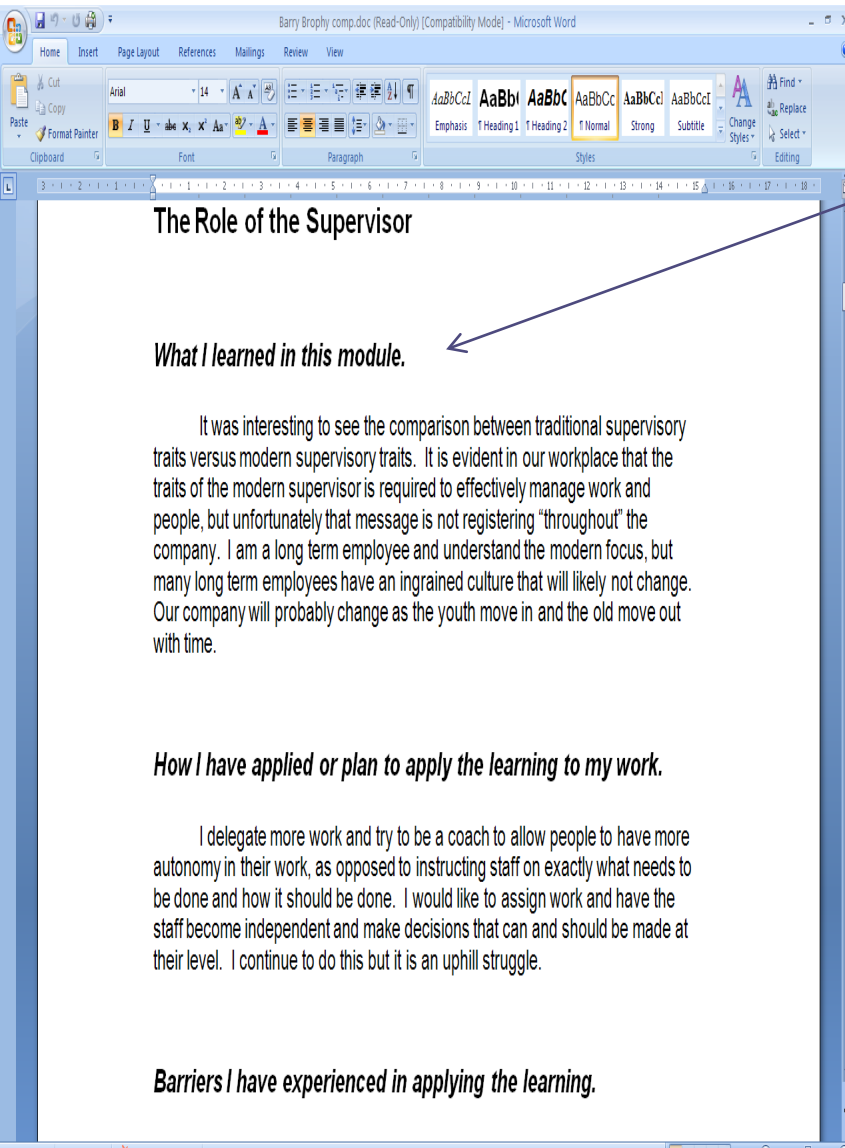
- Learning
- Facilitators
- Barriers

## 1. Pre-defined objectives for each module (learning outcomes)

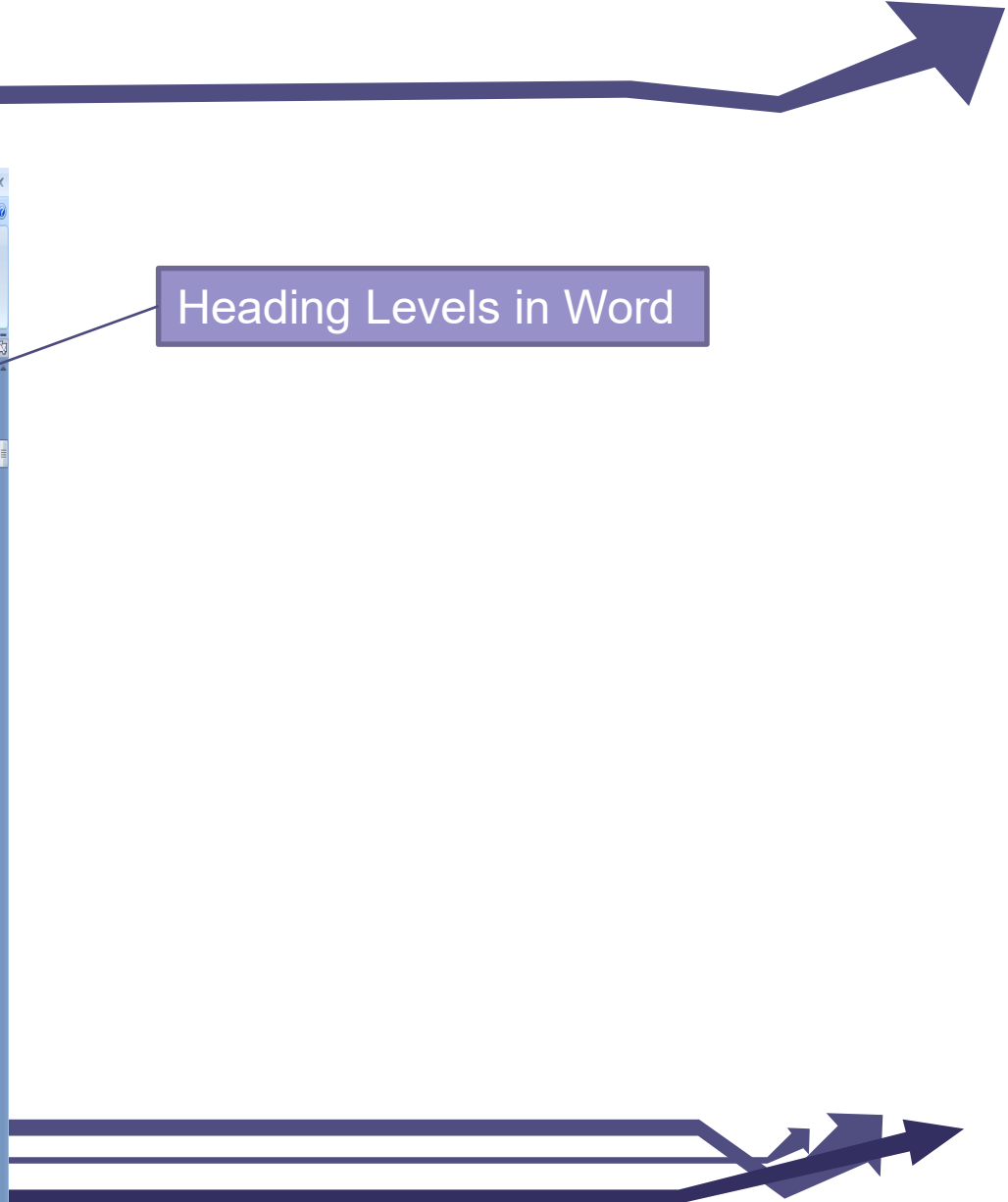


# Stage One:

# Formatting



Heading Levels in Word

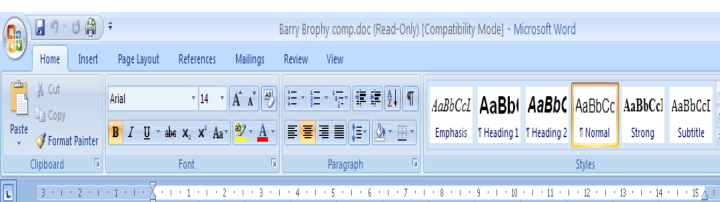


# Stage Two: Autocoding

- Free Nodes
- Tree Nodes
- Cases
- Relationships
- Matrices
- Search Folders
- All Nodes

