Doing classic grounded theory

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Doing Classic Grounded Theory: The Data Analysis Process

This case study shares some of the methodological challenges I faced during my PhD research from 2007 to 2010. My study focused on Condition Management Programmes, part of the UK Government's Pathways to Work initiative, which provided work-focused interventions for people claiming health-related benefits. In 2007, there had been very little research on Condition Management Programmes, and there was little understanding about how they were actually being delivered at a ground level. As an inductive methodology suited to researching new areas, I decided to use classic grounded theory. The aim of classic grounded theory is to identify participants' main concern and develop a theory that explains their behaviour. I interviewed health-care practitioners working in Condition Management Programmes and observed their treatment sessions with clients. By following the key stages of classic grounded theory (theoretical sampling, substantive coding, memo writing and theoretical coding), I developed a theory that explained practitioners' decision-making processes. This case study provides a detailed account of some of the difficulties I encountered as I analysed my data and how these were resolved. I address the five key areas of data analysis that I found challenging: getting conceptual, choosing a core category, recognising theoretical saturation, achieving theoretical integration and manual versus computer-assisted analysis.

Learning Outcomes

By the end of this case study, you should

- Understand the conceptual level required of a grounded theory study and know how to progressively increase the conceptual level of your analysis
- Feel more confident in identifying a core category and understand how this structures the final theoretical product

- Understand how theoretical sorting, theoretical coding and writing up achieve theoretical integration
- Have a critical understanding of the methodological challenges involved in using computer-assisted data analysis software in classic grounded theory

A Brief History of Grounded Theory

Grounded theory was first developed by two American sociologists, Barney Glaser and Anselm Strauss, in the 1960s. Following methodological disagreements, Glaser and Strauss famously parted ways, each professing their own 'versions' of the original methodology. While Strauss, along with his new collaborator Juliet Corbin, made some significant changes to the methodology, Glaser is considered to have stayed faithful to the methodology in its original form. The term *classic grounded theory* (CGT) is therefore used to refer to any work by Barney Glaser. Other authors have also developed their own versions of the methodology, including constructivist (Kathy Charmaz) and feminist (Judith Wuest) grounded theory. It is beyond the scope of this case study to provide detailed comparison between grounded theory versions, as this has been well documented elsewhere (see Evans, 2013; Melia, 1996). It is important to note at the outset of this case study, however, that each version of grounded theory has a different analysis process. The procedures outlined in this case study relate to CGT and do not necessarily reflect data analysis within other grounded theory 'versions'. It is imperative that you select a clear methodological path before beginning data analysis as this will keep your analysis on track and ensure greater methodological rigour.
In my own study, I found it helpful to read and critically compare the key texts from each 'version' before coming to an informed decision that CGT was best suited to my research. Thereafter, I relied only on methodological guidance from Glaser and authors affiliated with the classic approach (e.g. Judith Holton, Vivian Martin and Astrid Gynnild).

The Conceptual Development Process in Classic Grounded Theory

All CGT studies are interested in the same two questions: what is the participants' main concern and how is this continually processed or resolved in the research setting? While other methodologies using qualitative data are geared towards sharing participants' stories, experiences or perspectives, the aim of CGT is to develop a conceptual theory that explains participants' behaviour. Data analysis is therefore concerned with progressively raising the conceptual level from raw data to abstract, interconnected ideas. This involves three main steps:

- *Open coding* – This involves looking for all possibilities in the data. The data are divided into comparable chunks (called incidents) and given a label (called coding). By comparing incident to incident, similar incidents can be grouped together to form categories. As new incidents are analysed, they are compared to existing incidents and categories to either expand existing categories or create new ones. Eventually, one core category will emerge as most significant because it appears most frequently in the analysis and accounts for most of what is happening in the data.
- *Selective coding* – At this point, the researcher focuses only on coding data that relate to the core category. The aim is to 'flesh out' the core category and delimit the emerging theory around the core category, its properties and any subcategories that are related to it. Selective coding continues until the core category is 'saturated', that is, it is no longer changed by new data.
- *Theoretical coding* – The researcher stops collecting new data and focuses on the relationships between existing categories. By comparing category to category, it is possible to create a theoretical outline of how all the categories are related to each other. This is achieved by hand sorting the memos (notes which document all of the researcher's analytic ideas) that the researcher has written throughout open and selective coding.

