Hochschule Bremerhaven

Institut für Maritimen Tourismus

Grounded Theory...
... What on Earth is this?

Prof. Dr. Alexis Papathanassis

Cruise Management & E-Tourism

Prof. Dr. Alexis Papathanassis

Utrecht University
Guest Speech

Utrecht – 26th February 2015

Cruise Research Society

This is an ‘Artefact’… Research it Please!

© Alexis Papathanassis

Positivist Approach…

What is your theory about this artefact?

Material: Wood

Length: 52 cm

Weight: 139 grams

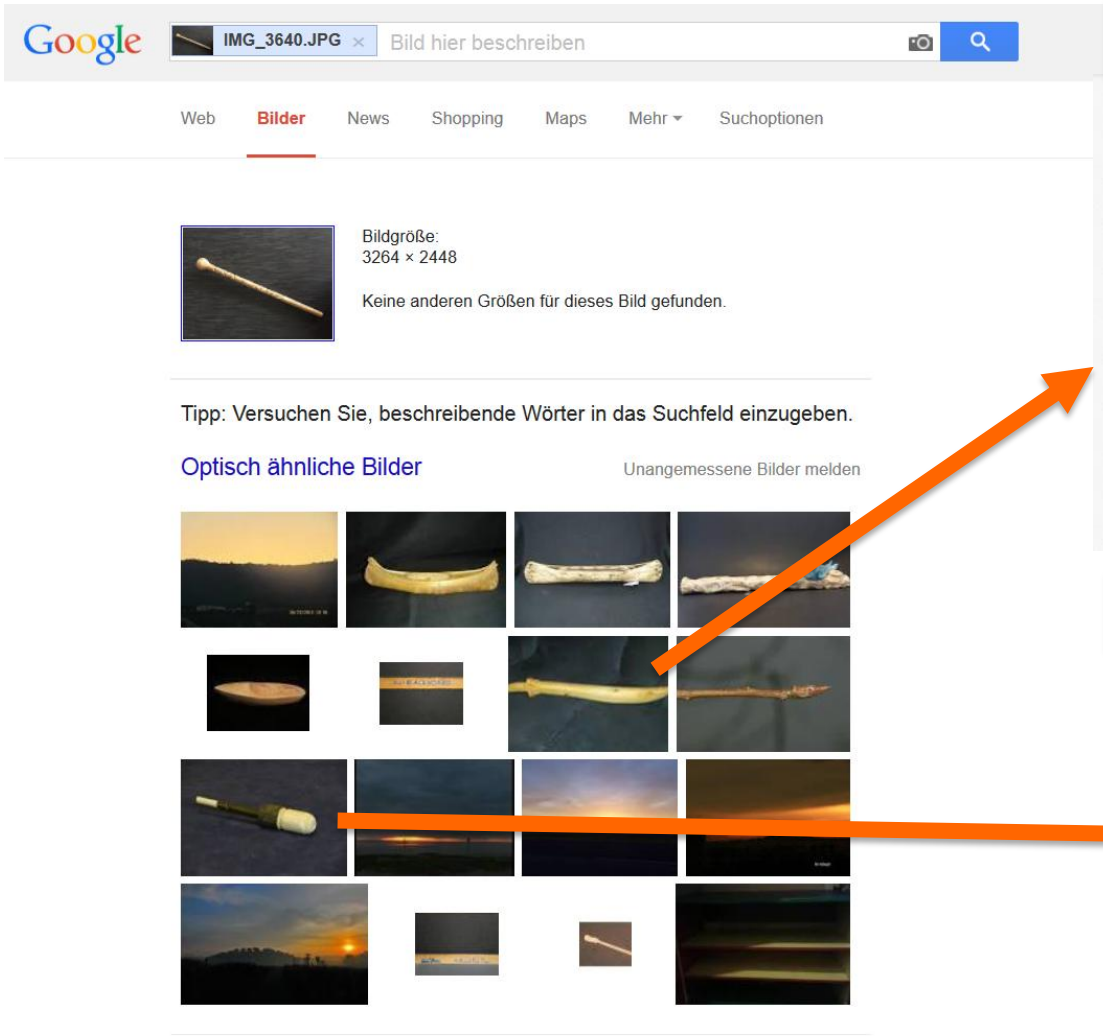
Other Features:

- Handle on top compatible with a human fist
- Can be disassembled in 3 parts (presumably for easier transportation)
- Carved (presumably by humans for decoration)

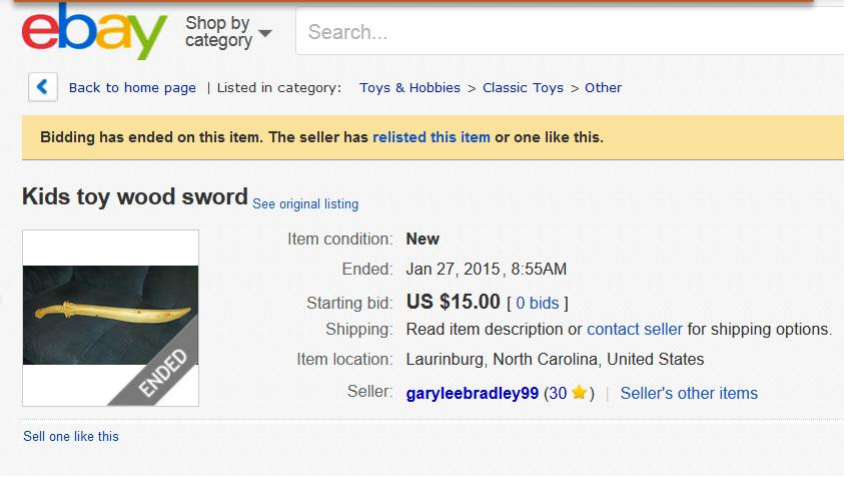
© Alexis Papathanassis

Literature Review

Looking for testable hypotheses



H1: This is a walking stick for children



H2: This is part of hiking equipment

© Alexis Papathanassis

Literature Review continued…

Googled: "Short wooden stick"…

- A Shillelagh (Club) – "Used to settle disputes in a gentlemanly manner"
- A 'shit stick' – "Used instead of toilet paper"
- A 'Milinillo' – "Used for extra frothy hot chocolate"

H3: This is a weapon used for self-defence

H5: This is a kitchen utensil

A Tool for Extra-Frothy Hot Chocolate: *The Molinillo*

H4: This is an environment-friendly toilet utensil

© Alexis Papathanassis

Now we can test our hypotheses, based on validation criteria…. Or come up with a 'Grand Theory'

Grand Theory

- Humankind is ingenious and can utilise sticks in a variety of ways. Everything can be used as a tool

Positivistic Empiricism

- We select a representative sample of respondents and ask them to evaluate the different used of the stick (or to experiment with it)
- We collect their evaluations and conduct statistical testing to see which of the hypotheses are significant
- Now we can say with a certain degree of confidence what the stick is for!

