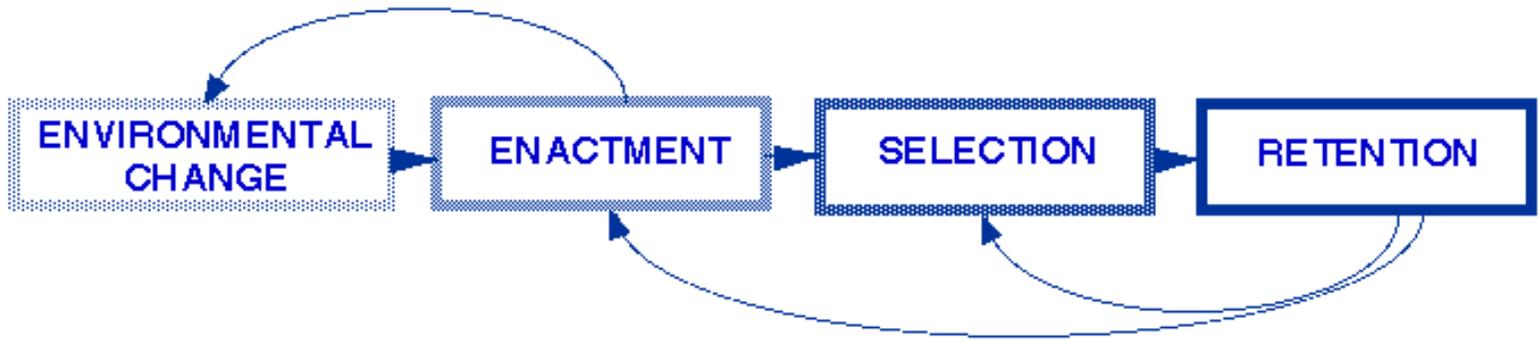


Organizational Sensemaking



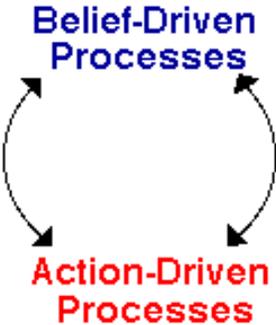
People in organizations actively construct the environment that they attend to.

Sensemaking Recipe

	Inputs	Processes	Outputs
Enactment	<ul style="list-style-type: none"> Raw data from the environment 	<ul style="list-style-type: none"> Bracket raw data Create new features of the environment to focus sensemaking 	<ul style="list-style-type: none"> Equivocal data as raw data for sensemaking
Selection	<ul style="list-style-type: none"> Equivocal data from enactment process Enacted interpretations that worked before 	<ul style="list-style-type: none"> Select and impose meanings or interpretations on equivocal data 	<ul style="list-style-type: none"> Enacted or meaningful environment
Retention	<ul style="list-style-type: none"> Enacted environment from selection process 	<ul style="list-style-type: none"> Storage of enacted environment as product of successful sensemaking 	<ul style="list-style-type: none"> Enacted interpretations for use in future ESR sequences

(Adapted from Weick 1995)

Sensemaking Processes

 <p>Belief-Driven Processes</p> <p>Action-Driven Processes</p>	Arguing	Growing meaning by connecting the contradictory.
	Expecting	Growing meaning by connecting the similar.
	Committing	Creating meaning to justify actions high in choice, visibility, irrevocability.
	Manipulating	Creating meaning to explain actions taken to make things happen.

(Adapted from Weick 1995)

Kinder Care Business Idea / Cause Map

(Adapted from van der Heijden 1996)