Ultimately, the end product of CGT should be a theory that is structured around one core category and its related subcategories. The theory should explain participants'

behaviour in a conceptual narrative that is abstract of specific people and places. In this way, the theory can be applied and modified in different places and is not bound to one particular context. If you have never done a CGT study before, it can be hard to picture exactly what a grounded theory should look like. To help, you should read as many examples of grounded theories as you can (see the Further Reading and References sections). I also hope that by sharing my own experiences of doing CGT, this case study will provide reassurance and guidance for your own analysis process. However, it is not a ‘how to guide’ and should not be a substitute for reading key methodological texts.

Overview of My Own Classic Grounded Theory Study

My research used CGT to explore the main concern of health-care professionals working in Condition Management Programmes (CMPs). As one element of the UK Government's ‘Pathways to Work’ initiative, CMPs provided work-focused interventions to help people claiming health-related benefits return to work. CMPs were delivered by multidisciplinary professionals (occupational therapists, physiotherapists, psychologists and nurses) working in generic roles. CMPs ran between 2003 and 2011 before being replaced by the ‘Work Programme’ implemented by the new Coalition Government. When I started my study in 2007, there had only been two studies of the effectiveness of CMPs. One of the challenges in conducting effectiveness studies was that although CMPs had been designed with a set of core principles, these had been interpreted differently in each programme. Before undertaking further quantitative research, it was important to understand what CMPs actually looked like in practice. CGT was therefore aptly suited to my study because it would allow me to explain practitioners’ behaviour and, by focusing on concepts not on people and places, I could make comparisons across different CMPs.

Between 2007 and 2010, I interviewed CMP practitioners and observed their sessions with clients at three different programmes across Scotland. Following CGT procedures, I conceptualised my participants’ main concern as trying to be person driven in a service-driven organisation. I recognised that CMP practitioners experienced conflicting

desires to tailor their interventions to the needs of the individual, while also fulfilling the needs of their employing agency. The grounded theory of *Revisioning Service Ideals and Client Realities* explains the means through which CMP practitioners resolve this concern. The basic structure of my theory is presented in Figure 1, delineating the core category, sub-core category and related categories. Essentially, the theory explains how practitioners make continual adaptations or 'revisions' to their practice in order to either tailor their approach to the individual realities and complexities of clients' lives or to reinstate service ideals by implementing the programme in the expected way and within the expected timeframe. By shifting back and forth between meeting service ideals and client realities, practitioners are able to maintain a delicate balance between being person driven and being service driven. This allows them to exercise their care ethic towards doing the best for each client, without going so far as to deviate from their expected role performance as a CMP practitioner. Practitioners regulate the extent to which they deviate from service ideals by ensuring that clients are appropriate for CMP and by making predictions about how the programme has helped clients, even when the ideal outcome isn't achieved within the timeframe. The following sections in this case study demonstrate how I arrived at this theory using CGT.

Figure 1. Structure of the grounded theory of 'Revisioning Service Ideals and Client Realities'.

Core Category	*Revisioning*	The act of making situational adaptations to the current treatment approach which are either more person driven or more service approach
Sub-core category	*Situational Predicting*	The decision-making behind revisioning which determines which direction practitioners will take. This is influenced by four properties: *Care Ethic* – desire to do the best for their clients *Role Performance* – desire to comply with and contribute to service ideals *Experiential Predictability* – generalised predictions based on routine and typical cases *Openness* – flexibility to change and new ideas
Related Categories	*Service Ideals*	The structural conditions that define the boundaries of the service. These have four properties: *Outcome Focus* – what the programme is intended to work towards, for example, return to work *Timeframe* – intended programme duration *Delivery Mode* – how the service is intended to be delivered, for example, using a particular model *Resources* – variables which influence the delivery of the service, for example, time, facilities
	Client Realities	The conditions relating to individual client circumstances. These have three properties: *Active Engagement* – the extent to which a client is willing and able to engage in treatment *External Conditions* – the client's external life issues, which are beyond the immediate control of the practitioner *Actual Achievement* – actual outcomes rather than ideal outcomes
	Determining Appropriateness	Decisions about whether or not to accept a client as appropriate for the programme.
	Predictive Evaluation	Predictions about the extent to which the client has reached the ideal outcome.

