Leadership in an Australian Context: Highlighting a Qualitative Investigation with Construct Validity Support

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Abstract

This paper highlights how criteria for validity that are usually utilized within quantitative research can be used to provide further validation to fully qualitative research. In this case, the qualitative research utilizes the grounded theory method. This research used the grounded theory to investigate leadership processes in the substantive setting of the Islamic organizations in Australia. The qualitative analysis of qualitative data generated a number of categories that were conceptually unique. Theoretical sampling directed the researcher toward data sources that provided further conceptual uniqueness. The similarity between some of these newly-generated categories and lower-order categories gave cause to claim convergent validity for the findings. Also, the contrast between other newly-generated categories and some lower-order categories gave cause to celebrate discriminant validity. The significant contribution in this paper is bringing convergent validity and discriminant validity to grounded theory research.

Keywords

Grounded Theory, Construct Validity, Theoretical Sampling, Constant Comparison Method

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This paper highlights how criteria for validity that are usually utilized within quantitative research can be used to provide further validation to fully qualitative research. In this case, the qualitative research utilizes the grounded theory method. This research used the grounded theory to investigate leadership processes in the substantive setting of the Islamic organizations in Australia. The qualitative analysis of qualitative data generated a number of categories that were conceptually unique. Theoretical sampling directed the researcher toward data sources that provided further conceptual uniqueness. The similarity between some of these newly-generated categories and lower-order categories gave cause to claim convergent validity for the findings. Also, the contrast between other newly-generated categories and some lower-order categories gave cause to celebrate discriminant validity. The significant contribution in this paper is bringing convergent validity and discriminant validity to grounded theory research. Keywords: Grounded Theory, Construct Validity, Theoretical Sampling, Constant Comparison Method

The paper highlights how grounded theory methodology (GT) generates themes and categories of leadership processes within a context that hasn't been researched thus far. The context is the Australian Muslim organisations (AMO). The iterative and repetitive notion of GT elements in generating themes and categories which could converge or diverge with previous findings trigger the idea of linking GT with construct validity to give more strength to the findings. Grounded theory as an in-depth qualitative investigation method is more concerned of exploring themes and categories and recognising how complicated phenomena occur rather than provide a comprehensive description. The qualitative approaches of narrative research, phenomenology, ethnography and case study are concerned largely with description of individuals or groups experience, perceptions, beliefs and culture (Bogdan & Taylor, 1984; Bryman, 1998; Connelly & Clandinin, 1990; Creswell, 2007; Embree, 1997; Platt, 1992; Yin, 2009), while grounded theory is concerned with theory generation (Glaser, 1992, 1998; Glaser & Strauss, 1967; Strauss & Corbin, 1998). Parry (1999) contends that many qualitative studies of leadership are largely descriptive of people without theorising about the process of leadership. Parry (1999) also suggests that applying rigor to the grounded theory method will help to overcome the deficiencies in mainstream leadership research.

Statement of Research Problem

The research problem is two-fold. First, the use of qualitative grounded theory (GT) methodology to investigate leadership process still in its infancy (Parry, 1999). The present research attempts to resolve that problem by implying GT within the substantive context of AMO. The second aspect of the research problem is that the interplay of qualitative research methodology and quantitative construct validity is hardly investigated, this research attempts to resolve this apparent shortfall.

Research Questions

1. How effective GT in generating themes and categories within unexplored phenomena and contexts similar to the Australian Muslim organizations?
2. What is the link between construct validity and grounded theory?

Statement of the Research Objectives

1. To show effectiveness of GT in generating themes and categories within unexplored phenomena and contexts.
2. To address the interaction between the dynamics of GT and construct validity.

Intended Audience

This paper is ideal for social science and business researcher who are interested in both qualitative and quantitative methods. It is also ideal for researchers from minorities living in western contexts interested in the renewal of the local and national organisations, academics and students in the field of leadership studies.

Indication of Why Local Study Has Global Importance

While this study took place in the Australian context the notions of GT and construct validity is not confined to explore and investigate certain contexts and phenomena but they are universal notions for all researchers to utilize and use.

Statement of Rationale for Study: Linking Qualitative to Quantitative

Linking the use of GT to analyse quantitative data started to gain momentum in the last few years. Glaser (2008) articulates the quantitative grounded theory analysis to develop a theory that explains how purely identified quantitative sets of data continually work to resolve a main concern. Charmaz (2008) emphasises on the iterative and inductive process of GT which could lead researchers to seek quantitative data and help them refine survey tools. Hesse-Biber (2010) encourages qualitative researchers to subject their emergent theoretical frameworks to quantitative testing. This investigation takes lead on bringing the iterative and inductive process of grounded theory to be validated through the lenses of purely quantitative validation process. This investigation's major contribution is bringing construct validity- convergent validity and discriminant validity- to GT research.

I propose that testing the notion of construct validity through lenses of GT is innovative to this line of qualitative research. I demonstrated through this empirical investigation that constructs validity is relevant test to apply to grounded theory methodology. Construct validity strengthens the value of the findings that emerge from this leadership research. This research used the story-lines as vehicles with which to undertake this test of validity.

