

**Qualitative Research
Dr David Griffiths
Assignment Part 1 - SBPD7002**



Rebecca Rees

P099139

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1. INTRODUCTION

This report critically illustrates the chosen methodological approach and explores in a succinct manner the rationale applied to methods adopted relating to my personal contributions to the Curatr platform tasks. Whilst, Khan (2008) implies that there are two primary methodological approaches available to support effective research; Quantitative and Qualitative. For the purpose of this report, focus will be applied exclusively on Qualitative methods utilised in my personal contribution to the overall research project. However, it is prudent to illustrate the key characteristics of both research strategies to establish a clear and distinguished foundation, which are displayed in Figure 1 below (Saunders et al, 2015).

Figure 1

Fundamental Differences between Quantitative and Qualitative Research Strategies

	Quantitative	Qualitative
Principle orientation to the role of theory in relation to research	Deductive, testing of theory	Inductive, generation of theory
Epistemological orientation	Natural science model, in particular positivism	Interpretivism
Ontological orientation	Objectivism	Constructionism

Source Bryman & Bell, (2003)

As illustrated in Figure 1, there are two primary research orientations; inductive and deductive. The inductive method is more commonly associated with qualitative research, where the deficiency of theory informing the research enables the reduction in potential researcher bias. Furthermore, it supports the collation of data in an attempt to examine patterns between respondents (Khan, 2008; De Vaus, 2001). In contrast the deductive approach attempts to develop a hypothesis upon pre-existing theory or assumptions which could blemish the data collection. Reflecting on the nature of the tasks presented on Curatr parallel to an emphasis on Qualitative research within this module, an inductive approach was adopted to complement the move from data to theory.

Qualitative research as implied by Hammersley & Traianou (2012) is valuable to further, develop an emerging understanding of a research subject, where it is the researcher that aims to collate and interpret the data from a holistic approach (Kothari, 2004). In support Saunders et al (2015) infers that exploiting qualitative methods permits deeper exploration of topics that can elicit attitudes that cannot be revealed through the more formal and rigid structure of quantitative methods (Banks, 2007; Flick, 2013). Furthermore, Patton (2015), infers that qualitative methods if conducted in a relevant and effective manner have the propensity to 'tell a story'.

Therefore, reflecting on the contributions made to the Curatr platform and self-identifying as the researcher, the need to critically analyse the approach taken to identify impact and potential implications to chosen methods is paramount.

2. RESEARCH PHILOSOPHY

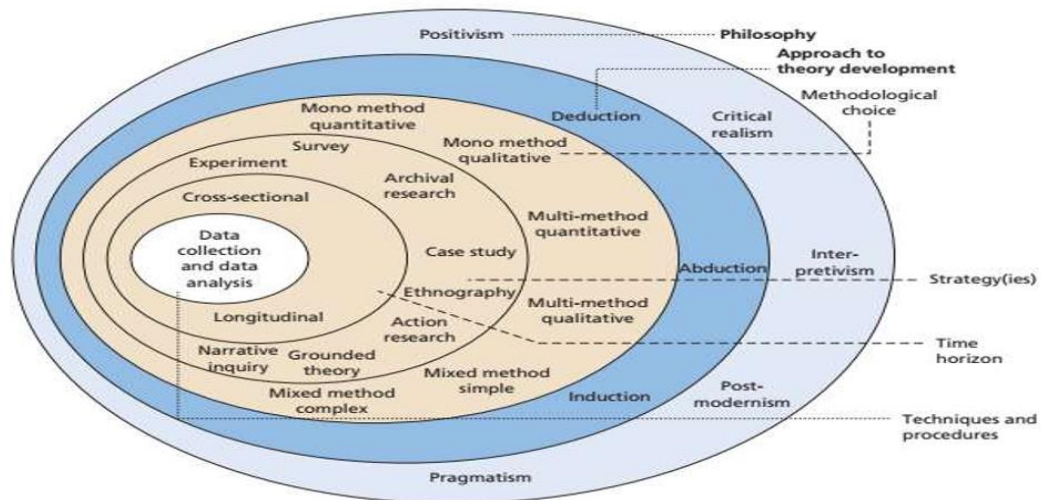
Throughout the research project, the cohort's collective contributions were anticipated for each task, however when reflecting on the presentation component it was identified that one individual self-proclaimed as lead and isolated the project. Arguably, without extending an invitation to the remainder of the cohort to contribute, could be viewed as overlooking a fungible resource (Thomas, 2004). A viewpoint reinforced by Maykut & Morehouse (1994, p131) who suggest that working with at least one other member of your research team has tremendous benefits that "can foster insight and add to the credibility of the study". Therefore, the following critical analysis will illustrate aspects of the presentation that could have been enhanced through the cohort's influence. Utilising the images from slide three [Figure 2] and slide seven [Figure 3] as supporting evidence to the claim that due to insufficient supporting notes, contextualisation, reflexivity and triangulation of the research is absent within the presentation.

2.1 Contextualisation

Referencing the 'Research Onion' as illustrated in Figure 2, implies that the presentation lead acknowledged the importance of the research philosophy in developing a justification for how the research will be conducted to meet the research objectives (Saunders et al, 2015; Comstock, 2014). Arguably, however, the presentation merely illustrates the layers of the Research Onion, failing to contextualise the value associated for the intended audience. Without clear, relatable information, an audience may misinterpret the information presented, failing to acknowledge the significance associated to them implies Khan (2008).