The Practicalities of Analysis

My theory is based on analysis of interviews with 35 practitioners and observations of 26 interactions between practitioners and their clients. As part of the theoretical sampling process, where sampling is directed by emerging leads in the data, data collection and analysis occur simultaneously. Open coding therefore began with my first interview. As I embarked upon coding with NVivo, I was well aware of Glaser's disdain for the use of computer-assisted qualitative data analysis software (CAQDAS). He has argued that CGT is a 'hands on' methodology and accused software of stifling conceptualisation. However, given that the use of CAQDAS has proliferated over the past 20 years and PhD students are generally now expected to become competent in software, I decided to embrace technology. After attending a training course and coding lots of practice data, it seemed that the software's ability to create categories and highlight relationships between codes was going to be complementary to CGT analysis. I approached the software with the view that it could only enhance my study, providing that I was mindful that it was only a tool to assist in the analysis process; it would not do the analysis for me. After coding five or six interviews, however, I gradually became frustrated with the software. It was easy to code the data – too easy perhaps – and I

quickly amassed a long list of codes with no idea about how they might be connected to one another. Sitting at the computer, ‘dragging and dropping’ sections of data became automatic and unthinking. I was simply organising my data into a fractured list, without comparing incident to incident or stopping to write memos.

Heeding Glaser's warnings about the software, and feeling the need to slow down my analysis process, I decided to code manually. I printed out hardcopies of my field notes, leaving a large margin at the right-hand side of the page for coding. I made a note of Glaser's three questions for open coding on a piece of bright yellow paper and kept it in front of me whenever I was coding:

- what category does this incident indicate?
- what property of what category does this incident indicate?
- what is the participant's main concern?

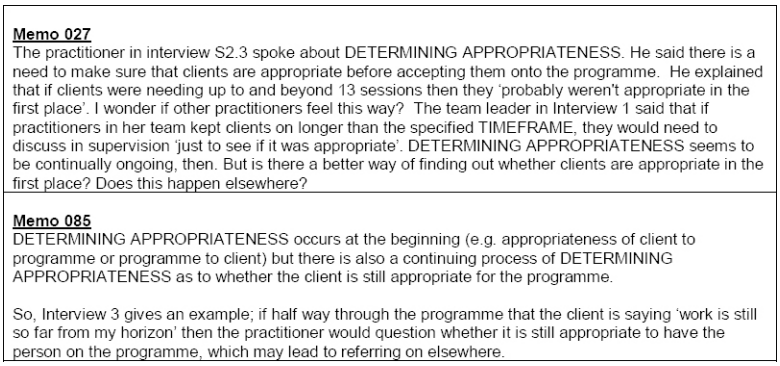
I asked these questions of each incident I coded. I carefully compared incident to incident and wrote memos on my ideas. As my memo bank grew, my confidence increased and my pace quickened as I became less worried about getting the coding right and more excited by the number of possibilities emerging in the data. The more I analysed, the longer my memos became as I was able to see more theoretical connections and identify further questions for theoretical sampling. This in turn slowed my pace, as I moved back and forth between coding, constant comparison and memo writing. At times, I found the systematic approach to coding and constant comparison rather tedious. Thankfully, however, moments of tedium were only ever temporary and frequently gave way to excitement as new concepts emerged, reigniting my motivation as memos became more full and vibrant with new ideas and connections.

