ANLAM YÖNETİİMİ
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
CREATIVE

PERCEPTION
\[ P = f(A, I, M) \]

VALUE
\[ V = g(P, K, R) \]

COGNITIVE

ACHIEVEMENT
\[ A = h(V, C, R) \]

PARTICIPATIVE

VALUE = \[ V = g(P, K, R) \]

\[ P = \text{PERCEPTION FORMED} \]
\[ K = \text{KNOWLEDGE CREATED} \]
\[ R = \text{RESOURCES AVAILABLE} \]

\[ g = \text{THE WAY P, K, AND R ARE USED IN CREATING VALUE} \]
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 ORGANIZATIONAL COGNITIVE CAPACITY

PARTICIPATION IS NEEDED IN THE ORGANIZATION IN ORDER TO MAKE "COGNITIVE FUNCTION" 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**

**PERCEPTION** = \( P = f(A, I, M) \)

- **A** = ACHIEVEMENT
- **I** = INFORMATION
- **M** = MODELS (MENTAL AND FORMAL)

\( f \) = THE WAY A, I, AND M ARE USED
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

QUALITATIVE APPROACH

QUANTITATIVE APPROACH

HYBRID APPROACH
<table>
<thead>
<tr>
<th>Assumption Type</th>
<th>Ontological Assumption</th>
<th>Epistemological Assumption</th>
<th>Axiological Assumption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy</td>
<td>Multiple subjectively derived realities</td>
<td>A single objective world</td>
<td></td>
</tr>
<tr>
<td>Epistemology</td>
<td>Interact with studied phenomena</td>
<td>Independence from the variables</td>
<td></td>
</tr>
<tr>
<td>Axiology</td>
<td>Act in a value-laden and biased fashion</td>
<td>Act in a value-free and unbiased manner</td>
<td></td>
</tr>
<tr>
<td>Rhetoric</td>
<td>Use personalized, informal, context-based language</td>
<td>Use impersonal, formal, rule-based text</td>
<td></td>
</tr>
<tr>
<td>Methodology</td>
<td>Apply induction, multivariate and multiprocess interactions, context-specific methods</td>
<td>Apply deduction, context-free methods, limited cause-effect relationships</td>
<td></td>
</tr>
</tbody>
</table>
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.
<table>
<thead>
<tr>
<th></th>
<th>PHILOSOPHICAL ASSUMPTION</th>
<th>QUALITATIVE APPROACH</th>
<th>QUANTITATIVE APPROACH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ontological Assumption</strong></td>
<td>Multiple subjectively derived realities</td>
<td>A single objective world</td>
<td></td>
</tr>
<tr>
<td><strong>Epistemological Assumption</strong></td>
<td>Interact with studied phenomena</td>
<td>Independence from the variables</td>
<td></td>
</tr>
<tr>
<td><strong>Axiological Assumption</strong></td>
<td>Act in a value-laden and biased fashion</td>
<td>Act in a value-free and unbiased manner</td>
<td></td>
</tr>
<tr>
<td><strong>Rhetorical Assumption</strong></td>
<td>Use personalized, informal, context-based language</td>
<td>Use impersonal, formal, rule-based text</td>
<td></td>
</tr>
<tr>
<td><strong>Methodological Assumption</strong></td>
<td>Apply induction, multivariate and multiprocess interactions, context-specific methods</td>
<td>Apply deduction, context-free methods, limited cause-effect relationships</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MANAGEMENT RESEARCH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DIFFERENCE</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>QUALITATIVE APPROACH</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>QUANTITATIVE APPROACH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIRST</td>
<td>INTERPRETATION COUNTING ONLY IF COUNTABLE</td>
<td>QUANTIFICATION BIAS TOWARD COUNTING</td>
<td></td>
</tr>
<tr>
<td>SECOND</td>
<td>OVERTLY APPLY THEIR OWN INTERPRETATIONS TO THE UNDERSTANDING OF PHENOMENA</td>
<td>SEEK OBJECTIVE AND FINELY CALIBRATED DESCRIPTIONS</td>
<td></td>
</tr>
<tr>
<td>THIRD</td>
<td>ENCOURAGE SUBSTANTIAL FLEXIBILITY IN RESEARCH PROCEDURE</td>
<td>APPEARS MORE RULE DRIVEN WITH CLEAR MENTAL MODEL FOR DESIGN</td>
<td></td>
</tr>
<tr>
<td>FOURTH</td>
<td>FOCUS MORE ON UNDERSTANDING AND LESS ON PREDICTING OUTCOMES</td>
<td>FOCUS MORE ON PREDICTING OUTCOMES AND LESS ON PROCESS</td>
<td></td>
</tr>
<tr>
<td>FIFTH</td>
<td>GROUNDED WITHIN THE LOCAL CONTEXT IN WHICH THE PHENOMENA OF INTEREST EXIST</td>
<td>MORE CONTEXT-FREE, THEREFORE MORE GENERALIZABLE</td>
<td></td>
</tr>
<tr>
<td>SIXTH</td>
<td>MORE EXPLICIT ABOUT PARTICIPANTS’ REACTIONS</td>
<td>LESS EXPLICIT ABOUT PARTICIPANTS’ REACTIONS</td>
<td></td>
</tr>
</tbody>
</table>
QUALITATIVE RESEARCH METHODS

GROUNDED 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

GROUNDED 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

GROUNDED 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.