

Master of Research in Management Sciences (MRes)

Academic Year: 2008-2009

Module: 3

Course: Thematic Analysis

Code: 08CMR15154

ECTS Credits: 3

Credit Category: Optional

Faculty: Robert Emmerling

Description:

The overall objective of the course is to help you learn to develop and use “codes” for the systematic observation and analysis of people, organizations, and social systems. “Codes” can be useful in conducting qualitative and/or quantitative research, as well as transforming qualitative information into quantitative data when desired or appropriate.

Thematic codes provide increased quality and insight with universal *and* post-modern, inductive and deductive, organic and formal approaches to research, inquiry, and scholarship. This is a research methods course intended to help you build or enhance your skills in these types of research.

Objectives:

The specific objectives are to help you:

- Understand the need for thematic analysis (TA), the inquiry opportunities offered by TA, its qualitative AND quantitative nature, its case study (i.e., sample of one) AND inferential applications;
- Practice in developing thematic codes (requires understanding various codes and potential codable material; practice in using thematic codes; a model of a useful thematic code; practice in developing thematic codes); and
- Build awareness of research design issues: sampling, reliability, etc..

The course will pursue this objective by helping you to develop or enhance four types of skills:

- The ability to sense themes, or patterns;
- The ability to apply coding systems (i.e., codes) in a reliable manner;
- The ability to develop a coding system; and
- The ability to design research studies for developing or using codes (e.g., selecting criteria, sampling of people, time, and/or events, etc.).

These skills will be addressed while working on three of the possible four sources of information typically used, which are:

- **Thought** (i.e., coding a person's conscious and unconscious thought);
- **Behavior** (i.e., coding a person's behavior from observations in real time or simulations, or coding from interviews);
- **Interaction** (i.e., coding interaction among people); and
- **Documents** (i.e., coding historical documents and written records such as memos, speeches, myths, ballads, etc.).

Course Outline and Assignments:

Session 1

- Learning to code (process) qualitative information
- Latent versus manifest content of dreams
- Problems of sampling and projection

Assignment due for this class:

- Read Boyatzis, TA book, chapters 1-3
- Complete the exercise on dream analysis in Chapter 1

Session 2

- Critical Incident Interviewing and other forms of data collection
- Introduction to the competency code

Assignment due for this class:

- Read Boyatzis TA, chapters 4 and 5

Session 3

- Learning to use an existing code reliably
- Coding Critical Incident Interviews using a competency code
- Detailed explanation of the assignments for next residency
- Assignment due for this class:
- Complete segments from the CD ROM Coder Training disks

Session 4

- Post the charts from each student and analyze common themes
- Develop refined themes for 1 or 2 themes
- Importance of reliability and consistency of judgment

Session 5

- Discuss refined themes
- Assignment due for this class:
- Sub groups take themes from the prior class discuss and develop refined codes. Place them on a flip chart and bring the chart to class.

Session 6

- Discuss themes and codes from class members
- Work on refining 1-2 codes

Session 7

- Discuss refined codes
- Review and Summary

Assignment for this class:

- Sub groups prepare a refined code for the Most versus Least Admired Companies on a printed sheet and bring it to class.

Bibliography:

Required reading:

- Boyatzis, R.E., (1998). Thematic analysis: Coding as a method of for transforming qualitative information, Thousand Oaks, CA: Sage Publications.

Recommended readings:

Dream and Myth Analysis

- Campbell, Joseph, Hero with a Thousand Faces, Cleveland: Meridian, 1956 (o. 1949).
- Freud, Sigmund, The Interpretation of Dreams, New York: Avon Books, 1965.
- Fromm, Erich, The Forgotten Language, New York: Grove Press, 1951.
- Jung, Carl, Man and His Symbols, New York: Dell, 1964.
- Murray, Henry A., Myth and Mythmaking, Boston: Beacon, 1960.

Emotional and Social Intelligence Competencies

- Boyatzis, R.E.. (1982). The competent manager: A model for effective performance. NY:John Wiley & Sons.
- Cherniss, C, and Goleman, D. (2001). Training for emotional intelligence, In Cary Cherniss and Daniel, Goleman (eds.). The emotionally intelligence workplace: How to select for, measure, and improve emotional intelligence in individuals, groups, and organizations, San Francisco: Jossey-Bass, 209-233.
- Goleman, D. (1985), Vital lies, simple truths: The psychology of self-deception, Simon and Schuster, NY.
- Goleman, D. (1995). Emotional Intelligence, NY: Bantam Books.
- Goleman, D. (1998). Working with Emotional Intelligence. NY: Bantam Books.
- Goleman, D. (2003). Destructive emotions: How can we overcome them?: A scientific dialogue with the Dalai Lama. NY: Bantam Books.
- Goleman, D., Boyatzis, R.E., McKee, A. (2002), Primal leadership: Realizing the power of emotional intelligence, Harvard Business School Press, Boston.
- Matthews, G., Zeidner, M., & Roberts, R.D. (2002). Emotional intelligence: Science and myth. Cambridge, MA: MIT Press.
- Mayer, J.D., Salovey, P., & Caruso, D.R. (2000). Emotional intelligence as zeitgeist, as personality, and as a mental ability, In Reuven Bar-On and James Parker (eds.).
- Handbook of emotional intelligence. San Francisco: Jossey-Bass.
- Mayer, J.D., Salovey, P., Caruso, D.R., & Sitarenios, G. (2003). Measuring emotional intelligence with the MSCEIT V2.0. Emotion. 3(1): 97-105.

