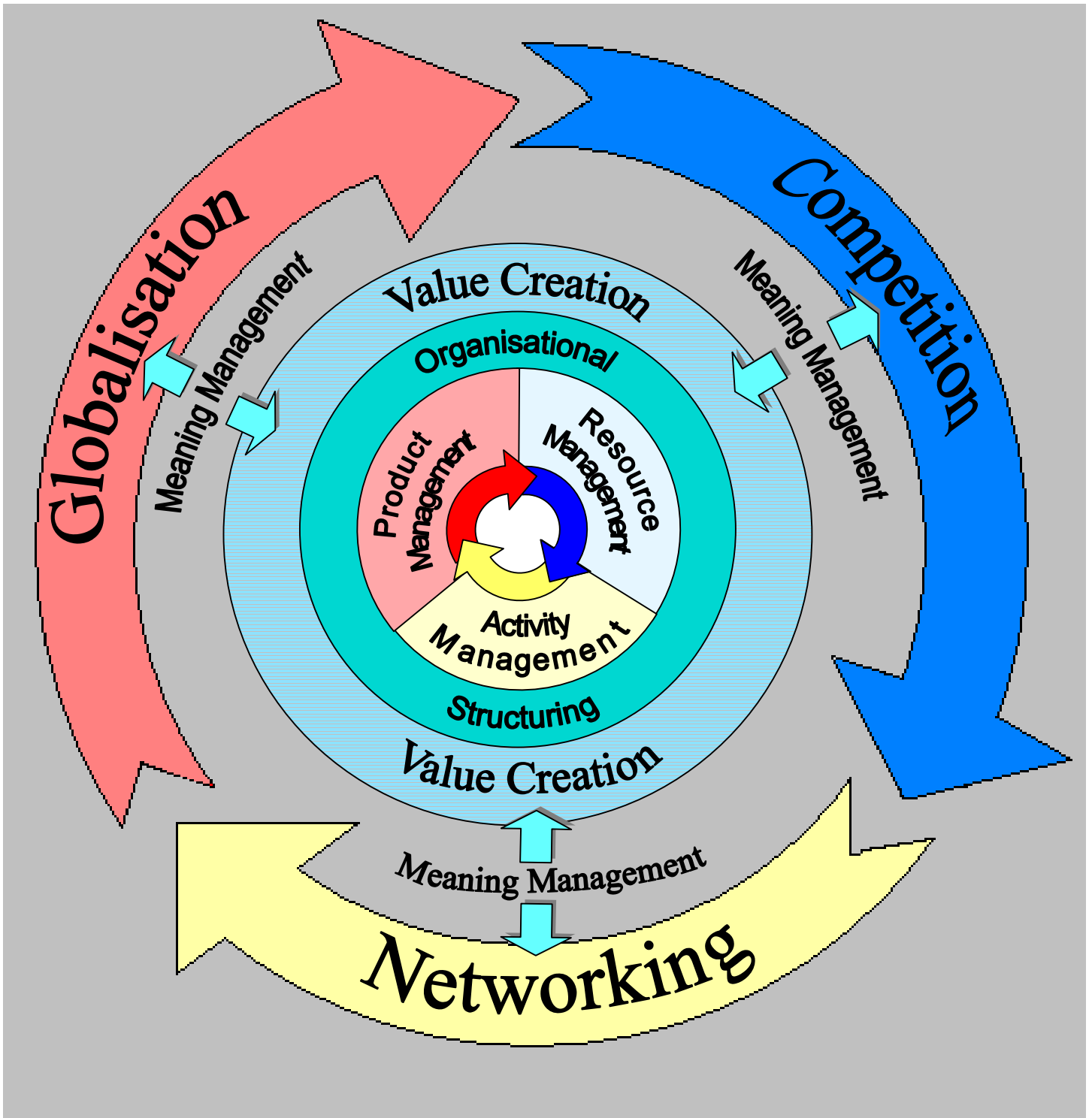
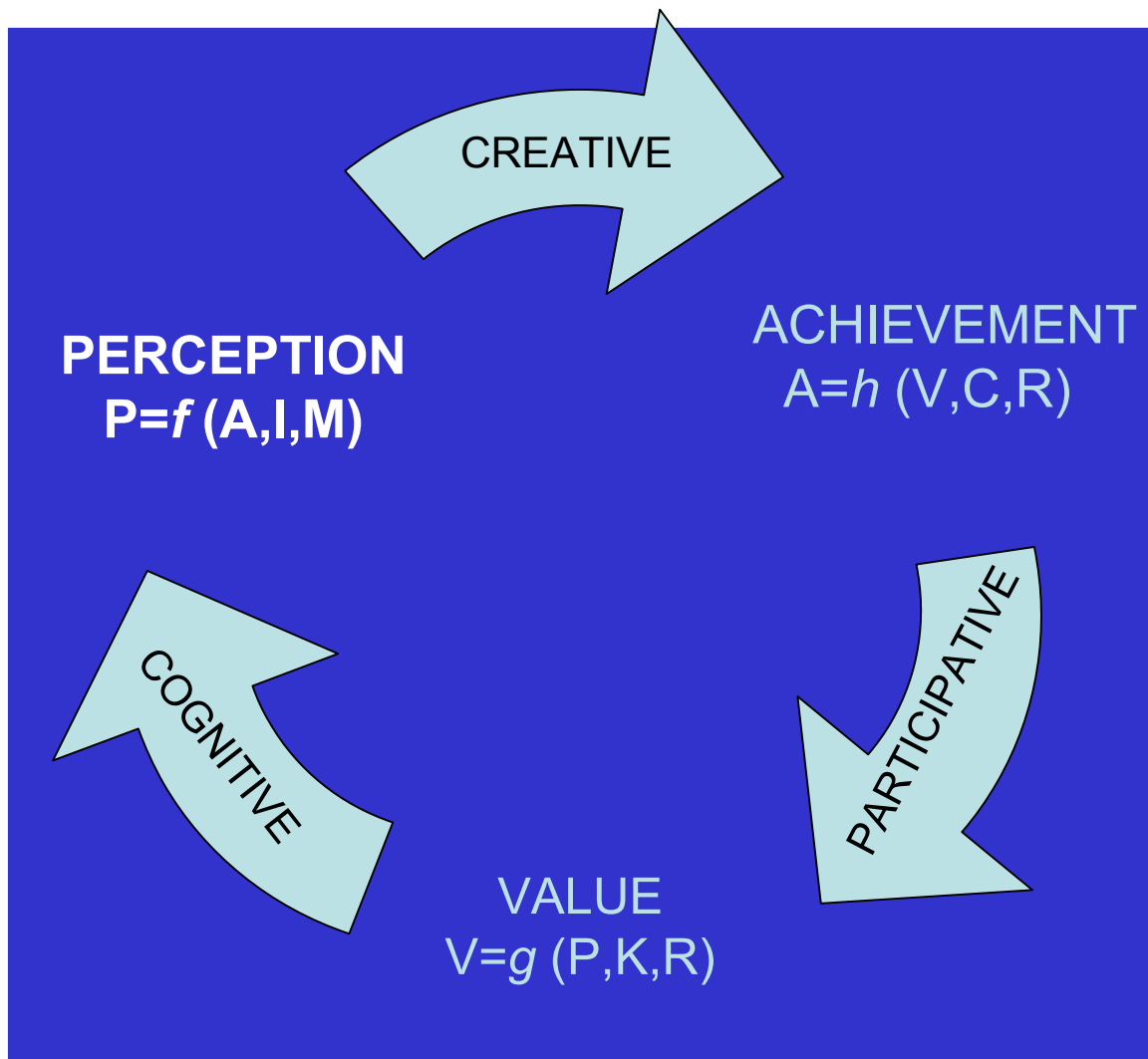