© Alexis Papathanassis

Now we know…

This artefact is a **parent's best friend**. Children can utilise it to play and defend themselves, whilst enabling an organic personal hygiene and finally topped up by extra frothy hot chocolate drink

© Alexis Papathanassis

UNDERSTANDING THE LIMITATIONS OF POSITIVISM

(Plato’s Cave Allegory)

© Alexis Papathanassis & Insa Beckmann

Philosophy is The Mother of all Scientific Disciplines … Which Philosophy Though?

- **Plato's Cave Allegory:**
  - Prisoners in a cave – only being able to look at shadows of things – for them the shadows are real -> That is their knowledge…
  - Until they are freed and realise that they have thought to be reality… was nothing more than shadows!

Epistemology

The term refers to the philosophy of knowledge

What do we know? Can we know at all?

Are the shadows reality? Is there reality?... Or just shadows?

The 'theory of knowledge'…

Methodology

The term refers to the philosophy of methods used to acquire knowledge

How do we know? How can we understand our word better?

How do we free ourselves from the cage?

… The 'practice of knowledge'

© Alexis Papathanassis

Research: Towards a Valid Meaning of Applied Science?

Research is Practice… Not Theory!

Doing a task repeatedly, without re-searching your assumptions or principles

Is like

Observing the shadows in the cave and knowing by heart in which order they appear

Learning by doing!

It Works… Like Living imprisoned in a cave!

Research is the practice of acquiring knowledge, which we can use to improve our lives… Similar to Business and the Economy!

© Alexis Papathanassis

Hypothesis is Just a Long & Scary Greek Word…

… *For a Simple Opinion!*

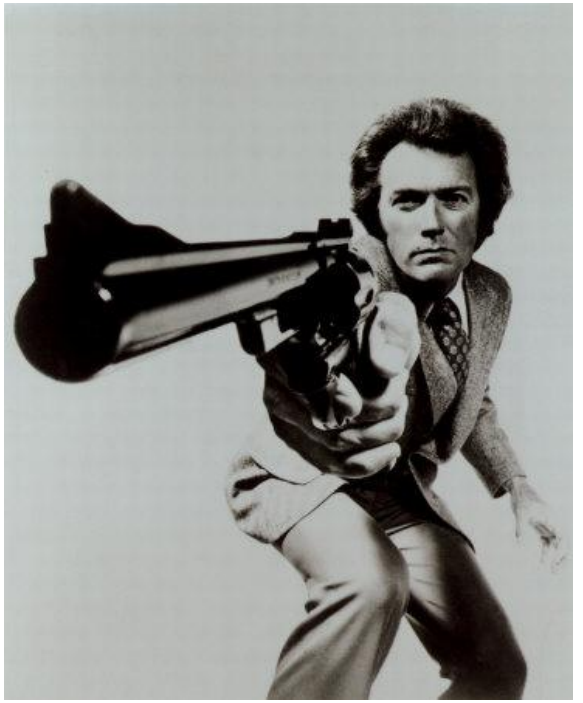
A hypothesis is nothing more than a:

- Claim
- Assumption
- Belief
- Opinion

Such claims or beliefs can refer to:

- Average (mean) values (e.g. A tourist spends an average of € 500 for their holidays)
- Proportions (e.g. The majority of cruise guests are over 50 years of age)
- Cause-&-Effect Relationships (e.g. Reducing prices increases reservations)
- Differences between sets of the above (e.g. Cruise guests are more likely to spend more money than packaged tourists during their holidays)

"Feel lucky? Make my Hypothesis…Punk!"



"Hypotheses are like a…s, everyone has one!"

© Alexis Papathanassis

The Problem with Traditional Hypothesis Generation:
Potentially Rigorously Irrelevant Research Results

Efficiency vs. Effectiveness:	'Hostage of Linearity'	Lack of transparency	Problem-Solving / Practicality
• Scientific rigour in statistical testing of hypotheses does not necessary ensure relevance of the results	• Literature-generated hypotheses are dependent on past and existing research, which in turn is dependent on existing 'disciplinary traditions' and 'publication cartels'	• The process of hypothesis-generation is neither transparent nor systematic • When extracted from literature it cannot really be traced back to it origins and / or it involves an 'invisible interpretation' process	• Grand theories and high-level of abstraction are difficult to transfer to practice • Human perception, interpretation, symbolism, social dynamics need to be considered

© Alexis Papathanassis

LETS COME BACK TO THE ARTEFACT...

(Another Approach!)

© Alexis Papathanassis & Insa Beckmann

First… Assume Nothing, Read Nothing!

- Interview me on the artefact…
- ….In an unstructured way!
- Simply ask me to talk about it…
- Take notes of what I say and try to code it (extract keywords)

© Alexis Papathanassis

Second… Who do you ask Next?

- Keep collecting data and coding it…
- While you are doing this keep notes of your thoughts and ideas while you are coding (selecting keywords)
- Do you see natural groupings of keywords?
- Can you see any categories emerging?
- … Check your previous memos again!

© Alexis Papathanassis

Third… Do you think you talked to enough people?

- Other contexts where this artefact may appear?
- Can you think of other types of people interacting with it?
- Who else would you talk to?
- Do you have enough groupings to say a story?
- What is the central theme connecting all the groupings?