Construct validity refers to testing whether a measurement relates to other variables, according to theoretical testing and expectations (Locke, 2012). Hypothesis-testing quantitative research addresses the relationships among theoretical and measurement variables; whether they are similar or different is a prominent concern for this type of research. But although qualitative researchers frequently lack the data necessary for the kind of statistical analysis; convergent and discriminant validation is by no means irrelevant for them, they often assess whether the scores of alternative indicators converge or diverge (Adcock & Collins, 2001).

Within qualitative GT method, the relation among categories (variables in quantitative method) is highly important to scope up the patterns and the story line. Similarities will give solid indication of the repetitive story line, and differences otherwise may show opposite story line which needs further investigation. The inductive nature of grounded theory data gathering and the deductive nature of theoretical sampling (TS) and constant comparative method lead the researcher to establish the discriminant validity and convergent validity of his or her findings. Further, I propose that theoretical sampling of data gathering must intentionally target data sources that generate conceptually similar categories as well as conceptually different categories in order to provide further construct validity for the findings.

This research argues the case for grounded theory which demonstrates construct validity ends through building concepts and theory without expecting or predicting them. Building theory and concepts usually comes out free of expectations and manipulations. The relation among variables (codes, concepts, and categories in qualitative research) draws upon similarities or differences that are inductively generated through a lengthy process of TS, constant comparison method and triangulation of sources. This lengthy process accompanied with stifling and examining data provides much anticipated integrity and validity of the research process. The next sections will highlight the dynamic of the three aforementioned methods.

Declaring Researcher Background and Bias

Being an Australian Muslim and watching incidents as they unfold for or against Muslims in the West in general, and in Australia in particular, gives me a clear view of the Muslim community. The question of the AMO responses to these incidents always opens an important controversial and ongoing debate in the Muslim community. Since late 1990's the atmosphere among Muslim leadership was subdued. The debate concerning effective leadership was on the agenda at most communal meetings. I was very interested in the topic of leadership in AMO, and hence my interest in undertaking this research. During my involvement of the leadership research the idea of linking GT theory to quantitative construct validity came to mind, and hence the evolving idea of this research paper.

Type of Qualitative Inquiry: Grounded Theory Method

GT is a dynamic process of collecting data through a chain of interviews, observations and document analysis taking into consideration evolving conditions and theoretical saturation. So it is not a one off stage of collecting data, but is a dynamic process of gathering data and shuffling back and forth between collecting and analysing data in conjunction with theoretical sampling and a constant comparison method. It is the appropriate method to achieve the goals of this research in order to meet the emergent need for building a leadership theory that can make a distinctive contribution to the context (Bryman, 1996). The power of GT comes from its ability to be both predictive and accommodative (Miller & Fredericks, 1999). Miller and Fredericks (1999) add that it is predictive because it has the power to predict the outcome of any problem in the particular context under investigation; once the saturation point reached; allowing the researcher to generalise to an abstract conceptual model that is able to fit all areas of inquiry. It is also accommodative, in that it will accommodate literature in the same context (Miller & Fredericks, 1999).

Leadership scholars articulated leadership as a dynamic social influence process not a position (Hunt, 1991; Parry, 1999; Hunter, Bedell-Avers, & Mumford, 2007). Rost (1993) notes that it is the nature of the complexity of this process that needs most attention from leadership researchers. This process cannot be studied at one discrete point of time without

understanding how people make sense of their lives, and how people come to understand and manage day-to-day situations (Miles & Huberman, 1994). I believe a phenomenon as dynamic as leadership is best to be studied from the angle of a dynamic method like GT. I propose that the dynamic and iterative nature of GT method helps to probe up the dynamic nature of leadership. The following sections highlight and demystify the elements of GT methodology.

Elements of Grounded Theory Method

Constant Comparison

Constant comparison method (CCM) is a central mechanism of analysis in the grounded theory method (Glaser, 1992; Glaser & Strauss, 1967; Strauss, 1987). CCM leads the researcher to inductively detect patterns, and develops concepts out of these patterns (Glaser, 1992; Glaser & Strauss, 1967), and then the researcher repeats data collection from different sources and cases, conducts more conversations and observations, and compares the set of generated data against concepts developed from the earlier observations. CCM starts as soon as the researcher begins the journey of collecting data. In the case of the current investigation, CCM started with the first stage of interviews comparing data sets to data sets and comments of similar quotations and find out differences among other things. CCM supplies the researcher with indicators of patterns and repetitive story line or otherwise outliers and a different story line. Haig (1995) suggests that as a method of discovery, the CCM is a combination of organized coding, data analysis and TS procedures which enables the researcher to make interpretive sense of much of the diverse patterning in the data by developing theoretical ideas at a higher level of abstraction than the initial data descriptions. Thomas (2009) simplifies the term by pointing out that the technique involves going through data again and again (this is the constant bit), comparing each element- phrase, sentence or paragraph- with all of the other elements (this is the comparative bit).