ANLAM YÖNETİMİ
MEANING MANAGEMENT

CONTEXT OF MEANING MANAGEMENT





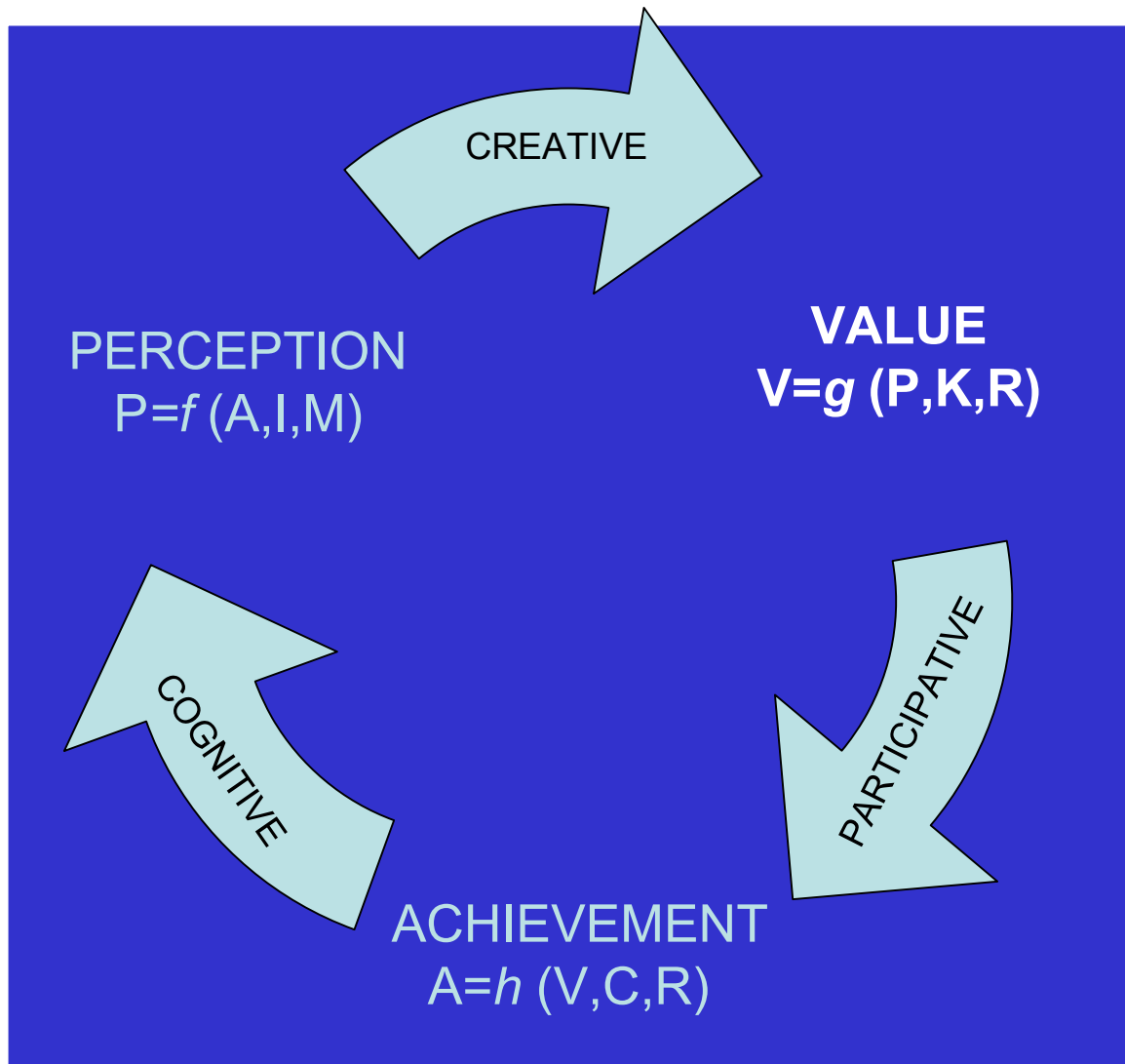
PERCEPTION = $P = f(A,I,M)$

A = ACHIEVEMENT

I = INFORMATION

M = MODELS (MENTAL AND FORMAL)

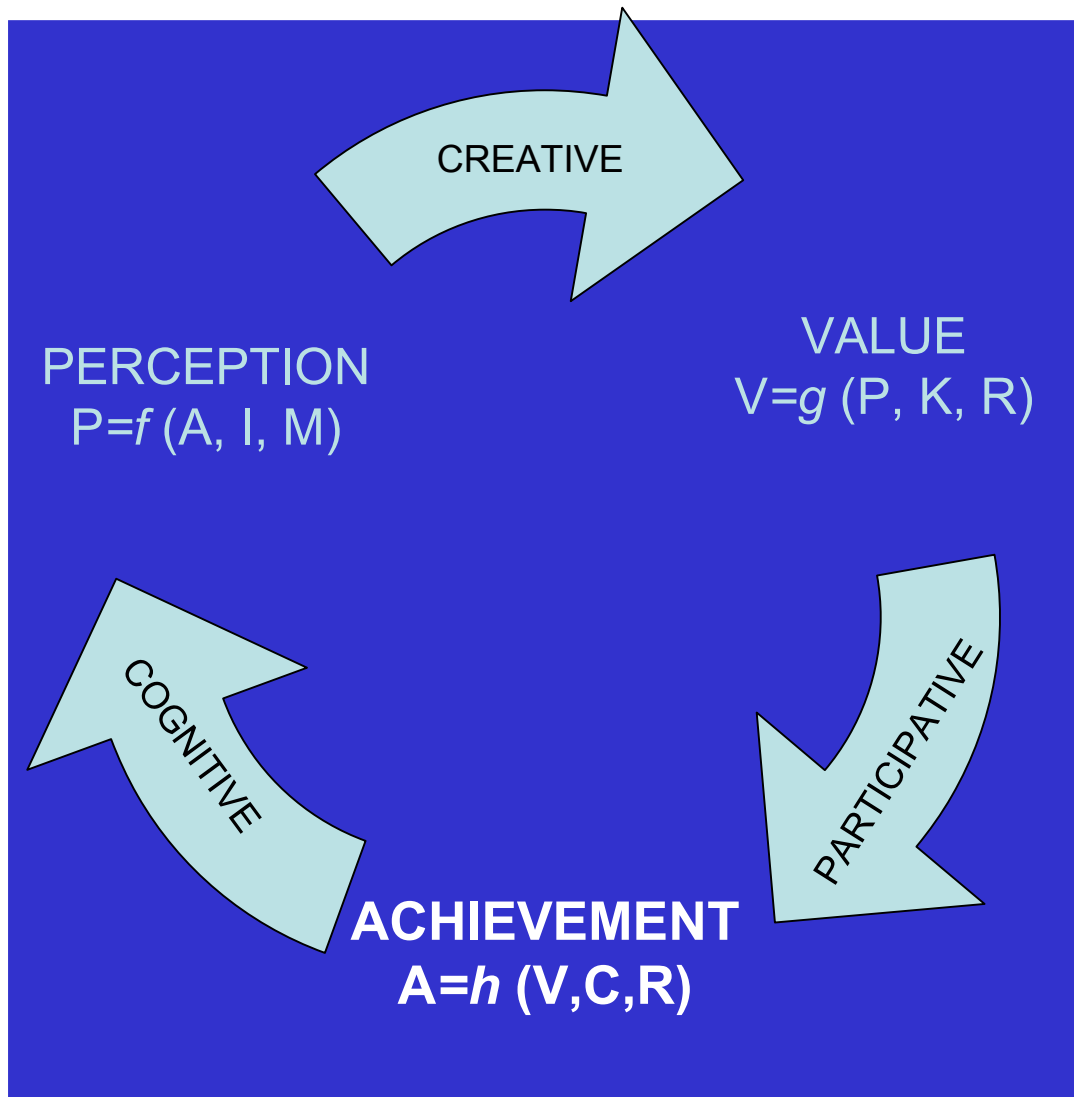
f = THE WAY A, I, AND M ARE USED



$$\text{VALUE} = V = g(P,K,R)$$

P = PERCEPTION FORMED
K = KNOWLEDGE CREATED
R = RESOURCES AVAILABLE

g = THE WAY P, K, AND R ARE
USED IN CREATING VALUE



ACHIEVEMENT = $A = h(V, I, R)$

V = VALUE CREATED AND OFFERED

C = COMMUNICATION AND MARKETING

R = RESOURCES AVAILABLE

h = THE WAY V, C, AND R ARE UTILIZED TO
ATTAIN GOALS AND OBJECTIVES

**EMBEDDEDNESS
OF
MEANING MANAGEMENT
FUNCTIONS**

CREATIVITY IS NEEDED WHEN COLLECTING AND PROCESSING DATA- INFORMATION-KNOWLEDGE AS WELL AS CREATING ORGANIZARIONAL COGNITIVE CAPACITY

CREATIVE

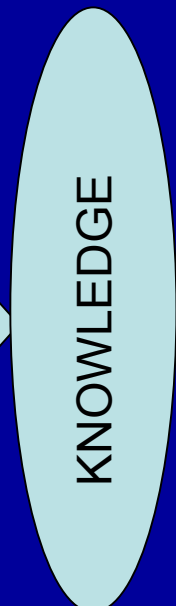
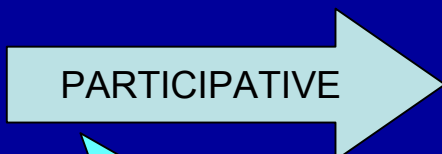
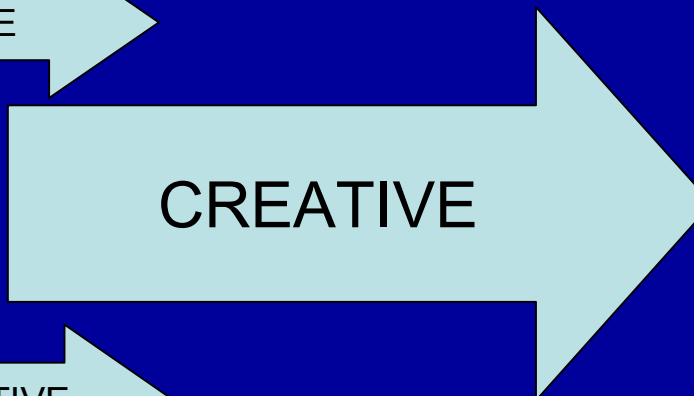
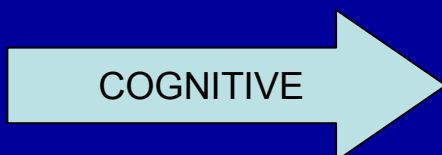
COGNITIVE