© Alexis Papathanassis

GROUNDED THEORY
(Overview & Background)

‘The discovery of theory from data – systematically obtained and analysed in social research’
(Glaser & Strauss, 1967: 1)

© Alexis Papathanassis & Insa Beckmann

The Background of GT…

Legitimation of Qualitative Research in Scientific Community

Glaser and Strauss's (1967) work:

- Bridged the gap between 'grand theories' and practical, problem-specific theory creation
- Underlined the validity of qualitative research as stand-alone (i.e. not as a mere complement to quantitative research)
- Provided rigor in qualitative research (systematic, consistent, transparent approach – repeatable method)
- Supported the production of theory (rather than the mere descriptive analysis of case studies)

Development of an Explorative - Inductive Methodology

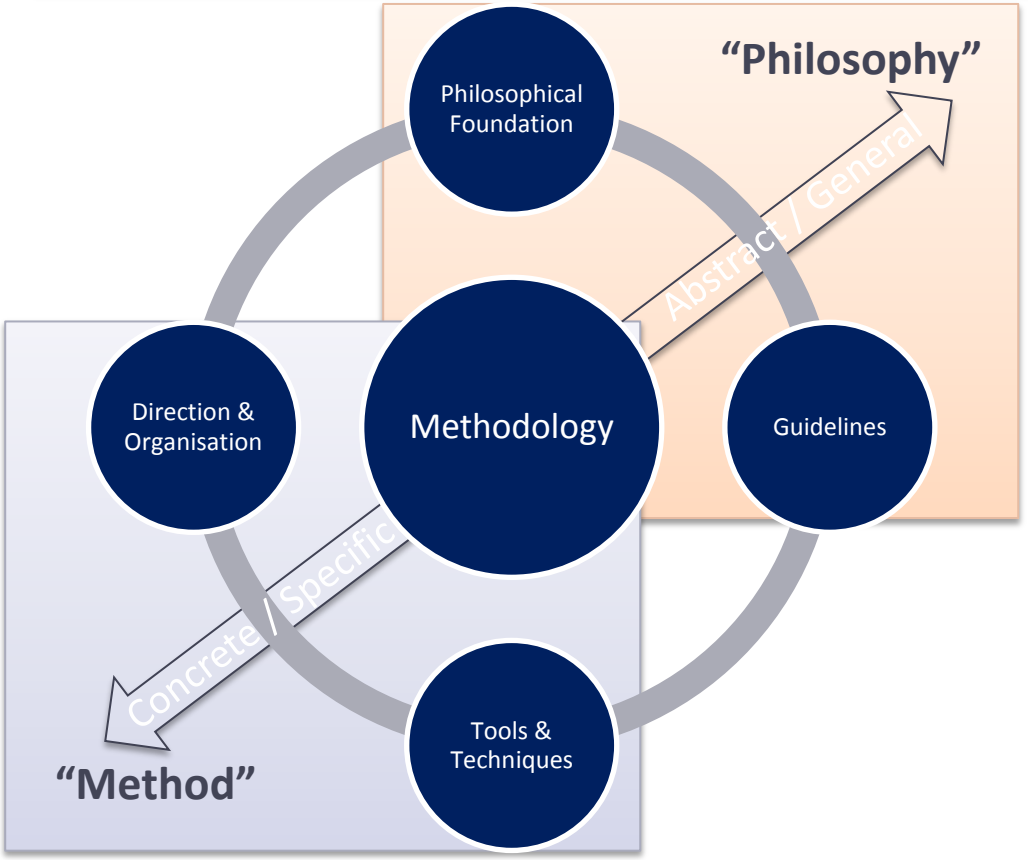
'Grounded' on empirical evidence = Acceptance in the scientific community

© Alexis Papathanassis

Methodology… What is it Really?

Can GT be classified as a Methodology?

The word "Methodology" originates from Greek (Μεθοδολογια), which etymologically stands for: "Which-way principles"



Rationale for Methodologies ("Map for action")

- Transparency
- Repeatability
- Consistency
- Education & Training

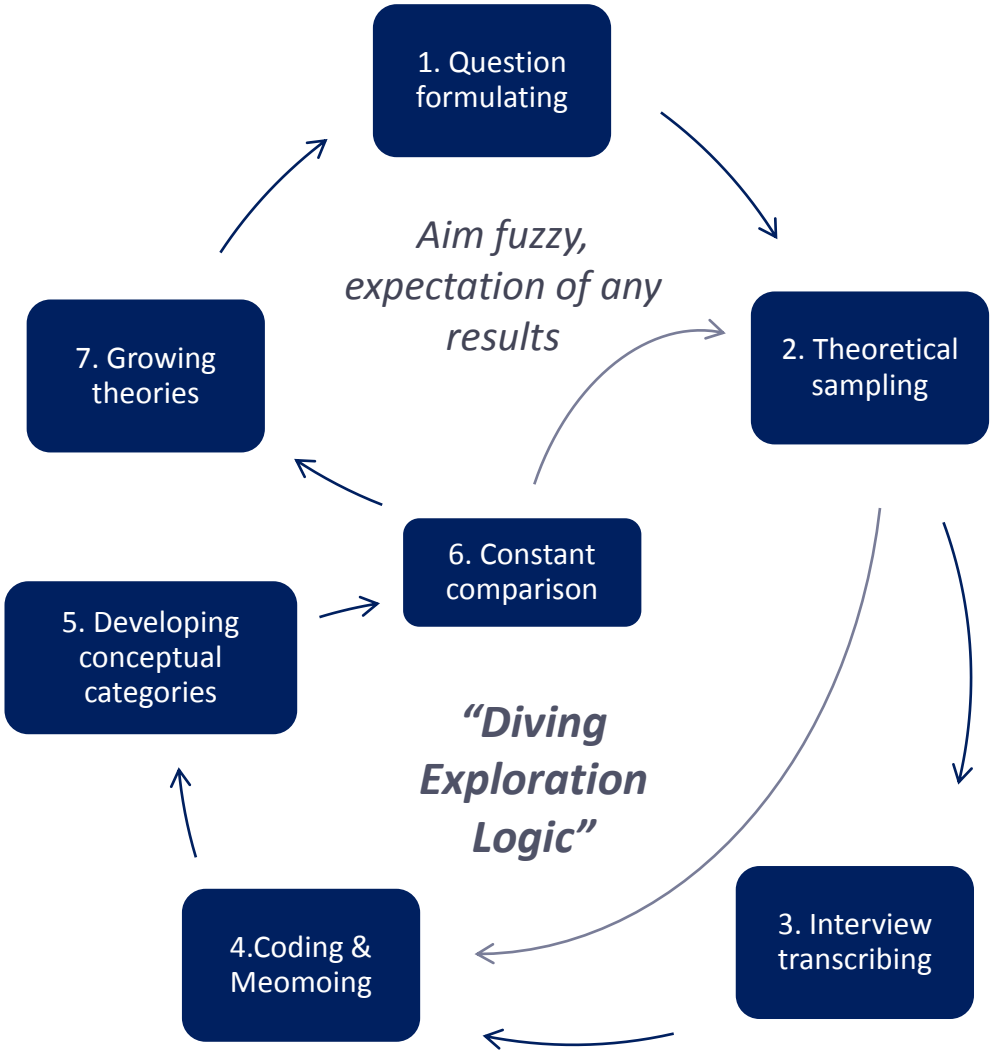
"Map Analogy"

