

HATS OFF: FACILITATING REFLEXIVITY IN NOVICE QUALITATIVE RESEARCHERS DURING THE MEMOING PROCESS

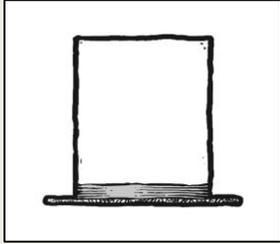
Use of DeBono's Six Thinking Hats to Facilitate
Reflexivity

David M. Kleist
Idaho State University

Purpose of Researcher Memoing

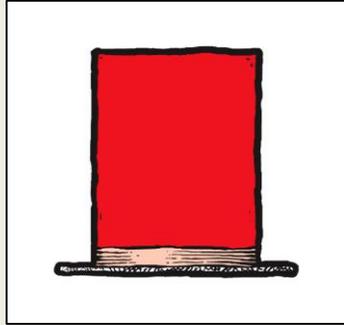
- the act of recording reflective notes about what the **researcher** is learning from the data (SAGE Encyclopedia of Qualitative Research, 2012).
- Exploring possible meanings, or connections in the data
- Document surprises,
- Document points where you are unsure,
- Challenge developing themes, codes, theory,
- Provide paper trail (quirkos.com)

Edward DeBono's 6 Thinking Hats



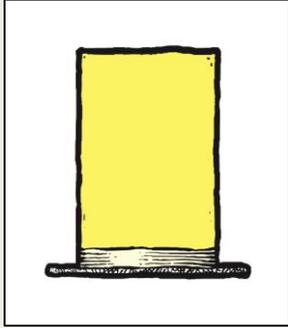
White Hat

- Neutral and Objective
- Concerned with objective facts. No opinions or interpretation.
- Checked and proven facts: (1st class facts) Verified pieces of information
- Believed facts: (2nd class facts) Believed to be true, not yet fully verified
- Thinker strives to be more neutral and objective.



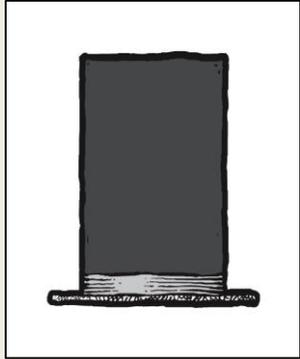
Red Hat

- Emotional View
- Hunches, Intuitions, Impressions. No need to justify, give reasons, or provide the basis for these thoughts.
- Emotional thoughts may come up at any time prior to or during evaluation of the topic(s) and may change
- Thinker strives to share how they feel about the topic. (Use feeling words)



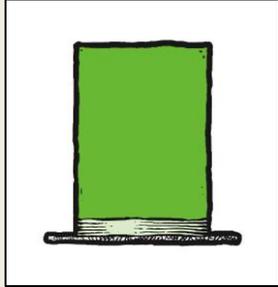
Yellow Hat

- Positive and Optimistic
- Focus on benefit(s), constructive thinking, generative-making things happen
- Positive assessment can be based on experience, available information, logical deduction, trends, speculations, guesses, and hopes. Needs some degree of justification – based in reason and logical support.
- Thinker probes and explores the value and benefit while striving for logical support.



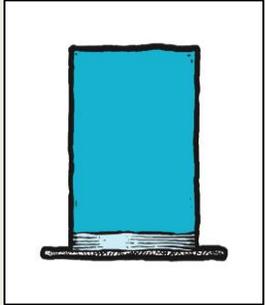
Black Hat

- Negative Assessment
- Critical judgment; Why something will not work; How it does not fit our knowledge and experience; Pessimistic view; Logical-negative.
- Black hat thinking not intended to be an argument.
- Objective attempt to put negative elements on the map.
- Thinker strives to be critical and pessimistic about the topic.



Green Hat

- Creativity and New Ideas
- Deliberate creation of new ideas, concepts and perceptions. Develop alternatives. Creative pause. Reflective moment.
- Movement instead of judgment. Forward effect – where will this idea get us?
- Thinker strives to go beyond the known, the obvious, and the satisfactory.



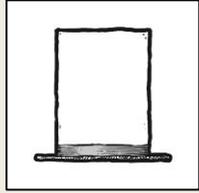
Blue Hat

- Management and Organization of the Thinking Process
- Meta-thinking – thinking about thinking. The choreography of thinking – designs the steps of the process. Process observer and manager role.
- Facilitates the formally structured thinking process - Asks questions, Summarizes, Comments on process, Conducts the discussion.
- Thinker strives to organize the thinking itself.

The Context: Group IPA study

- Qualitative Class project: 6 student research team in Ph.D Counselor Education and Counseling Program
- Two student volunteers
- Prompted to use the Six Thinking Hats to structure research memos
- Previous familiarity with the Hats

Exemplar Research Memos by Hat



White Hat

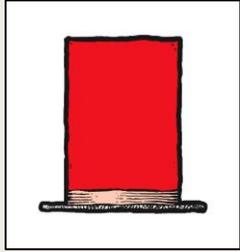
“The interview was 18 pages in length and transcribed with text line numbers. I found it strange at first to read all the conversation breaks, the “ummmhh” and pauses but it felt a little more familiar to read as I got through the first few pages. A fact I discovered is I like to read transcripts alone and in a quiet place, when sitting in the classroom I felt too distracted and not able to focus on the words.”

