

Hoare, Karen, *School of Nursing, Faculty of Medical Health Sciences, The University of Auckland*

Analysing data in a grounded theory study.

To a novice researcher, the terminology used to analyse data in a grounded theory study may appear confusing. In this presentation, we examine a variety of terms used by well-known grounded theorists. We will illustrate with an example of data from a recent study, how theoretical sensitivity was achieved through *Ödancing with dataÖ*. Additionally utilising Charmaz's terms of analysis, data will be sorted into initial codes, using gerunds, then further collapsed into focused codes and finally grouped into categories. Axial codes will be demonstrated and the process of abstraction discussed. By using real data the interplay between coding and categorisation will be demonstrated with the constant comparative method. Although computer programmes exist to aid in coding and categorising, we extol the use of highlighters and codes written on paper, to sift sort and saturate them into categories. Finally we will tell the story from the data.

Hoare, Karen, *School of Nursing, Faculty of Medical Health Sciences, The University of Auckland*

Dancing with Data: The process of concurrent data collection/generation and analysis

To a novice researcher, the terminology used to analyse data in a grounded theory study may appear confusing. In this presentation, we examine a variety of terms used by well-known grounded theorists. We will illustrate with an example of data from a recently completed (or ongoing) study, how theoretical sensitivity was achieved through *Ödancing with dataÖ*. Additionally utilising Charmaz's terms of analysis, data will be sorted into initial codes, using gerunds, then further collapsed into focused codes and finally grouped into categories. Axial codes will be demonstrated and the process of abstraction discussed. By using real data the interplay between coding and categorisation will be demonstrated with the constant comparative method. Although computer programmes exist to aid in coding and categorising, we extol the use of highlighters and codes written on paper, to sift sort and saturate them into categories. Finally we will tell the story from the data

Hoare, Karen, *School of Nursing, Faculty of Medical Health Sciences, The University of Auckland*

Theoretical Legacies and Grounded Theory: My Evolving Epistemology

See Ward, Kim

Hoffman, Lauren, *Lewis University*

Exploring the Nonrational in Leadership through Critical Ritual Critique

The purpose of this paper is to explore the nonrational aspects of leadership through a critical qualitative methodology coined *Öritual critiqueÖ* by Quantz (2011). While most educators and leaders tend to focus on the rational practices, it is argued that the real work of leadership occurs in the nonrational areas that we rarely think about or plan. Rituals can work either to maintain solidarity and the status quo by reinforcing the power of the elite or to promote transformation. Therefore, understanding rituals and ritual critique can be most helpful because they can illuminate the way in which power is institutionalized into the nonrational practices of education as well as uncover the covert processes that marginalize groups of people and ideas. An example of a ritual critique will be shared that exposes the rituals used by higher education administrators to privilege certain forms of knowledge, research, and scholarship.