PERCEPTION

PARTICIPATIVE

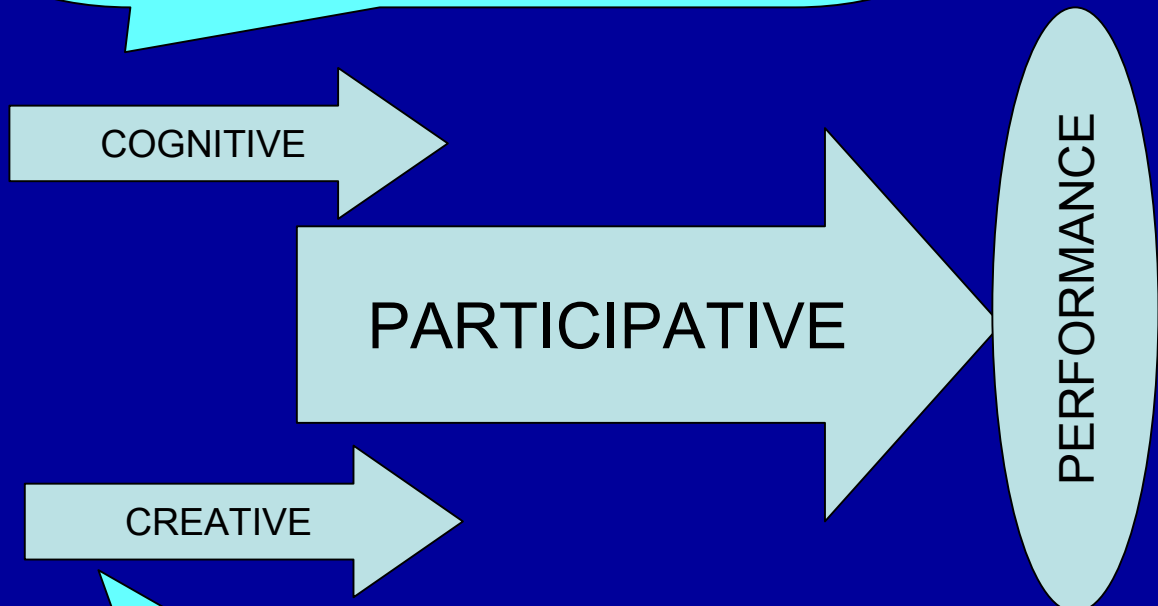
PARTICIPATION IS NEEDED IN THE ORGANIZATION IN ORDER TO MAKE "COGNITIVE FUCTION" RUN PROPERLY AND EFFECTIVELY. ORGANIZATIONAL COGNITIVE PARTICIPATION IS ESPECIALLY NECESSARY TO CREATE A SHARED PERCEPTION.

PERCEPTION IS THE GUIDING OUTPUT OF THE COGNITIVE FUNCTION FOR THE CREATIVE FUNCTION. THE CREATIVITY OF ORGANIZATION IS CHANNELLED ACCORDING TO THE PERCEPTION THUS FORMED.



PARTICIPATION IS NEEDED IN THE ORGANIZATION IN ORDER TO MAKE "CREATIVE FUNCTION" RUN PROPERLY AND EFFECTIVELY. KNOWLEDGE CREATION IS MORE PRODUCTIVE AND EFFECTIVE WHEN REAL TEAM WORK IS PRESENT. MOREOVER, THROUGH PARTICIPATION IN CREATING KNOWLEDGE MAKES THE LATTER ORGANIZATIONAL ONE

PARTICIPATIVE FUNCTION AIMS AT MAKING THE OFFERINGS OF THE COMPANY FAVOURED BY THE INTENDED STAKEHOLDERS SO THAT THE PERFORMANCE OF THE COMPANY CAN BE REALIZED AT A HIGH LEVEL. FOR THIS OBJECTIVE TO BE ACHIEVED, COGNITIVE FUNCTION PLAYS A MAJOR ROLE IN SHAPING THE PERCEPTION FORMATION OF STAKEHOLDERS.



CREATIVITY IS NOT ONLY NEEDED IN CREATING KNOWLEDGE, BUT ALSO IN FINDING INNOVATIVE WAYS OF COMMUNICATING THE OFFERINGS, WHICH EMBODY THE KNOWLEDGE OR SOLUTIONS CREATED BY THE COMPANY. PARTICIPATIVE FUNCTION REQUIRES AT A CONSIDERABLE DEGREE OF EFFECTIVE CREATIVE FUNCTIONING.

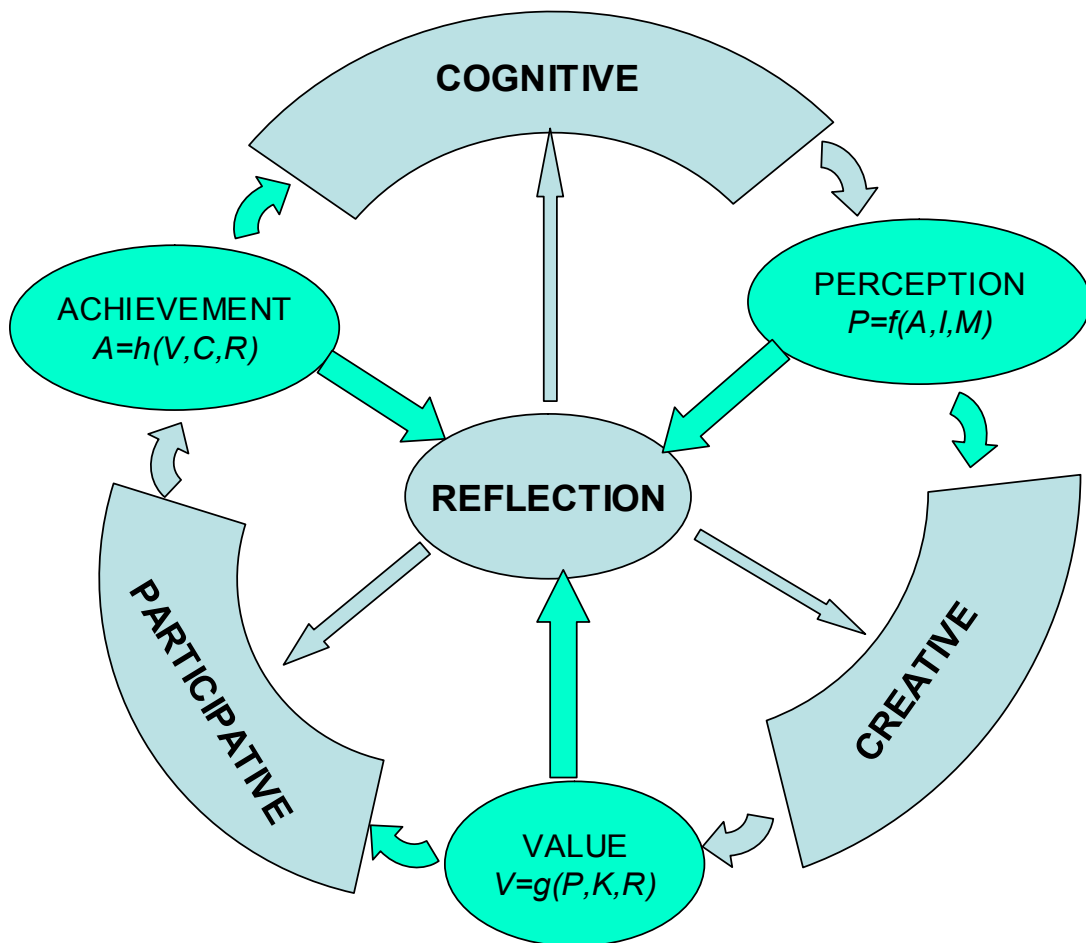
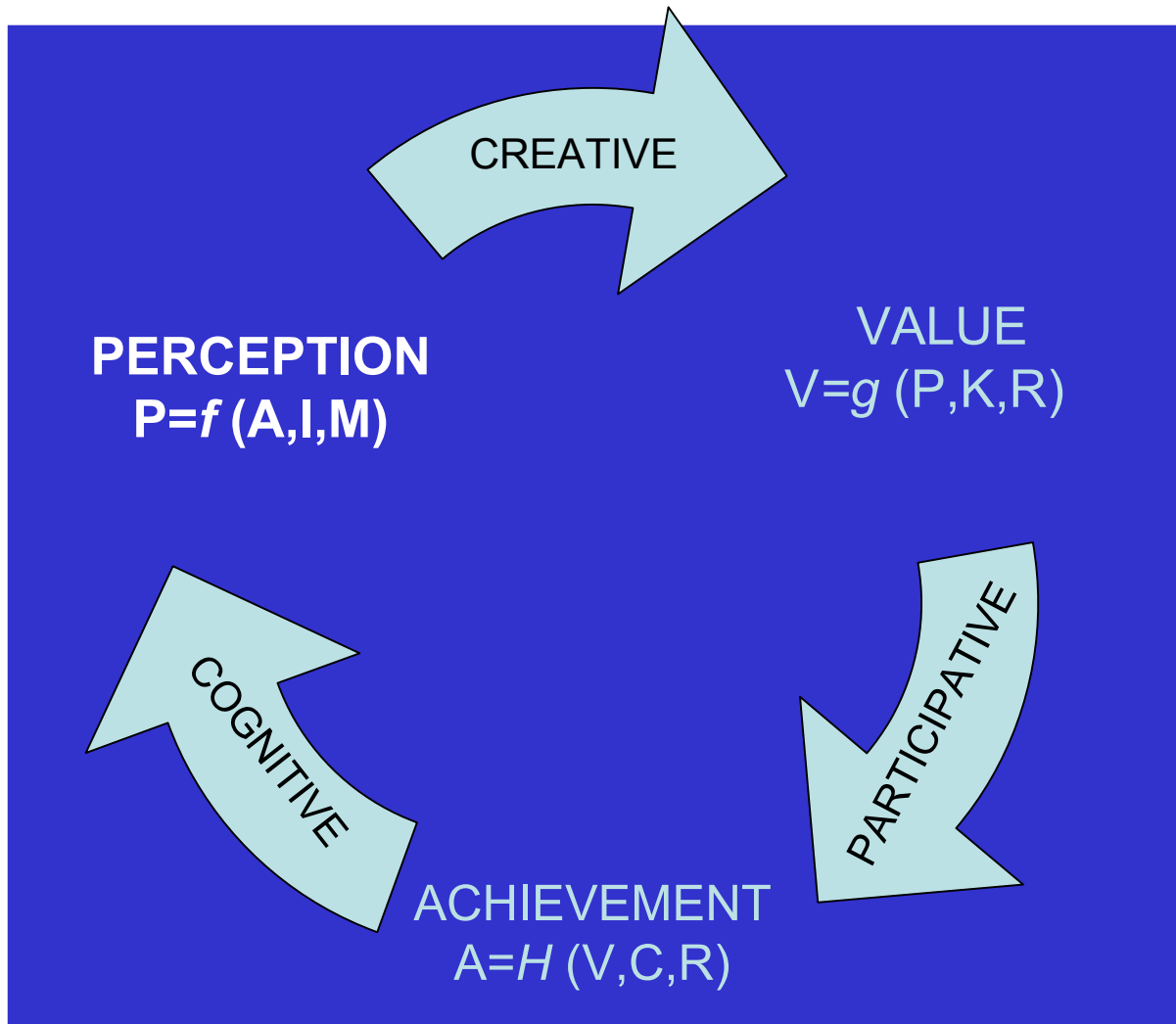


