

- research as Resistance & Indeterminacy

methods = ✓ deconstruction and resistance readings and genealogy

✓ deconstruction = Unit of analysis is text. (spoken or written language)

Critical Perspective

	Postmodernism	Critical Approach
Positivism	oppose	oppose
Modernist Project (Enlightenment)	against	reformative
Proposed Project	no (because it will also be some sort of meta narrative) - Reality is local.	yes

cont.
=>

- Critical perspective does not totally reject Enlightenment.

But according to them, the problem with modern, capitalist

society was → inequalities (no emancipation - 100% modernist + project mentioned)

- They believe it could be reformed. { Postmodernists did not have any project to improve society }

We can have more democratic society in which there will be no domination and no exploitation.

[Deetz] epistemological approach

Postmodernism

Critical Approach

local / emergent

a priori / elitist

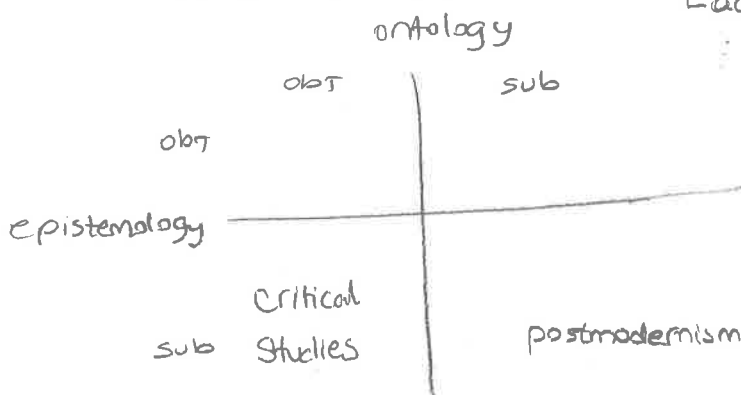
- There is no room for value-free knowledge

- Correspondence theory of truth is not possible. Language does not reflect reality

Pioneering Philosophers

Foucault
Derrida
Baudrillard
Lyotard
Laclau

Frankfurt School
Habermas
Marcuse
Horkheimer
Adorno



= Their objectivism is different from positivism's objectivism.

- They criticized postmodernism for not having any project, not providing any solutions.

- being individualistic

- being irrational

- They believe there must be some truth. But their definition of truth is different from positivist truth

Two types of critical studies -

① Ideology critique (Frankfurt school)

② Habermas' Communicative Action

Ideology critique

- It is called "labor process view"
- Their main questions are how cultural & ideological control operates in modern society and particularly in companies.
- This view is interested in the psychological side of Marxism rather than structural
- How unfair system has been legitimized? How this exploitation has been legitimized in modern society.

example - Edwards progressive fashion

→ Coercive power (Capitalist class forces the owners & managers - employees were beaten & killed) slavery
↓
(bureaucratic) technological control (tech. itself became a tool for controlling human behavior)

Burroway mixture of 3 kinds of power:

(coercive power (for example = fear of being fired) today)
↓

technological control (Fordist production)
↓

subjective control (Committing yourself to the benefit of company) Managerial Ideology ⇒ Quality and Culture!

In today's world, in organizations, we have a hybrid control which includes these 3 kinds of control!

- Positivist's correspondence theory of truth.

Human beings can objectively understand that external reality.