“Read over Ann’s transcript, initial memoing done in transcript”

“Listened to audio from participant. Went through steps 1-2, started initial coding.”

“Went through my codes, consolidated and created graphical representation.”

“Focus appears to be on supervisor not on self-process “



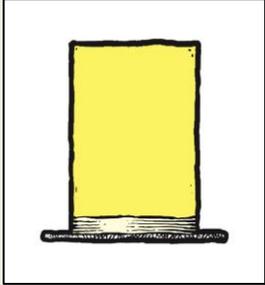
Red Hat

“I felt nervous the day before the interview. I thought about what could go wrong. The Zoom software would no work, the student would not show up, the interview would feel awkward, I would miss a question or forget to follow up on something important.”

“I had a reaction to this participants view of counseling...seems disconnected and just checking things off the list.”

“I felt proud to be done with this transcript, it felt like a sense of accomplishment”

“I also felt more confident in my ability to identify themes in the interview.”



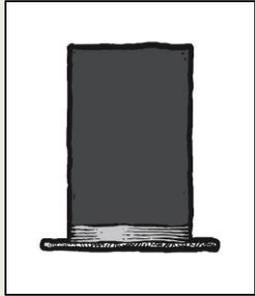
Yellow Hat

“ When I had first started out on this group project, it seemed daunting and overwhelming to complete but now with two transcripts completed, I felt like I had crossed a hurdle and could better understand what work lay ahead.”

“I feel in touch with my participants voice. As much as I hate transcribing, it has its benefits.”

“Everyone seems truly excited to code.”

“I connected with what seem to be some common themes including getting validation from the client, the influence of my supervisor and my own personal sense of purpose.”

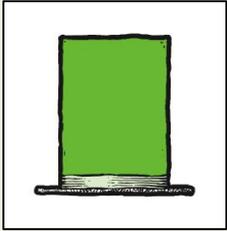


Black Hat

“ I reminded myself to quiet this critical voice, that I conducted calls with multiple people all the time at work and could do this quite well. Why was a research interview so different, I could build relationships, I am a counselor, and yet I had no idea how I identified as a researcher? As much as I tried to quiet the critical voice, I realized I did not have a reply back to it just yet until I could step into the shoes of a novice researcher.”

“Participant should be able to speak to the phenomenon, participant needed to look-up self-efficacy at the start of the interview.... what does this mean?”

“Participant spoke abstractly when I was hoping to get a specific experience. “



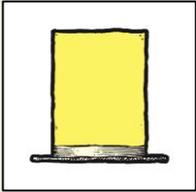
Green Hat

“The student used a lot of visual metaphors in the interview including describing a scene from a baseball movie where she talks about how she gets in the zone when in with a client, the same way a baseball hitter gets in the zone to hit a ball. I found myself thinking it would be great to explore the use of creative visual data such as photography, or movie clips, or whatever else a student had in mind when they talked about self-efficacy.”

“What does this mean for the participant? How does identifying theorist help with her process?”

“What importance does theory have for this student? Curious why this is part of her inner dialogue?”

Researchers' Hat Thoughts on Use of the Hats During Memoing



Yellow Hat

"Liked it...didn't need to censure...'ok to have red hat thoughts, black hat thoughts'.....freeing"

"-gave an anchor.....of something I already knew....something familiar"

"-Structured memo w/ headings , provided a prompt, or framework for memoing"

"Provided accountability: (to the team, to me...to the project)"

"Helped overcome hatred of journaling"

"Actually realized benefit of journaling...spurred on to memo more"

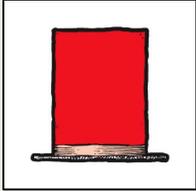


Black Hat

“didn’t know how to use the blue hat.....(going Meta)

“struggled to even find a black hat)....maybe due to appeal of structure...

“less structured students may not like the structure imposed.....”



Red Hat

“nice to attend to feelings...to have feelings, speak to them, work through them”

“awareness of reactions....’transference” feelings”

“facilitated empathy toward participant”

“one of the most valuable hats”

“always wrote first”[might be due to professional background]

“permission to access feelings”

White Hat



“what happened?”

“re-connected to the “how to” of coding : directions”

“meeting notes”



Green Hat

“Creation of new Hat- “How about a multicultural hat to reflect upon multicultural stances influencing participants?”

“curiosity about data, meaning, interpretation”

“self awareness as developing researcher... I generated knew research ideas”

-Used more for questions about participant: “What mean for her?” “What mean for our relationship?” “Why part of her inner dialogue?” “Facilitate understanding?” “Facilitate critical eye?”

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de Bono, Edward (1999). Six thinking hats (revised and updated). New York: Little, Brown, and Co

de Bono, Edward (1985). de Bono’s thinking course. New York: Facts on File Publications.

<http://www.debonogroup.com/index.html>