**Tree Nodes**

Name	Sources	References	Created On	Modified On
Application	69	609	07/01/2009 10:50	07/01/2009 10:50
Barriers	1	1	03/11/2008 15:43	07/01/2009 10:17
Barriers Group	57	494	07/01/2009 12:21	07/01/2009 10:17
Facilitators	0	0	03/11/2008 15:52	03/11/2008 15:52
Module and Learning	0	0	14/10/2008 14:55	14/10/2008 14:55
Building Effective Team	64	64	14/10/2008 14:55	07/01/2009 10:17
Barriers I have experie	36	36	14/10/2008 14:55	07/01/2009 10:17
How I have applied or	43	45	14/10/2008 14:55	07/01/2009 10:17
What I learned in this	62	63	14/10/2008 14:55	07/01/2009 10:17
Communicating Effectiv	62	63	14/10/2008 14:55	07/01/2009 10:17
Barriers I have experie	37	39	14/10/2008 14:55	07/01/2009 10:17
How I have applied or	48	49	14/10/2008 14:55	07/01/2009 10:17
What I learned in this	61	62	14/10/2008 14:55	07/01/2009 10:17
Conducting Effective M	60	60	14/10/2008 14:55	07/01/2009 10:17
Barriers I have experie	35	35	14/10/2008 14:55	07/01/2009 10:17
How I have applied or	48	48	14/10/2008 14:55	07/01/2009 10:16
What I learned in this	58	58	14/10/2008 14:55	07/01/2009 10:17
Conflict Management	66	68	14/10/2008 14:55	07/01/2009 10:17
Fostering a Respectful	62	62	14/10/2008 14:55	07/01/2009 10:17
General	0	0	16/10/2008 09:33	16/10/2008 09:33
Hiring the Right Person	67	67	14/10/2008 14:55	07/01/2009 10:17
Labour Relations Basic	67	67	14/10/2008 14:55	07/01/2009 10:17
Leadership and Motivati	67	68	14/10/2008 14:55	07/01/2009 10:17
Managing Performance	64	65	14/10/2008 14:55	07/01/2009 10:17
Performance Coaching	66	71	14/10/2008 14:55	07/01/2009 10:17
The Role of the Supervi	61	62	14/10/2008 14:55	07/01/2009 10:17
Barriers I have experie	43	46	14/10/2008 14:55	07/01/2009 10:17
How I have applied or	46	46	14/10/2008 14:55	07/01/2009 10:17
What I learned in this	65	65	14/10/2008 14:55	07/01/2009 10:17
Understanding Leaders	52	52	14/10/2008 14:55	07/01/2009 10:17
Understanding Your Le	58	58	14/10/2008 14:55	07/01/2009 10:17
Objectives		0	16/10/2008 10:45	16/10/2008 10:45
What I learned		73	07/01/2009 10:45	07/01/2009 10:45



