

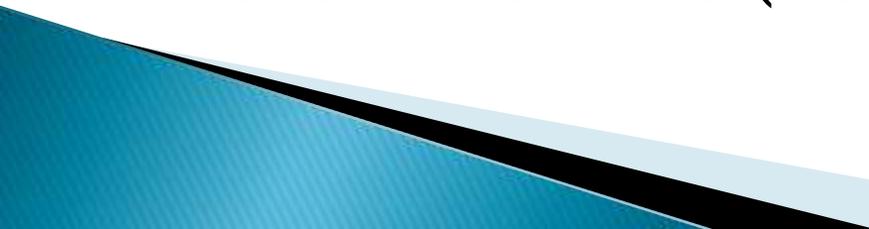
All is Data

Grounded Theory Methodology
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Grounded Theory Method

- ▶ It is a capital mistake to theorize before you have all the evidence. It biases the judgment. (Sherlock Holmes, Study in Scarlet)
 - ▶ Grounded Theory starts with data collection and then through comparison analysis builds substantive theory of a process
 - ▶ Theoretical Sampling
 - ▶ Focus on subjective experiences of actors
 - ▶ Glaser (2005) '(t)he quest for an ontology and epistemology for justifying GT is not necessary' (145)
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Grounded Theory – Development

- ▶ Chicago School
 - ▶ Blurred genres (Geertz, 1973)
 - ▶ Second modernist phase of interpretive research – more modernization and formalization
 - ▶ Reaction to grand theories and lack of rigor
 - ▶ Emerging, discovery, theory grounded in reality – objective realist perspective
 - ▶ Modernist criteria as verification of hypothesis, replicability of findings, researcher bias (Corbin and Strauss, 1990)
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Approaches

- ▶ Classic – Glaser and Strauss
 - ▶ Strauss and Corbin – axial coding and coding paradigm – conditions, context, action/ interactional strategies and consequences. (Strauss & Corbin, 1990)
 - ▶ Interpretive – Constructivism (Charmaz, 2006; Gioia and Chittipeddi, 1991)
 - ▶ Dimensional Analysis (Schatzman, 1991) rooted in Symbolic Interactionism (Blumer, 1969)
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The process

Stage	Purpose
<i>Codes</i>	Identifying anchors that allow the key points of the data to be gathered
<i>Concepts</i>	Collections of codes of similar content that allows the data to be grouped
<i>Categories</i>	Broad groups of similar concepts that are used to generate a <i>theory</i>
<i>Theory</i>	A collection of categories that detail the subject of the research

Literature Review in GTM

- ▶ A perception of limited knowledge of literature prior to data collection and analysis (Goulding 2002).
- ▶ Possible?
 - Proposals and grants
 - Prior work
- ▶ Concerns
 - ‘theoretical virgin’(Clarke 2003).
 - lazy ignorance (Suddaby 2006)
 - seen as ‘easy’ and ‘atheoretical’ (Morse 1994).
- ▶ In reality – ‘learn not to know’ Glaser (1992)
- ▶ ‘neither provides key concepts nor suggests hypotheses’ (May 1986, 149) – illustrates gaps or biases in existing knowledge to provide the rationale for the study (Creswell 2012).

Strategies

- ▶ *Use the literature as a possible source of inspiration, ideas, 'aha!' experiences, creative associations, critical reflections, and multiple lenses, very much in line with the logic of abduction. (Thornberg 2012, 249)*
- ▶ Reading in narrowing cycles – several rounds of literature review (Eriksson & Kovalainen 2008)
- ▶ Delaying the literature review ‘to avoid importing preconceived ideas and imposing them on your work’ (Charmaz 2006, 165)
- ▶ Reading articles in areas beyond the focus of the study to enhance its theoretical sensitivity

Theoretical Sampling

- ▶ Where to start?
 - Learning by Development program in Laurea UAS In Finland – based on the participants' responses moved to
- ▶ What next?
 - Two universities in Prague
- ▶ How broad?
 - Students, Instructors, Admin?
- ▶ When to stop?
 - Decided need another location – Ecuador
- ▶ Triangulation
 - Locations, participants, data collection methods
 - Interviews, participant observation, document analysis

Original research –Social Capital Development Strategies

- Three countries, three university schools, three international programs:
 - 46 participants from 17 countries of origin
 - In depth semi-structured Interviews
 - Constructivist grounded theory – inductive theory building (Charmaz 2006)
 - Dimensional analysis (Schatzman1991; Kools et al.1996)