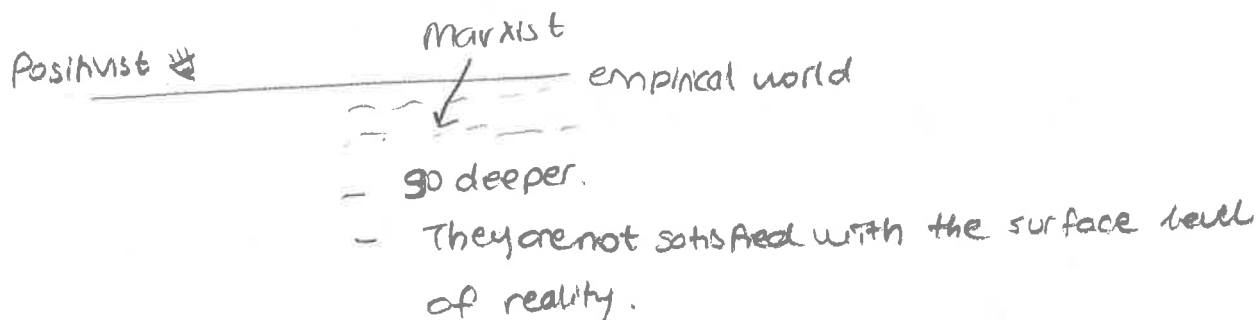
- Criticalists argue that there is no external reality. It is a product of human interaction and cognition. It is conditional on social processes. So, there is no value free knowledge.

↳ Consensus Theory of Truth (Habermas)

Critical management Studies

- Some of the researchers that belong to this circle: Willmott, Alvesson

→ In a nutshell, we can say there are some similarities as well as differences between postmodernists and critical studies.



HABERMAS

Ideal Speech Condition

- For Habermas, no theory neutral observational language. In that sense knowledge produced by people shaped by context in which people socialize.

- On the other hand, he is optimistic for reaching for some sort of truth. Truth which can be achieved through consensus

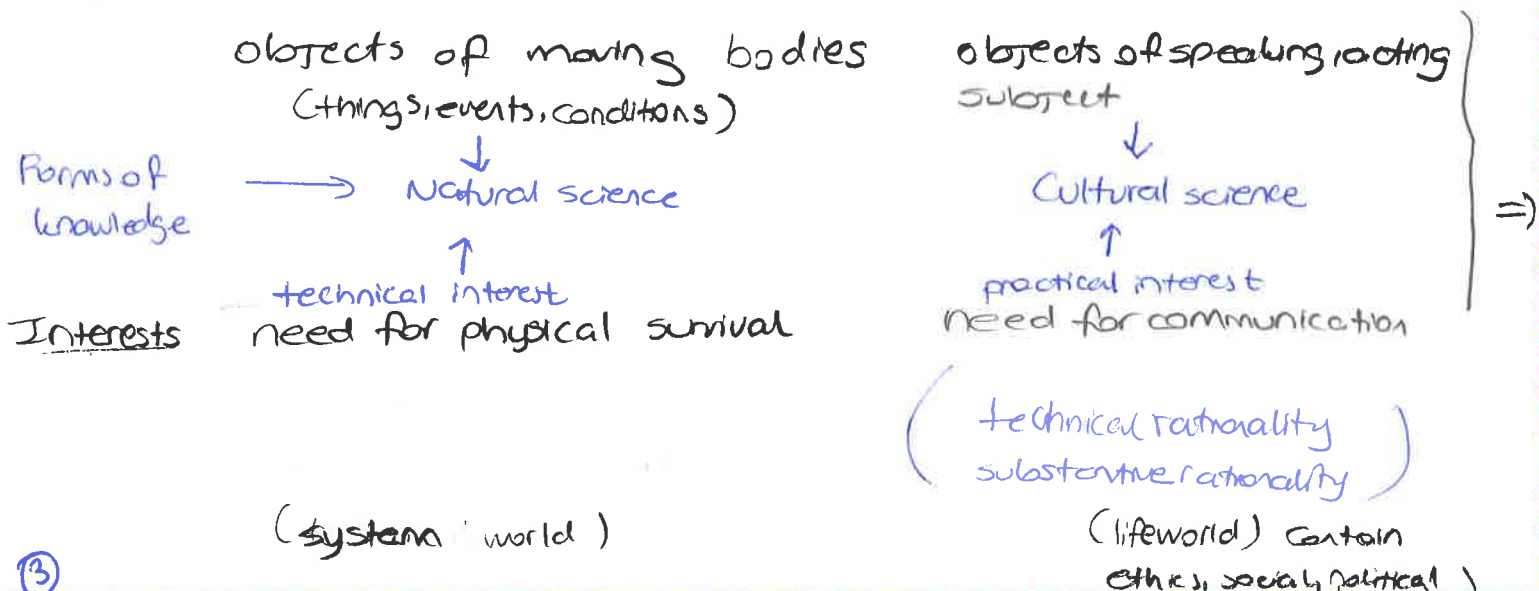
"Consensus theory of truth"

So he accepts the existence of an external reality.

