

Brief Contents

Preface	xv
Acknowledgments	xviii
Part 1. Introduction to the Grounded Theory of Anselm Strauss	1
Chapter 1. Inspiration and Background	3
Chapter 2. Theoretical Foundations	17
Chapter 3. Practical Considerations for Getting Started	31
Chapter 4. Prelude to Analysis	57
Chapter 5. Strategies for Qualitative Data Analysis	85
Chapter 6. Memos and Diagrams	106
Chapter 7. Theoretical Sampling	134
Chapter 8. Context	153
Chapter 9. Process	172
Chapter 10. Techniques for Achieving Theoretical Integration	187
Chapter 11. The Use of Computer Programs in Qualitative Data Analysis	203
Part 2. Research Demonstration Project	215
Chapter 12. Open Coding: Identifying Concepts	220
Chapter 13. Developing Concepts in Terms of Their Properties and Dimensions	239
Chapter 14. Analyzing Data for Context	268
Chapter 15. Bringing Process Into the Analysis	283
Chapter 16. Integrating Categories	295

Part 3. Finishing the Research Project	311
Chapter 17. Writing Theses, Monographs, and Dissertations, and Giving Talks About Your Research	312
Chapter 18. Criteria for Evaluation	341
Chapter 19. Student Questions and Answers	369
Appendix A	385
Appendix B	388
Appendix C	402
Appendix D	408
References	413
Index	420
About the Authors	431

Detailed Contents

Preface	xv
Acknowledgments	xviii
Part 1. Introduction to the Grounded Theory of Anselm Strauss	1
Chapter 1. Inspiration and Background	3
Overview	3
Qualitative Research	4
<i>Description of Qualitative Research</i>	4
<i>Explanation of Why Researchers Choose</i>	
<i>Qualitative Over Quantitative Methods</i>	5
Grounded Theory Methodology	6
<i>Brief History of Grounded Theory Methodology</i>	6
<i>Unique Features of Grounded Theory Methodology</i>	7
<i>Types of Data</i>	7
<i>Analysis of Data</i>	7
Testimonials From Our Students Regarding Grounded Theory	8
<i>They Enjoy the Mental Challenge</i>	9
<i>They Are Open and Flexible</i>	9
<i>They Hope That Their Work Has Relevance Beyond Academia</i>	10
<i>There Is Complete Absorption in the Work</i>	10
Grounded Theory Is an Important Methodology	11
<i>Grounded Theory Offers Explanations</i>	11
<i>Why Choose Grounded Theory Methodology?</i>	11
Difference Between Description and Theory	12
<i>Description</i>	12
<i>Theory</i>	12
Ethics	13
<i>Participants</i>	13
<i>Research</i>	13
<i>Researcher</i>	14
Chapter 2. Theoretical Foundations	17
Pragmatism and Philosophy of Knowledge	18
<i>The Creation of Knowledge</i>	18
<i>The Relationship Between Problematic Situations and Reflective Inquiry</i>	19

<i>Temporal Aspects of Thinking and Process</i>	19
<i>The Relationship Between Knowing and Culture</i>	19
<i>Experience as Integral to Inquiry</i>	20
<i>The Cumulative Nature of Knowledge</i>	20
<i>The Usefulness of Knowledge as a Basis for Action</i>	21
<i>Beyond the Practical</i>	21
<i>Summary</i>	21
Worldview: A Combination of Dewey and Mead	22
Ontology: Assumptions About the World	22
<i>Assumptions That Lie Behind the Way Strauss Interpreted Data</i>	23
Impact of Recent Trends on This Methodology	24
<i>Influences</i>	24
<i>The Gap Between Writing About and Doing Analysis</i>	25
<i>Nature of "Reality"</i>	25
<i>Theories Are Constructions</i>	26
<i>Concepts Are the Foundation for Knowledge</i>	26
<i>Practical Application of Knowledge</i>	27
<i>The Need for Self-Reflection</i>	27
Ethics in Relation to Pragmatism and Interactionism	27
Chapter 3. Practical Considerations for Getting Started	31
The Research Problem	32
<i>Advisor or Mentor</i>	32
<i>Technical and Nontechnical Literature</i>	33
<i>Personal and Professional Experience</i>	33
<i>Pilot Projects</i>	34
The Research Question	34
<i>Defining Issues</i>	34
<i>Framing the Research Question</i>	35
<i>Writing the Proposal</i>	35
<i>Other Related Points</i>	36
Data Collection	36
<i>A Research Journal</i>	36
<i>Sources of Data</i>	37
<i>Interviews</i>	37
<i>Observations</i>	40
<i>Issues When Doing Observations</i>	41
Important Considerations Before Beginning Data Collection	42
<i>Committees and Institutional Review Boards</i>	42
<i>Interview and Observational Guides</i>	43
<i>Informed Consent</i>	44
<i>Confidentiality and Anonymity</i>	44
<i>Researcher Responsibilities</i>	45
Perspectives, Biases, and Assumptions	46
<i>Researcher Biases and Assumptions</i>	46
<i>Strategies for Controlling Intrusion of Perspectives, Biases, and Assumptions</i>	47
<i>Differing Opinions</i>	48

