



Q Methodology

October 29, 2026



**Tonight's
Goals.**



WHAT IS Q METHODOLOGY?

[illegible]

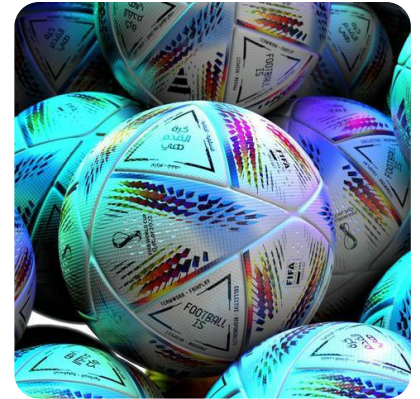
HOW IS Q BEING USED

in Education



HOW IS Q BEING USED

Beyond Education







METHODOLOGY

Important
Terminology

- ✓ Concourse
- ✓ Q-Set
- ✓ P-Set
- ✓ Condition of Instruction



METHODOLOGY

Data Collection Steps

- 1** Develop Concourse
- 2** Develop Q-Set
- 3** Develop P-Set
- 4** Create your Condition of Instruction
- 5** Have Participants Sort
- 6** Have Participants Fill Out Post Sort Survey

HOW TO BUILD A CONCOURSE



- Identify the Scope
- Identify the Sources of Statements
- Literature Review
- Media Content
- Collect Statements
- Match P Set Tone
- Ensure Diversity and Range
- Categorize Statements
- Annotate and Reference

Statements should represent a wide range of perspectives, opinions, and feelings related to the subject of study

Example of Categorized Statements

Learning

1. Advisor focuses on the student's success.
2. Advisor helps me during academic difficulties.
3. Advisor explains which classes to register for.
4. Advisor explains why I should register for their suggested classes.
5. After advising I am more likely to engage in institutional activities outside of class.

Completion/Transfer

6. Advisor informs me about upcoming deadlines.
7. Advisor informs me of academic support options.
8. Advisor helps me identify pathways to academic success.
9. Advisor helps me identify the correct major.
10. Advisor helps me understand transfer requirements.
11. My Advisor outlined the course requirements to complete my studies.

Labor Market

12. Advisor helps me understand the labor market demand/need of my area of study. (Are there jobs)
13. Advisor helps me understand the salary impact of my area of study.
14. Advisor considers my future career plans when helping me make decisions.
15. Advisor provides career counseling.
16. Advisor connects me with career resources (career center, job boards, etc.).
17. Advisor makes me aware of differing career opportunities.

Equity

18. Advisor encourages me to seek out diverse cultural experiences.
19. Advisor shows the same respect for all students.
20. Advisor understands the different cultures.

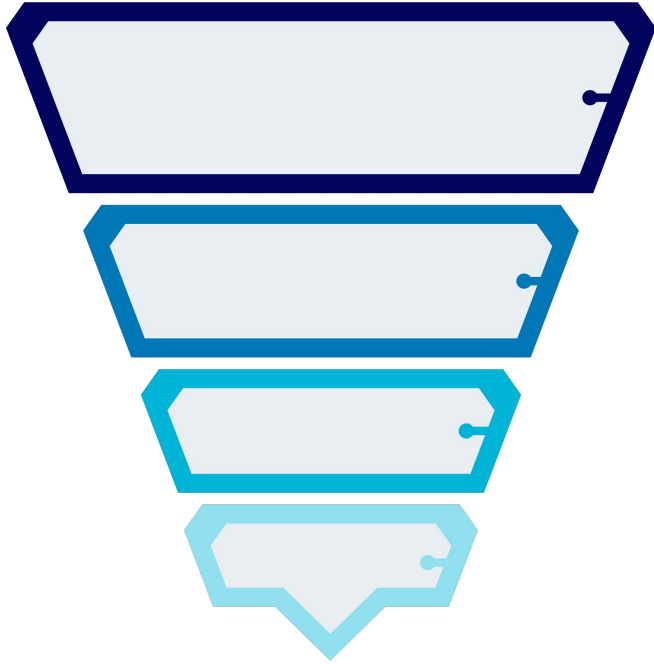
Time/Attention

21. Advisor is willing to meet more than once per semester.
22. Advisor makes sure I understand what we are talking about.
23. Advisor spends the same amount of time with each student.
24. Advisor listens closely to my concerns and questions.
25. Advisor reaches out to me first.
26. Advisor is accessible.
27. Advisor have meaningful conversations with me.
28. Advising makes me feel comfortable when we meet.
29. Advisor understands my concerns.