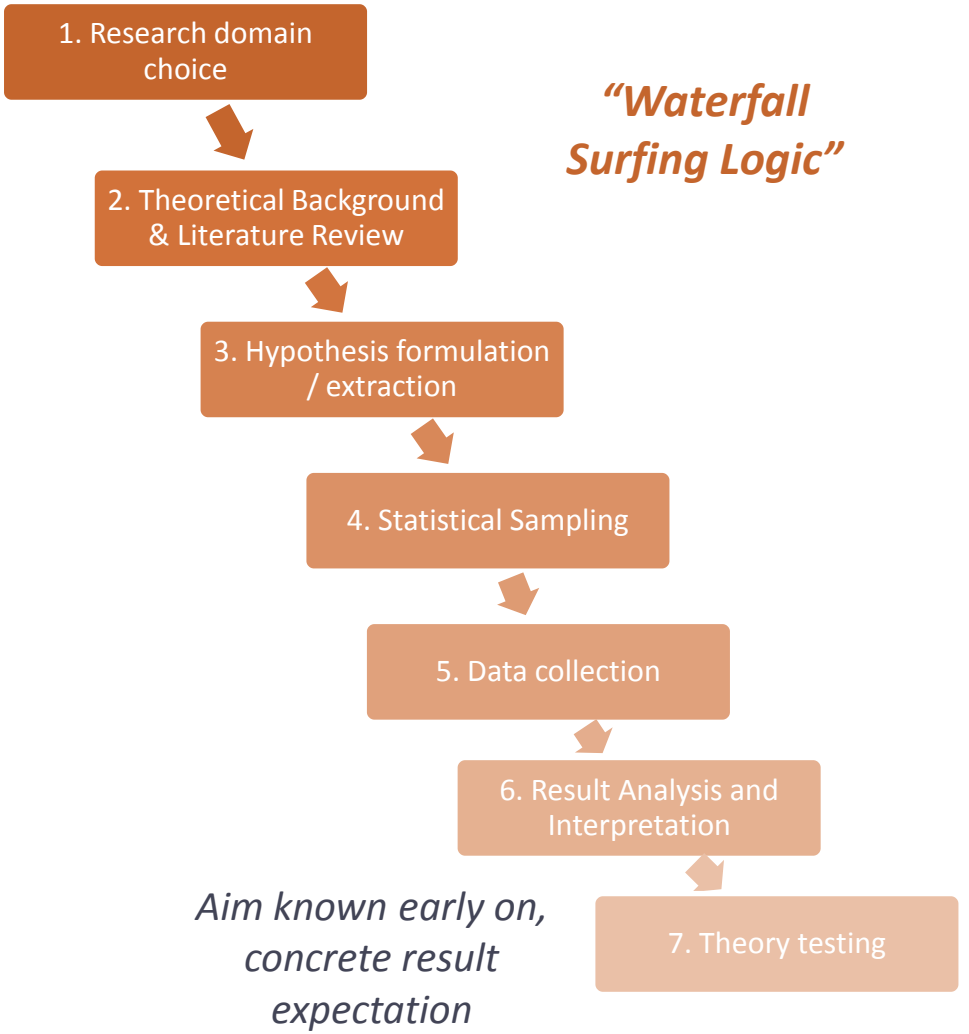
- Philosophy => Direction and purpose of map
- Guidelines => Setting Waypoints
- Tools & Techniques => Navigation system, compass, walking shoes, backpack with supplies
- Direction & Organisation => Time plan, supplies checklist

© Alexis Papathanassis

Grounded Theory vs. Traditional Research

Iterative vs. Linear Knowledge Development Approach





© Alexis Papathanassis

Key GT Guidelines

Now Imagine… A Map for a Trip to the Unknown!

'Empty Head'

- No preconceptions about the research domain
- Refrain from literature research (at least for the initial phases of the research effort) – To minimise 'contamination' from 'sensitizing concepts'

"Start walking without an idea where you are going… If possible also unconsciously!"

'All Data is Relevant'

- Collects whatever data is available and seems appropriate

"Take every road and every path that feels right!"

?

'Theoretical Sampling'

- Continue collecting data as patterns / concepts emerge

"Continue walking back and forth, until you feel you are on the right way"

'Theoretical Sensitivity'

- Coding is dependent on the researcher's experience and exposure to literature
- It determines what data is considered relevant and guides their interpretation

"At some point you will start seeing your destination (even though you had no idea where you were going)"

'Theoretical Saturation'

- Keep collecting and revisiting data until they reach a point of which sufficiently addresses the question

"You will know when you have arrived"

© Alexis Papathanassis

Gläser (1978) – The 'Purist'

Focus on Philosophy & only general guidelines to avoid 'Forcing the Data'

Choosing Data Sources

Theoretical Sampling

- (Researchers) will go to groups which they believe maximise possibilities of obtaining data and leads for more data on their question. They will also begin by talking to the most knowledgeable people to get a line on relevancies and leads to crack down more data and where and how to locate oneself for a rich supply of data' (Glaser, 1978 – p.45)
- "Groups are chosen as they are needed rather than before the study begins" (Glaser, 1992 – p.102)

Analysing Data

Substantive codes

- Developed ad hoc "open coding" focused on the empirical substance of the research domain.