Figure 2

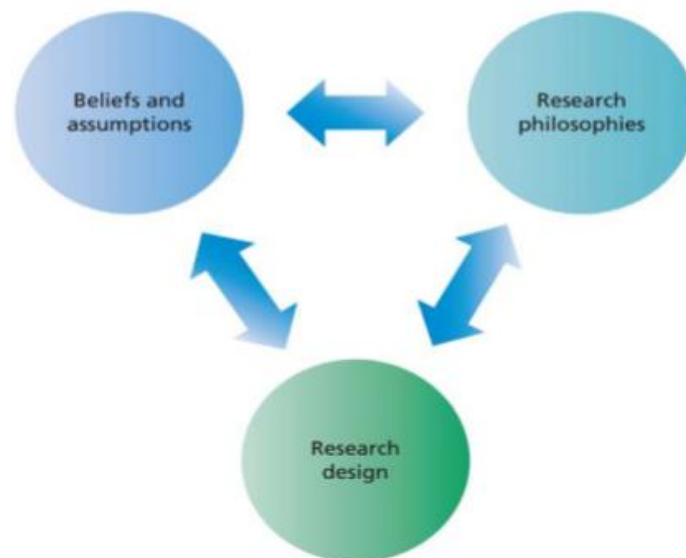
The Research Onion (as taken from the presentation)



Source: Saunders et al, 2015.

2.2 Reflexivity

According to Bristow (2017), HARP (Figure 3) is a reflexive tool that refers to the 'Heightening Awareness of Research Philosophy'. It explores individuals own beliefs and assumptions that shape our researcher philosophy, that in turn influence the research design adopted (Bryman, 2016). Consideration is applied to the researcher's view of the world (ontology), the limits and validity of their perceived knowledge (epistemology) and the value associated with the research (axiology).

Figure 3Developing your Research Philosophy as a Reflexive Process: HARP(as taken from the presentation)

Source: Bristow & Saunders (2015)

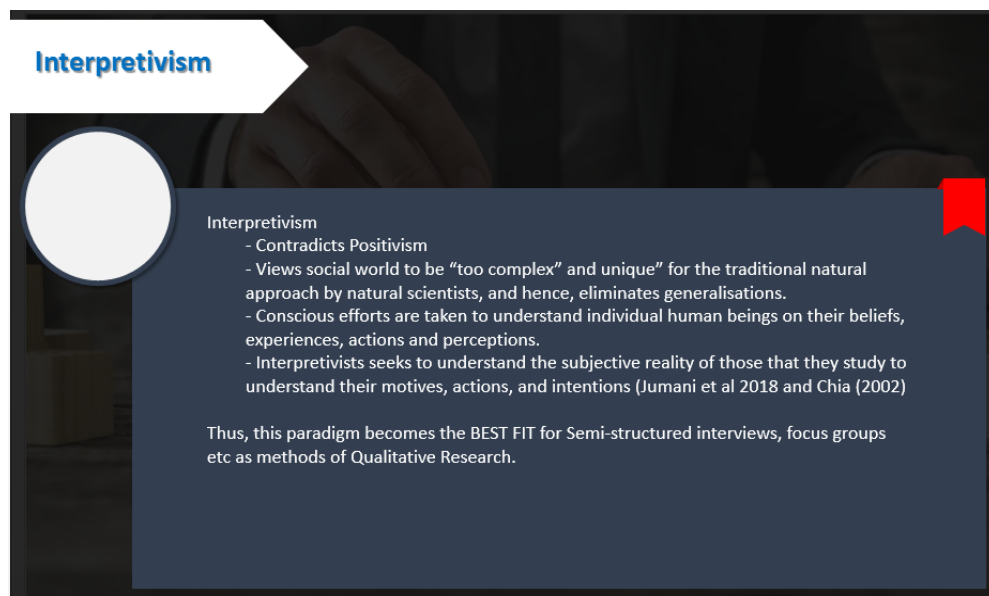
Acknowledging the ontological preference of qualitative methods illustrated in Figure 1 as “constructionism”. An ontological position that according to Bryman & Bell (2003, p20) “implies that social phenomena and categories are not only produced through social interaction, but they are in a constant state of revision”. Whilst recognising this position parallel to reviewing the presentation literature, it appeared that constructionism is not only omitted from the ontological overview, but no defined ontological position had been established. Which according to De Vaus (2001) could have a significant impact on the research, as the ontological position acknowledges the potential influence of the researchers own beliefs and assumptions on the study. To omit the ontological position from the presentation could be an oversight, or an indication that the presentation lead has failed to acknowledge potential researcher

bias and therefore questions the credibility of the research design (Bryman, 2016; Hammersley & Traianou, 2012).

However, when reflecting on the epistemological orientation, it is identified that the chosen Interpretivism between the presentation and Figure 1 is reflective. This is evidenced in Figure 4 below.

Figure 4

Slide 22 – Interpretivism (as taken from the presentation)



Overall, upon reviewing the research philosophy and the layers outlined within the Research Onion, it could be argued the presentation lead has been merely provided an overview that has not been fully considered for the intended audience. Furthermore, failure to support the presentation with context that explores and illustrates clear decisive approaches could hinder the approval of research project suggests Bennett & Checkel (2014). In addition, some 'slides' are illustrated with

images that appear to be presented for self-interpretation and have not been explored in relevance of context to the project or audience. Thody (2009) implies that when presenting research data through visual aids, such as images, information is clearly articulated. According to Banks (2007) it is these components that are most referenced by the audience. Arguably, if such images are not supported by literature that informs the audience in a succinct, related manner whilst emphasising key points, the information can become disjointed and misinterpreted (Thomas, 2004; Saunders et al, 2015). Therefore, it could be implied that the gaps highlighted within the presentation reinforce the lack of consultation, utilisation of key resources and the absence of triangulation.