The strategy used in this research involves comparing data sets by taking one piece of data originated through interviews or observations and comparing it with data obtained previously that may be similar or different in order to develop links (conceptualization) of the possible relations between various pieces of data. Within this research, for example, I begin by comparing the first five interviews by setting the extracts of similar ideas by putting the related quotations together then point out the code of connection. The different ideas through this stage are given highlights in separate memos to see how it can be linked to the analysis and to build upon it in the future conversations. Different ideas probably play an important role in setting a unique level of themes among future codes and categories. Different ideas might pose questions in relation to the analysis like: how this idea is related to the sequence of events? And to what extent can this different idea play a role in shaping the evolving themes? Is it a separate incident that not related to the topic of research? The researcher looks at the interviewees in regard to their experience, age, professionalism, forthcoming, background and last but not least gender.

Questioning the data from the start to the end brings high level of validation (Eisenhardt, 1989). The process of questioning the data is the essence of the CCM through large chunk of data and the many stations of stages compared; will ensure fully the convergence or divergence of upper level of categories or abstraction.

Theoretical Sampling

Theoretical sampling (TS) is a deductive method in which the researcher targets future data and future participants (Glaser, 1978; Glaser & Strauss, 1967). The researcher targets future data to confirm or otherwise disconfirm the previous findings. Furthermore, the

researcher targets future participants who may hold potential contribution of rich data that might enhance conceptualization and might provide for further illumination about new, previous concepts and categories to advance the analytical process towards saturation. This research follows Strauss and Corbin's (1998) steps of doing TS. It begins with open sampling then relational and variational sampling, and then discriminant sampling. These steps are not separated from the process of TS of making sampling decisions and direct the researcher to obtain further samples during the ongoing process of data collection and analysis targeting rich data (Goulding, 2002). So to clarify more, this research adheres completely to the ongoing process of simultaneous data collection and analysis, so the researcher did not separate the collection phase from the analysing phase at any time. The simultaneous process of collecting and analysing data is the main driver behind the TS process which cannot be planned before starting the analysis. The ongoing process of collecting and analysing data plays an important role in keeping the researcher bias away from imposing his or her ideas due to the continuity of sampling ideas and the forthcoming targeted rich sample.

TS intentionally guides the researcher to make the decision about what data to collect next and where to find them, in order to develop the theory as it emerges (Glaser & Strauss, 1967). If the researcher does not choose his/her sample based on rich data and a diverse range of participants despite their views and ideas, he/she will end up with limited data to compare for similarities and differences and to detect patterns. I experienced the above fact at the second stage of interviews. A key informant guides the researcher for the next sample of interviewees. The first interviewee was not forthcoming and did not illuminate the topic. I instantly realized the limitation of such personalities and question the informant about other suggested participants, which led me to change the sample and go for interviewees who can enrich the topic under investigation. The next two sets of samples were very rich in data. This richness, rigors and relevance helps the researcher to detect divergence and convergence of the data due to the diversity of personalities and backgrounds that has been chosen carefully to reflect all the spectrum of ideas in this substantive setting.

The participants' sample consists of followers and members, leaders in middle management positions and leaders in top positions. The emphasis on members or followers is generated from the contention that leadership is best studied from the point of view of those who receive leadership, rather than those who claim to practice it. The objective of including recipients of leadership is to create an opportunity to study their opinions, emotions and feelings, and to understand how they make sense of leadership within the context of their particular setting. The research includes personalities in leadership positions in order to give an equal opportunity to those who lead to express their views and feelings in order to get an insight into the inner side of leadership in terms of the long term vision, the daily practicing of leadership, and challenges which affect the work of leaders, and how these challenges affect the organization in general, and followers in particular.

Triangulation

Triangulation stems from surveying method looking at a point of interest from different angles. It is a reliable method used in qualitative research that closely examining different data sources to evaluate the extent to which findings converge or diverge. The multiple sources of data-gathering enhance and strengthen the validity of the data. Triangulation helps the researcher to view the data from different angles without sticking to any one sided story-line that can bring bias to the research. The different angles of the story could confirm convergence or divergence. Scholars have emphasized the importance of methodological triangulation in generating reliable leadership research findings (Herman & Egri, 2002).

Leadership through the Lens of Grounded Theory

Research Journey and Findings

This study presents the link between grounded theory and construct validity as it happened through the four stages of data collection and analysis.

First Stage

Participants

Key informant helped to identify the participants of this stage. The first interviews is very important to probe up initial and important ideas about the research topic. Six participants were interviewed formally, five men and one woman. Some were interviewed twice. Most were in long-term leadership positions.

Data Collection: Formal Unstructured Interviews

The largest portion of information usually comes from formal interviews. Initial interviews always help to probe the initial concepts for the area of interest and generate starting thoughts regarding the topic. This initial stage helps to extract the themes that might guide the tone for future interviews and helps to investigate the initial perceptions of the themes around the leadership processes.

Example of Some Open End Questions

1. Who has the power to make things happen?
2. Who do you look up to and who do you follow?

Analysis

The overall findings of these initial data were negative, and evolving around the common themes of the lack and the task of leadership, the organizational strategy and the leader's and followers' behaviour. The data obtained from the interviewees is ranged from the broad concepts to the specific ones. Two main themes emerged within the few moments of the beginning of each interview. The first one is leadership, the bad and the good attached to it. The second one is the organization situation at the current time. Regarding leaders, the interviewees elaborated much about their behaviour, attitudes, tasks, thinking, work, duty, responsibilities, and their power struggle. The negative tone was dominant in the six interviews. The amazing thing is that some of these interviewees as mentioned above are current leaders in the middle management positions, and some of them are in the top position in their representative organizations. Their negative words are pointing to them as well because they are the ones who still can take decisions and presumably influencing others. The second issue is the organization and its current situation. In general, much of the talking as well went towards the negative mode. This negative mode was pointing to the deficits and problems affecting the work of the Australian Islamic organizations.