- McClelland, D.C. (1984). Human Motivation, New York: Cambridge Univ. Press.
- McClelland, D.C. (1973). Testing for Competence Rather than Intelligence. American Psychologist. 78(1). 1-14.
- Roberts, R.D., Zeidner, M. & Matthews, G. (2001). Does emotional intelligence meet traditional standards for an intelligence? Some new data and conclusions. Emotion. 1(3): 196-231.

Qualitative Analysis of Thought

- McAdams, D.P., "A thematic coding system for the intimacy motive," Journal of Research in Personality, 1980, 14, 413-432.
- McClelland, D.C. (1974). How and why to code historical documents or the psychological interpretation of history. Unpublished paper.
- Smith, C.P. with Atkinson, J.W., McClelland, D.C., and Veroff, J.(ed.)(1992). Motivation and personality: Handbook of thematic content analysis. NY: Cambridge University Press.
- Stewart, A. (ed.), Motivation and Society, San Francisco: Jossey-Bass, 1992.
- Stewart, A., and Winter, D.G., "Self-definition and social definition in women," Journal of Personality, 1974, 42, 238-259.
- Winter, D.G., The Power Motive, NY: Free Press, 1973.
- Winter, D.G. (1973). Practice scoring materials: Appendix I. From, The Power Motive. NY: Free Press.
- Winter, D.G., and Healy, J.M., Jr. (1981). An integrated system for scoring motives in running text: Reliability, validity, and convergence. Paper presented at the American Psychological Association convention, Los Angeles.

Qualitative Analysis of Interaction

- Bales, R.F., Interaction Process Analysis: A Method for the Study of Small Groups, Reading, MA: Addison-Wesley, 1950.
- Bales, R.F., Personality and Interpersonal Behavior, NY: Holt, Rinehart & Winston, 1970.
- Bales, R.F., Cohen, S.P., and Williamson, S.A., SYMLOG: A System for the Multiple Level Observation of Groups, NY: The Free Press, 1979.
- Bales, R.F., SYMLOG Case Study Kit, NY: The Free Press, 1980.
- Polley, R.B., Hare, A.P., and Stone, P.J., The SYMLOG Practitioner: Applications of Small Group Research, NY: Praeger, 1988.

Qualitative Analysis of Life Histories

- Dailey, C.A., Assessment of Lives, San Francisco: Jossey-Bass, 1971.
- McAdams, D.P., Power, Intimacy and the Life Story, Homewood, IL: Dorsey Press, 1985.
- Stone, E., Black Sheep and Kissing Cousins: How Our Family Stories Shape Us, NY: Times Books, 1988.

Qualitative Analysis

- Coffey, A. and Atkinson, P. (1996). Making sense of qualitative data. Thousand Oaks, CA: Sage.

- Crabtree, B.F. and Miller, W.L. (eds.)(1992). Doing qualitative research, Research Methods for Primary Care, Volume 3. Newbury Park, CA: Sage.
- Denzin, N.K. and Lincoln, Y.S. (eds.) (1994). Handbook of qualitative research. Thousand Oaks, CA: Sage.
- Kirk, J. and Miller, M.L. (1986). Reliability, and validity in qualitative research, Qualitative Research Methods Series, volume 1. Beverly Hills: Sage.
- Marshall, C., and Rossman, G. (1989). Designing qualitative research. Newbury Park, CA: Sage.
- Miles, M.B. and Huberman, A.M. (1984). Qualitative data analysis: A sourcebook of new methods. Beverly Hills: Sage.
- Patton, M.Q. (1990). Qualitative evaluation and research methods (second edition). Newbury Park: Sage.
- Silverman, D. (1993). Interpreting qualitative data: Methods for analyzing talk, text, and interaction. Thousand Oaks, CA: Sage.
- Strauss, A., and Corbin, J. (1990). Basics of qualitative research: Grounded theory procedures and techniques. Newbury Park, CA: Sage.
- Weitzman, E.A. and Miles, M.B. (1995). A software sourcebook: Computer programs for qualitative data analysis. Thousand Oaks, CA: Sage.
- Wolcott, H.F. (1994). Transforming qualitative data: Description analysis, and interpretation. Thousand Oaks, CA: Sage.

Methodology:

The skills (see *Objectives*) will be addressed while working on three of the possible four sources of information typically used, which are:

- **Thought** (i.e., coding a person's conscious and unconscious thought);
- **Behavior** (i.e., coding a person's behavior from observations in real time or simulations, or coding from interviews);
- **Interaction** (i.e., coding interaction among people); and
- **Documents** (i.e., coding historical documents and written records such as memos, speeches, myths, ballads, etc.).

Assessment:

Final Exam.

Timetable:

Monday 02/03/09 16 pm – 19 pm
Tuesday 03/03/09 16 pm – 19 pm
Wednesday 04/03/09 16 pm – 19 pm

Monday 16/03/09 16 pm – 19 pm
Tuesday 17/03/09 16 pm – 19 pm
Wednesday 18/03/09 16 pm – 19 pm
Thursday 19/03/09 16 pm – 19 pm