2.3 Triangulation

According to Denzin & Lincoln (1994) 'Credibility' is the principle goal in qualitative research and therefore triangulation is recommended to establish an enhanced stature of trustworthiness and authenticity. The term triangulation refers to "the use of more than one method or source of data in the study of social phenomenon so that findings can be cross-checked" (Bryman & Bell, p575). Reflecting on the creation of the presentation, and the information presented, it appears triangulation was omitted and therefore the opportunity to cross-reference aspects of the research philosophy redundant. Yet, if the triangulation had been conducted the cohort's intellectual and methodological experience could have been utilised to devise and streamline the data presented (Bennett & Checkel, 2014). An approach Arksey & Knight (1999) refer to as 'investigator triangulation' that does not only encourage the cohort's diverse input but recognizes that it can have a positive influence on mitigating researcher bias.

3. COMMUNICATION & DATA CAPTURE

A personal, primary contribution to the task was to establish a clear and easily accessible line of communication with the cohort, this resulted in the Skype group 'The Consultants' to be established to support live conversations with the option of a screen share facility [appendix 1]. On critical reflection, the Skype function was well received and utilised by the cohort to share ideas, progress and conduct deadline check-ins prior to project submission. As Bryman & Bell (2003) reinforce that qualitative research places emphasise upon words instead of quantification, in the collection and analysis of data, this was deemed a prudent step in the cohort's progression (Flick, 2013). However, recognising that information shared during a live interaction needed to be captured, especially when required to update members of the cohort unable to attend team meetings, minutes were taken on several occasions and placed in the shared 'Dropbox' by myself on a voluntary basis [appendix 2] (Thomas, 2004).

Adopting a practical approach and recognising the potential for individual bias, the personal endeavour to seek a level of 'internal reliability;' authenticity and credibility, was sought via the 'edible' function of the word documents saved in Dropbox (De Vaus, 2001). Acknowledging that as a researcher my interpretation, understanding or pre-existing belief can have an impact on the data I collate and record, steps were taken to mitigate this from the offset and are further discussed later in this report (Arksey & Knight, 1999; Comstock, 2014).

4. FOCUS GROUPS

The proposal to implement focus groups into the health high reliability project stemmed from a personal contribution made to the cohort during an initial skype call. Taking the lead and initiative to develop a proposal, outlining the value associated with the associated qualitative method to produce “reliable, valid and meaningful data” (De Vaus, 2001, p80) research was conducted, by myself, prior to submission. However it is important to note that several suggestions were made during the call as it was deemed collectively by the cohort, that achieving high reliability was not associated with the application of one particular data collection method (Remenyi, 2013; Hennink, 2014).

The proposal outlined key elements to provide sustenance to the adoption of several focus groups [appendix 3] and a brief overview concerning the advantages of implementation [Appendix 4]. Information captured was purposely succinct to mitigate confusion and provide a concise platform for team meeting discussions.

Key aspects of the focus group proposal identified as the following;

- Resources allocated identified as minimal in comparison to other qualitative methods parallel to the capability of replication (Liamputtong, 2011).
- Gaining a mixed demographic within the sample to provide a more holistic view.
- Focus groups to last no longer than 60 minutes each to maximise attention, engagement and participation, whilst igniting interactions (Hennink, 2014).
- Random selection of participants to avoid ‘pre-selected individuals’ by the organisation in an endeavour to gain a ‘true picture’ (Hesse-Biber, 2011).

Arguably, as the focus group proposal received no rebuttals on either live calls or within an agreed feedback period, it is assumed by myself, that it documented sufficient information required to support the project proposal which is displayed in Figure 5 below

Figure 5

Focus Group segment of the Academic EBS Supporting Document

8.3 Focus Groups (FG)

FGs are “small structured groups with selected participants, normally led by a moderator” (Litosselititi: 2007). FGs are selected to capture data from a variety of participants at one time, thus reducing resources utilised (i.e. cost, time, environment space etc.). It is not constrained to the researchers own belief about topic direction and it able to be influenced and shaped by the participants. Groups can be mixed to gain a varied demographic (i.e. length of service/gender/experience/background) which could provide an interesting and more holistic view. They provide the opportunity to gain live, natural feedback and thoughts in a safe environment where discussions can emerge from shared lived experiences. The FGs are targeted to explored similarities and differences in staff members' understandings of the safety process, behaviours and structures.

The FG design makes replicates the question set but allows for efficient access to a larger group of individuals. The FG process requires a quota sample of employees, and require a representation from across the key staffing representations (each FG consisting of 8-10 randomly selected (using random number generator) staff from the identified departments and Subject Matter Experts (SMEs). The Four FGs groups included:

1. Nursing Shared Governance
2. Nursing Quality Assurance
3. Front Line nurses
4. SMEs (deep insights in how what is currently happening in the system - they also have deep insights into system improvements)

There is potential for any sample group to grow as and when it becomes relevant to follow up on a line of inquiry raised within any of the methods employed. A moderator[the research assistant] facilitated the FGs –2 focus groups held each day, lasting no longer than 60 minutes at a time. Rotating participants allowed for a wider input and viewpoint to be gained (Hesse-Biber, 2011).