I saw the need to capture the essence of the negative mode by pinning down the main ideas of participants that reflect on the leadership process. I put my thoughts and comments into memos that reflect the themes behind the words extracted from the participants. I categorised similarities among interviewees' comments under the same code and different

comments under appropriate codes. One of my earliest memos captured a serious deficiency of leading; as leadership plays a constructive role in advancing the organisation. "Not functioning well," "no achievement," "did nothing," and "no role model" are the expressions used to describe leadership. The concern of followers seems genuine and demands genuine action with extensive work to revive the ailing in leadership.

Another memo explaining that personalities in formal leadership positions take their positions for granted; the struggle for power is high and prevents the organisation from heading into a planned direction. Internal politics fueled by ego and self-pride consumes much time which is very precious in terms of doing other beneficial steps. Honesty and sincerity are two great pillars of Islamic principles of leadership. If leaders lose those principles or followers assume that they lost them, then the road of cooperation among the two parties will be compromised.

I was interested in why and how they came to this conclusion. What is the leadership process that going on at the current time? The researcher reviewed the open coding and decided to reflect on these codes with a second round of questions which targeted the processes, incidents not only reflections. It is in the interest of research at this stage to ask about the ways to approach data so that the researcher remains open minded about what can be coded and starts to notice significant patterns in the data, similarities or differences. At this early stage of the research CCM starts. Goulding (1999), among others, believes that constant comparison of subsequent concepts, grouping the concepts into meaningful categories, will eventually lead to higher-order categories.

Results

Some Examples from the First Stage: Interviewees Quotations and Codes

>   Quotation 1: "They decide things at hock from meeting to meeting"
>   Quotation 2: "if this is the flavour of the month they will go along with it"
>   Open code: planning deficit

>   Quotation 3: "there are people in our community who have experience, but they are silently sitting, it [is] taken over by people who have no experience or knowledge.
>   Quotation 4: "want to be members and be elected for positions at once."
>   Open code: Apathy

>   Quotation 5: "My honest opinion, there is a lack of sincerity, they feel now that they have a God given right to run the affairs of these organisations."
>   Quotation 6: "I think it is based a lot on false self-pride."
>   Open code: Ego.

>   Quotation 7: "…leaders let the Muslims down. Track record has not been good."
>   Open code: Leadership failure

Codes Generated From Stage 1

1. Planning deficit
2. Apathy
3. Ego
4. Lack of communication

5. Leadership in deep problems
6. Organisational shortcoming
7. Inadequacy basic principles of leadership
8. Superseding followers
9. Internal organisational challenges
10. Leadership failure
11. Narrow engagement
12. Representation deficit
13. Informal leaders doing well out of the box

Second Stage

Participants

Five participants were chosen very carefully with the help of key informant to elaborate upon the codes generated from the first stage. The five participant were from different walks of life. Some are very active members and followers of the organisation and some are intellectuals who maintain good connection with the organisation in general.

Data Collection: Semi-Structured Interviews

Five semi-structured interviews were conducted in the second stage of interviewing. So upon finishing the first stage of interviews, I embarked upon an increasing depth of focus. In the beginning my aim was to generate a large number of concepts to keep things as "open" as possible. Thus, it can be said that open-ended questions during interviews were used in order to discover what was relevant, but axial coding links similar codes and categories and discovers relations among the dissimilar categories; while selective coding stage, as Strauss and Corbin (1998) explain, requires the selection of the focal core code; that is, the central phenomenon. All other core codes derived from that axial coding process must be related in some way to this focal core code, either directly or indirectly (Glaser, 1978; Strauss & Corbin, 1998).

At the current stage, the focus is on main leadership processes. At the start of the second stage I prepared my interviews building on the initial work results. The emergent issues during interviews guide the researcher to reflect and develop follow-up questions that enhance the richness of interviewees' data acquired during the formal interview process. Follow-up questions evolve during the interview allowing researcher to pursue the implications of answers to questions posed during the formal interview. The purpose of the follow-up question, to achieve depth, is "the hallmark of qualitative interviewing" (Rubin & Rubin, 1995, p. 151).

This second stage was directed by emerging concepts, involving a more targeted selection of interviewees and a more structured interview protocol (Glaser & Strauss, 1967). I then followed the theoretical process sampling and started to analyse each interview immediately. Thus, I could determine the next TS for the next interviews which would facilitate collecting more in-depth data from the relevant participants to the connected main theme.