**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.

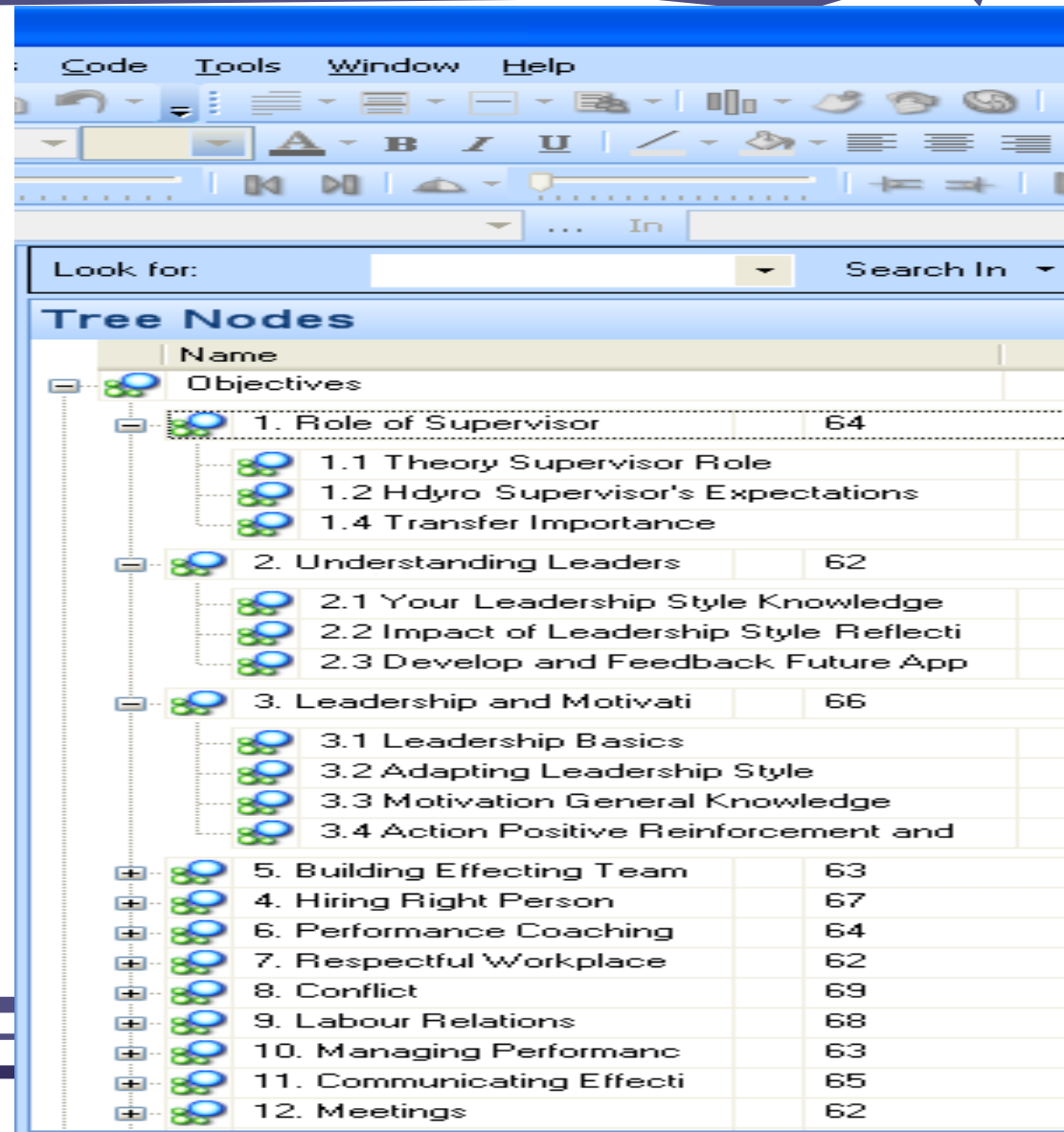
**Barriers I have experienced in applying the learning.**

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



Name		
Objectives		
1. Role of Supervisor		64
1.1 Theory Supervisor Role		
1.2 Hdyro Supervisor's Expectations		
1.4 Transfer Importance		
2. Understanding Leaders		62
2.1 Your Leadership Style Knowledge		
2.2 Impact of Leadership Style Reflecti		
2.3 Develop and Feedback Future App		
3. Leadership and Motivati		66
3.1 Leadership Basics		
3.2 Adapting Leadership Style		
3.3 Motivation General Knowledge		
3.4 Action Positive Reinforcement and		
5. Building Effecting Team		63
4. Hiring Right Person		67
6. Performance Coaching		64
7. Respectful Workplace		62
8. Conflict		69
9. Labour Relations		68
10. Managing Performanc		63
11. Communicating Effecti		65
12. Meetings		62