He follows Kant. (noumenal & phenomenal world)

- He suggests that through phen. world we can achieve some sort of noumenal world.

□ through epistemological categories ^{derive} from our fundamental interests



- Cultural sciences are facilitate the apprehension of meanings in the social world

- Critical science unites natural sciences to cultural sciences.

- He aims at a self reflective understanding.

- His solution is to create an ideal speech condition

Although he is criticized for being too naive, (is it possible to create such a condition)

- Discourses are in fact distorted through power relations, authority etc. People do not have equal opportunities to speak up.

objects of systematic distortion of interaction,
communication, power and authority



Critical Science



emancipatory interest

(systemworld) - technological, scientific, strategic
lifeworld - communication, political, ethical

⇒

Ideal speech condition: a speech condition, negotiation between different groups in society without distortion.

— open communication

✓ He believes this is theoretically possible, A potential but not easy to make it real.

— This is a truth achieved by consensus and that truth is not distorted.

— Habermas argues that there is nothing wrong with technical rationality but modern society ignores substantive rationality. We focus on achieving the goals of dominant groups rather than the goals of the whole society.

— Lifeworld can be regarded as fully rational to the extent it permits interactions that are guided by communicatively achieved understandings. Then we can reach a rationality (good for all people not for some people)

This communicatively achieved ^{understanding} dependent on undistorted communication, argumentation, good will, dialogue

* Object-constitution

* Retroduction => digging deeper

— Realism's epistemological stance is "social constructionist"
but not relativist.

What makes them relativist?

* If we are epistemologically subjective, how can we reach
objective reality? This is a problem.

() They use "pragmatism" as one solution.
(benefit from)

Professor not satisfied
2.3.7

Pragmatism

Some knowledge survive because that knowledge
explain better or solve their problems,
or reduce uncertainty

Some knowledge are better than other knowledge to
help people understand the world better. Such
knowledge survives.

Dewey said that using knowledge is to explore or
to anticipate the consequences of that knowledge,
in the sense that "useful" for people

- how can you define "usefulness"
- useful for whom



problematic

→ This pragmatism limits

There are no limits in relativism.

CRITICAL REALISM (continued)

example: Consider a company with modern applications. (TQM etc)

(empirical) → An employee reports he's happy. We investigate and find out that the ACTUAL situation is that
(go deeper) he gets less compared to past.

There is a TQM discourse which shapes workers' cognitive structures. Employees cannot realize that they actually get less and work harder. They are exploited but they are aware of it (false consciousness)

Then what is behind this actual reality? "REAL", generating mechanisms?

According to critical realists, ⇒ macro-level

effects of media, struggle, hegemony

They go deeper in terms of institutional processes of society.

critical thinking

= Do not take every critical as criticizing capitalistic society

— Some people are critical from a positivistic stance.

- Critical realists take realism from a different way.

The fact that we cannot observe smt does not mean it is not real.