Mentor/coach

30. Advisor helps me navigate institutional rules and policies.
31. Advisor directs me to additional resources.
32. Advisor provides mentoring outside of academics, such as personal needs.
33. Advisor and I have a good relationship.
34. Advisor is trustworthy.
35. Advisor encourages me to take responsibility for myself.
36. Advisor encourages me to make my own decisions.
37. I know exactly what to do after meeting with the Advisor.
38. Advisor helps me identify pathways to social success
39. I am motivated after meeting with the advisor.

NARROWING TO A Q SET



- Refine & Select Statements
 - Put duplicates together
 - Combine like terms
 - Review for Relevance
 - Ensure Representativeness
 - Balance and Variety
 - Manageable Number
- Pilot Test
- Finalize Q Set

SELECTING A P SET

Who?



What is your purpose?

Who can help you achieve that?

What are the inclusionary and exclusionary factors?

SELECTING A P SET

How many?



- Kline (1994) says half the number of statements. So 60 statements – 30 participants
- Stenner (2005) says as long as # of participants is less than statements
- Rogers (1995) says 40-60 participants
- Stephenson (1953) says MUCH less than that.



METHODOLOGY

EXAMPLE

Research Question

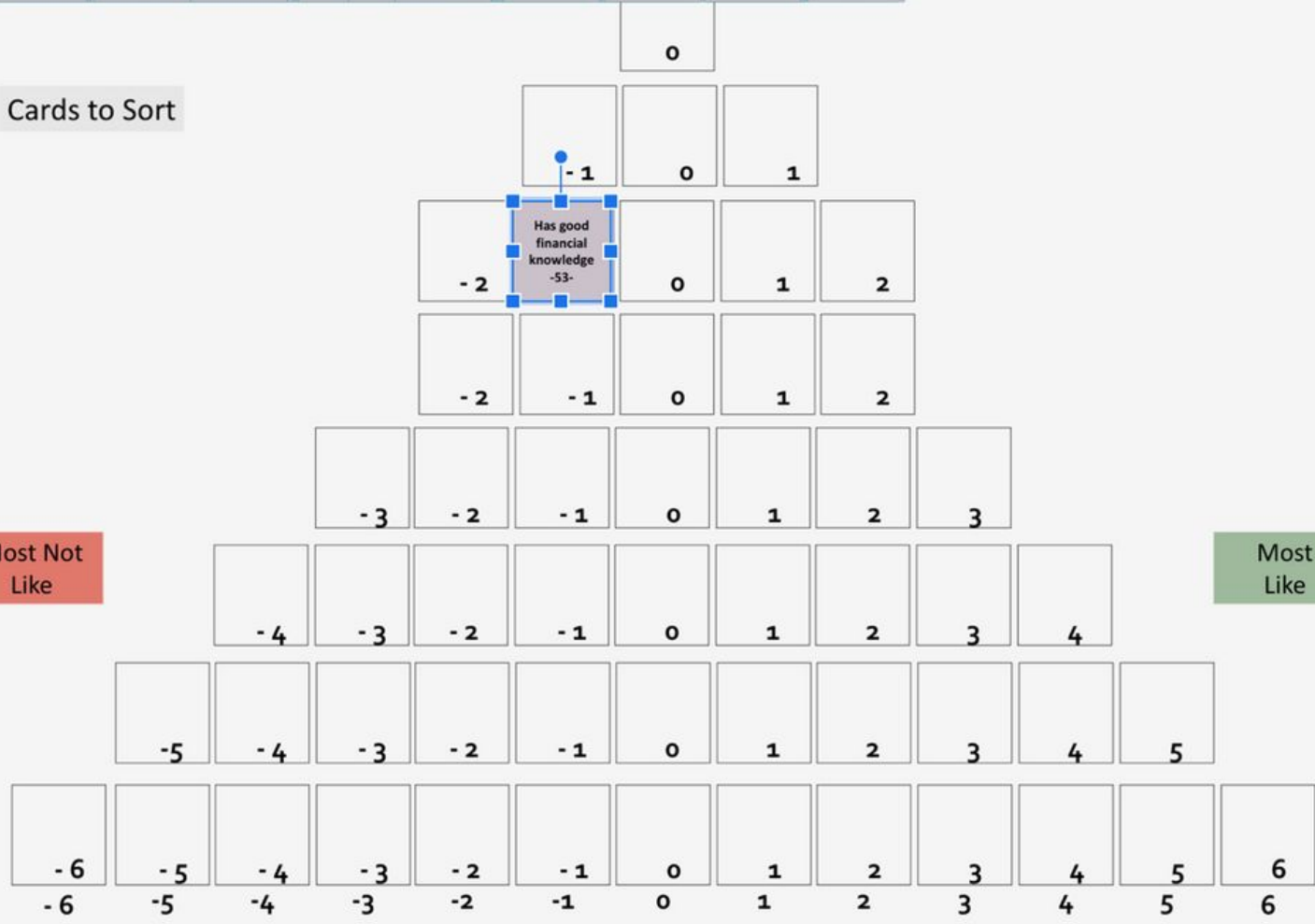
What are the viewpoints of first-generation students about the factors that contributed to their persistence toward completing their academic goals at a rural community college?