Figure 3: Dynamics of “The Three Functions of Meaning Management” and “Reflection”



COGNITIVE FUNCTION

$$\text{PERCEPTION} = P = f(A,I,M)$$

A = ACHIEVEMENT

I = INFORMATION

M = MODELS (MENTAL AND FORMAL)

f = THE WAY A, I, AND M ARE USED

COGNITIVE FUNCTION

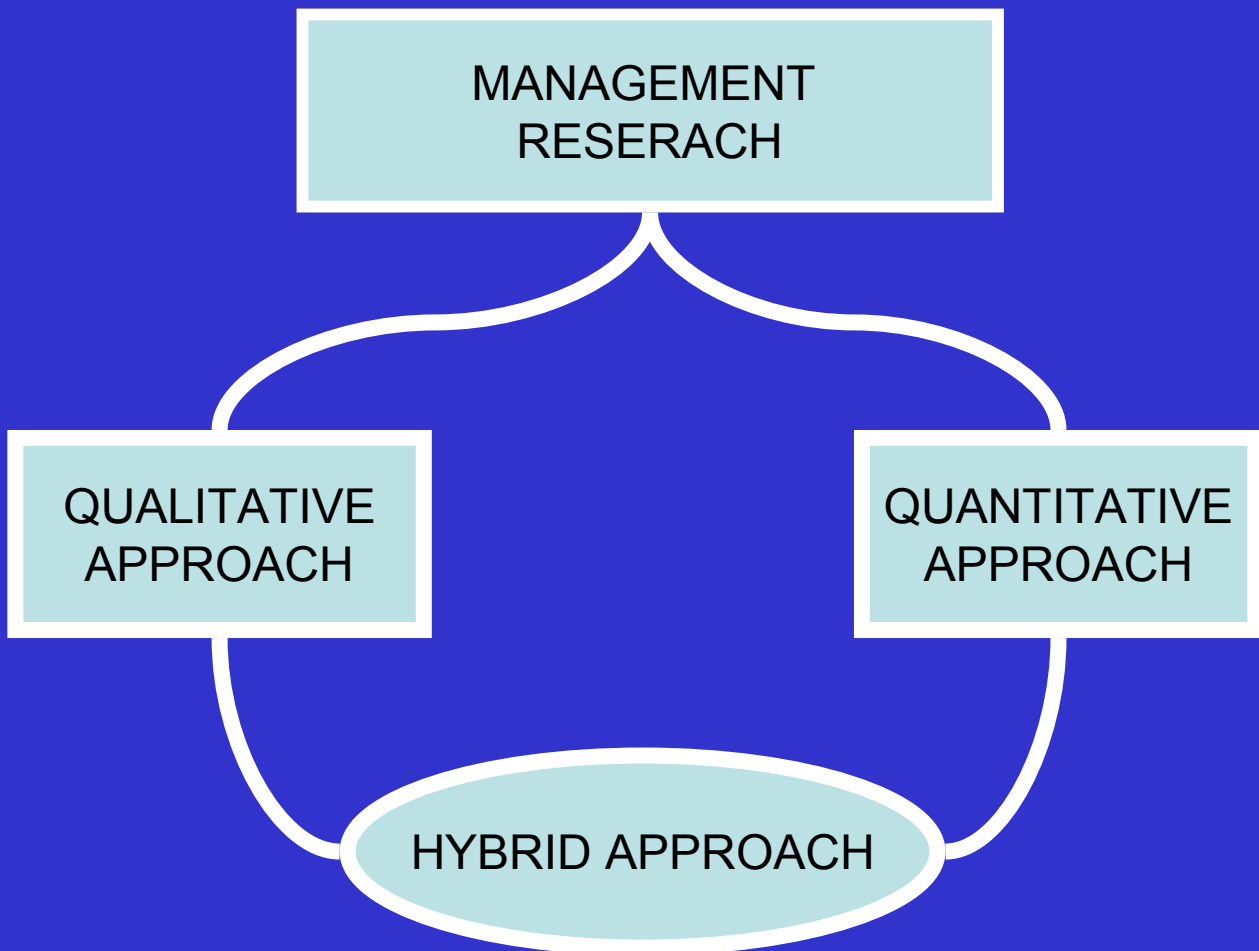
$$\text{PERCEPTION} = P = f(A, I, M)$$

A = ACHIEVEMENT

I = INFORMATION

M = MODELS (MENTAL AND FORMAL)

f = THE WAY A, I, AND M ARE USED



MANAGEMENT RESEARCH

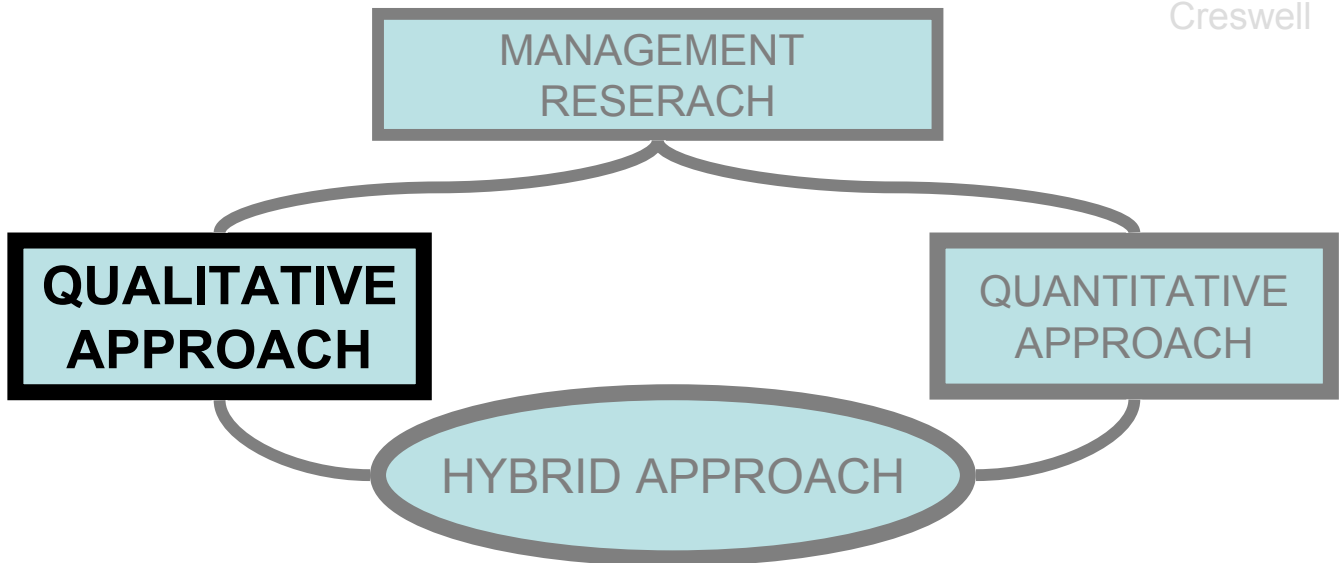
Lee

PHILOSOPHICAL ASSUMPTIONS

QUALITATIVE APPROACH

QUANTITATIVE APPROACH

ONTOLOGICAL ASSUMPTION	MULTIPLE SUBJECTIVELY DERIVED REALITIES	A SINGLE OBJECTIVE WORLD
EPISTEMOLOGICAL ASSUMPTION	INTERACT WITH STUDIED PHENOMENA	INDEPENDENCE FROM THE VARIABLES
AXIOLOGICAL ASSUMPTION	ACT IN A VALUE-LADEN AND BIASED FASHION	ACT IN A VALUE-FREE AND UNBIASED MANNER
RHETORICAL ASSUMPTION	USE PERSONALIZED, INFORMAL, CONTEXT-BASED LANGUAGE	USE IMPERSONAL, FORMAL, RULE-BASED TEXT
METHODOLOGICAL ASSUMPTION	APPLY INDUCTION, MULTIVARIATE AND MULTIPROCESS INTERACTIONS, CONTEXT-SPECIFIC METHODS	APPLY DEDUCTION, CONTEXT-FREE METHODS, LIMITED CAUSE-EFFECT RELATIONSHIPS



REASONS FOR CONDUCTING QUALITATIVE RESEARCH

THE NATURE OF THE RESEARCH QUESTION:

“What” and “How” rather than “Why”

- THE TOPIC NEEDS TO BE EXPLORED:

Theories are not available, need to be developed.