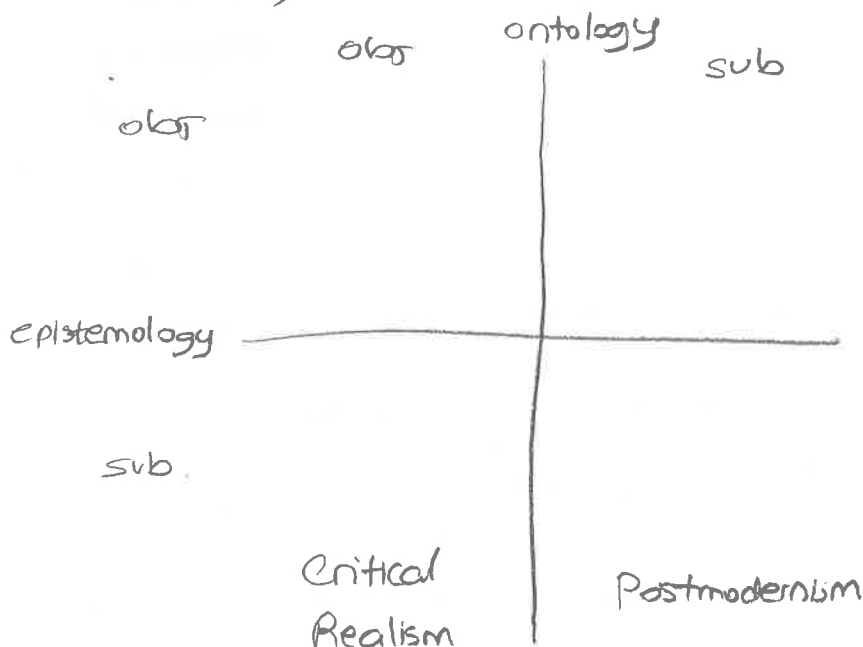
- They borrow Kuhn's noumenal and phenomenal ideas.

Critical realists \Rightarrow intransitive ^{world}
transitive _{smaller}

✓ Intransitive = independent from human mind (Kuhn's noumenal world)

✓ transitive = socially constructed (Kuhn's phenomenal world)

- They argue all knowledge is socially constructed but there are no infinite # of realism (rejection of judgmental relativism)



- Bhaskar says we can judge one explanation is more powerful than another.

Although explanations are not infinite, we still have many versions of reality.

- They both reject absolute truth and relativism.

~~absolute
truth~~

~~relativism~~

- What limits socially constructed knowledge?

They base their arguments on some insights from pragmatism.

PRAGMATISM

- Pragmatism is different from "practical"

- "Pragmatic" is related to the consequences of action

Dancy

Perce

Sayer

Rorty

- Dawey argues that => "quest for certainty"

- Justified knowledge is a socially constructed artefact created so as to aid humans in their practical endeavours of setting problematic situations.

- Socially constructed knowledge can be justified as long as it helps people understand problematic situations & reduce certainty.

{ functionalist view } → to explain social phenomena through their consequences, through their functions

- fallibilistic

- external reality imposes some pragmatic limits, that's why we don't have infinite # of realities.

to our discursive practices

PS 160. Postmodernists free play of signifiers ...

- glass in the window in a room example

- Not just any conventions will do. If it explains well, it will survive.

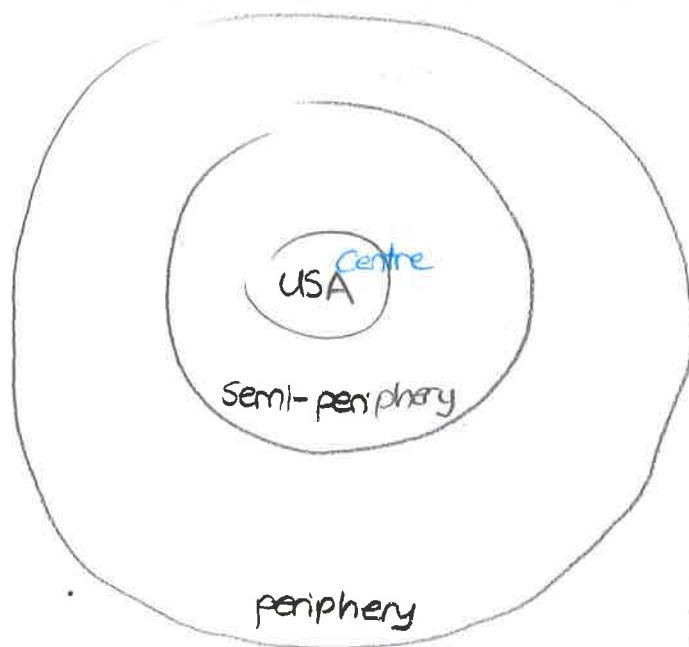
ACADEMIC DEPENDENCY & THE GLOBAL DIVISION OF LABOR IN THE SOCIAL SCIENCES (Alvares, S.F)

- Knowledge produced somewhere may not be applicable in another context.