Condition of Instruction

Sort the statements based on *What factors are helpful in successfully pursuing a credential or degree* from +4 most helpful to -4 most not helpful.

Supports professional development -45-	Creates a culture that supports use of data, improvement, continuous learning and high performance -47-	Is an expert, highly competent, wise -50-	Good L -3-	Mini un: behi -4-	Creates and supports policies -52-	ice int ex of 4-	Is a fundraiser -54-	Is proactive/ assertive -51-	Sympathetic, caring, compassionate -27-	Supports work life balance of employees -28-
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Cards to Sort



Most Not Like

Most Like

Q Sort

WHAT ARE THE ATTRIBUTES OF AN EXCELLENT LEADER?

Q Sort Project

Attributes of an Exceptional Leader

Directions

The sort is done in PowerPoint and does not require that you play the slide show. If you have played the slide show, press escape and then scroll down to move through the slides. If you are on a PC you may have to click on fit to screen. On a Mac you may need to zoom to view the whole slide.

Step 1:

Drag and drop the cards onto the provided grid in relation to what statements are **most like** and **most unlike the attributes of exceptional leaders**. Drag from the stack of cards and place them over the grid. Please cards that are most likely behaviors on the right (6) and the most not likely on the left (-6). **There are no incorrect answers for this activity**, the numbers on the cards are only for reporting purpose and were randomly assigned. There is one card for every space on the grid.

Step 2:

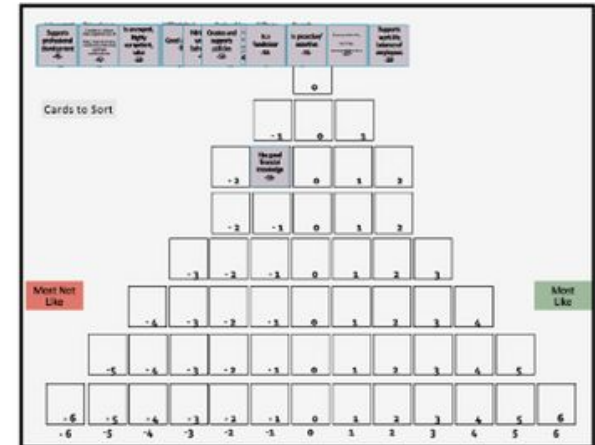
Answer the questions on slide 4 – slide 9.

Step 3:

Enter your information from slide 3 on this [Google Sheet](#).

Step 4:

Email this PPT deck to mhart1at@vnu.edu



MOST AGREE

- WHICH CARD DID YOU RATE AS A + 6 as the attribute like an exceptional leader?

- CARD # _____
- WHY?

MOST DISAGREE

- WHICH CARD DID YOU RATE AS A -6 as the attribute is most not like an exceptional leader?

• CARD # _____
• WHY?

DIFFICULT TO PLACE ITEMS

- WHICH, IF ANY CARDS, DID YOU FIND HARDEST TO PLACE?

• CARD # _____
• WHY?