Theoretical codes

- Pre-defined toolkit of meta-models to help organise and relate the substantive codes (i.e. 18 coding families) and integrate them in a causal model

Validating Results

Theoretical Saturation

- Not about complete coverage or description
- Theoretical stability accounting for changing situations
- This is done by saturating categories that emerge and seem to have the most explanatory power around a core category (which accounts for most of the variations in the data)

© Alexis Papathanassis

Gläser (1978) – The 'Purist'

Focus on Philosophy & only general guidelines to avoid 'Forcing the Data'

Choosing Data Sources

Theoretical Sampling

- (Researchers) will go to groups which they believe maximise possibilities of obtaining data and leads for more data or knowledgeable people to get a line on relevant data or how to locate oneself for a rich supply of data" (Glaser, 1978 – p.45)
- "Groups are chosen as they are needed rather than before the study begins" (Glaser, 1992 – p.102)

How do I know who I need?

Analysing Data

Substantive codes

- Developed ad hoc "conceptualizations" focused on the empirical research domain

Theoretical codes

- Pre-defined list of meta-models to relate the substantive codes (coding families) and integrate them in a causal model

How do I group the codes?

Validating Results

Theoretical Saturation

- Not about complete coverage or description
- Theoretical stability
- This is done by sampling for explanatory power around a core category (which accounts for most of the variations in the data)

When is my theory 'stable'?

© Alexis Papathanassis

Strauss (1990) – The 'Pragmatist'

Adding Guidelines and Techniques to the Philosophy

Choosing Data Sources

Open sampling – Richness & Availability	Relational and Variational sampling - Diversity	Discriminate sampling - Confirmation
• 'sampling those persons, places, situations that will provide the greatest opportunity to gather data on the phenomenon under investigation' (Strauss & Corbin, 1990, p. 181)	• 'to purposefully choose persons, sites, or documents that maximize opportunities to elicit data that demonstrate what happens when changes occurs' (Strauss & Corbin, 1990, p. 186).	• 'the sites, persons, and documents that will maximize opportunities for verifying the story line, relationships between categories, and for filling in poorly developed categories' (Strauss & Corbin, 1990 p. 187)

Analysing Data

Open Coding	Axial Coding (Activity / Process Focused)	Selective Coding
• scrutinizing the fieldnote, interview, or other document very closely line by line • Aim is to produce concepts that seem to fit the data	• Phenomena (related to the domain under study), Causes, Context, Conditions, Action strategies, Consequences	• Categories are unified around a central category and are described in more detail • The core category represents the main analytic idea summarising the research

Validating Results

Phenomenon fit	Understanding	Generality	Control
• It should fit the phenomenon (with precondition data diversity)	• It should provide understanding, and be understandable	• It should provide generality (i.e. derived theory applicable to a variety of concepts)	• It should provide control (i.e. reasonable basis for action)

© Alexis Papathanassis

Strauss (1990) – The 'Pragmatist'

Adding Guidelines and Techniques to the Philosophy

Choosing Data Sources	Open sampling – Richness & Availability	Relational and Variational sampling - Diversity	Discriminate sampling - Confirmation
	• 'sampling those persons, places, situations that will provide the greatest opportunity to gather	• 'to purposefully choose persons, sites, or documents that maximize opportunities to elicit	• 'the sites, persons, and documents that will maximize opportunities for verifying the , relationships between s, and for filling in veloped categories' (Strauss & Corbin, 1990 p. 187)
Analysing Data	Open Coding	Axial Coding (Activity / Process Focused)	Selective Coding
	• scrutinizing the fieldnote, interview, or other document	• Phenomena (related to the domain under study). Causes, tion es	• Categories are unified around a central category and are described in more detail • The core category represents the main analytic idea summarising the research
Validating Results	Phenomenon fit	Understanding	Generality	Control
	• It should fit the	• It should provide	• It should provide generality (i.e. derived theory applicable to a variety of concepts)	• It should provide control (i.e. reasonable basis for action)

How do I collect data? What do I do With it?

How do I document my findings?

How do I incorporate literature?

© Alexis Papathanassis

Back to Methodology…

The 'Right Balance' between Philosophy & Method!

Glaser Strauss & Corbin Is it GT?! Or Just QDA

"Philosophy" ⟷ **"Method"**

- Induction & Emergence
- Relevance
- Creativity
- Insecurity
- Fuzziness

- Prescription & Standardisation
- Rigour
- Practicality
- Formalisation
- Transparency

The GT researcher's dilemma…

© Alexis Papathanassis

GROUNDED THEORY RELOADED

(Meta-Model for Methodology Customisation)

Take the philosophy... Make it yours!

© Alexis Papathanassis & Insa Beckmann

GT Adaptation Level I – Literature Utilisation

First for Theme Relevance… Later for Defining / Enriching Axial Codes

Dealing with peer-reviews in non-GT journals:

No literature review section = Rejection by Reviewers

Addressing the question why GT (as opposed to a quantitative approach)

Incorporation of Literature in a GT Paper:

Introduction / Background Context:

- *Establishing the relevance of the topic / area of research*
- *Why is the area worth exploring*
- *Minimise 'Forcing risk' by focusing on explanatory / quantitative data*

Research Methodology Section:

- *Utilisation of standard GT texts (e.g. Glaser, Strauss & Corbin)*
- *Utilisation of GT Adaptation papers supporting your choice of GT Variation*

Results & Discussion Section:

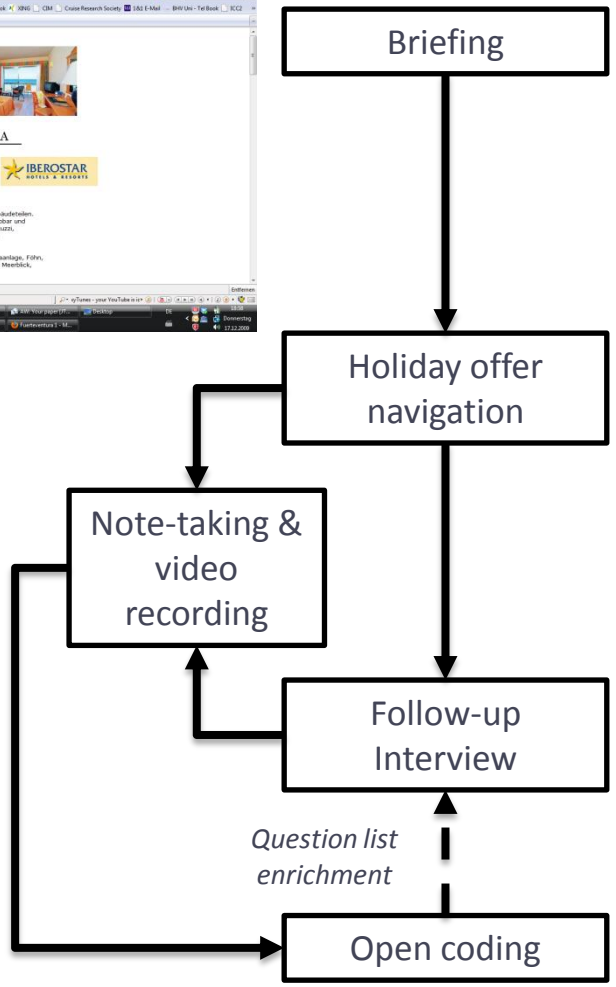
- *After Open Coding discuss Categories / Axial Codes using literature as enrichment and elaboration.*
- *The idea is to extract tentative hypotheses from the resulting model*

Please remember… Literature can also be treated as data!!! Systematic literature review as a research paper?

© Alexis Papathanassis

GT Adaptation Level II – Adapting the Interview Method

*Utilisation of Navigation Prototypes (Computer-User-Interaction)**



Preparing & instructing:

- Click through and explore the offers until you reach a clear preference
- Assume that all holiday offers are relevant and affordable
- Express your thoughts orally while scrolling through each offer ('Think Loud')

Observing & probing:

List of questions encouraging the respondent to 'think loud'. Sample questions:

- "Does this offer come into question for you?"
- "What is it that you (dis)like about it?"
- "Is the information provided sufficient / useful?"
- "Which are the most important features for you?"

Interviewing:

Respondent is asked to elaborate on their holiday choice and perceptions of online holiday reviews in that context. Sample questions:

- "Did the reviews affect your decision? If yes, how and to what extent? If not, why?"
- "Do you generally consult holiday review portals to plan your holidays? If yes, which ones and why? If not, why?"

Filtering & grouping

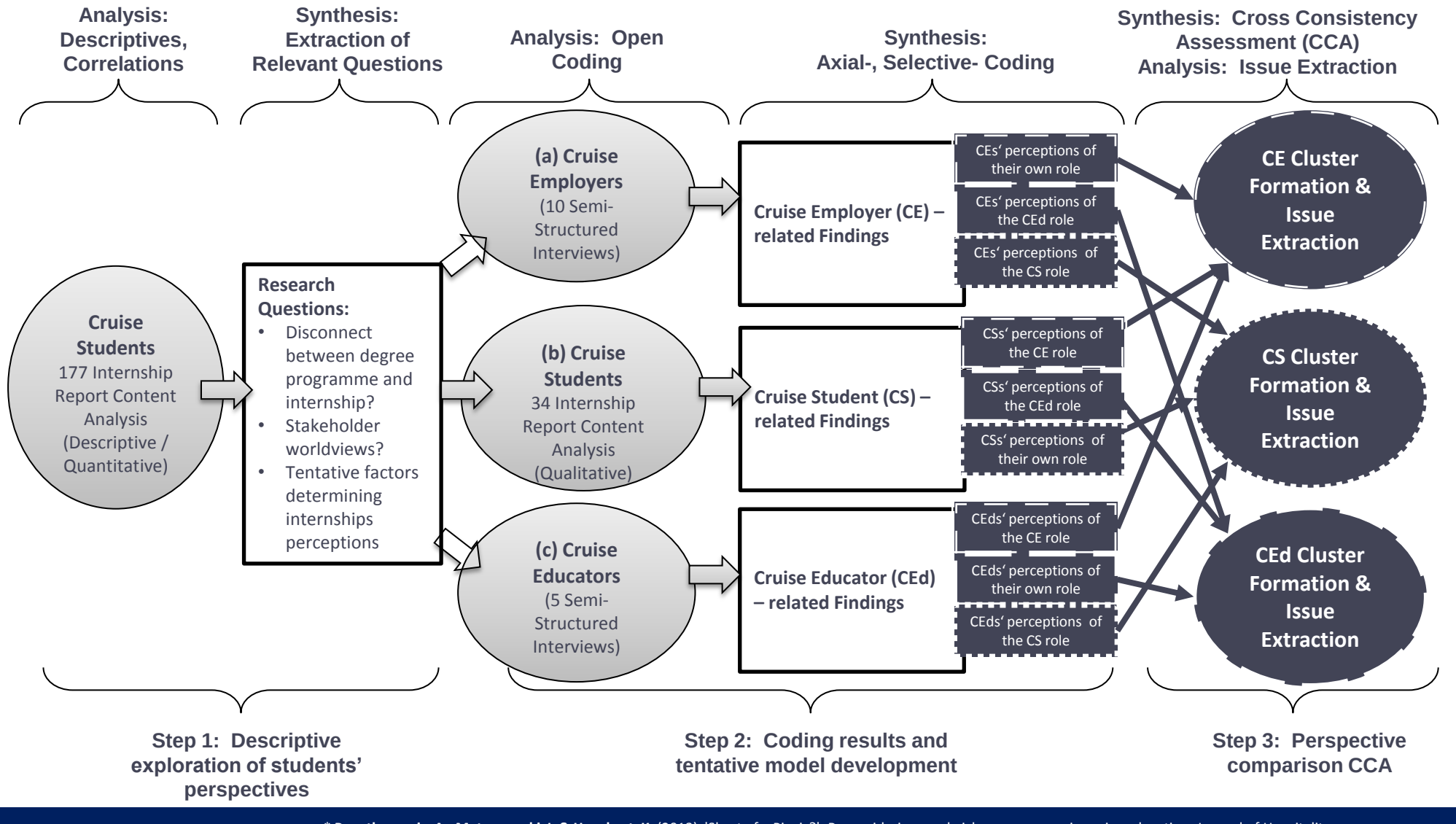
Codes extracted and grouped according to content type: Photos, textual descriptions, hotel reviews)

© Alexis Papathanassis

* **Papathanassis, A. &, Knolle, F.** (2011). Exploring the adoption and processing of online holiday reviews: A grounded theory approach. Tourism Management, 32: 215–224

GT Adaptation Level III – Coding Methods

*Adding an Coding Extra Level – Cross Consistency Assessment**



© Alexis Papathanassis

* **Papathanassis, A., Matuszewski, I. & Havekost, K**. (2013). 'Short of a Picnic?': Reconsidering sandwich-programmes in cruise education, Journal of Hospitality, Leisure, Sport & Tourism Education, 13: 47-59

GROUNDED THEORY
(How to Present Findings)

Structure the documentation and aim for transparency in the data collection and interpretation... Not visa versa

© Alexis Papathanassis & Insa Beckmann

Proposed GT Paper Structure

Usually too much text… What to include and where?