# Stage Four: Coding

The screenshot displays the NVivo software interface for a project named 'Hydro NVivo.nvp'. The top menu bar includes File, Edit, View, Go, Project, Links, Code, Format, Tools, Window, and Help. Below the menu is a toolbar with various icons for file operations and editing. The main window is divided into several panes:

- Nodes Pane (Left):** Lists 'Free Nodes', 'Tree Nodes', 'Cases', 'Relationships', 'Matrices', 'Search Folders', and 'All Nodes'. 'Tree Nodes' is selected.
- Tree Nodes Table (Top Right):** A table showing search results for 'Tree Nodes'.

Name	Sources	References	Created On	Created By	Modified On	Modified By
Application	69	609	07/01/2009 10:50	PDK	07/01/2009 10:52	PDK
Barriers	1	1	03/11/2008 15:43	PDK	07/01/2009 13:28	PDK
Barriers Group	57	494	07/01/2009 12:21	PDK	07/01/2009 12:25	PDK
Facilitators	0	0	03/11/2008 15:52	PDK	03/11/2008 15:52	PDK
Module and Learning	0	0	14/10/2008 14:55	MM	14/10/2008 14:55	MM
Building Effective Teams	64	64	14/10/2008 14:55	MM	07/01/2009 10:17	PDK
Communicating Effectively	62	63	14/10/2008 14:55	MM	07/01/2009 10:17	PDK
- Text Document Pane (Bottom Right):** Displays a document titled 'Brian Harris comp'. The text includes a paragraph about a grievance and three bolded sections:
  - Barriers I have experienced in applying the learning.**
  - Fostering a Respectful Workplace**
  - What I learned in this module.**

The status bar at the bottom shows 'MM 162 Items Nodes: 81 References: 105 Editable Line: 69 Column: 62'. The Windows taskbar at the very bottom shows the Start button and several open applications: Camtasia Studio, Microsoft PowerPoint, and Hydro NVivo.nvp. The system clock shows 22:11.



Stage Five:

# Query: NVivo



The screenshot displays the NVivo software interface. The title bar reads "Hydro NVivo.nvp - NVivo". The menu bar includes "File", "Edit", "View", "Go", "Project", "Links", "Tools", "Window", and "Help". The toolbar contains various icons for file operations and search. The "Queries" pane on the left shows "Queries" and "Results". The "Results" pane displays a table with columns: Name, Sources, References, Created On, Created By, Modified On, and Modified By. Below this, a "Modules Learning" table is shown with columns for item names and counts under "A : Application" and "B : What I lear...".


Name	Sources	References	Created On	Created By	Modified On	Modified By
Barriers	42	246	07/01/2009 13:25	POK	07/01/2009 13:25	POK
Barriers Query Rerun	46	253	07/01/2009 16:40	POK	07/01/2009 16:41	POK

	A : Application	B : What I lear...
1 : 1. Role of Supervisor	31	62
2 : 10. Managing Performance and Behaviour	27	55
3 : 11. Communicating Effectively	38	60
4 : 12. Meetings	30	52
5 : 13. Understanding Leadership 2	31	44
6 : 2. Understanding Leadership 1	40	55
7 : 3. Leadership and Motivation	37	58
8 : 4. Hiring Right Person	35	55
9 : 5. Building Effecting Teams	31	56
10 : 6. Performance Coaching	37	55
11 : 7. Respectful Workplace	37	57
12 : 8. Conflict	33	65
13 : 9. Labour Relations	23	64

# Summary



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

# Our Workshop



Using Computer Assisted Qualitative  
Data Analysis Software III: Making the  
Software Work for You

Friday, Aug 6 2010

10:00AM - 11:30AM

Delta Centre-Ville in Verriere B