MOST IMPACT ON SORT

- WHICH, IF ANY CARDS HAD THE MOST IMPACT ON YOUR SORTING?

• CARD # _____
• WHY?

ANY MISSING STATEMENT

- Is there a statement that you would have liked to see in the sort? If so, what would the card have said and where would you have placed it?

DEMOGRAPHICS

Post-sort Survey

POST SORT SURVEY

Most Agree
Card # and Why?

Most Impact on Sort
Card # and Why?

Most Disagree
Card # and Why?

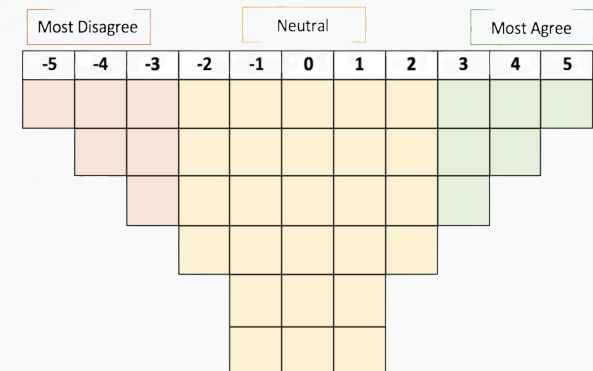
Any Missing
Statements?

Difficult to Place
Card # and Why?

Demographics



1. Preparing Data
2. Analyzing Data
3. Interpreting Quant Output
4. Interpreting Qual Data



Preparing the Data

AutoSave KADE Template Type 2.xlsx

Home Insert Draw Page Layout Formulas Data Review View >> Comments Share Analyze

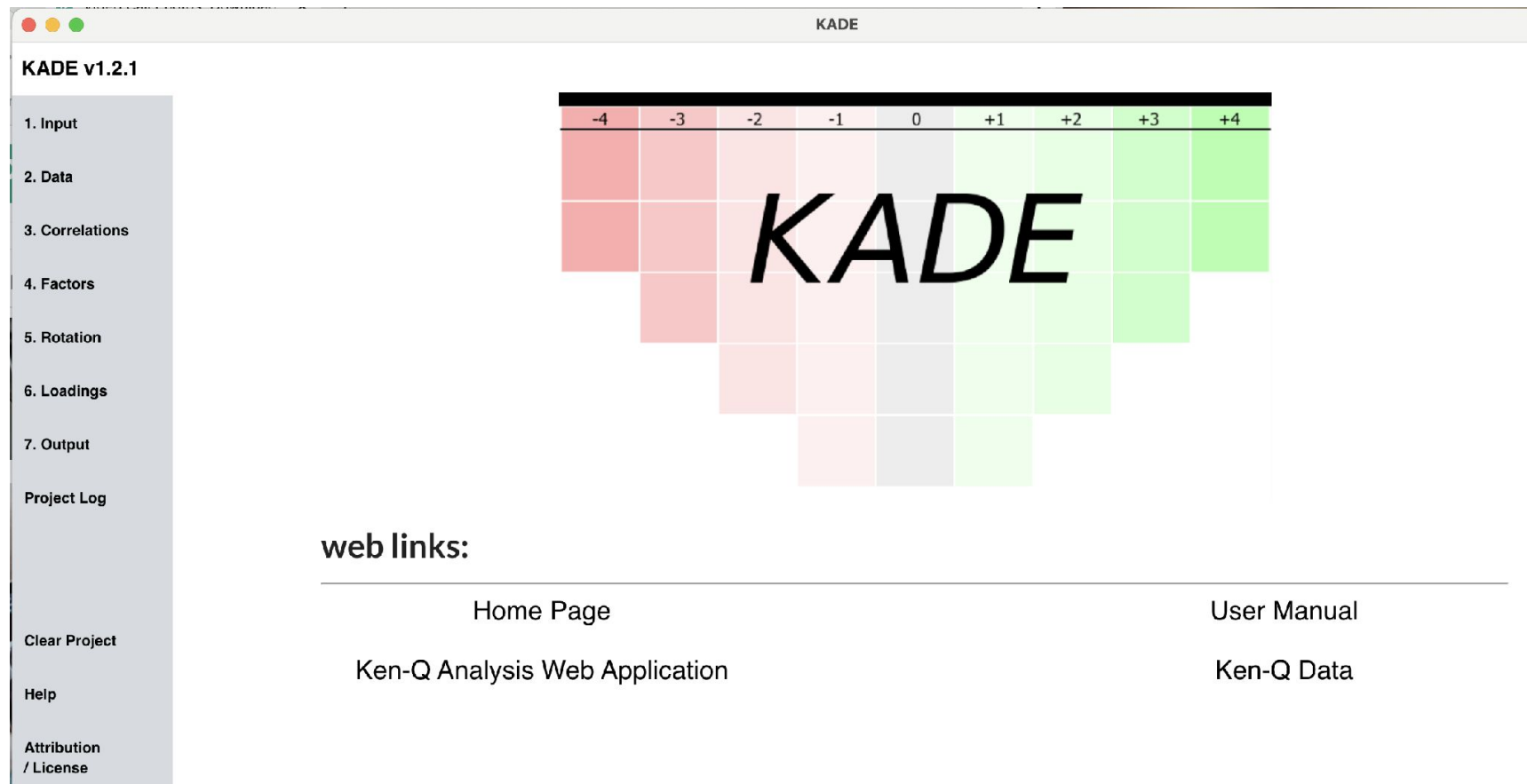
Clipboard Font Alignment Number Conditional Formatting Format as Table Cell Styles Cells Editing Sensitivity Add-ins