Introduction

- Context and research relevance
- Justification and summary of research approach

Research Methodology

- Respondent / Source Description Table
- Interview guidelines / Roadmaps (include an overview of research activities and dates)
- Code metrics (Codes extracted, merged, rejected)

Results & Discussion

- Each Axial Code as subsection
- Include ‘indicative open codes’ in each subsection
- Elaborate each axial code with the help of literature (look back at memos)
- Present tentative model (incl. Tentative hypotheses)

Implications & Limitations

- Address issue of subjectivity in interpretation and ‘forcing’ – What counter measures were adopted?
- Define the applicability and usefulness limits of the results / findings

Appendices

- Interview transcripts
- Coding book / Memos

© Alexis Papathanassis

GROUNDED THEORY & INNOVATION MANAGEMENT

(Philosophy & Systematic Creativity)

© Alexis Papathanassis & Insa Beckmann

Food for Thought!

Innovation Management & GT

Innovation Development:

- Fusion between Grounded Theory and Action Research = Grounded Action / Grounded Practice

Innovation Acceptance:

- Technology Adoption Model (TAM) as a new theoretical code?

Innovation Diffusion:

- Bass Model theoretical code (External & Internal Influences)
- Delphi-type data collection approach + additional coding level

© Alexis Papathanassis

References

Borgatti, S. (2008). Introduction to Grounded Theory. [Online] Available at: http://www.analytictech.com/mb870/introtoGT.html, Access Date: 31.08.2008

Glaser, B., & Strauss, A. (1967). *The discovery of grounded theory: Strategies for qualitative research. Chicago:* Aldine.

Glaser, B. (1978). *Theoretical Sensitivity*. Sociology Press, Sociology Press, Mill Valley, California.

Glaser B. (1992). Basics of Grounded Theory Analysis. Sociology Press, Mill Valley, California.

Glaser, B. (1998). *Doing Grounded Theory: Issues and Discussions*. Sociology Press, Mill Valley, California..

Jones, M. and Alony, I. (2011). Guiding the Use of Grounded Theory in Doctoral Studies – An Example from the Australian Film Industry. Journal of Doctoral Studies, 6:95-115. Available Online: http://ijds.org/Volume6/IJDSv6p095-114Jones322.pdf

Papathanassis, A. &, Knolle, F. (2011). Exploring the adoption and processing of online holiday reviews: A grounded theory approach. Tourism Management, 32: 215–224

Papathanassis, A., Matuszewski, I. & Havekost, K. (2013). 'Short of a Picnic?': Reconsidering sandwich-programmes in cruise education, Journal of Hospitality, Leisure, Sport & Tourism Education, 13: 47-59

Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques.* Newbury Park, CA: Sage.

© Alexis Papathanassis

Thank You for your Attention

Hochschule Bremerhaven

Prof. Dr. Alexis Papathanassis
Cruise Management & e-Tourism

An der Karlstadt 8 · Raum S 5.33
D-27568 Bremerhaven
Telefon +49 (0) 471 48 23-532
Telefax +49 (0) 471 48 23-285
E-mail: apapathanassis@hs-bremerhaven.de
www.cim.hs-bremerhaven.de
www.cruiseresearchsociety.com

Privat:
Lohmannstraße 16
D-27568 Bremerhaven
Telefon +49 (0) 173 613 25 65
Telefax +49 (0) 721 151 52 81 70
E-mail: alexis@papathanassis.com
www.papathanassis.com

- *Research Functions:*
  - Founder & Chairman of the **Cruise Research Society** (http://www.cruiseresearchsociety.com)
  - Co-Director of the **Institute for Maritime Tourism (IMT)** (http://www.imt.hs-bremerhaven.de/)
  - Editorial Board Member of the Journal of the European Journal of Tourism, Hospitality and Recreation (EJTHR) – (http://www.ejthr.com/)
  - Reviewer of the Tourism Management Journal (http://journals.elsevier.com/02615177/tourism-management/)
- *Administrative Functions:*
  - Dean of Studies – Faculty of Business & Economics
  - Chairman of the CIM Examinations Committee
  - Member of the CIM Study Affairs Committee

© Alexis Papathanassis

Glaser's Coding Families
(1967 & 1992)

© Alexis Papathanassis & Insa Beckmann

Glaser's (1978: 73-82)
Theoretical Coding Families (1)

Number	Coding Family	Theoretical Codes
1	The Six C's	Causes (sources, reasons, explanations, accountings or anticipated consequences), Context or Ambiance, Contingencies, Consequences (outcomes, efforts, functions, predictions, anticipated/ unancipated), Covariances, Conditions or Qualifiers.
2	Process	Stage, Staging, Phases, Phasing, Progressions, Passages, Gradation, Transitions, Steps, Ranks, Careers, Ordering, Trajectories, Chains, Sequencing, Temporaling, Shaping, Cycling.
3	Degree	Limit, Range, Intensity, Extent, Amount, Polarity, Extreme, Boundary, Rank, Grades, Contimuum, Probability, Possibility, Level, Cutting Points, Critical Juncture, Statistical Average (mean, medium, mode), Deviation, Exemplar, Modicum, Full, Partial, Almost, Half.
4	Dimension	Dimensions, Elements, Divisions, Piece of, Properties of, Facet, Slice, Sector, Portion, Segment, Part, Aspect, Section.
5	Type	Type, Form, Kinds, Styles, Classes, Genre.
6	Strategy	Strategies, Tactics, Mechanisms, Managed, Way, Manipulation, Maneuvering, Dealing with, Handling, Techniques, Ploys, Means, Goal, Arrangements, Dominating, Positioning.
7	Interactive	Mutual Effects, Reciprocity, Mutual Trajectory, Mutual Dependency, Interdependence, Interaction of effects, Covariance [GLASER78], Face to Face Interactions, Self-indications, Delayed-interaction [GLASER98, Symbolic Interaction].
8	Identity-Self	Self-image, Self-concept, Self-worth, Self-evaluation, Identity, Social worth, Self-realization, Transformation of self, Conversions of identity.
9	Cutting Point	Boundary, Critical juncture, Cutting point, Turning point, Benchmark, Division, Cleavage, Scales, In-out, Intra-extra, Tolerance levels, Dichotomy, Trichotomy, Polychotomy, Deviance, Point of no return.