However, upon reflection and further gained empirical knowledge since initial submission, there is one rebuttal that requires attention; voluntary participation. According to De Vaus (2001, p83) “a well-established principle of social research is that people should not be required or let to believe that they are required to participate in a study”. However, when reviewing the focus group contribution, this ethical aspect appears to be excluded, which Tourangeau et al (2012) suggests can have a subsequent impact on the level of confidence participants have in the confidentiality of information being shared and therefore the credibility of the research (Bryman, 2016).

Furthermore, it appears that my proposal is favourable of the method and does not fully explore the potential disadvantages of implementation which according to Litosselititi (2007) whom implies adopting the wrong approach could impact the validity of the research conducted.

5. QUESTIONNAIRE BASED SURVEY DESIGN AND DISTRIBUTION

A predominant component of project contributions derived from the questionnaire-based survey design, implementation and distribution to the sample group. The questionnaires were developed for self-completion and therefore designed to be self-sufficient when deployed, which according to Thomas (2004) increases the opportunity to achieve high reliability. Furthermore, Brace (2008) implies that due to the easily replicated administration of the questionnaire by another researcher, cheap implementation and non-requirement of respondent supervision this is a popular

method. Yet, critically reflecting on the 35% of the sample group providing usable data, could be suggested is related to the method of deployment utilised; a notion that will be further explored in this report.

5.1 Pilot Study

To ensure that the questionnaire was robust and fit for purpose, a pilot study was carried out as it was deemed crucial to eradicate any potential issues prior to the full data collection. As Oppenheim (1992) implies that it is precarious to assume we know how respondents will react to a survey or questionnaire. Two pilots were conducted; 'words association' by cohort member Julie Potter, and 'user friendliness' by myself, which resulted in a structural change in the questionnaire layout. Initially the triangles utilised to mark respondents' response were too small to clearly identify movement and therefore these were made bigger. Upon further research into the subject area, differences were identified in gender and age responses and this concluded to the establishment and implementation of 'Respondent Information' [appendix 5] to identify potential trends. Acknowledging that detailed personal information would be captured, ethical steps were taken in accordance.

5.2 Ethical Reflections

Prior to conducting research, the need to recognise and address potential social research ethics was highlighted and actions were taken to mitigate any ethical issues within the data collection, collation and analysis phase of the research. A paramount research requirement as according to Hammersley & Traianou (2012, p17) in doing so, establishes a "set of ethical principles that should be taken into account." Such positive actions were evidenced as follows;

- Purpose of the research was outlined to prospective participants
- The researcher's position within the University was stated parallel to re-iterating the integrity of the research which posed no conflict of interest
- All information gained would be kept both confidential and secure.

Whilst conscious effort was taken to mitigate and where possible eliminate ethical concern, arguably, no research can be conducted without encountering ethical implications. Comstock (2014). Reflecting on the deployment of the qualitative questionnaire-based survey, several rebuttals could be highlighted. Although every conscious effort was made to adhere to both the Research Ethics Policy 2008 and guidance outlined by University of Wales Trinity Saint David, several of issues have been since identified.

Prior to distribution no 'Ethics Approval Form' was submitted to the University, and although consent was assumed, this was not clarified. On reflection this oversight could have had significant implications on the credibility of the research and brought into question the ethical foundations of the research findings.

In addition, whilst completion was voluntary based, where participants had the option to withdraw at any time, the manner of deployment arguably did not reflect these ethical considerations (Bryman, 2016). It was witnessed that the deployment was conducted by individuals within the same organisation as the respondents, within a time restrictive environment that lacked structure and the ability to obtain clarification. Robinson et al (1991) indicate this can lead to "respondent bias"; a concept that derived from the respondent's inability or unwillingness to provide accurate responses. Reasons noted for respondent bias include factors such as; fatigue, questioning

format, context and time frame for completion. Padgett (2008) argues that the presence of respondent bias implicates the validity of the research as it questions to what extent the data provides a 'true picture' of what is being studied.

Furthermore, the level of consent established was not gained in a clear and informed manner, prior to completion and therefore whilst confidentiality was certain from a researcher perspective, this may have left respondents to feel apprehensive regarding the anonymity of their feedback. A notion noted by Robson (2008) who implied confirming confidentiality facilitates the prospect to gain more open and honest information without any fear of the consequences. Therefore, considering such ethical implications it could be argued has further impacted the reliability and validity within the research and hindered the level of credibility of the data findings.

6. DATA ANALYSIS

Applying an analytical approach within this task supported the endeavour of myself and colleague; the independent researchers, to adopt an unbiased view of the research. In doing so, implies Bryman & Bell (2003) a sense of detachment can be formed to analyse the data from a holistic viewpoint. Developing an effective data analysis process is deemed arguably crucial to the credibility of the overall research implies (Lincoln & Guba 1985, 1994; Flick, 2013). A notion supported by Bogdan and Biklen (1982, p145) who state it involves 'working with data, organising it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is

important and what is to be learned, and deciding what you will tell others'. Therefore, ensuring that data is a true representative of the respondents is paramount to establishing the value of the findings. Findings that theories can be developed, based on supporting evidence deriving from a credible and reliable source (Remenyi, 2013; Padgett, 2008). Therefore a 'grounded theory' approach was adopted as according to Bryman & Bell (2003, p 570) it is the analysis of data "that aims to generate theory out of research data". Whilst the data analysis task required preliminary findings, measures were taken by Julie Potter and myself to collect, clean and analyse the data produced (Moser & Kalton, 1993).