Example of Some Follow-Up and Semi-Structured Questions

1. How will you define successful leadership at work?
2. Have you seen evidence of such leadership?

Analysis

This second stage of interviews is shedding more light about negative leadership processes facing the Islamic setting in Australia and to a much lesser extent the positive examples of leading through the newly established organisations. The interviewees talked about the organizational representation as a problem, the overseas culture package, lack of training, losing hope of leaders, the role model lacking, the harmful attitude towards leadership, the minimum overlap between generations, the individuality, quality in its poorest form, micro management involvement, minimum followers input, financial control as a prime target to lead, and poor connectivity between the ones in the top and the grassroots. This second stage of interviews is still highly problematic and problem identification still in heart process of the data. The overarching anxiety of both leaders and followers I interviewed was about a highly problematic and negative side of leadership processes. After this stage of interviews the picture became clearer that leadership is highly problematic. This stage obviously converges with the first stage of data collection and analysis.

At this stage, I reminded myself of the main objective for grounded theory which is to generate an inductive conceptual theory in a substantive area that accounts for a pattern of behaviour which is central, relevant and problematic for those involved (Glaser, 2004). So I asked myself again what is going on here. What is the repetitive pattern that formulates the main process at the Australian Muslim organization?

Results

Some Examples from the Second Stage: Interviewees Quotations and Codes

Quotation 1: "inner circle of leaders who represent themselves only"
Quotation 2: want to impose their cultural package upon the community"
Code: Misleading representation

Quotation 3: "followers have no confidence in their leaders"
Code: Low trust

Quotation 4: "there is barely any working leader yet"
Quotation 5: "Leaders need Islamic values, practical work:
Quotation 6: "Leaders need to get down to people level, making sense of their decisions"
Code: lack of quality and principles

Quotation 7: "The time passes without any connection or communication"
Quotation8: "The communication between leaders and followers is at its lowest level"
Code: lack of communication

Quotation 9: "They running after power, status, and financial control"
Code: Leadership failure

Codes Generated From Stage 2

1. Misleading representation
2. Losing hope in leadership

3. Lack working leaders
4. Lack of quality and principles
5. Lack of character
6. Low trust
7. Lack of organising
9. Organisational conflict
10. Lack of interaction
11. Lack of communication
12. Leadership failure
13. Micromanagement
14. Limited followers' interaction
15. Problematic processes of leadership and followership
16. Structuring problems

Third Stage

Participants

Three participants informed the third stage. The three participant were migrant who lived in Australia for the last ten to twenty years. Those participants were chosen through a key informant who knows their talent very well and he is very confident that they can add much to research.

Data Collection: Semi-Structured Interviews

The third stage of interviews supports the aim of the researcher which is to strengthen the findings thus far and build upon it. Three interviews took place at this stage. The third stage adopted the same interview question used in stage two.

Analysis

The interviews consolidated some of the previous open codes and bring to light more internal leadership processes and concepts. The current third stage still mostly converges with the previous two stages of data collection and analysis with slight diverges regarding effort from informal leaders.

Results

Codes Generated From Stage 3

1. Lack of achievement
2. Leaders in formal positions are in state of disarray
3. Informal leaders working in silent
4. Current leadership environment is not healthy
5. Impractical standards
6. Low level of accountability
7. Leaders and followers apathy
8. Awareness of standards barely exist
9. Absent of openness
10. Ambiguity

11. Power frequently misused
12. Knowledge based culture
13. Accountability is a core priority
14. Lack of motivation
15. Lack of trust

Summing Up the Results So Far

Consolidating and Narrowing Down the Results from the Three Stages

Upon finishing the third stage of interviews I decided to reap the large profile of data through *NVivo* software. *NVivo* is qualitative computer software of searching, sorting and organizing data which can help detect and find frequencies, organize relations and organize sets and cases of data for the researcher to probe up codes, categories, patterns and differences. I used *NVivo* queries search tool to check the dimensions of negative story-line of "problematic leadership." Figure 1 shows the results from NVivo regarding the dimensions of the negative story-line.