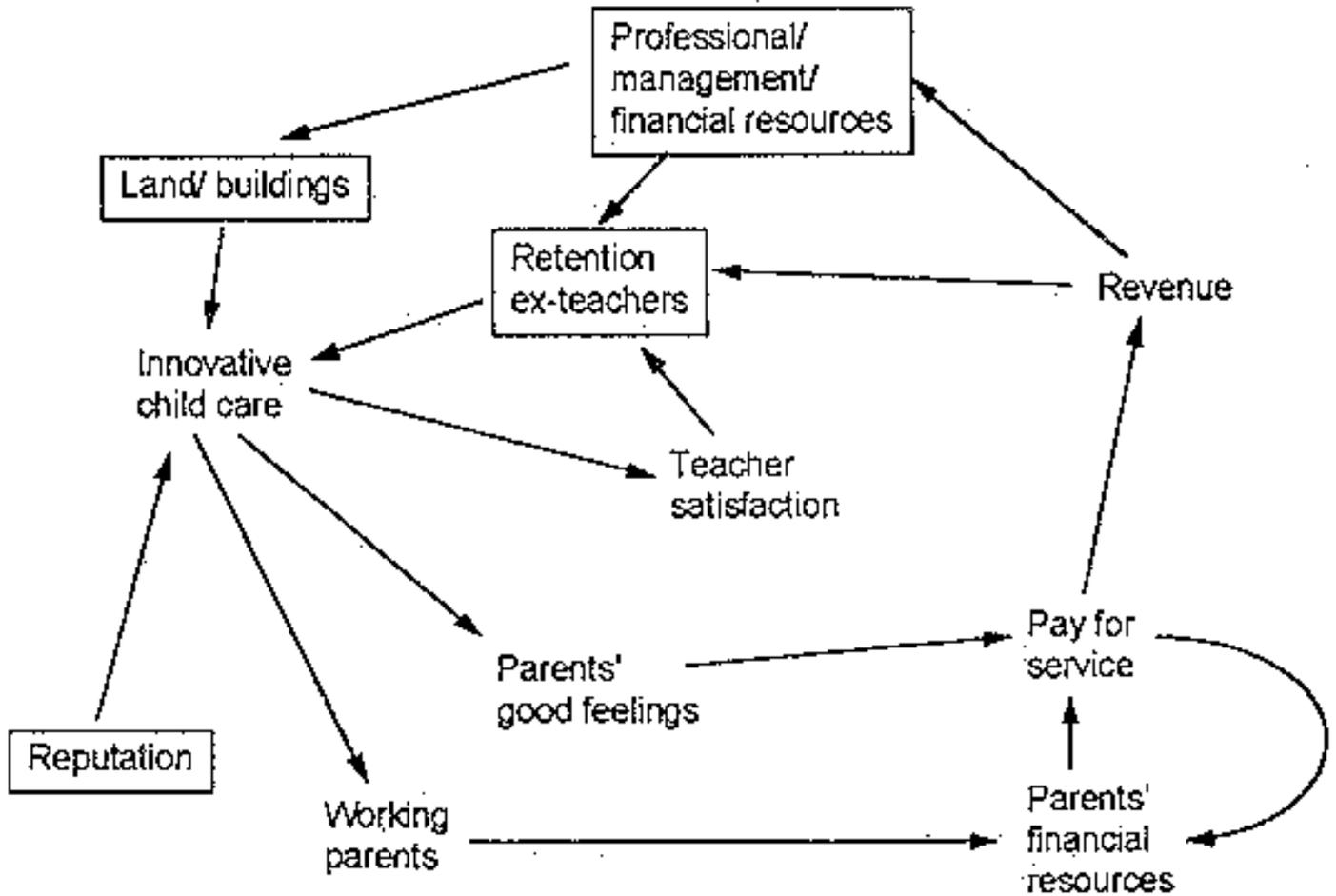


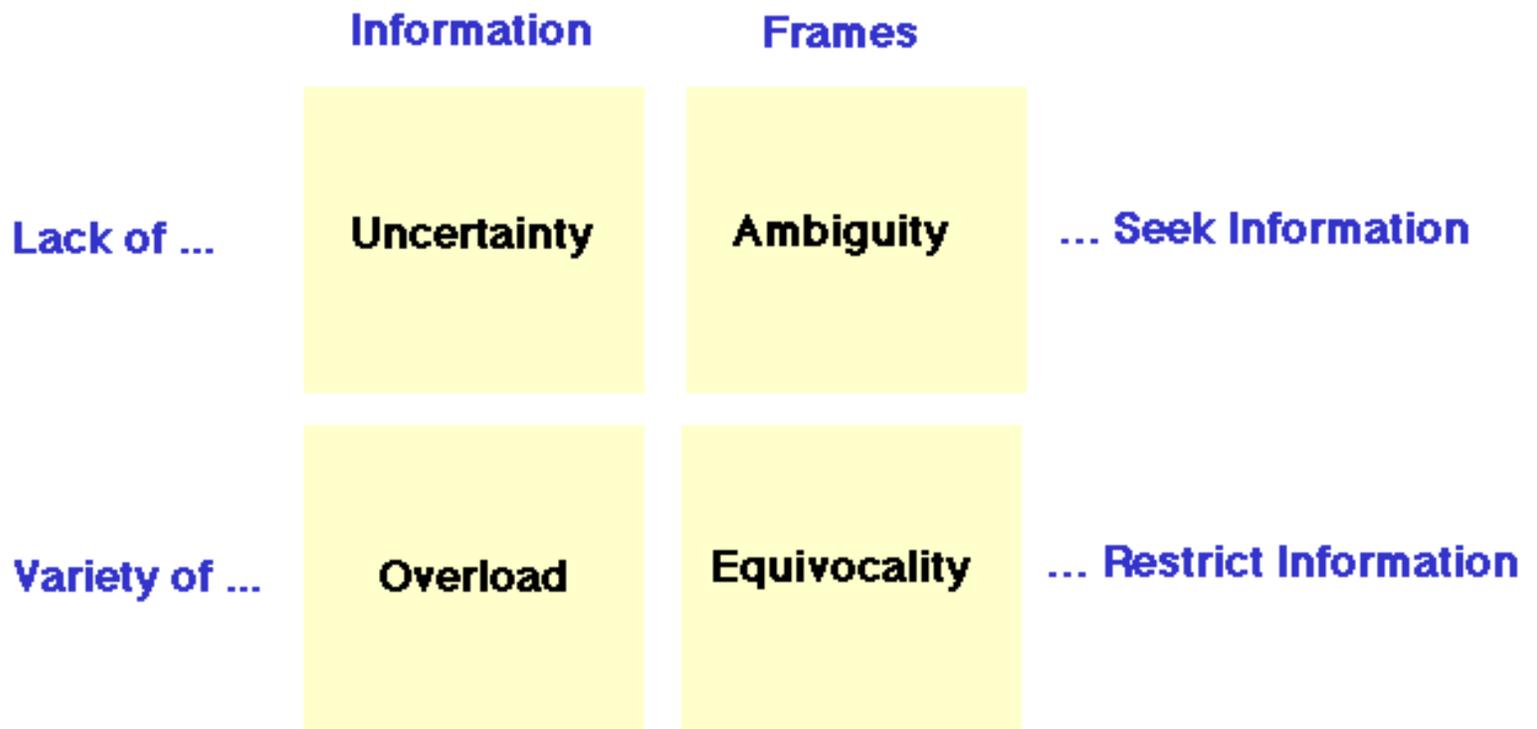
Figure 9. The Kinder-Care Business Idea.

Sensemaking Activity

If the balloons popped the sound wouldn't be able to carry since everything would be too far away from the correct floor. A closed window would also prevent the sound from carrying, since most buildings tend to be well insulated. Since the whole operation depends upon a steady flow of electricity, a break in the middle of the wire would also cause problems. Of course, the fellow could shout, but the human voice is not loud enough to carry that far. An additional problem is that a string could break on the instrument. Then there could be no accompaniment to the message. It is clear that the best situation would involve less distance. Then there would be fewer potential problems. With face to face contact, the least number of things could go wrong.

Bransford, J. D., & Johnson, M. K. (1972). Contextual prerequisites for understanding: Some investigations of comprehension and recall. Journal of Verbal Learning and Verbal Behavior, 11, 717-726.

Information Needs: Ambiguity & Equivocality



(Adapted from Zack 1999)