The collation of data was completed in a manual fashion and cross referenced by both researchers mentioned, then the information was uploaded onto an 'online spreadsheet' where again the results were cross referenced with paper format to ensure accuracy. Whilst, this could be argued is evidence that steps were taken to apply triangulation to the accuracy of responses collated, prior to analysis and communication of findings (Patton, 2015). It is important to identify that the inclusion of a researcher in such a manner could have manifested in human error during the collation phase of the analysis. If undetected and later identified, could have unintentionally impacted the credibility of the researcher and subsequently the research findings.

Following on from data collation, a thorough data cleaning processes was implemented to eradicate unusable data. This identified 65% of respondent's questionnaires being completely removed from the preliminary data analyse illustrated in appendix 6. Whilst arguably this could be attributed to the implications illustrated

earlier in this report, it further supports the notion that a more vigorous deployment of the questionnaire may have enhanced the credibility and validity of the data captured.

A personal, individual contribution was the presentation of the collated 'dot' responses within each triangle to illustrate the movement in respondent's answers from the initial pre-event survey to the reflection conducted on day 4. Reflecting on literature produced by Banks (2007) and Thody (2009) that implied the use of visual images to illustrate qualitative data, a visual image was created and submitted to reflect the findings.

A similar approach was taken to the movement identified with the 'word association' aspect of the analysis and presented with a literature overview to signpost the data findings. Together information concerning the analysis was collated by myself and presented to David Griffiths, as I deemed it sufficient to satisfy the requirements of the task. However, no feedback has been received on the analysis and although a personal opinion is formed on the content, this could be attributed to a level of researcher bias established. Therefore, no assumption is made concerning the perceived value of the preliminary analysis at this stage from a third-party perspective.

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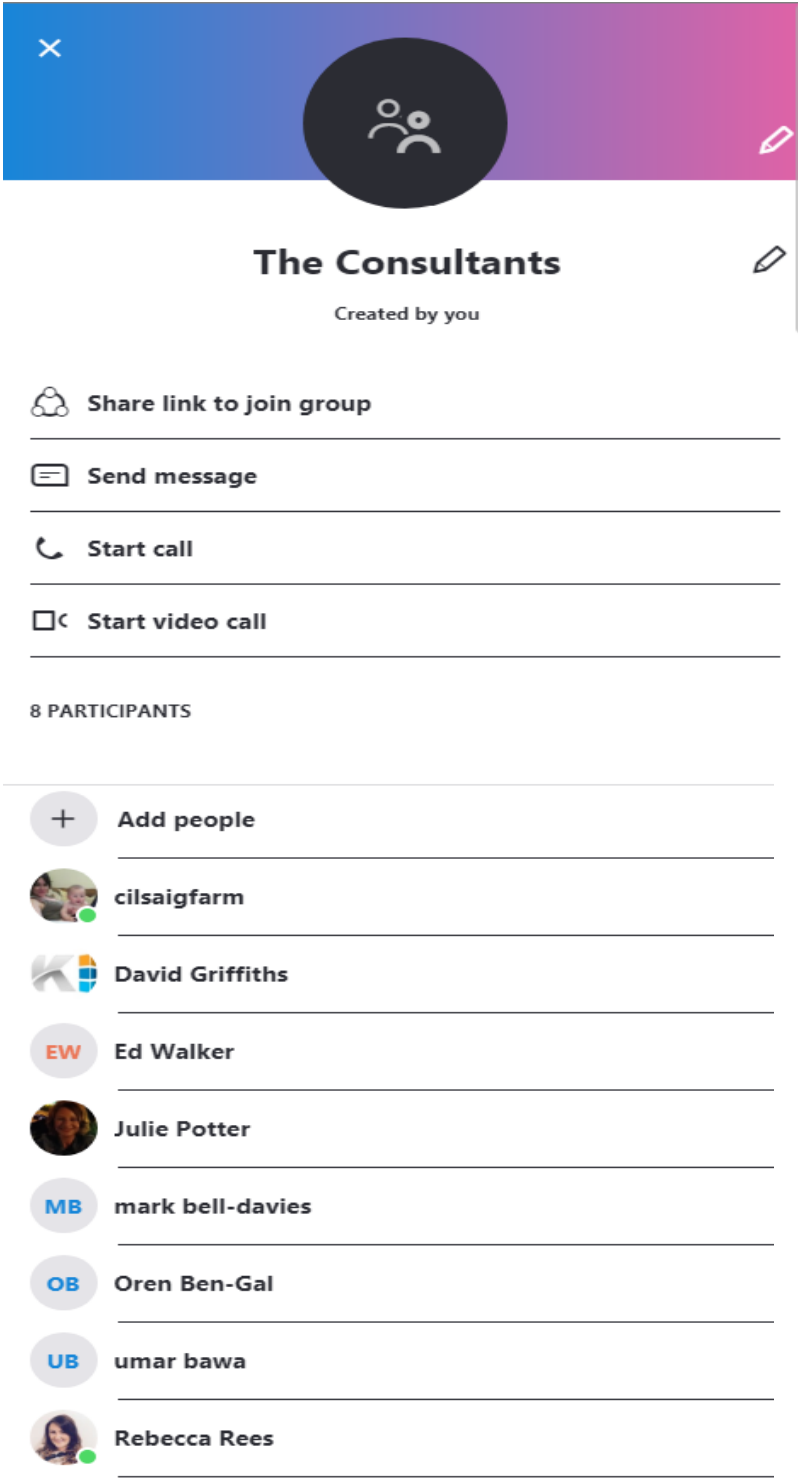
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8. APPENDICES

Appendix 1

Skype Group – The Consultants



Appendix 2

Sample of 'Minutes' taken during Consultant Meetings

Skype Conference Call – 5th March 2018

The Consultants

Attendees:

Rebecca

Felicity

Julie

Oren

Umar

David

Feedback

Reflecting on the proposal put forward, with minor tweaks I would have submitted this to the client. Not far off what I had submitted (DG).