Figure 1. Dimensions of the Negative Story-Line through *NVivo* Search Query
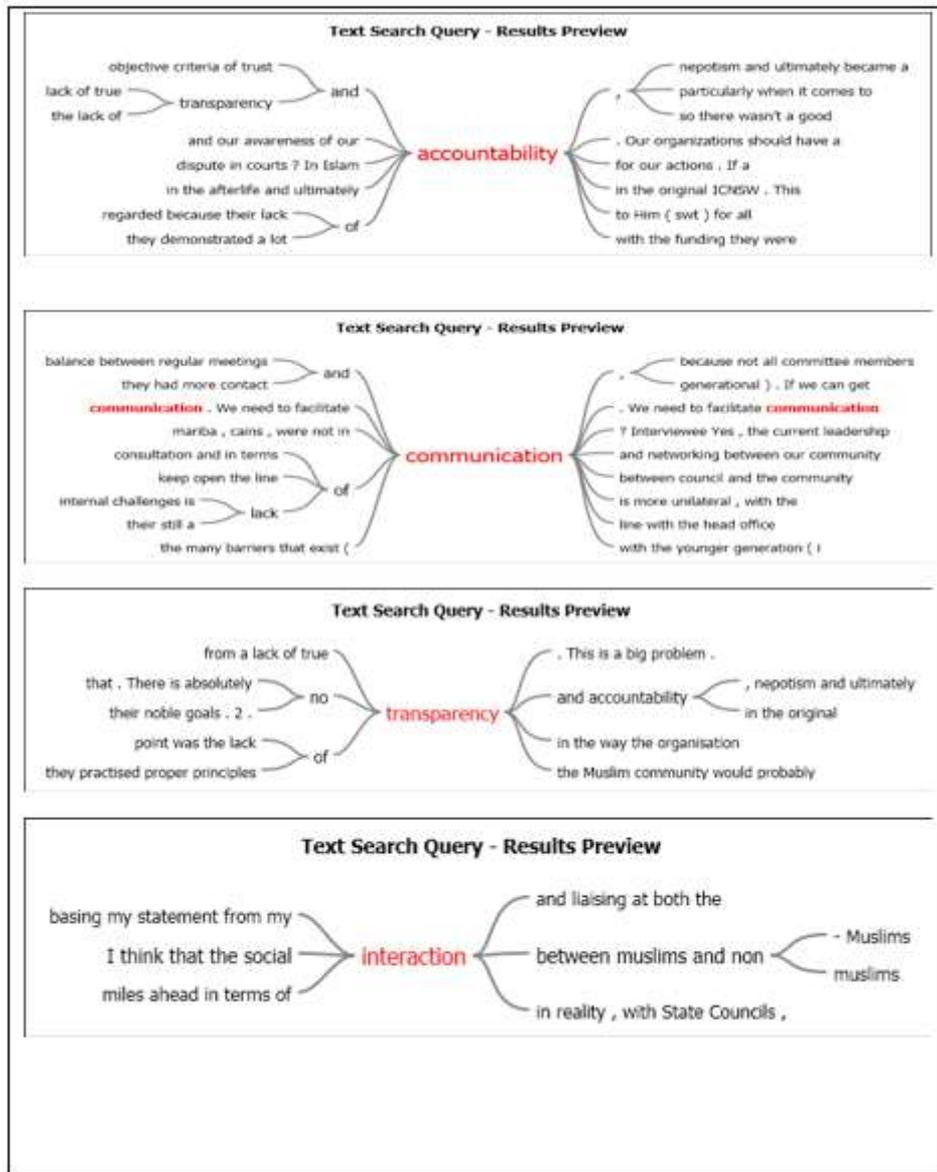
Figure 1. Dimensions of the Negative Story-Line through *NVivo* Search Query (Continued)