- indirect domination

- Academic imperialism is more indirect than direct

✓ social sciences of certain countries are conditioned by the development & growth of the social sciences of other countries to which the former is subjected.



USA

AmR

Ams

Org. Science

ASR

Europe

org. Studies

Journal of
Men. Studies

micro-level

functional
positivistic

behavioralistic
less critical

- much more
critical

- Macro studies
- much more post-
modernist

- Semi periphery generally borrow knowledge from centre.
But they sometimes produce as well.

"emulation"

- late-industrialization (instead of "developing" countries)
"less developed"

✓ modernization through learning
(westernization) borrowing

✓ widespread Developmentalism
in late-
industrialized countries

Generally the state initiates developmentalism.

- induced by state

The issue is to become a modern country in a short time.

✓ Importing some organizational forms, practices

↳ We follow the same path, we can be modern.

✓ Alatas does ^{not} argue that foreign knowledge is useful. Approach
is critically -

The Transfer of Management Knowledge to Peripheral Countries (Kipping, Matthias, Engwall, Lars & Usdiken)

Importing theories of management & organization: The case of Turkish academia (Usdiken, 1996)

- Istanbul University (1933) — Knowledge largely transferred from Germany
 - "Business Economics"
 - ✓ practice-oriented knowledge
 - ✓ prepare young people for business life

✓ a kind of vocational school

- After 1950s ; the influence of USA
 - we transferred management knowledge from USA

- under the influence of USA

METU-1954 (UN funds)

TODAE-

İşletme İktisadi Enstitüsü = education based on Harvard University case studies

Erzurum Atatürk Üniversitesi

McClelland =

- need for achievement
- need for affiliation
- need for power

The reason for underdevelopment is reduced to the culture. "Westerners are developed because their culture is superior."

This is essentialist; explaining something as its nature.
You're born in that way.

Essentialism is thinking that there is an essence. By nature, human beings have some needs and tendencies.

This ignores political processes, colonialism, power struggles, exploitation.

✓ Fougeré & Moulettes recommend that to overcome these problems, you should write your own textbooks.



Disclaimers, Dichotomies, and Disappearances in International Business Textbooks (Fougere, M & Moulettes, A. 2012)

— shows how the authors of the management textbooks in peripheral countries approach management from an "orientalist" perspective

— uses "deconstruction" technique

— Orientalism (Edward Said)

Hodgettes & Luthans

Rodrigues

Woods

Derasky

✓ Westerners $\xrightarrow{\text{studying}}$ East

The problem with these studies is a kind of ethnocentrism

taking your culture as a benchmark (superior) and looking at other cultures from your culture

(not trying to understand that culture from within)

— Ethnocentrism is difficult to overcome.

✓ The textbooks have a heavy orientation towards ethnocentrism. They stereotype a kind of categorization: "west" and "east". Also, they use some dichotomies: west \rightarrow rational

east \rightarrow irrational, emotional

✓ Although they admit that every culture has its own diversity,
in fact they are doing what they reject; categorising east
and west.

↳ There is a contradiction.