The Literature	49
<i>The Technical Literature</i>	49
<i>The Nontechnical Literature</i>	51
Theoretical Frameworks	52
<i>Justifying Choice of Methodology or Approach</i>	52
<i>Building Upon a Research Program</i>	52
<i>Offering Alternative Explanations</i>	53
Chapter 4. Prelude to Analysis	57
Aims of Research	59
<i>Description</i>	59
<i>Conceptual Ordering</i>	61
<i>Theory</i>	62
The Nature of Qualitative Analysis	64
<i>Analysis Is an Art and a Science</i>	65
<i>Analysis Involves Interpretation</i>	66
<i>Analysts Are Interpreters and Conveyors of Meaning</i>	67
<i>More Than One Theory Can Be Derived From Data</i>	67
<i>Concepts Form the Basis of Analysis</i>	68
<i>There Are Different Levels of Analysis</i>	68
<i>Analysis Is a Process</i>	69
<i>Analysis Begins With the Collection of the First Pieces of Data</i>	69
<i>Early Analysis Is Generative</i>	69
Delineating Context Is an Important Aspect of Analysis	70
<i>Analysts Make Use of Analytic Tools to Carry Out Analysis</i>	70
Microanalysis	70
<i>The Value of Microanalysis</i>	71
<i>Misconceptions About Microanalysis</i>	71
<i>Microanalysis Complements More General Analysis</i>	72
<i>Example of Microanalysis</i>	72
The Logic of Grounded Theory Analysis	75
<i>Concepts Form the Structure of Theory</i>	76
<i>Concepts Vary in Levels of Abstraction</i>	76
Sensitivity	77
<i>The Nature of Sensitivity</i>	78
<i>Influence of Professional Knowledge and Experience</i>	78
<i>Professional Knowledge and Experience Can Enhance Sensitivity</i>	78
<i>Sensitivity Grows Over the Course of the Research</i>	79
<i>Sensitivity Is Important in Cross-Cultural Research</i>	80
Ethics	80
Insider Insights: Grounded Theory Research	81
<i>Steven Busby</i>	
Chapter 5. Strategies for Qualitative Data Analysis	85
Getting Into the Data	86
Analytic Strategies	88
<i>Analysts Should Develop Their Own Repertoire of Strategies</i>	89
<i>The Use of Strategies Varies With the Stage of the Research</i>	90

Types of Strategies	90
<i>Questioning</i>	90
<i>Making Comparisons</i>	93
<i>Thinking About the Various Meanings of a Word</i>	96
<i>Using the Flip-Flop Technique</i>	97
<i>Making Use of Life Experience</i>	97
<i>Waving the Red Flag</i>	98
<i>Looking at Language</i>	99
<i>Looking at Emotions That Are Expressed</i>	100
<i>Looking for Words That Indicate Time</i>	100
<i>Thinking in Terms of Metaphors and Similes</i>	100
<i>Looking for the Negative Case</i>	101
<i>Using Other Analytical Tools</i>	101
Ethical Considerations	102
Insider Insights: Powerful Tools for Analyzing Data	102
<i>MarySue V. Heilemann</i>	
Chapter 6. Memos and Diagrams	106
Introduction to Memos and Diagrams	107
A Research Illustration	107
Memos and Diagrams	107
<i>Forms and Functions</i>	117
<i>The Importance of Getting the Memo and Diagram Habit</i>	117
<i>Keeping Track of Analysis</i>	118
<i>Helpful Hints</i>	118
General Features of Memos	121
<i>Memos Vary</i>	121
<i>Each Analyst Has His or Her Own Style</i>	121
<i>Memos Have Functions Beyond Storing Information</i>	122
<i>Memos Can Be Sorted, Ordered, and Reordered</i>	122
<i>Analysts Should Write Memos After Every Analytic Session</i>	122
<i>Summary Memos Help With Integration</i>	122
General Features of Diagrams	122
<i>Definition of Diagrams and Their Usefulness</i>	123
<i>Examples of Diagrams</i>	123
Sorting Memos	125
Insider Insights: Memoing and Diagramming	128
<i>Maria Mayan, Maxi Miciak</i>	
Insider Insights: Properties, Dimensions, and Diagrams	130
<i>Shigeko Saiki-Craighill</i>	
Chapter 7. Theoretical Sampling	134
Questions and Answers About Theoretical Sampling	135
<i>What Is Theoretical Sampling?</i>	135
<i>Does Theoretical Sampling Provide Flexibility?</i>	135
<i>What Advantage Does Theoretical Sampling</i>	
<i>Have Over Other Forms of Sampling?</i>	136
<i>How Does One Proceed With Theoretical Sampling?</i>	137