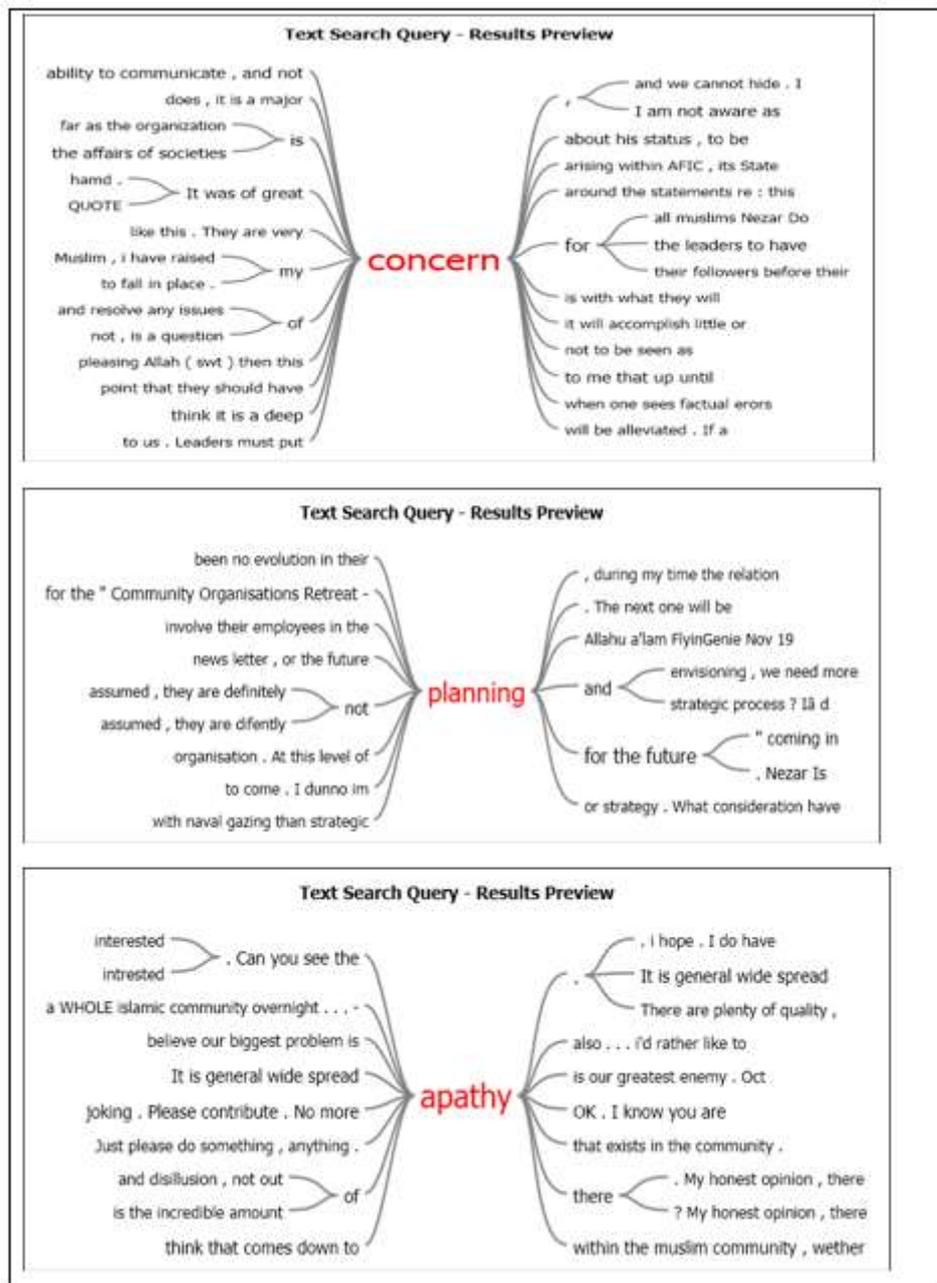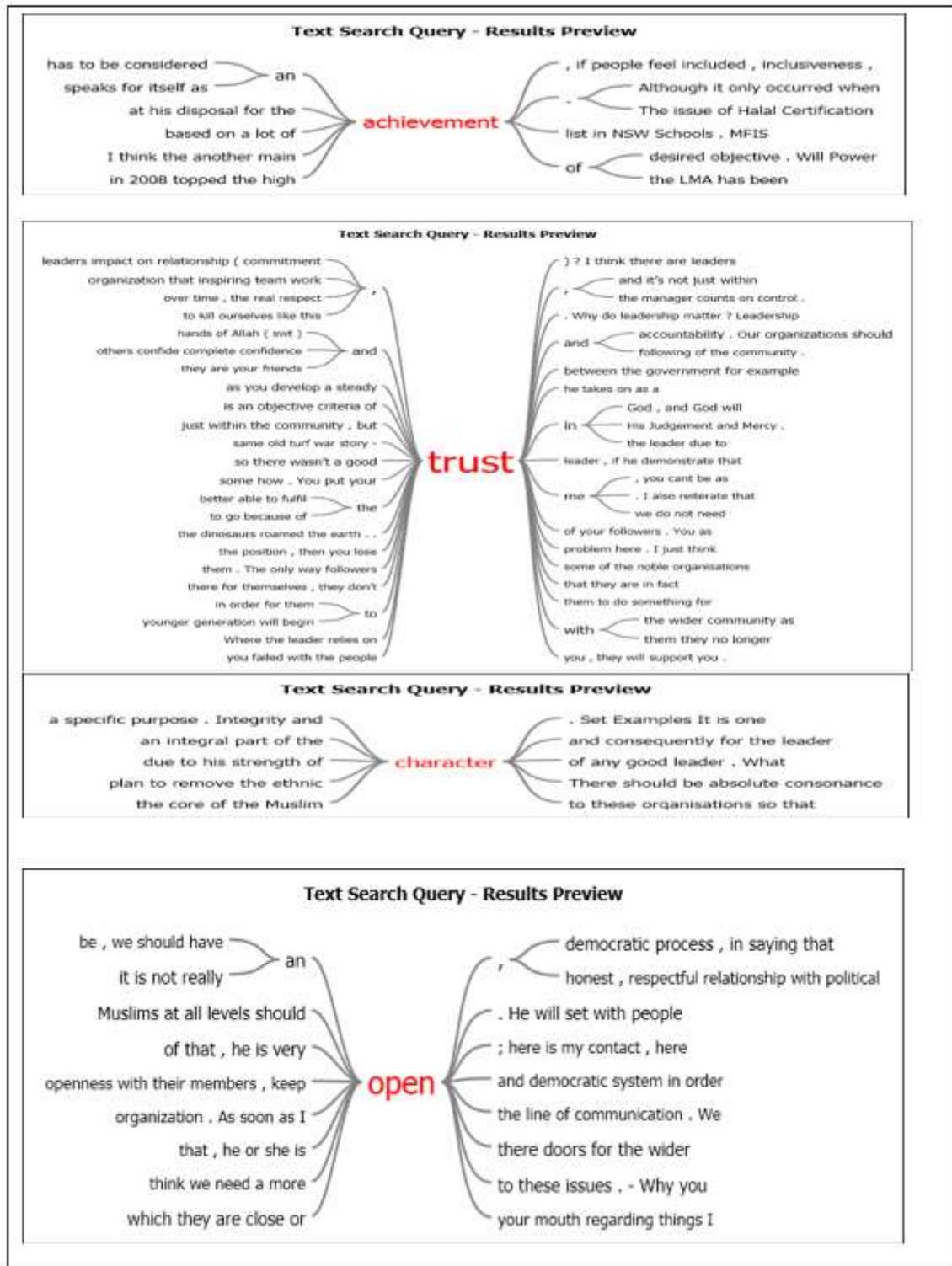
Figure 1. Dimensions of the Negative Story-Line through *NVivo* Search Query (Continued)