}
totalising
cultures

— Western countries might actually be studying
other cultures to manage them better! (The western
interest in cultural sensitivity has utilitarian aims)

{ Derrida critiques western cultures for being "logocentric"
(logic-rationality-centred) }

✓ culture as an independent variable

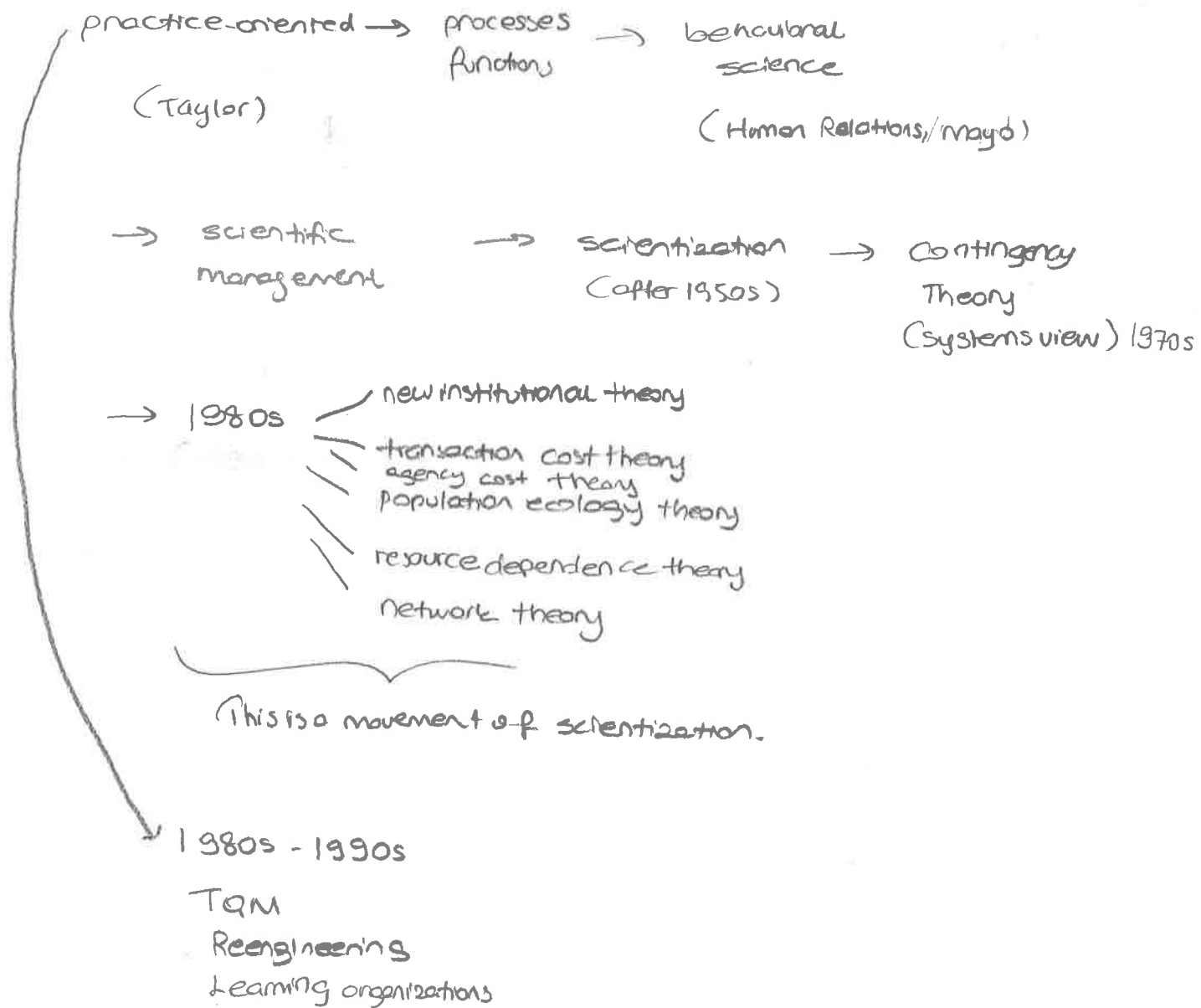
Authors also criticize the textbooks for being essentialist,
(its opposite is "constructionist")

Saying that eastern culture is different from western
cultures and use those differences as explanatory variables
for development.

✓ What kind of knowledge we transferred from USA?