Although I was no longer using the software to code my data, I lodged all of my memos in NVivo and linked them to relevant field notes. This later helped me as I was writing up my theory to quickly link back to raw data. While other researchers have successfully used software to support data analysis in CGT (for example, see Oturu, 2011), I found that manual coding helped me to concentrate fully on the analytic process. There is much debate about the use of CAQDAS, and it is important that each researcher makes an informed choice about if, when and how to support the analysis process with software.

Getting Conceptual

Glaser has suggested that one of the biggest challenges facing researchers is progressing from raw data to abstract theory. Even during open coding, the researcher should think and write about concepts, not about people. The two memos in Figure 2 represent my progression from description to conceptualisation; whereas the early memo talks specifically about practitioners, the later one relates only to concepts using an illustration from the data.

Figure 2. Comparison of two memos generated during open coding: one at a descriptive level and the other showing greater conceptualisation.



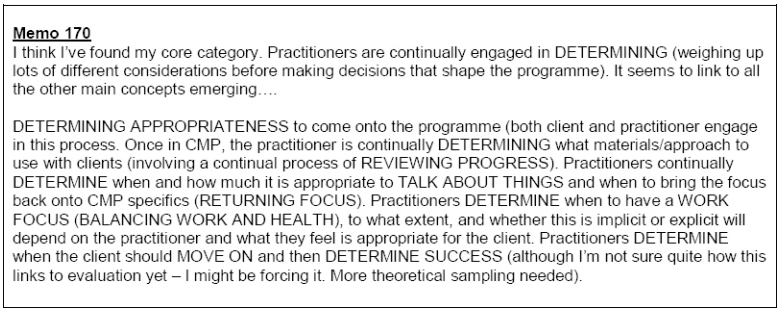
Continually reminding myself to think conceptually helped me refine my coding process. As I became more adept at open coding, I discovered that many of my initial codes were descriptive rather than being concepts in and of themselves. For example, where I had different codes for *meeting expectations, job satisfaction, complying with the service* and *role fulfilment*, I later understood that these were simply indicators of the category of *Role Performance*. Theoretical sampling also helped delimit my list of codes and categories as I realised that some of my initial codes, for example, *professional loyalty, professional identity* and *developing status*, had less relevance to practitioners than those codes and categories which related to the ways in which they shaped and directed the delivery of the programme. As I persevered with my analysis, it became clear that theory development would take time: little increments in collecting, coding and

analysing data progress gradually into theoretical realisations. Conceptualisation also requires space, and theoretical realisations sometimes take a while to emerge. Glaser has called this preconscious processing. Although I was not convinced about this idea at first, reflecting on my own experience, I can remember clearly those occasions where I had given up only to find that clarity of thought emerged when I least expected it: as I was cooking, out walking, on the train and even waking in the middle of the night to scribble down memos in the dark.

Arriving at a Core Category

Following several months of open coding, I finally began to recognise a core category. At this stage, it was a very early rendering of my final core category of *Revisioning*. This is a common experience within CGT, and it often takes time for the right label to emerge. Glaser has advised that researchers should persist with an unsatisfactory label in anticipation of a better one emerging. I wrote the memo in Figure 3 when I first realised that I had identified a core category.

Figure 3. Memo where I identify my core category for the first time.


Memo 170
I think I've found my core category. Practitioners are continually engaged in DETERMINING (weighing up lots of different considerations before making decisions that shape the programme). It seems to link to all the other main concepts emerging….

DETERMINING APPROPRIATENESS to come onto the programme (both client and practitioner engage in this process. Once in CMP, the practitioner is continually DETERMINING what materials/approach to use with clients (involving a continual process of REVIEWING PROGRESS). Practitioners continually DETERMINE when and how much it is appropriate to TALK ABOUT THINGS and when to bring the focus back onto CMP specifics (RETURNING FOCUS). Practitioners DETERMINE when to have a WORK FOCUS (BALANCING WORK AND HEALTH), to what extent, and whether this is implicit or explicit will depend on the practitioner and what they feel is appropriate for the client. Practitioners DETERMINE when the client should MOVE ON and then DETERMINE SUCCESS (although I'm not sure quite how this links to evaluation yet – I might be forcing it. More theoretical sampling needed).