<i>How Does a Researcher Keep the Sampling Systematic and Consistent Without Rigidifying the Process?</i>	139
<i>How Much Sampling Must Be Done?</i>	139
<i>At What Point in the Research Does a Researcher Sample Theoretically?</i>	140
<i>How Does a Researcher Know When Sufficient Sampling Has Occurred?</i>	141
<i>What If I Have Already Collected All of My Data Before Sitting Down to Do My Analysis? Can I Still Do Theoretical Sampling?</i>	141
<i>Where Does a Researcher Get a Sample?</i>	141
<i>What Are Some Sampling Matters That a Researcher Must Consider Before Starting the Research?</i>	142
<i>Can Interview and Observational Guides Be Used to Collect Data?</i>	142
<i>Are There Variations on Theoretical Sampling?</i>	143
<i>Can I Sample Data From a Library, and If So, How?</i>	145
<i>How Do Researchers Maintain Consistency When a Team Is Gathering the Data?</i>	146
<i>How Does Theoretical Sampling Differ From More Traditional Forms of Sampling?</i>	146
<i>Is Theoretical Sampling Difficult to Learn?</i>	146
<i>What About Research Design—What Is Its Relationship to Theoretical Sampling?</i>	146
Insider Insights: Practices to Exercise Conceptualization in GTM	147
Massimiliano Tarozzi	
Chapter 8. Context	153
Context	155
<i>Definition of Context</i>	155
The Paradigm	156
<i>Introduction to the Paradigm</i>	157
<i>Conditions</i>	158
<i>Actions–Interactions</i>	158
<i>Consequences</i>	159
The Conditional/Consequential Matrix	160
<i>Differences Between the Matrix and the Paradigm</i>	160
<i>Description of the Matrix</i>	163
Insider Insights: The “Aha Moment”	166
P. Sessler Branden	
Chapter 9. Process	172
Introduction to Process	173
<i>Scenario 1</i>	173
<i>Scenario 2</i>	173
Overview of Process	174
<i>Variable Nature of Process</i>	176
<i>Conceptualizing Process</i>	176
<i>Routine Action–Interaction</i>	176
<i>Subprocesses</i>	177
How to Analyze Data for Process	177
<i>Analyzing Data for Process at a Formal Theory Level</i>	178

Insider Insights: A Memo on Process <i>Marit Rønnevig</i>	185
Chapter 10. Techniques for Achieving Theoretical Integration	187
Some General Points About Integration	188
<i>Integration Is Important</i>	188
<i>Definition of a Core Category</i>	188
<i>Criteria for Choosing a Core Category</i>	189
<i>Difficulty in Arriving at a Core Category</i>	189
Techniques to Aid Integration	190
<i>Writing the Descriptive Summary Memo</i>	191
<i>Writing the Conceptual Summary Memo</i>	192
<i>Making Use of Integrative Diagrams</i>	194
<i>Reviewing and Sorting Through Memos</i>	195
<i>Thinking in Terms of Metaphors and Similes</i>	196
<i>Talking With a Professor or Colleague</i>	196
Steps Necessary to Finalize the Theory	196
<i>Reviewing the Scheme for Internal Consistency and Logic</i>	197
<i>Filling in Poorly Developed Categories</i>	198
<i>Trimming the Theory</i>	198
<i>Validating the Theory</i>	198
<i>Dealing With Outlying Cases</i>	199
<i>Checking for Variation</i>	199
Insider Insights: Researching Creativity Creatively <i>Carly Lassig</i>	200
Chapter 11. The Use of Computer Programs in Qualitative Data Analysis	203
Summary of Key Points	205
Insider Insights: Grounded Theory and QDA Software: Some Words <i>César A. Cisneros Puebla</i>	211
Part 2. Research Demonstration Project	215
Chapter 12. Open Coding: Identifying Concepts	220
Analysis: The First Interview	221
<i>List of Concepts or Codes</i>	236
Chapter 13. Developing Concepts in Terms of Their Properties and Dimensions	239
About the Interviews Used in This Chapter	241
<i>Ethical Considerations</i>	242
Analysis of Interviews	242
Chapter 14. Analyzing Data for Context	268
Context of War	269
<i>Linking "Context of War" With "Survival"</i>	274
Chapter 15. Bringing Process Into the Analysis	283
Action and Interactional Survival Strategies	287