Europe, started with
practice-oriented

USA, started with



- Throughout 1970s and 1980s, number of universities increased.
- After 1980s, Turkish Higher Education was unified under Yök.
- Yök abolished academies and converted them into faculties.
- ✓ Business education became isomorphic and \Rightarrow ^{adapt} American style

The nature of business-education:

USA

- ✓ generalist
- ✓ universalist
- ✓ liberal arts
- ✓ management, marketing, finance, quantitative techniques
- ✓ The idea is to educate people as "general" manager.
- ✓ knowledge not specific to context
- ✓ language - English
- ✓ writing articles

Europe

- ✓ practice-oriented
- vocational
- ✓ specialist
- ✓ contextualized
- ✓ many accounting and law courses
- ✓ internship
- ✓ language - Turkish
- ✓ writing books

converged into the American model

(American type of model) production \Rightarrow

Amme İdarisi Dengisi

METU Gelişim Dengisi

Estişehir İİBF

İstanbul Üniversitesi İktisat Fakültesi

	1972-76	1977-81	1982-86	1987-91
Citation densities	14.6	14.7	15.7	16.5
Citing half-lives (the age of articles they cite)	7.4	6.5		

- ✓ citing articles written in English (1972-1981)
- ✓ citing more Turkish books & journals (1982-1991)

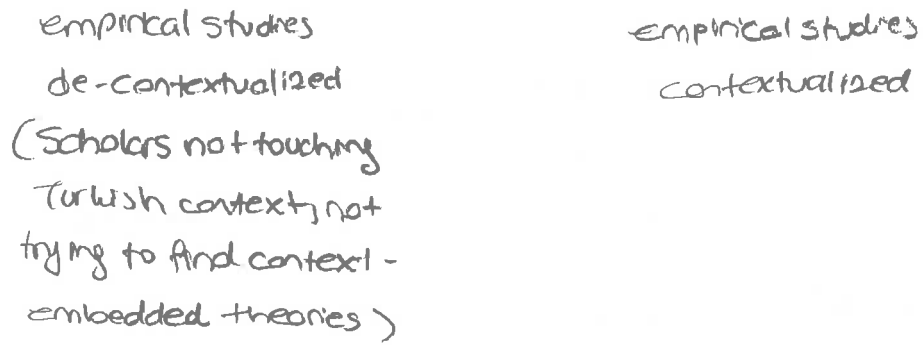
- He also analyzed co-citation. He found no citations to new theories (NIT, resource dependence etc.)

Turkish academia transferred practice-oriented knowledge from USA,

(Toffler - 3rd wave)

- ✓ There is a movement of scientization in management & organization literature in Turkey. There is also diversity in scientization.

Scientization



- The majority in Turkey are still following the practice-oriented knowledge.

Preaching, Teaching and Researching at the Periphery:

Academic management Literature in Turkey (Üsdiken & Wast, 2009)

- They produce two solutions = one with five clusters and the other with two clusters.