A2

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
1	Project Name																					
2																						
3																						
4	Sort Pattern	-4	-3	-3	-2	-2	-2	-1	-1	-1	-1	-1	0	0	0	0	0	0	1	1	1	
5																						
6	participants	s1	s2	s3	s4	s5	s6	s7	s8	s9	s10	s11	s12	s13	s14	s15	s16	s17	s18	s19	s20	s21
7	P1																					
8	P2																					
9	P3																					
10	P4																					
11	P4																					
12	P6																					
13	P7																					
14	P8																					
15	P9																					
16	P10																					
17	P11																					
18	P12																					
19	p13																					
20	P14																					
21	P15																					
22	P16																					

sorts statements +

Analyzing Q Data



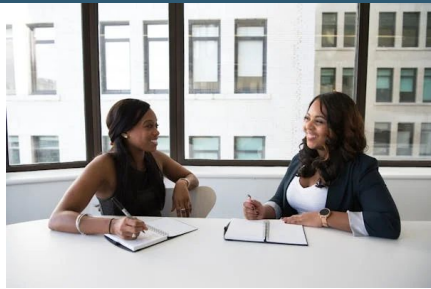
Highs	
3	has integrity, hones, high moral standards
2	Doesn't compromise ethical standards to succeed
27	sympathetic, caring, compassionate
Lows	
22	Avoids troublesome issues in an effort to move things forward to meet a goal
12	Explores initiatives for improving/ encourages performance improvement
54	Is a fundraiser

Composite Q sort for Factor 1

-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6
Avoids troublesome issues in an effort to move things forward	Explores initiatives for improving/ encourages performance	takes strategic risks	seeks advice from external sources outside the organization	Delegates to others responsibility for important work and	Ability to perceive and express emotions professionally	sacrifices their own interests to meet the needs of others	operates in a transparent manner	is adaptive; shows flexibility	self-aware of own strengths and weaknesses	supports work life balance of employees	Doesn't compromise ethical standards to succeed	has integrity, hones, high moral standards
	Is a fundraiser	results oriented	plans for emergencies before they occur	consistently sets attainable goals to challenge the organization	serves as a coach, mentor, or sponsor	creates a culture that supports use of data, improvement,	is an expert, highly competent, wise	Uses data to support decisions, is analytical	seeks to improve student access and success	is humble and wants to serve, admits mistakes	sympathetic, caring, compassionate	
		is a change agent	Considers political implications	Talks optimistically about the future	willing to seek advice/opinions from various status levels when facing a	clearly defines roles and responsibilities	rewards excellent performance	is decisive	continuously learns	actions reflect core values/authentic		
			Has great strategic sense, visionary, and plans for the	Has good financial knowledge	minimizes uncivil behaviors	creates a diverse culture	is involved in and encourages others to help in the community	Good listener	articulates and communicates clearly			
				Facilitates individuals to reach goals	is transformational	supports professional development	Will step back and assess what is going on during difficulty	takes time to communicate to people on a personal level				
				innovative	Understands all working parts of the organization, has systems	is in control, does not allow groups to pressure or control them	Can manage effectively	Remains calm during high pressure situations				
					creates and supports policies	is influential, persuasive	is cative/assertive					
						is open to people who bring up innovative ideas						