Chapter 16. Integrating Categories	295
Reviewing Memos and Diagrams	296
<i>Read Memos, and Examine the Diagrams</i>	296
<i>Sit and Think About the Main Ideas Expressed in Memos</i>	297
<i>Sort Through and Compile Memos Dealing With Similar Topics</i>	297
<i>Try Arranging Memos by Category</i>	
<i>Headings Into Different Theoretical Schemes</i>	297
<i>Choose the Arrangement That Best Fits With the Data</i>	298
Compiling the Descriptive Summary Memo	298
<i>Verbalizing the Research Findings in a Few Sentences</i>	299
<i>Writing a Summary Memo</i>	299
Making Use of the Integrative Diagram and Summary	300
<i>Diagramming</i>	300
Refining the Theory	306
<i>Checking for Gaps in Logic</i>	306
<i>Filling In</i>	307
<i>Limiting Factors to the Study</i>	307
Validating the Scheme	308
Part 3. Finishing the Research Project	311
Chapter 17. Writing Theses, Monographs, and Dissertations, and Giving Talks About Your Research	312
Keeping These Thoughts in Mind	313
<i>The Issue of Confidence</i>	313
<i>Letting Go</i>	314
<i>Audiences</i>	314
Preparing Presentations	316
<i>Define Your Audience</i>	316
<i>Choose One or Two Catchy Categories</i>	317
<i>Prepare a Topic Statement and Outline</i>	317
<i>Write Out the Presentation</i>	319
<i>Prepare a PowerPoint Presentation</i>	319
<i>Practice, Practice, Practice</i>	319
<i>Make It Interesting and Fun</i>	320
Writing Dissertations	320
<i>Read Other Dissertations</i>	321
<i>Ask Committee Members for Their Expectations and Suggestions</i>	321
<i>Write the Methodology Chapter</i>	322
<i>Gather and Review Memos</i>	323
<i>Make an Outline</i>	324
<i>Do a Rough Draft and Obtain Feedback</i>	327
<i>Revise as Needed</i>	327
Writing Monographs	328
<i>Creating a Clear Theory</i>	328
<i>Visualizing the Structure</i>	329

<i>Deciding What to Write</i>	329
<i>Producing a Detailed Outline</i>	330
<i>Converting Dissertations to Monographs</i>	333
<i>Working as a Team on Publications</i>	335
Writing Papers for Publication	335
<i>Audience</i>	335
<i>Conditions for Writing</i>	336
<i>Journal Selection</i>	336
<i>Tailoring the Writing</i>	337
<i>Pitfalls to Avoid</i>	338
Chapter 18. Criteria for Evaluation	341
Review the Literature	342
<i>Validity and Reliability</i>	342
<i>Credibility and Truthfulness</i>	343
<i>Rigor</i>	343
<i>The Scientific and Creative</i>	343
<i>Credibility and Applicability</i>	345
<i>Conclusions</i>	346
Define <i>Quality</i> in Qualitative Research	346
<i>Properties of Quality</i>	346
<i>Conditions That Foster Quality Research</i>	347
Offer Criteria for Evaluating the Quality of Grounded Theory Studies	350
Demonstrate the Use of These Criteria to a Grounded Theory Study	353
<i>Checkpoints Related to Methodological Consistency</i>	353
<i>Checkpoints Related to Quality and Applicability</i>	356
Making Grounded Theory Applicable “In...”	358
<i>What Theory?</i>	359
<i>Theory as Applied to Teaching and Consulting</i>	360
<i>Theory as Applied to Policy</i>	361
<i>Theory as Applied to Practice</i>	362
<i>The Chronic Illness Trajectory Framework</i>	362
Chapter 19. Student Questions and Answers	369
Questions and Responses	369
Appendix A	385
Appendix B	388
Appendix C	402
Appendix D	408
References	413
Index	420
About the Authors	431