Findings from NVivo support the negative story-line and the main category of "problematic leadership." My next step was pondering the ideas of the participants and extracts the quotations of the negative story-line which could demonstrate the reality of this category and dimensions. Table 1 shows the complete set of the negative story-line dimensions.

Table 1. Dimensions of the Negative Story-Line

Lack of Accountability	Lack of concern	Lack of interaction
Lack of communication	Lack of planning	Lack of achievement
Apathy	Lack of openness	Lack of transparency
Micromanagement	Absence of role modelling	Lack of trust

Fourth Stage

Participants

16 people participated in this stage came from different AMO. The number of women participated is far less than the men because generally there are less women in management positions in the AMO. Those participants accepted to participate on a one day workshop to discuss issues important to AMO. Part of the workshop was a focus group discussion about leadership processes within AMO. All participants are very active in both organisational and community with different levels of responsibility.

Data Collection: Focus Group

I decided to conduct a focus groups discussion to prop up more in-depth data through participants who might feel more comfortable in a group environment and this may enhance greater depth of information. Focus groups are particularly well fitted for conducting research among minorities and other vulnerable populations (Calderon, Baker, & Wolf, 2000). Glesne and Peshkin (1992) suggest that group interviewing at times proves very useful for people who are reluctant to talk individually, but when they are company with others they are encouraged to talk. One of the distinct features of focus-group interviews is group dynamics; hence the type and range of data generated through the social interaction of the group are often deeper and richer than those obtained from one-to-one interviews (Thomas, MacMillan, McColl, Hale, & Bond, 1995). Denzin and Lincoln (1994, p. 365) state that "focus groups" apply to a situation in which the interviewer asks group members very specific questions about a topic after considerable research has already been completed, and this research is no exception. So after a long period of formal and informal interviews, and observations; the researchers decided to do a focus group discussion to extract specific concerns about previous findings that took place. The focus group discussions went through the same previous semi structured questions and discussions. The focus group meeting was full of ideas and participants were forward coming in ideas and concepts.

Analysis

This fourth stage confirmed much of the data findings from the previous three stages. At this stage I used selective coding analysis. Strauss and Corbin (1998:116) define selective coding as "the process of selecting the central category, systematically relating it to other categories, validating those relationships, and filling in categories that need further refinement and development"

Results

I identified two central and parallel patterns and story lines. The first high level category is about an absence of leadership by those leaders in formal positions. The second pattern or story line is informal leading which is attached to leaders who are doing leading without being attached to formal positions. The first high level category is the negative story-line of leaders who is doing no leading or approach leadership negatively. The second high level category is the positive story line of those who are not in formal leadership positions but in the eye of many followers and even some formal leaders they are doing the real leading and very active in their setting. The first pattern of leadership approached leadership in a personalized manner, and the second pattern approached leadership in a socialized manner (Ligon, Hunter, & Mumford, 2008).

Data generated from the fourth stage support the negative story-line of "problematic leadership." The negative story-line was a reality of pessimism and concern for most participants. By contrast, there was repetitive evidence of a positive story-line, and there was potential for a greater manifestation of that positive story-line. Informal Leadership within the organization was the way that the positive story-line could be realized and it can happen and hopefully will happen. So, results from this study are revealed a high level of convergent and discriminant validity for the main category "problematic leadership." The repetitive evidence of the negative story-line of no leading converges with the negativity that surrounds "problematic leadership," and the repetitive evidence of the positive story line discriminates with the negativity of "problematic leadership."

Culmination

Three Important Propositions Generated From This Research:

1. *Convergent validity is an appropriate notion to strengthen grounded theory outcome.*

This research demonstrates that the repetitive similar participant views and concerns are a main supporter for convergent validity to take place and subsequently brings the highest level of abstraction to light within the context of grounded theory methodology.

2. *Discriminant validity is an appropriate notion to strengthen the legitimacy of grounded theory as in-depth qualitative research inquiry.*

Discriminant validity could bring a different angle and a story-line for phenomena under investigation by shedding light on different perspectives within the empirical inquiry where incidents and continuous examination of the data lead researcher to extract the different codes and categories. The new different codes and categories represent strength for the grounded theory inquiry and open up further illumination on the findings.

3. *The inductive nature of grounded theory and the deductive nature of CCM and TS help to create two central themes and story lines which are in line with tenants of construct validity.*

Generating and building up codes, categories and core categories in grounded theory pass through many and different stages of data collection and analysis. Those many and different stages consolidate the findings and bring similarities and differences. The CCM and TS narrow down the codes and bring rich sources of data to reach the high illuminating themes through ideas of importance and persons of interest. The generation of high level themes and categories gives celebration to diverge or converge.

Conclusion

This research showed that criteria that are normally associated with quantitative research are relevant to purely qualitative research. In particular, convergent validity and discriminant validity are relevant criteria for GT research. Accordingly, the process of TS allows the researcher to obtain data intentionally that converges with emerging categories. Similarly, the research can and should obtain data intentionally that diverge from the emerging categories. The similarities that could be found in convergent data will provide support for the emerging categories. The differences that could be found from the divergent data should provide a contrast that also highlights the validity of the emerging categories.

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