-> The majority cluster = European tradition

The small cluster (17 articles) = American tradition

USA

Practice-oriented 1950s After Science-oriented 1980s

Europe

practice-oriented 1980s science-oriented

Turkey

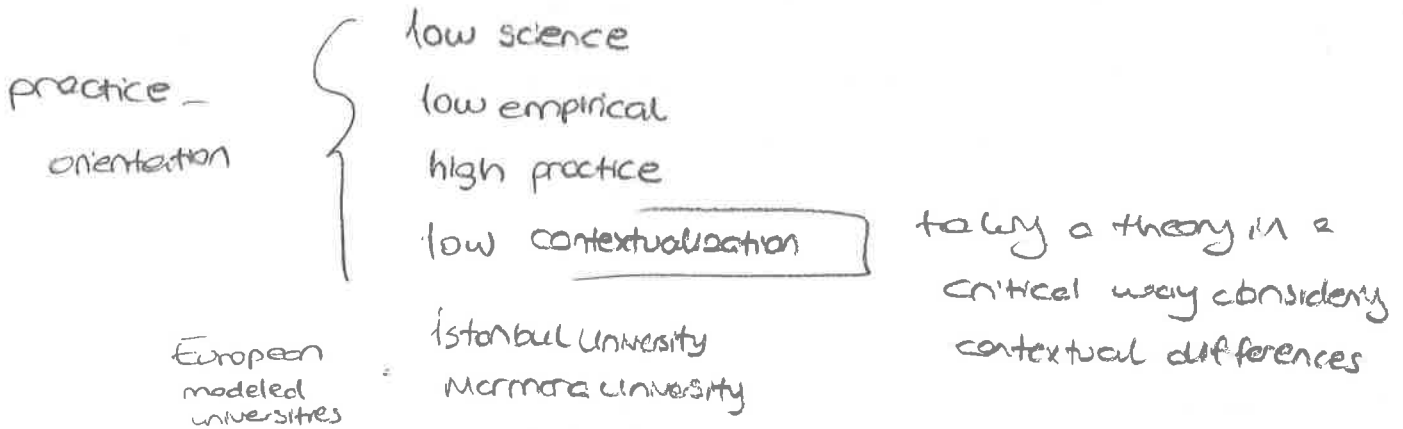
practice-oriented

(practice orientation (majority) Science-orientation minority)

The emergence of man. & organization knowledge started with a practice orientation under the influence of Europe.

imprinting effect : The reason for
practice-orientation until after 1980s
It goes on...

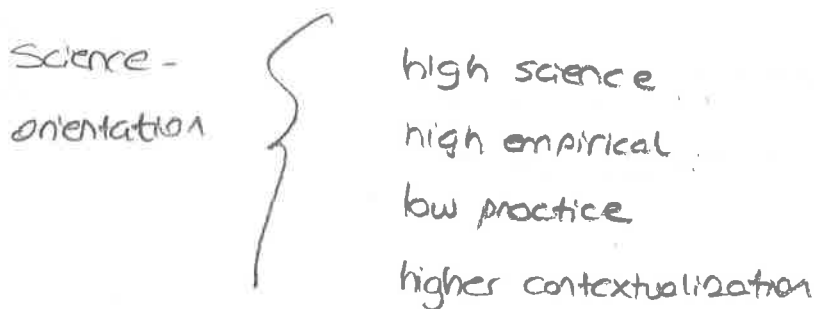
- Also, there was an institutional structure that influenced
the tradition to continue.



"Universalism" & "Relativism" traditions related with the applicability of
social science knowledge.

Relativism => knowledge can vary according to context.

most of the time
it means, changes
according to the
nation-states.



✓ American-modelled universities = METU

Bosphorus University
newly established private
universities = Bilkent, Sabanci,
YOG

— In science-orientation, there are 2 tracks. - Universalistic track is much more common. They do not contextualize.

There is a minority group that tried to contextualize theories taken from USA.

That's Interesting (Davis, 1971)

— There is a relativism in his approach to sociology of knowledge.

✓ Even if a theory is refuted, it may continue its popularity if it has been accepted by social community.

✓ Davis has a conventionalist approach in this article.

PURSuing SIGNIFICANT RESEARCH QUESTIONS

(Şükri Özen)

✓ Ask significant research questions that will generate creative answers

— Törensel görgülülük (Ceremonial Empiricism), Yönetim

Araştırmaları Dergisi Şükri Özen, 2002

- How can we find significant research questions?

Know

✓ scientific approaches (positivism, conventionalism...)

✓ your identity (self-reflexibility)

✓ existing theories

✓ national context (country, culture, polity)

✓ methodology

- What theory is not : series of hypothesis

SOME SUGGESTIONS

✓ Reading classical and recent literature

- Ready questions for research = suggestions of conceptual and review studies

Suggestions of empirical studies

- Research questions found through critical reading

✓ Choose research questions outside the theories of which standard research norms have been established

BAD OPTIONS

→ Dumping into the popular (hot) topics

→ Choosing practice-oriented or descriptive

questions that would not produce theoretical contribution