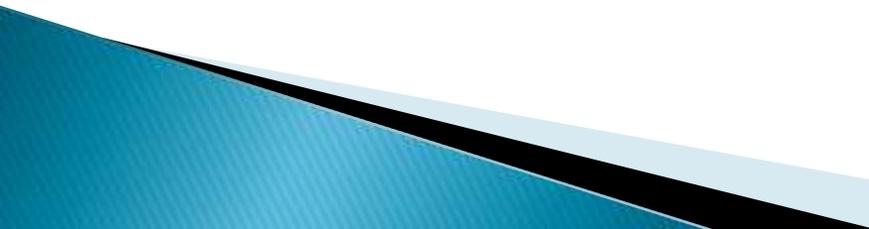
Social Networking

- ▶ Social Capital to Establish Loose Ties
 - Bourdieu (1986), Putman (1993), Coleman (1988)
 - Situated Learning – Lave and Wenger (1991); Utley (2006) – in education
- ▶ Trust
 - Covey (2006 and 2012)
- ▶ Support and Feedback
 - Cross et al. (2001)
- ▶ Mentorship
 - Bandura (1977), Vygotsky (1978), Kram (1983)

Practical Considerations

- ▶ **Data Collection – Limited guidance in GTM**
 - Recording– No taping. Participant or observer? What documents?
 - Two methodological teaching cases Sage
- ▶ **Three levels of coding**
 - Handwriting? MS Office? Nvivo?
- ▶ **Constant Comparison Analysis**
 - Challenging in Teams/For Novice Researchers
- ▶ **Memo–Writing**
 - Who? How? Increasing Theory building
- ▶ **Theory Development**
 - The focus on participants experience
 - Process and action oriented
 - No talk?

Facilitating Research Quality and Transparency 1 / 2

- ▶ Have I collected sufficient background data on the persons, processes, and settings to have ready recall and understand and portray the full range of contexts of the study?
 - ▶ Have I obtained detailed descriptions of a range of participants' views and actions?
 - ▶ Do the data reveal what lies beneath the surface?
 - ▶ Are the data sufficient to reveal changes over time?
 - ▶ Have I garnered multiple views on the participants' range of actions?
 - ▶ Have I gathered data that enable me to develop analytic categories?
 - ▶ What types of comparisons can I make among the data?
 - ▶ How do these comparisons generate and inform my ideas?
(Charmaz 2006, 18–19)
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Quality and Transparency 2 / 2

- ▶ Prolonged engagement and persistent observation
- ▶ Triangulation
- ▶ Peer review and debriefing
- ▶ Negative case analysis
- ▶ Clarifying researcher bias
- ▶ Member checking
- ▶ Rich thick descriptions
- ▶ External audits
 - (Creswell 2012, 250–252)

GTM Criteria of Quality

▶ **Fit**

- concepts fit with the incidents

▶ **Relevance**

- real concern of participants
- captures the attention
- of broader interest.

▶ **Workability**

- how the problem is being solved

▶ **Modifiability**

- A work in progress. Can be modified with new data

Challenges for Virtual Teams in GTM

- ▶ No literature review – Pluses and Minuses
- ▶ No taping – Skype interviews with multiple transcript
- ▶ Coding – What all happening there?
- ▶ Memo-writing – Who writes to whom?
- ▶ Constant comparison analysis
- ▶ Suggestions
 - Nvivo projects
 - Virtual team environments
 - Familiarity of all with settings
 - Checking biases and assumptions

Novice Researchers – Supervising Students

- ▶ GTM looks ‘Easy’ but is very time consuming
- ▶ Literature Review – Again
- ▶ Data Collection – Proficiency is assumed
- ▶ How many incidents/interviews?
 - When my data are saturated
- ▶ Transcript – Not all students have skills
- ▶ Coding – Moving through levels
- ▶ Theory Building – How do I know that I am correct?
- ▶ Tips – methodological reading, video examples, close supervision, in particular in the earlier stages, encouragement

Thank you for your kind attention!
Questions? Suggestions? Examples?



Additional Reading

- ▶ Charmaz, K. (2014). *Constructing grounded theory*. Sage.
- ▶ Glaser, B. (2017). *Discovery of grounded theory: Strategies for qualitative research*. Routledge.
- ▶ Kools, S., McCarthy, M., Durham, R., & Robrecht, L. (1996). Dimensional analysis: Broadening the conception of grounded theory. *Qualitative Health Research*, 6(3), 312–330.
- ▶ Locke, K. (1996). Rewriting the discovery of grounded theory after 25 years?. *Journal of Management Inquiry*, 5(3), 239–245.
- ▶ Strauss, A., & Corbin, J. (1994). Grounded theory methodology. *Handbook of qualitative research*, 17, 273–85.

The process video illustrations

- ▶ https://youtu.be/4SZDTp3_New
- ▶ <https://youtu.be/HXh7Y9yIE8E>
- ▶ The classic one
- ▶ <https://youtu.be/NTgiRQqa3m0>