One difference implementing a systems test for the intranet utilised by the organisation.

- Beginning of simulation and the structure was different, was able to focus on what I was asked and gain more specific experience I now need to catch up.
- DBA – self direction and motivation inspired. Looked at the applied pragmatism and look at the real world using a real life project. Can we piece the individual aspects to build a picture of the whole – has do these combine?
- DG Observation – I do not believe that we have equal representation of team work coming through – opinion. I look at 5 members of what should be 75 hours per work of consultancy group 275 hours combined. You are experiencing of what is like to develop a thesis – identify a problem and work with a company to resolve. Decision you have to make in both are reflective.
- Structure was not as I would have wished, but hindsight is great thing to reflect on following the event.
- I didn't grab the concept initially but love the approach in this module, it links to what I want to get out of the DBA – it's a real situation. Practical, academic work that is professional.
- Specific functions that one person has to be perform –makes me lazy as I focus on that point.

- Resources provided by DG were trap that provided the information to highlight the idea 'there was no need to further research' as a researcher we need to build on the information and the evidence document that we created.
- Evidence document was not good enough – why- we should have started to look at the research conditions of high-reliability systems. Are traditional methods appropriate? Or would the K-Core approach be more suitable? What is the transferability of the method/approach. We have not fundamentally demonstrated the transferability of the research. There was true transferability.
- Struggle, appreciate the silos and chunking work. Attempts were made to identify the gaps in K-Core in relation to HR, but it was an extensive topic and this transfers to the new topic – were not experts. We have to understand the actually theories and underpinning knowledge of the concepts as well as looking at qualitative research method. Was it practical to spilt – we thought so.
- As independent researchers we need to make sure that we research further around the topic.
- The idea of transferability has not come across in the research, how does this link to complex system analysis. Going with or against tradition. Certain links were missing.
- DBA candidates there needs to be data that drives decision making, evidence based decision making – this was missing/not quite there.
- What did you learn from module 1? Systematic literature review? Real life project – know what you are talking about.
- Activate module 1 and lead into module 2. We are aware of the outcome of the module it is QR.
- We need to improve the evidence based and our approach to evidence and research.
- Reflective practitioners.
- We can go away and improve the evidence based side. Where we need improvement in the working together aspect. Without delegating to far and without losing sense of the whole. I don't feel we have the maturity of a group yet to master the fundamentals.
- Empathy is needed to develop the support within the group. The way we talk to each other and
- Five strong willed, self-directed learners that ultimately will need to surrender to the team to succeed.
- Shared priority as being a part of the team – common shared goal, taught modules towards the end goal. All committed to that journey based on a strong psychological contract to achieve.
- Shared commitment and trust in each other.
- First time since we came back from Amroth that we had a theme which I felt comfortable. Truly feel good about this team. I enjoy the group and the respect of what we have for each other.

- Should trust be earned or given? You can't earn the trust of people unless you give them trust – otherwise we will not be able to function. To do a good job we have to trust one another.
- Serious challenge on the simulation – by Friday 16th I need to have the methods – You have won the consultant project.
- What theme's, questions, what methods are we adopting? We have said we are planning to do? But how will do this?
- Consultant on the ground, to generate the data to be sent to the cohort for analysis. This is how I will assess your work on this aspect of the module. How will we triangulate the analysis?
- WE CANNOT RECORD – Legal department will not allow us to record.
- Chief EX, Chief information officer etc on Friday 16th March
- To know what questions to what we need to understand the HR and the key questions that are needed to be asked.
- Commitment – delegated part, 90 research time. Improve the way we share and cross collaborate through a holistic approach.
- Do we have a HR map? The direction we are going and why?
- **Has to be an obsession will failure.**
- (sat down for 1.5 with a mapping process) what is their lessons learnt procedure? How to the track the change and process within the organisation. What is the impact, chance of recurrence etc.
- Asking that starting question will allow for a probe – linking responses to further questions – sense checking aspect. What questions are we going to ask? We know that a system must have an obsession to be HR.
- How will these questions present themselves in each method to gather the data.
- MVP – get to this point /agile system

Emotional Impact Assessment

- Change in the behaviour – monitoring the change, the reason/cause for the change.
- J & R running – all will be involved in administrating the project, the data and analysing the other DBA group. Could be developing something the LR could be interested in.
- Developing a leadership programme.

DG Announcement

- One more strand to the stimulation
- Qualitative research philosophy!!
- Be required to complete this aspect.
- Justify everything through philosophy
- Qualitative research methodologies in a philosophy.

Conflict and challenge will expose the gaps and unintended consequences of our project to generate the picture of the whole.

Challenge elements of what we're doing to ensure this is covered.

Sense check/ cross analyse / critique/ strengthen / challenge

Safe to fail environment where we can learn and reflect on the 'learns'.