Determining seemed to conceptualise the continual decision-making processes that shaped and directed practitioners' delivery of the programme. It reoccurred frequently in my data, and I was increasingly writing memos about how it related to many of my other categories. I began selective coding by theoretically sampling for *Determining* and its related categories. As I focused on my core category, the number of concepts reduced, and I established a set of higher level concepts. Codes and categories that were not

significantly related to the core category were allowed to drop away. This was daunting at first, and one of the challenges of moving to selective coding was losing some of these categories. I was worried that they might still have relevance; however, I knew that in continuing to collect and analyse data, I could still return earlier categories if they emerged to have relevance to the core. The memo in Figure 4 demonstrates how I had become more focused in my analysis.

Figure 4. Memo demonstrating my core category.

Memo 201
The main concern for CMP practitioners is to meet the needs of both their clients and the service. These needs are often perceived to be slightly different, and therefore practitioners are continually trying to resolve this concern by *Determining* i.e. making, reviewing and revising decisions throughout the programme in order to best meet both needs. I think it's a bit like a four stage process maybe?

Determining Appropriateness means deciding whether or not the client is right for CMP and if CMP is right for client.
Determining Delivery is the way in which practitioners direct the client towards achieving the end goal of returning to work. Within Determining Delivery, practitioners are continually making adjustments to the direction and delivery of the programme based on review of what has gone before. This is how practitioners individualise the programme content.
Determining Moving On is then about making decisions about when the client should move on (again balancing client need with service requirements).
Determining Success is then about making evaluative judgements about the extent to which clients have achieved the initial vision for success. What was actually achieved is weighed up against what practitioner and client set out to achieve. Even if return to work is not achieved, practitioners make predictions about the extent to which the programme has helped clients move towards this.

Despite feeling more comfortable with my emerging theory, I was becoming increasingly dissatisfied with *Determining* as a label for my core category. It was frustrating to have an understanding of a complex concept but not be able to find a label with good fit. To determine is defined as making a decision after consideration, to shape or influence or to give direction. These definitions were congruent with what I wanted my core category to represent; however, the multiple meanings associated with 'determining' also meant that my core category was somewhat ambiguous. A critical moment in my conceptual development process came when I presented my emerging theory at a Grounded Theory Institute seminar. Learning together with other PhD students doing CGT studies increased my theoretical sensitivity and challenged me to think outside my substantive area, in turn enabling me to look at my own study afresh. I shared my frustrations with my core category and was advised to do a preliminary hand sort of my memos to help frame my core category in a better way. As I did so, I began to realise how often the term *revisioning* appeared. Whenever I wrote a memo about *Determining*, I often

talked about *revisioning* as a means of making predictions and then revising these as predictions are enacted in reality (see Figure 5).

Figure 5. Memo documenting the decision to change the core category label.

Memo 255
Revisioning is appearing in my memos all the time! Practitioners are always making changes. REVISIONING fits well because it is about visualising what can be done to make changes and how can things be differently. They make adjustments to the direction and delivery of programme based on review of what has gone before. They create a vision about what they will do and then, in light of presenting client realities, re-vision their approach. This is much better than 'determining' because it captures the decision making process and the thoughtful way in which decisions are made.

Theoretical Saturation: Knowing When to Stop

Having renamed my core category, I found that I had a renewed enthusiasm for selective coding and I continued to selectively code until my core category became saturated. Although a detailed account of theoretical sampling is beyond the scope of this case study, it is essential that we discuss theoretical saturation because this is the point at which sampling comes to an end and the researcher can move onto theoretical coding. Theoretical saturation is very well described in the original text by Glaser and Strauss (1967). Essentially, the core category is saturated when the emerging theoretical framework is unchanged by new data. Although I understood this concept in theory, it wasn't until I experienced theoretical saturation myself that I appreciated what it actually looked like in practice. As I continued in my selective coding, I began to recognise that I was reaching theoretical saturation when my memo writing became dull and tedious. As the same ideas appeared over and over again in my data analysis, my memos became fewer and shorter. I had amassed a large memo bank and, at this stage, I could talk knowledgeably and enthusiastically about incidents and concepts in my data. I was frustrated, however, that my ideas remained disparate and, while I could sense a connection between my emerging categories, I felt overwhelmed by the number of ideas and possibilities lying dormant in my memo bank. I knew that I could describe the main categories well but, to reach a higher conceptual level, I was excited about the prospect of eventually having a final, integrated, theoretical product.