- THE NEED TO PRESENT A DETAILED VIEW:

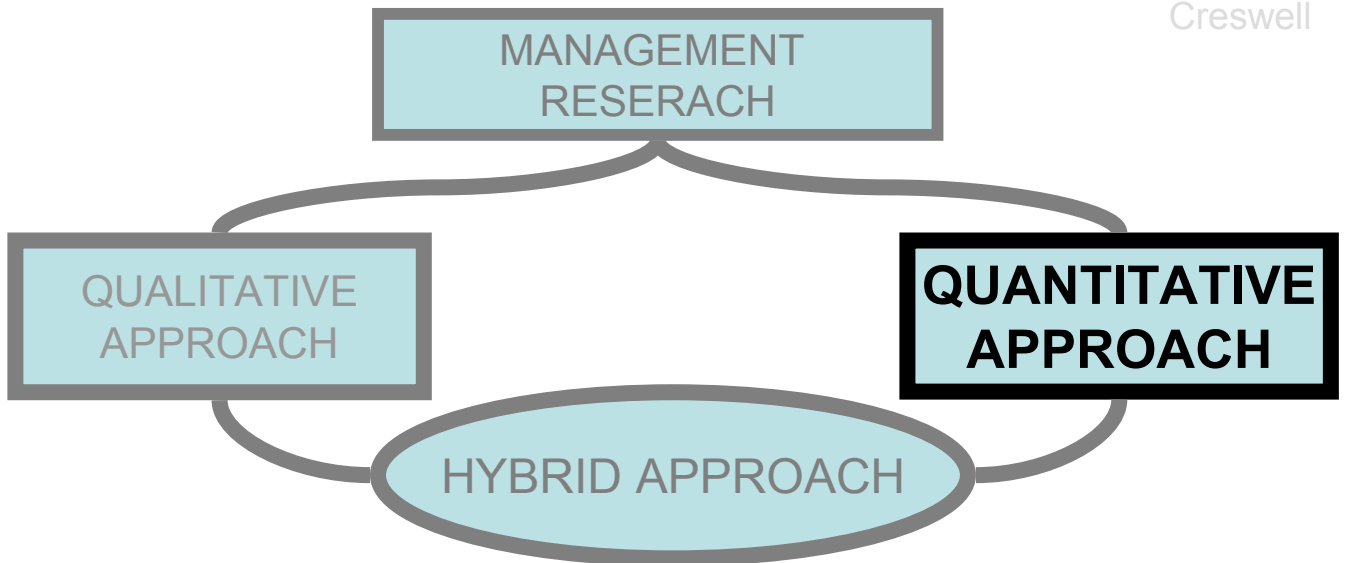
The distant panoramic shot will not suffice.

- STUDYING OBJECTS IN THEIR NATURAL SETTING

Otherwise, it leads to contrived findings that are out of context

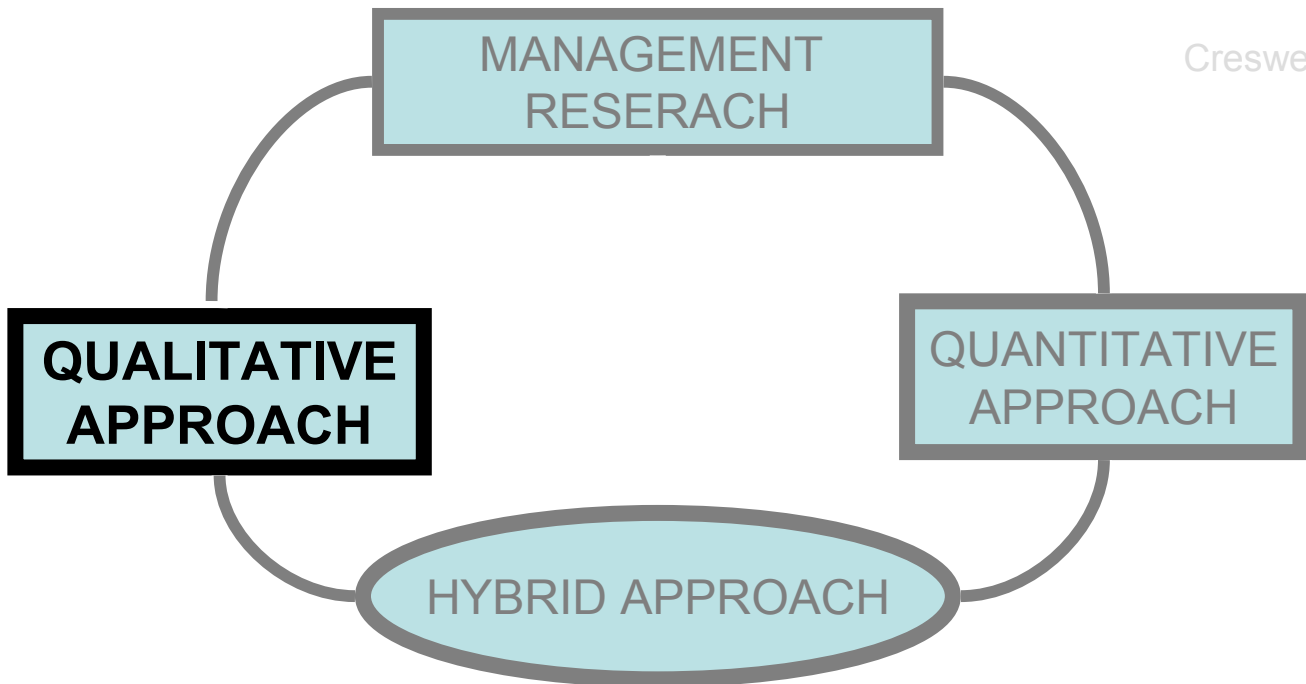
- EMPHASIZE THE RESEARCHER’S ROLE AS AN ACTIVE LEARNER

Active learner can tell the story from the participants’ view rather than as an “expert” who passes judgement on participants.



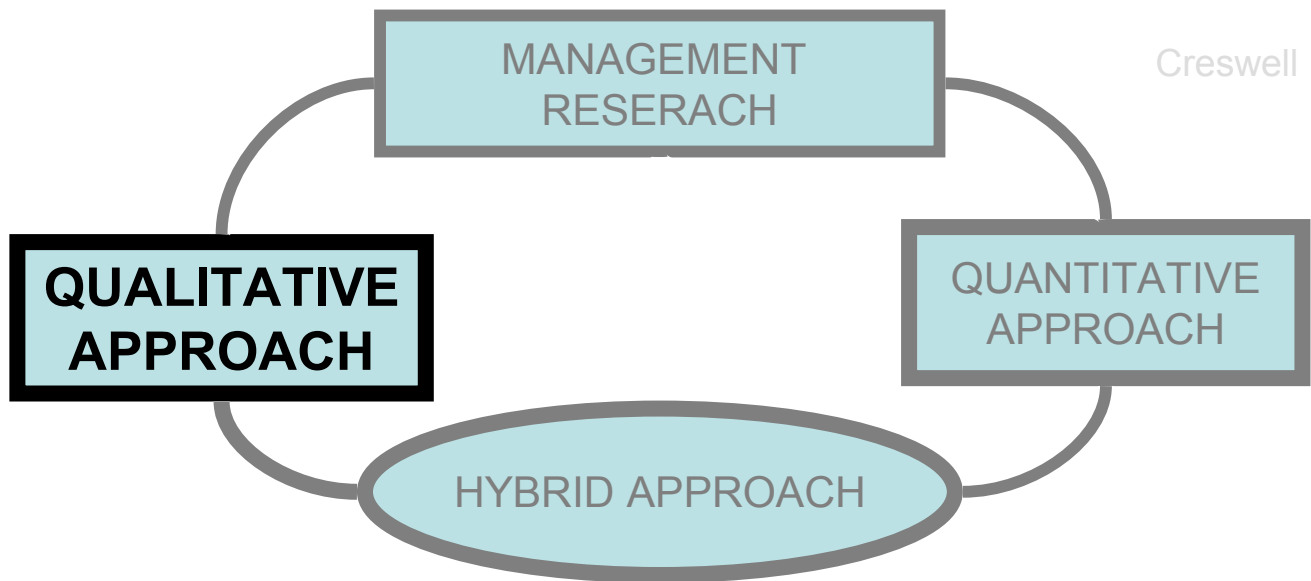
REASONS FOR CONDUCTING QUANTITATIVE RESEARCH

- THE NATURE OF THE RESEARCH QUESTION:
“WHY” rather than “What” and “How”
 - THE TOPIC NEEDS TO BE EXPLORED:
Theories and hypotheses are available,
need to be tested or confirmed.
- THE NEED NOT TO PRESENT A DETAILED VIEW:
The distant panoramic shot will suffice.
- STUDYING OBJECTS IN CONTROLLED CONTEXT
it leads to contrived findings
that are context-free
- EMPHASIZE THE RESEARCHER’S ROLE AS
A PASSIVE OBSERVER AND EXPERT
Passive observer and expert who passes
judgement on participants.