Appendix 3

Focus Group Overview

1. Why this method

Looking at the information gained from the general overview – focus groups + points illustrate the ability for the researcher to capture data from a variety of participants at one time, thus reducing resources utilised (i.e. cost, time, environment space etc)

It is not constrained to the researchers own belief about topic direction and it able to influenced and shaped by the participants.

Groups can be mixed to gain a varied demographic (i.e. length of service/gender/experience/background) which could provide an interesting and more holistic view.

It provides the opportunity to gain live, natural feedback and thoughts in a safe environment where discussions can emerge from shared lived experiences.

2. Basic outline

Focus groups should be kept relatively small as according to Litosselititi (2007) these are more conducive when conducting research as they have the tendency to probe the unconscious and unexpressed preferences. Whilst various theorists imply that 12 participants would be satisfactory for a focus group Hennink (2014) implies that a group size of 6 should be used when the research topic is intense of participants have much experience on the topic. Arguably this reduced amount of participants could impact the group dynamics and therefore proposal for groups to be between 8 – 10 participants to gain diversity, balance input and avoid dominant input.

3. Who should participate?

This will really depend on the location of our visit - with 5 hospitals and 2 major health centres in the Dayton region and an employee base of over 14,000 workers, we have a good pool of potential candidates. We need to establish these participants from the distinct groups highlighted on our call;

1. Learning Institute: CLO & CHRO
2. Nursing Quality Assurance (approx. 20 people who represent the nursing staff across all locations(they are set up to look at lessons learnt in incidences that have occurred, to extract the learning to pass it on –but their outputs not happening fast enough)
3. Nursing Shared Governance - Body representing nursing staff; shared across all locations). We will have access to the 20 representatives on this body.

Points of consideration

- Doctors will not be included as part of the research we undertake only nursing staff so Chief Nursing Officer is very important stakeholder to engage with an invite to focus group
- Groups can contain a mix of participants on the same banding – this could reduce the potential fear of senior consequence.
- Participants should be chosen at random to avoid 'hand picking'

4. How will they be conducted?

A moderator (us) will facilitate the focus groups – proposal to run minimum of 2 focus groups each day, lasting no longer than 60 minutes at a time. Rotating

participants will allow for a wider input and viewpoint to be gained (Hesse-Biber, 2011)

Private, yet informal environment to welcome open and honest feedback.

Appendix 4

Focus Group Advantages and Considerations

Overview

“small structured groups with selected participants, normally led by a moderator”
(Litosselititi: 2007)

Advantages of Implementation

- Present a more natural environment than other methods such as interview and observations
- Presents an opportunity to gain broader information through the collation of multiple views, and attitudes on specific topics
- Useful to obtain personal and group feelings, perceptions and opinions (emic perspective)
- Resource efficient (time and money) in comparative to individual interviews
- Provides results quickly whilst has resulted in a witnessed increase of use within the health and social sciences to capture shared lived experiences (Liamputtong, 2011)
- Ideal approach for examining the stories, experiences, points of view, beliefs, needs and concerns of individuals (Kitzinger, 2005)
- Elicits insight into a particular topic or area of interest in an environment that is non-threatening.
- Allows member of the group to interact and influence each other during discussion, and considerations of ideas and perspectives to emerge.
- Flexible qualitative method by design (Hennink, 2014)
- Conducting several smaller groups can help smooth irregularities or group differences out.
- Smaller groups are more conducive to conduct research as they have the tendency to probe the unconscious and unexpressed preferences.

Considerations

- Focus groups provide an open forum for information to be shared.
- Individuals could feel uncomfortable discussing issues in an open environment instead of 1:1 situations therefore impact the level of ‘openness’ and ‘honesty’ displayed by participants (credibility/reliability)
- Information collated from individuals could be interpreted as narrow and limited due to individual exposure and experience to the topic at hand.
- Participants may have fear of backlash of information shared during the session
- If not selected carefully by an unbiased party then the potential for candidates to be ‘hand picked’ the organisation could impact the reliability of data gained.

Appendix 5

Respondent Information

Respondent Information

1. Name:.....

2. What age bracket do you fall into –

18-25	26-35	36-45	46-60	60+	Prefer not to say
☐	☐	☐	☐	☐	☐

3. Please specify your ethnicity –

White	☐	Asian/Pacific Islander	☐
Hispanic/Latino	☐	Black/African American	☐
Native American/American Indian	☐	Prefer not to disclose	☐
Other (please state)			

4. What is your first language?

.....

5. What gender do you consider yourself to be?

Male	Female	Other (please state)	Prefer not to say
☐	☐	☐	☐

6. Do you consider yourself to have a disability?

Yes ☐ No ☐ If no, move to page 2

7. Do you consider your disability to be;

Mental	☐	Physical	☐	Other	☐
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8. Do you consider your disability to be a barrier to accurately completing this survey?

Yes ☐ No ☐

9. If, yes, could you describe how your disability impacts your completion?

.....

Appendix 6**Preliminary Data Analysis****E-mail sent to Dr David Griffiths:**

Good evening David,

Please find attached some preliminary findings Julie and myself have identified.

1. A succinct justification for our sampling method
2. Spreadsheet which identifies the chosen responses and word associations chosen by our participants.
3. An illustration of the 'dot' movement from pre-event questionnaire to day 4 reflection.
4. An illustration of the word association movement from pre-event questionnaire to day 4 reflection

Appreciate that at this stage the tasks asks for preliminary findings and the data presented is arguably quite raw - however the data does indicate to an extent that movement was witnessed within the 'dot' placement and the association of positive and negative connotations towards several of the words utilised during the survey.