Factors

Interpreting Qual Data



- ☐ Review open-ended post-sort responses

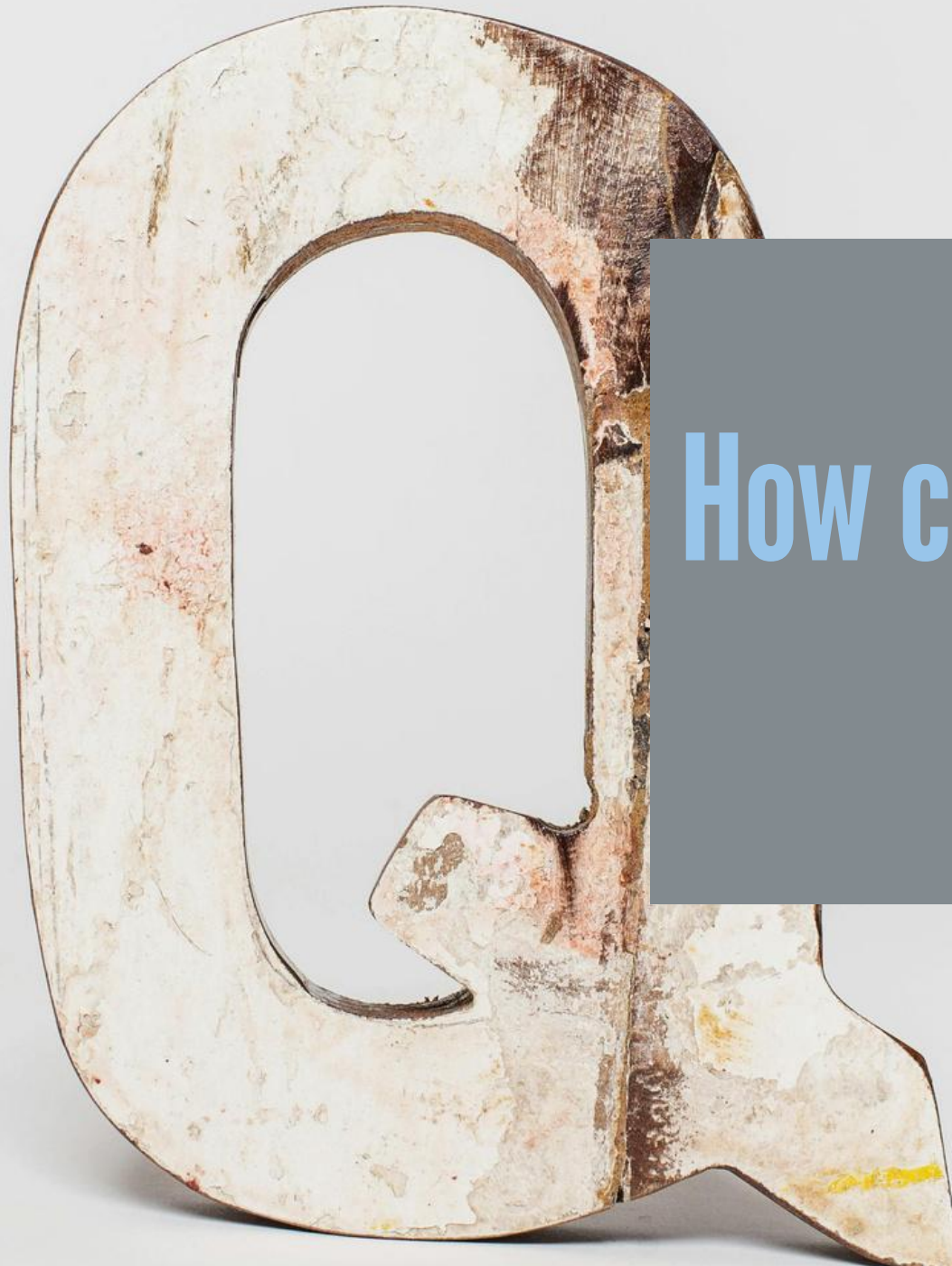


- ☐ Interviews

- ☐ Focus groups



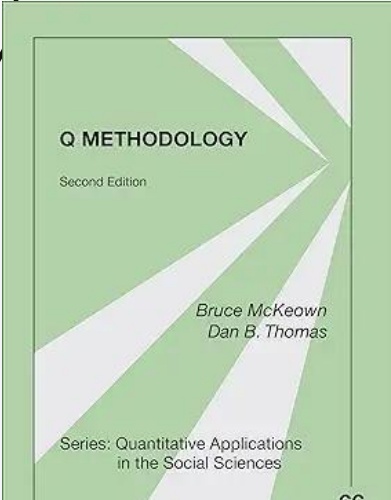
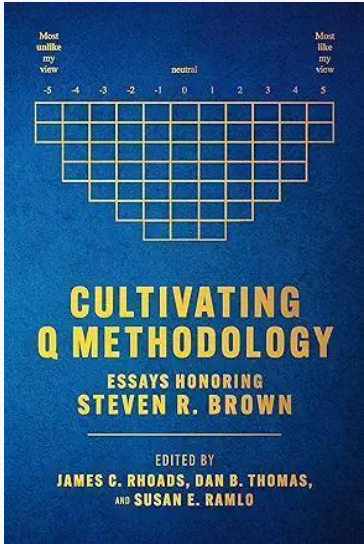
- ☐ Name factor groups using both KADE & post sort data



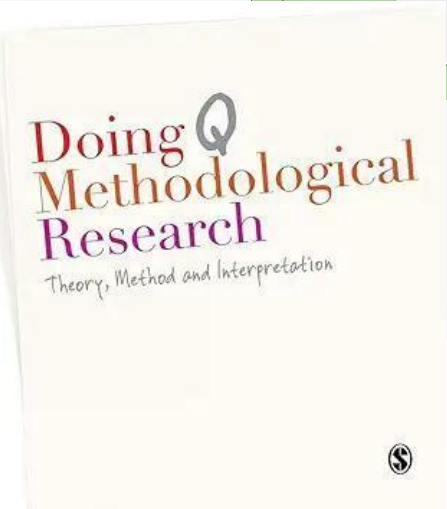
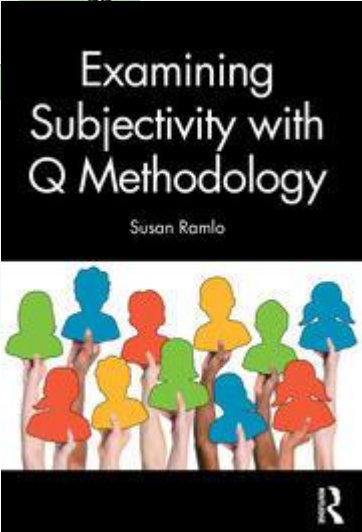
How can you use Q?



RESOURCES



The Study of Behavior. Q-Technique and Its Methodology.
by William Stephenson | Jan 1, 1953



Give it a try!

The screenshot shows a web interface for a Q-methodology activity titled "Why I Come to Work". At the top, there is a navigation bar with four steps: "1 Identifier" (highlighted), "2 Pre-sort", "3 Q-sort", and "4 Reflection". Below the navigation bar, the main content area is titled "Q-METHODOLOGY ACTIVITY" and "Create your participant identifier". It includes instructions: "Use initials and a number you will remember, such as MB27. Do not enter your full name." Below this is a text input field labeled "Participant identifier". Under the input field, it says "Use 2-20 letters and numbers. A hyphen or underscore is also allowed." At the bottom right of the main content area is a blue button labeled "Begin the activity".

Q Why I Come to Work

1 Identifier 2 Pre-sort 3 Q-sort 4 Reflection

Q-METHODOLOGY ACTIVITY

Create your participant identifier

Use initials and a number you will remember, such as **MB27**. Do not enter your full name.

Participant identifier

Use 2-20 letters and numbers. A hyphen or underscore is also allowed.

Begin the activity

<https://GSOQ.tiiny.site>

Thank you!



Slides

Let's Stay Connected

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mbartlet@odu.edu