QUALITATIVE APPROACH:
PHILOSOPHICAL ASSUMPTIONS

1. **ONTOLOGICAL: The Nature of Reality**
1. **EPISTEMOLOGICAL: Relationship between Researcher and Researched**
1. **AXIOLOGICAL: The Role of Values**
1. **RHETORICAL: The Language of Research**
1. **METHODOLOGICAL: The Process of Research**



QUALITATIVE APPROACH: TRADITIONS OF INQUIRY

1. BIOGRAPHICAL STUDY: Study of an individual and her/his experience as told to the researcher.
2. PHENOMENOLOGICAL STUDY: Describes the meaning of the lived experiences for several individuals about a concept or the phenomenon.
3. A GROUNDED THEORY STUDY: The intent is to generate or discover a theory that relates to a particular situation.
4. AN ETHNOGRAPHY: It is a description and interpretation of a cultural or social system.
5. A CASE STUDY: An exploration of a “bounded system” over time through detailed data collection and analysis.

MANAGEMENT RESEARCH

Lee

PHILOSOPHICAL ASSUMPTIONS

QUALITATIVE APPROACH

QUANTITATIVE APPROACH

ONTOLOGICAL ASSUMPTION	MULTIPLE SUBJECTIVELY DERIVED REALITIES	A SINGLE OBJECTIVE WORLD
EPISTEMOLOGICAL ASSUMPTION	INTERACT WITH STUDIED PHENOMENA	INDEPENDENCE FROM THE VARIABLES
AXIOLOGICAL ASSUMPTION	ACT IN A VALUE-LADEN AND BIASED FASHION	ACT IN A VALUE-FREE AND UNBIASED MANNER
RHETORICAL ASSUMPTION	USE PERSONALIZED, INFORMAL, CONTEXT-BASED LANGUAGE	USE IMPERSONAL, FORMAL, RULE-BASED TEXT
METHODOLOGICAL ASSUMPTION	APPLY INDUCTION, MULTIVARIATE AND MULTIPROCESS INTERACTIONS, CONTEXT-SPECIFIC METHODS	APPLY DEDUCTION, CONTEXT-FREE METHODS, LIMITED CAUSE-EFFECT RELATIONSHIPS

MANAGEMENT RESEARCH

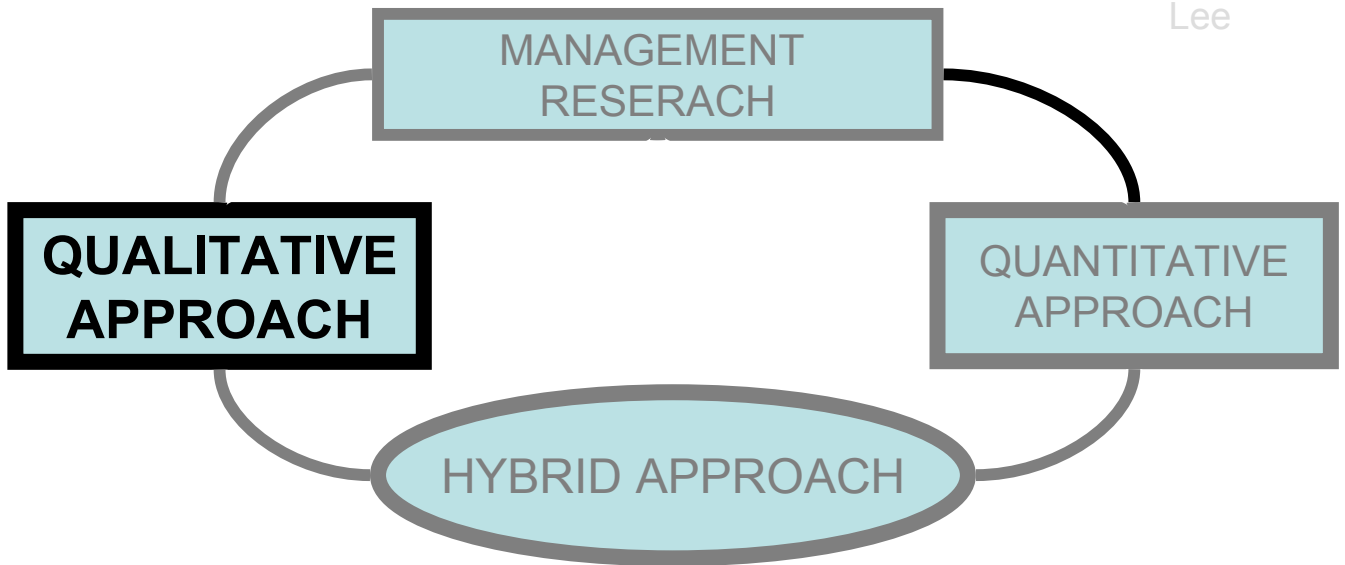
Cassell and Syman
(inLee)

DIFFERENCE

QUALITATIVE APPROACH

QUANTITATIVE APPROACH

FIRST	INTERPRETATION COUNTING ONLY IF COUNTABLE	QUANTIFICATION BIAS TOWARD COUNTING
SECOND	OVERTLY APPLY THEIR OWN INTERPRETATIONS TO THE UNDERSTANDING OF PHENOMENA	SEEK OBJECTIVE AND FINELY CALIBRATED DESCRIPTINS
THIRD	ENCOURAGE SUBSTANTIAL FLEXIBILITY IN RESERACH PROCEDURE	APPEARS MORE RULE DRIVEN WITH CLEAR MENTAL MODEL FOR DESIGN
FOURTH	FOCUS MORE ON UNDERSTANDING AND LESS ON PREDICTING OUTCOMES	FOCUS MORE ON PREDICTING OUTCOMES AND LESS ON PROCESS
FIFTH	GROUNDLED WITHIN THE LOCAL CONTEXT IN WHICH THE PHENOMENA OF INTEREST EXIST	MORE CONTEXT- FREE, THEREFORE MORE GENERALIZABLE
SIXTH	MORE EXPLICIT ABOUT PARTICIPANTS' REACTIONS	LESS EXPLICIT ABOUT PARTICIPANTS' REACTIONS



QUALITATIVE RESEARCH METHODS

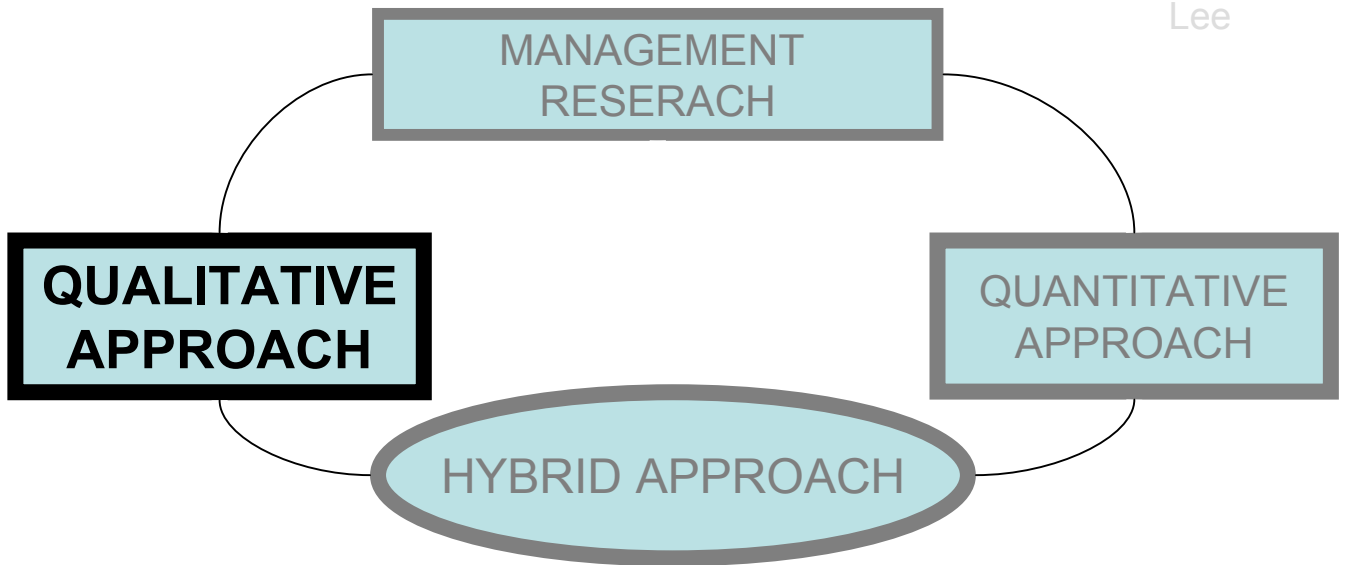
GROUNDING THEORY

The main purpose of grounded theory is generate new theory or conceptual propositions about Phenomena that are well understood.