© Alexis Papathanassis

Glaser's (1978: 73-82)
Theoretical Coding Families (2)

Number	Coding Family	Theoretical Codes
10	Means-goal	End, Purpose, Goal, Anticipated consequences, Products.
11	Cultural	Social norms, Social values, Social belief, Social Sentiments.
12	Concensus	Clusters, Agreements, Contracts, Definitions of Situation, Uniformities, Opinions, Conflict, Discensus, Differential perception, Cooperation, Homogeneity-heterogeneity, Conformity, Non conformity, Mutual expectation.
13	Mainline	Social control, Recruitment, Socialization, Stratification, Status passage, Social organization, Social order, Social interaction, Social mobility.
14	Theoretical	Parsimony, Scope, Integration, Density, Conceptual level, Relationship to data, Relationship to other theory, Clarity, Fit, Relevance, Modifiability, Utility, Condensibility, Inductive-Deductive balance and interfeeding, degree of, Multivariate structure, Use of theoretical codes, Interpretive, Explanatory, Predictive Power.
15	Ordering or Elaboration	Structural Ordering (unit size of: organization, division...), Temporal Ordering (A-->B-->C), Conceptual Ordering (Achievement Orientation, Institutional Goal, Organizational value, Personal Motivation) .
16	Unit	Collective, Group, Nation, Organization, Aggregate, Situation, Context, Arena, Social world, Behavior pattern, Territorial Units, Society, Family.
17	Reading	Concepts, Problems, Hypotheses.
18	Models	Linear model, Property Space.

© Alexis Papathanassis

Glaser's (1992: 170-175)
Theoretical Coding Families PLUS

Number	Coding Family	Theoretical Codes
19	Basics	Basic Social Structural Process, Basic Social Structural Condition (shifts, semesters, quarters, fiscal), Basic Social Psychological Process (teaching, child rearing, learning curves, becoming, education, grieving, maturing), Basic Psychological Process (identity development, character formation, loving, unconscious agendas)
20	Paired Opposite	Ingroup-Outgroup (in-out), Manifest-Latent, Explicit-Tant, Figure-Ground, Normative-Comparative, Reduction-Substruction, Induction-Deduction, Generative-Verificational, Unit-Concept.
21	Representation	Descriptive, Proscriptive, Prescriptive, Evaluative, Sentimental. Properlining, Interpreting, Vauging, Base-lining, Conceptualizing.
22	Scale	Likert Scales, Guttman Scales, Cummulative Scales, Random Walk Scale, Funneling Down, Scaling Down.
23	Structural Functional	Authority Structure, Reference Groups, Role Sets, Status Sets.
24	Boundary	Confidence Limit, Tolerance Zone, Front Line.
25	Unit Identity	Professions.
26	Average	Mean, Median, Mode, Confidence Limit, Tolerance Zones.

© Alexis Papathanassis

Two Competing Paradigms

Positivist vs. Post-Positivist

	Positivist	Post-Positivist
Goal of Knowledge	▶ Describe phenomena ▶ Rejection of Metaphysics	▶ Understand phenomena ▶ Rejection of Positivism
Objectives	Control & Prediction	Understanding & Evolution
Main Tool	Empiricism (Study what can be directly observed and measured)	Critical Realism (Study what can be directly observed and measured, but must be aware that observation is fallible and theory revisable)
Knowledge Creation Approach	"Building knowledge" (Linear Approach) (Nature's laws are out there, waiting to be discovered)	"Growing knowledge" (Iterative Approach) (Peer evaluation & Scrutiny, survival of the 'fittest' theory)
Mind-frame	Objective reality exists (rejection of subjectivism / relativism)	Objective reality exists (as positivism, but an individual cannot be 100% certain of it)
Worldview	Deterministic universe	Probabilistic universe

© Alexis Papathanassis

Gläser vs. Straus

- Beginning with general wonderment (an empty mind)
- Emerging theory, with neutral questions
- Development of a conceptual theory
- Theoretical sensitivity (the ability to perceive variables and relationships) comes from immersion in the data
- The credibility of the theory, or verification, is derived from its grounding in the data
- The theory is grounded in the data
- A basic social process should be identified
- The researcher is passive, exhibiting disciplined restraint
- Data reveals the theory
- Coding is less rigorous, a constant comparison of incident to incident, with neutral questions and categories and properties evolving. Take care not to 'over-conceptualise', identify key points
- Two coding phases or types, simple (fracture the data then conceptually group it) and substantive (open or selective, to produce categories and properties)
- Regarded by some as the only 'true' GTM

- Having a general idea of where to begin
- Forcing the theory, with structured questions
- Conceptual description (description of situations)
- Theoretical sensitivity comes from methods and Tools
- The credibility of the theory comes from the rigour of the method
- The theory is interpreted by an observer
- Basic social processes need not be identified
- The researcher is active
- Data is structured to reveal the theory
- Coding is more rigorous and defined by technique. The nature of making comparisons varies with the coding technique. Labels are carefully crafted at the time. Codes are derived from 'micro-analysis which consists of analysis data word-by-word'
- Three types of coding, open (identifying, naming, categorising and describing phenomena), axial (the process of relating codes to each other) and selective (choosing a core category and relating other categories to that)
- Regarded by some as a form of qualitative data analysis (QDA)

© Alexis Papathanassis

* Jones & Alony (2011)