Achieving Theoretical Integration

Final theoretical integration is achieved through theoretical coding and writing up. Theoretical coding is arguably the most difficult part of CGT analysis, and I only really came to understand it as I was in the midst of doing it. Fundamentally, theoretical coding is about arranging the fractured substantive codes together into an organised whole by looking for relationships between categories. Although it is possible to discover relationships between categories at any stage in the analysis process, it is not until after selectively coding for the core category and sorting mature memos that the best model for integrating the theory will emerge. To assist with structuring the final theory, Glaser's books provide several ‘theoretical coding families’ (see *Theoretical Sensitivity, Doing Grounded Theory* and *Theoretical Coding*). These families are not exhaustive or prescriptive, but simply open up the researcher's eyes to multiple different ways of explaining the relationship between categories. Ultimately, however, theoretical coding is still very much an inductive process. The researcher does not try to force categories into existing theoretical codes, but instead compares category to category until a theoretical framework emerges. This is achieved by theoretically sorting the memos that have accumulated over the course of the study.

To begin, I printed out my memos, sat on the floor and put them in a pile in front of me. I placed like with like and grouped together memos with apparent links. As I picked each new memo off the pile, I compared it to the others asking ‘where does this fit?’ and wrote further memos explicating these relationships and theoretical connections. A lot of my memos contained more than one idea relating to different concepts, and so I used scissors to cut them into relevant sections, sometimes into individual paragraphs or even sentences. This increased the amount of paper I had to manage. As I sorted memos, I wrote further memos about the relationships between ideas and integrated these into my sort. By the time my final theory was written, my memo bank had expanded to over 400 memos. Although other researchers have been able to use CAQDAS during this process, I struggled to see how this messy three-dimensional (3D) process could translate onto a two-dimensional (2D) computer screen. As I considered the spread of papers in front of me and shifted the paper about, I was excited by the potential for my ideas to come together in any number of ways. This preliminary sort

also enabled me to weed out those immature memos that did not relate significantly to the core category. I retained these in a separate file, meaning that I could go back to retrieve them if their relevance later emerged.

Finally, after 2 months of sorting and trying to find the best theoretical code, I settled on a basic social process (BSP). The BSP is the most common theoretical code in CGT and structures the categories into distinct stages (for further reading on the BSP, see Glaser & Holton, 2005). As I tried to write up my theory, however, I became more and more confused. Seeing the lack of integration on paper confirmed my fear that I had been guilty of forcing an inappropriate theoretical code on my data. In my mental fatigue and confusion, I had resorted to settling on a BSP, despite it not having best fit. I knew that I still had a pile of memos that I had not been able to integrate into my chosen structure, but had chosen them because I was fearful that the best theoretical code would never emerge. Buoyed by Glaser's advice that often ‘wrong tracks lead to right ways’, I began sorting again. I explored different theoretical codes by rereading *Theoretical Sensitivity* and *Doing Grounded Theory*. I looked again at the theoretical coding families that I had found too difficult to understand and looked for examples of them in other CGT studies. Interestingly, most of the theories I read were examples of BSPs, which is perhaps part of the reason behind my subconscious forcing of a BSP onto my data. Glaser has warned against the popularity of the BSP, emphasising that not all core categories will be a staged process occurring over time. While I had not intended to go looking for a process per se, as a novice researcher, I was perhaps swayed towards the simplicity and grab of a process.