An underlying assumption is that social phenomena are complex. Correspondingly, the specific steps taken need to be flexible and there can be no hard-and-fast rules about how to conduct research.

However, there are general guidelines:

- Three defining processes
 - Generic processes
 - Main components

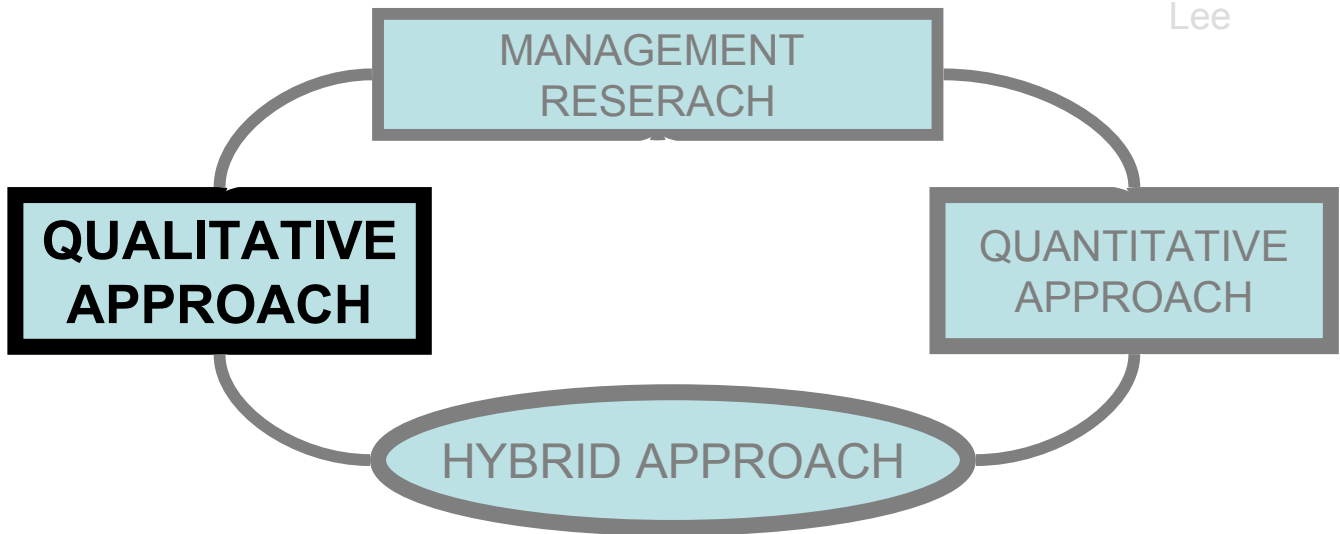


QUALITATIVE RESEARCH METHODS

GROUNDING THEORY (CONT'D)

Three Defining Processes:

- Ongoing interpretations
 - Experiential data
- Induction, deduction, and verification
(Inductively derived, deductively tested, inductively or deductively revised, retested against additional empirical data.)



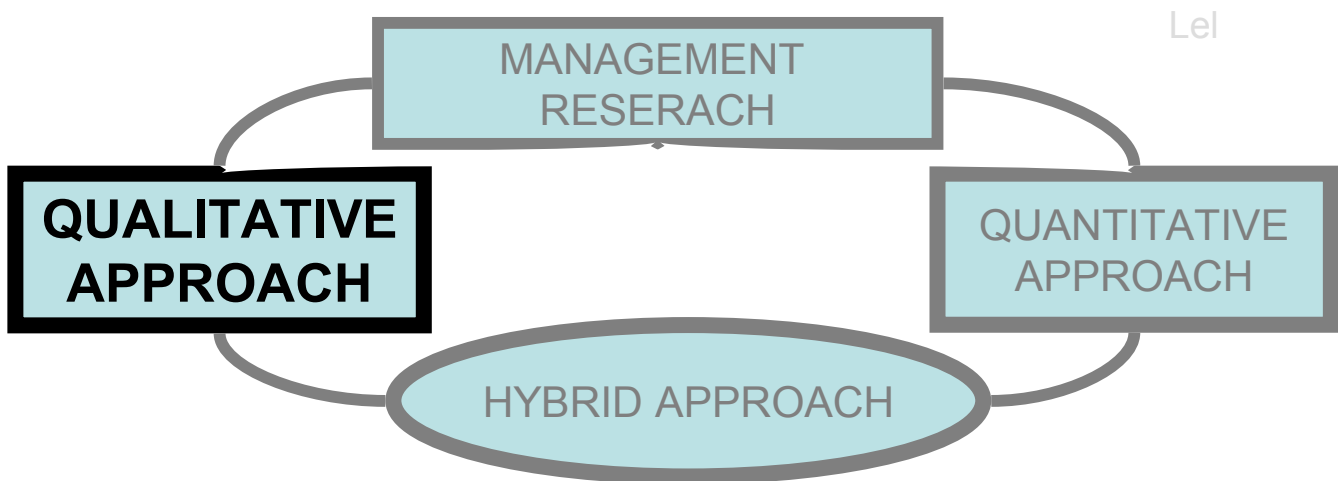
QUALITATIVE RESEARCH METHODS

GROUNDDED THEORY (CONT'D)

Generic Processes:

From speculation to formal theorizing: 8 Steps

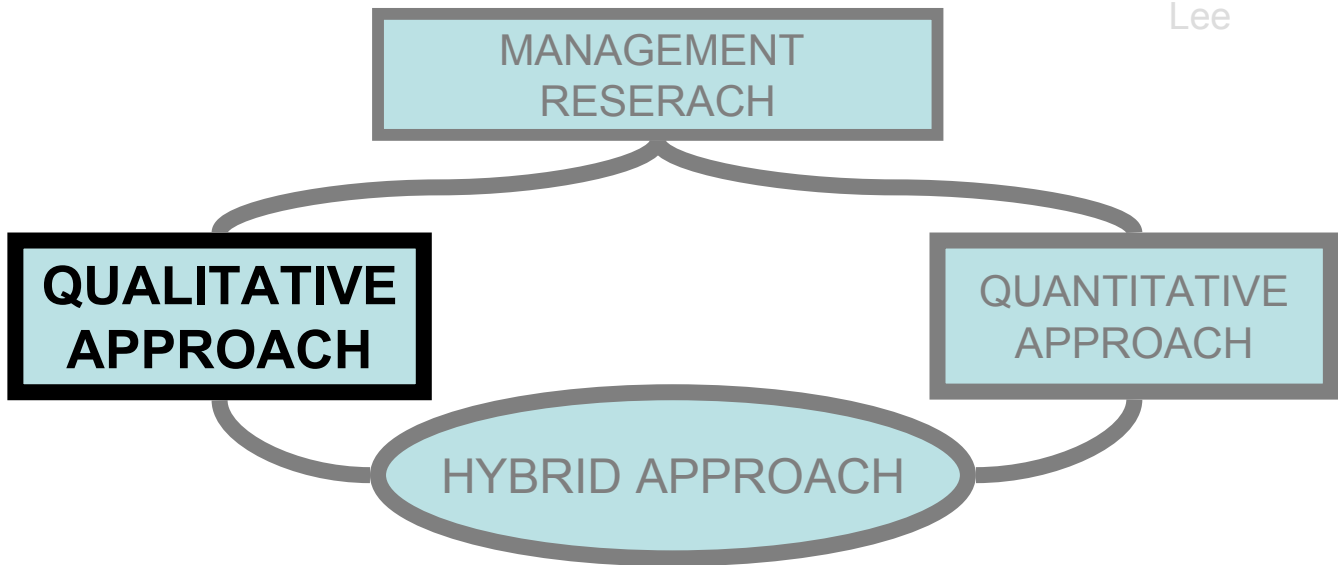
- **Generating tentative ideas, questions, concepts**
- **Suggesting some potential underlying concepts – Theory creation**
- 3. **Testing preliminary ideas against empirical data**
- 4. **Relating concepts to the objective world**
- 5. **Integrating, simplifying, reducing the central Concepts – theory refienement**
- 6. **Producing “theoretical memos” while conducting Empirical testing**
- 7. **Conducting data coding and interpretation**
- 8. **Writing research report – a creative process**



GROUNDING THEORY (CONT'D)

Main Components

- Concept-indicator model: Metaphorically, the grounded theory researcher is conducting a qualitative *factor analysis*
- Data Collection: Data usually come from interviews or participant observation
- Coding: Organizing the data into some theoretically meaningful structure
 - Core categories: Identification of the most important, or *core*, categories.
 - Theoretical sampling: Provides the explanation why data are collected from particular sources
 - Theoretical saturation: The process stops when further hypothesizing, revising, and data collection Unlikely to lead to additional understanding.
 - Theoretical memos: The contents should lead to a coherent theory or set of conceptual propositions



QUALITATIVE RESEARCH METHODS

FOCUS GROUPS

Focus groups appear well suited to the generation of theory. They generate data that are (a) related to the themes imposed by a researcher, (b) enriched by the group's interactive discussion.