This will be further explored and illustrated for the final data analysis presentation along with a the identified trends, research imitations and researcher reflections (i.e. what could have been enhanced)

Appreciate any feedback and guidance at this stage to further direct in our analysis.

Warm regards

Julie and Rebecca

Preliminary Data Analysis

'Dot' Placement Analysis

The following data illustrated the collated responses of the respondents in relation to their survey 'dot' placement. The following markers are placed within the triangles illustrate the movement in respondent's answers from the initial pre-event survey to the reflection conducted on day 4.

These have been colour coded for ease and are identified as **BLACK** for pre-event selection and **RED** as day 4 reflection.

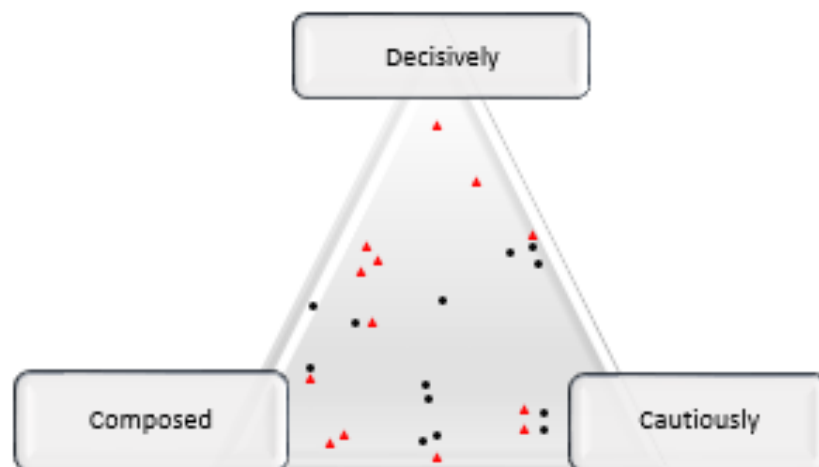
Whilst the data has yet to be fully analysed and presented, it provides an overview that indicates movement within the respondent's answers over the course of the event (4 days).

Arguably this could be attributed to several factors such as, but not limited to;

- Respondents understanding of survey completion
- Time allocated for completion (rushed/not read clearly/pressured/fatigued)
- Personal experience encountered during the event have shaped or refined outlook.
- Language barriers – understanding of word definition
- Respondents incentive for providing correct and honest information
- Environment (initial asked in comfort of own home, then follow up in unfamiliar settings)

Example of 'Dot' Illustration within document**Reflecting on your most recent experiences....**

1. As a leader, when faced with ambiguity in a volatile situation I will typically act....



Preliminary Data Analysis

Word Associate Analysis

The following data highlights the perceived associated positive and negative cogitations of the sample group (consisting of 13 respondent's – see attachment1).

Whilst the data has yet to be fully analysed and presented, it provides an overview that indicates movement amongst respondent's perceptions over the course of the event (4 days).

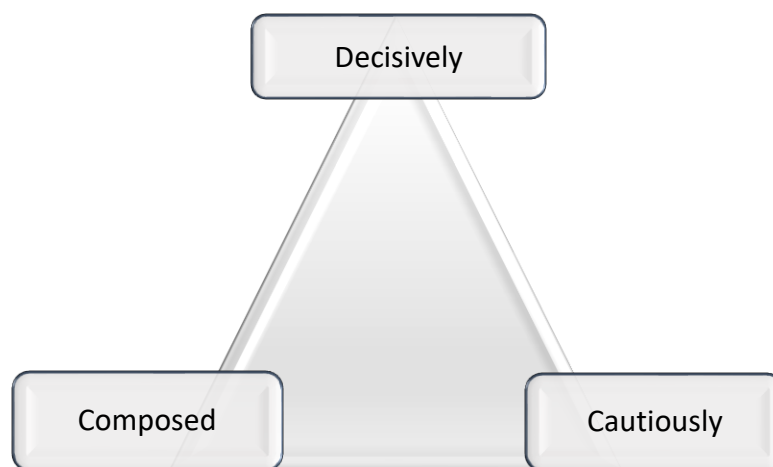
Arguably this could be attributed to several factors such as, but not limited to;

- Respondents understanding of survey completion
- Time allocated for completion (rushed/not read clearly/pressured/fatigued)
- Personal experience encountered during the event have shaped or refined outlook.
- Language barriers – understanding of word definition
- Respondents incentive for providing correct and honest information
- Environment (initial asked in comfort of own home, then follow up in unfamiliar settings)

Therefore the following data provides a foundation for cross analysis to be conducted to identify and explicit any trends, anomalies and research limitations. The data is displayed in table format for ease and categorised in line with the surveys word association format; positive or negative, and broken down into pre-event reflection and day 4 reflection. The percentage of respondents whom associated a word to be positive or negative is identified in the corresponding cell.

Please note that not every respondent felt that a word could be categorised into positive and negative and therefore the assumption is made that the respondents found the omitted selected words to be 'neutral'. However it is vital to reinforce that this is merely an assumption for the preliminary findings and will be further explored and analysed for the detailed data analysis presentation.

1. As a leader, when faced with ambiguity in a volatile situation I will typically act....



Word	Pre-Event Reflection		Day 4 Reflections	
	Positive Association	Negative Association	Positive Association	Negative Association
Decisively	-	8%	30%	-
Composed	15%	7%	23%	7%
Cautiously	30%	-	23%	-