Having increased my theoretical sensitivity, I was able to see new possibilities. In particular, Glaser's binary theoretical code resonated with my participants’ main concern: being person driven in a service-driven organisation. Glaser provided the following definition:

> This coding has to do with compliance to institutional or normal roles – binary retreat; or with non-compliance with role requirements – binary deconstruction. Thus, for example, when a professional meets with a client, to what degree do they interact in their roles: binary retreat; or drop the roles and just be their human selves – binary deconstruction. (Glaser, 2005, p. 22)

It was exciting to read this definition for the first time, and it sparked an intense period of sorting and a flood of memos as I realised that the binary theoretical code had significant fit and relevance to my data. By prioritising client realities, practitioners deconstructed service ideals, making service delivery individualised and driven by the person. Conversely, the equilibrium point could be shifted in the opposite direction as practitioners reinstated service ideals over client realities, retreating within their roles and service boundaries. I thus conceptualised *Revisioning* as being dual directional, whereby practitioners made adaptations to their practice in order to go one way or another.

The final stage in achieving theoretical integration is writing up the completed theory. This is simply a case of writing up each pile of integrated memos. Again, I found that reading other examples of CGT studies helped me model my final theoretical product. As I wrote, I remained open to the possibility that further changes may be required and leaving time between reading and rereading drafts was essential for allowing preconscious processing to take place. Returning to my first draft after a few days, I realised that I again needed to increase the conceptual level of my theory. Where the focus of my initial attempts at writing had been on describing concepts – simply getting them down on paper – my focus now changed to explicating the dynamic relationships between concepts. Redrafting increased the level of conceptualisation by editing and adding to my initial attempt. I went back to my memos and integrated sections from my first draft into my hand sorting. In so doing, I was able to identify clearly any missing links and add these systematically to my redraft to ensure that the theory presented as a coherent, integrated whole rather than a collection of concepts. In rewriting, I was also able to correct areas where I had defaulted to description, raising the conceptual level of my theory by ensuring that descriptive statements were used only to support and illustrate concepts. Essentially, writing was just another stage in my conceptual development process. The more I wrote, the more I outgrew earlier perspectives on the data, and by staying open, I was able to explore possibilities and change my integration for the better. Ultimately, this iterative process of sorting, writing, re-sorting and rewriting proved to be essential in achieving optimal theoretical integration.

Conclusion

This case study has shared some personal reflections on the data analysis process in CGT. As I found throughout my PhD process, learning to do grounded theory comes not only from a comprehensive understanding of the methodology but also from experiencing the method first hand. A methodology textbook should not be read once and put away on the shelf; it should be read, reread and read again at various points throughout a study. Whenever I was confused, I sought refuge in the seminal methodological texts and often found I had a new understanding each time. In particular, Glaser's chapter on the *Novice GT Researcher* is a must read for all grounded theorists. Reading other grounded theories is also an excellent way to learn the methodology and is essential for increasing your sensitivity to multiple ideas within the data. By describing the challenges I faced in coding, conceptualisation, choosing a core category, recognising theoretical saturation and achieving theoretical integration, I hope that this case study provides reassurance and clarification for researchers going through the same process. One of Barney Glaser's most reassuring mantras is ‘if you are not confused, then you are not doing it right’. However, tolerating confusion is all part of the process and, as I found, is an essential part of the data analysis process.

Exercises and Discussion Questions

- What is preconscious processing? Have you ever experienced important realisations when you are taking a break from work?
- What might be the benefits and limitations of sharing emerging theoretical ideas with other students doing classic grounded theory studies?
- How well do you understand theoretical coding? Find one grounded theory and identify which theoretical code has been employed.
- Writing up is sometimes seen as being separate from data analysis. In what way does writing up contribute to the analysis process in classic grounded theory?
- What are the benefits and challenges associated with using computer-assisted qualitative data analysis software (CAQDAS) in classic grounded

theory research? Do we always use CAQDAS because it is apposite to the methodology, or is it simply the ‘done thing’?

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Web Resources

Grounded Theory Institute: http://www.groundedtheory.com

Grounded Theory Seminar: http://www.groundedtheoryonline.com

Grounded Theory Review: http://www.groundedtheoryreview.com

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