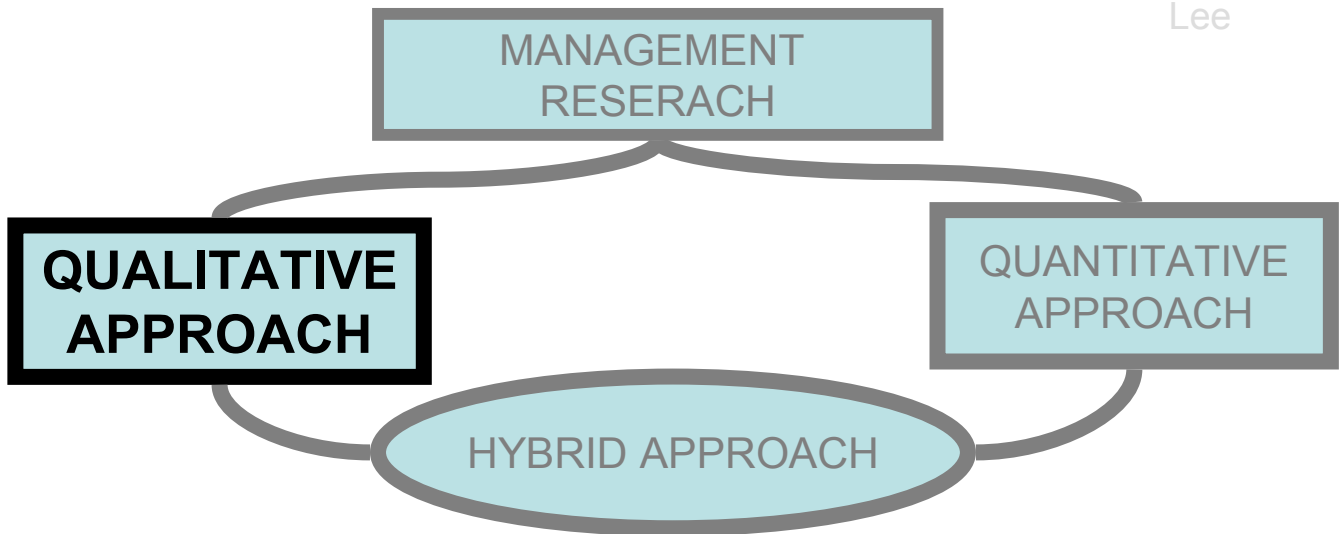
COMMON USES

Self-contained focus groups

Focus groups and interviews

Focus groups and participant observation studies

Focus groups and surveys and experiments



QUALITATIVE RESEARCH METHODS

CASE STUDY RESEARCH

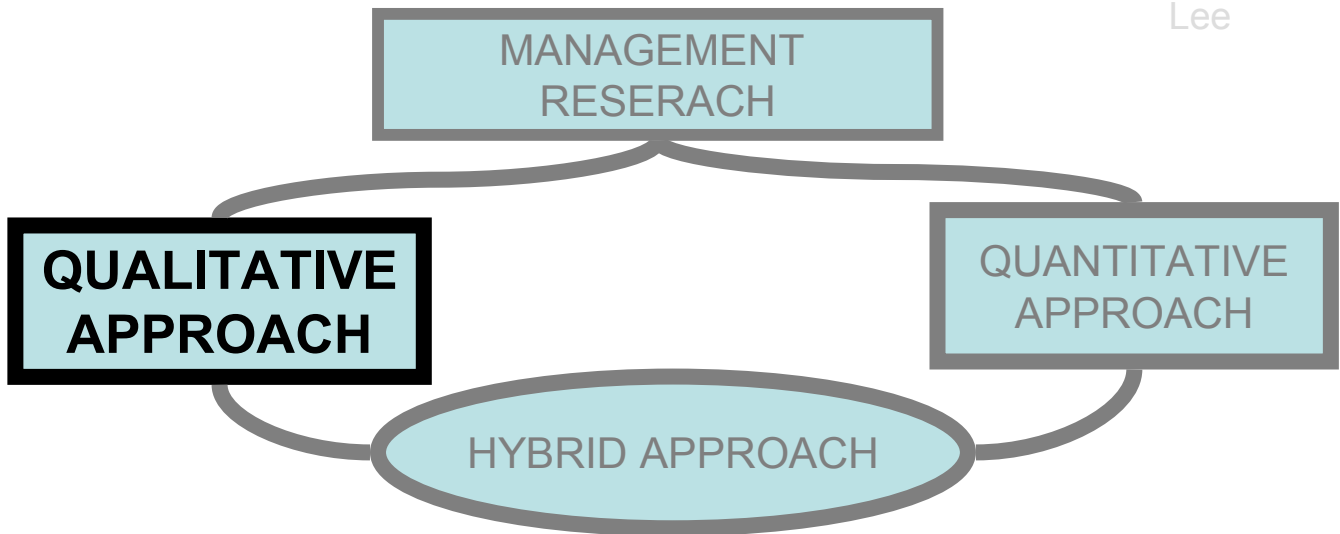
Main purpose is to generate new theory, but also suited to testing existing theory.

Main Components

Research questions: How and why organizational phenomena occur.

Theoretical Propositions: The tested theory guides study's design and execution. In a deductive manner, the tested theory should clarify the specific research questions asked, and the nature of analysis.

Unit of Analysis: A study's unit of analysis is the phenomenon under study. Units of analyses can be deceiving in case study research. With theory *generation* most difficult to determine the unit, with theory *testing* more apparent, because the theory itself defined the meaningful unit.



QUALITATIVE RESEARCH METHODS

CONVERSATIONAL INTERVIEWS

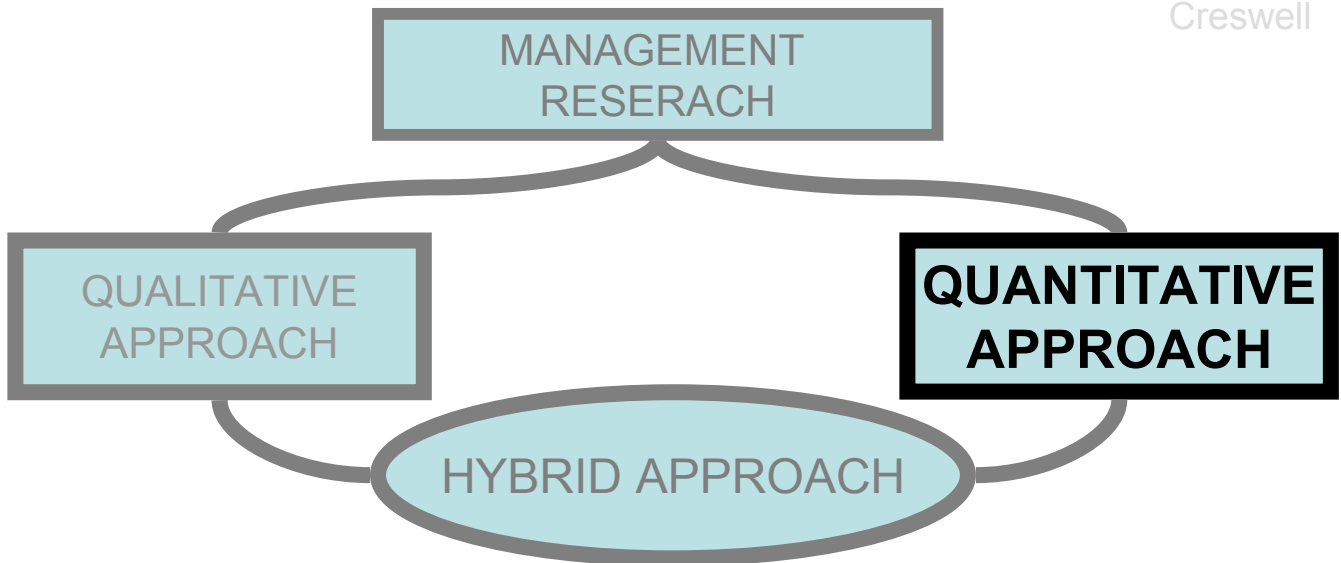
Although most useful in generating theory, conversational interviews can also effectively lend themselves to testing theory.

In a deductive fashion, the researcher derives predetermined issues from the theory of interest, and develops some specific questions before interviewing begins. Using the responses, the researcher can make judgements about the corroboration or falsification based on whether enough of the theory was tested.

Completely Structured Interviews:

Completely Unstructured Interviews:

Semistructured Interviews:



REASONS FOR CONDUCTING QUANTITATIVE RESEARCH

- THE NATURE OF THE RESEARCH QUESTION:
“WHY” rather than “What” and “How”
 - THE TOPIC NEEDS TO BE EXPLORED:
Theories and hypotheses are available,
need to be tested or confirmed.
- THE NEED NOT TO PRESENT A DETAILED VIEW:
The distant panoramic shot will suffice.
- STUDYING OBJECTS IN CONTROLLED CONTEXT
it leads to contrived findings
that are context-free
- EMPHASIZE THE RESEARCHER’S ROLE AS
A PASSIVE OBSERVER AND EXPERT
Passive observer and expert who passes
judgement on participants.