A RECEPTION ANALYSIS ON THE CONCEPT OF GROUP INTERACTION IN THE MOVIE 12 ANGRY MEN[*]

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Abstract

Undoubtedly one of the factors that play a key role in the success of the organization is the activity of the groups of employees. To what extent and with which concepts the blue-collar and white-collar employees in these groups perceive the interaction within the group is important for organizational success. This study was designed to reveal the perspectives of blue-collar and white-collar employees on the concepts of group interaction through the reception analysis of the movie "12 Angry Men". In the study carried out with 29 people, in-depth interviews were conducted and the results were analyzed. In this process, four phases defined by Denzin (2004) for organizing the analysis of films and television programs are taken into account. Considering the percentages of blue-collar employees in intragroup interaction categories, prejudice and leadership/minority effect are in the first place. When this result was compared with the reception percentages of the white-collar employees, it was seen that the first reception category of the white-collar employees was prejudice, and then the leadership/minority influence was equally group dynamics and decision making, culture and gender categories. While there is not a big difference in reception in the categories of adaption and aggression in the group interaction, the difference in the category of social cognition is quite large. Another result is the persuasion and imposition categories, where blue-collar employees in the persuasion category and white-collar employees in the imposition category seem to make more purchases. In the study, it was determined that the audience was very sensitive to the messages. The findings showed that the position studied plays a role in producing different meanings.

Keywords: Group Interaction, 12 Angry Men, Reception Analysis, Blue-collar and White-collar Employees

JEL Codes: M00, M10, J59

12 KIZGIN ADAM FİLMİNDEKİ GRUP ETKİLEŞİMİ KAVRAMI ÜZERİNE BİR ALIMLAMA ANALİZİ

Öz

Örgütlerin başarısında kilit rol oynayan faktörlerden biri de şüphesiz ki çalışan grupların faaliyetleridir. Bu gruplardaki mavi ve beyaz yakalı çalışanların, grup içindeki etkileşimi ne ölçüde ve hangi kavramlarla algıladıkları örgütsel başarı için önemlidir. Çalışmanın amacı mavi yakalı ve beyaz yakalı çalışanların grup etkileşimi kavramlarına yönelik bakış açılarını "12 Kızgın Adam" filminin alımlama analizi yöntemiyle ortaya çıkarmaktır. Bu çalışmada 29 kişi ile derinlemesine mülakat yapılmış sonuçlar analiz edimiştir. Bu süreçte film ve televizyon programlarının analizinin düzenlenmesi için Denzin (2004) tarafından tanımlanan dört aşama dikkate alınmıştır. Mavi yakalı çalışanların grupiçi etkileşim kategorilerini alımlama yüzdelerine baktığımızda ilk sırada önyargı ve liderlik/azınlık etkisi yer almaktadır. Bu sonucu beyaz yakalı çalışanların alımlamasıyla karşılaştırdığımızda beyaz yakalıların da ilk sırada önyargıyı alımladığı sonrasında ise liderlik/azınlık etkisiyle eşit oranda, grup dinamikleri ve karar verme, kültür ve cinsiyet kategorileri yer almaktadır. Grupçi etkileşimde uyma alımlaması ve saldırganlık kategorileri arasında çok büyük bir fark yokken, sosyal biliş anlamında aradaki alımlama farkı çok fazladır. Bir diğer sonuç ise ikna ve yükleme kategorileri arasındadır ki bu oran alımlamada mavi yakalıların ikna kategorisinde beyaz yakalılarınsa yükleme kategorisinde alımlama yaptıklarını göstermektedir. Bulgular çalışan pozisyonlarının, çalışanların farklı anlamlar üretmesinde rol oynadığını göstermiştir.

Anahtar Kelimeler: Grup Etkileşimi, 12 Kızgın Adam, Alımlama Analizi, Mavi Yakalı ve Beyaz Yakalı Çalışanlar

JEL Kodları: M00, M10, J59

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INTRODUCTION

Given the trust of many organizations in both temporary and permanent groups, the ability of group members and leaders to shape of group behavior and in this way improve the effectiveness of groups play a key role in the organizational success (Waller, Sonrah and Bernard, 2013, p. 446-447). Experiments including "Muzaffer Sharif's Autokinetic Experiment, Solomon Asch's Line Experiment, and Stanley Milgram's Obedience Experiments" have been conducted throughout history to examine intra-group interaction. In 1953 conducted by Muzaffer Şerif "Autokinetic Experiments" examine the intra-group interaction. Solomon Asch tried to find the effect of the people around the individuals in the decision-making process with the "Line Experiment" in 1955. The Stanley Milgram's "Obedience Experiments" which, aim to measure the conformity behavior of individuals are experiments based on social psychology (Yükselbaba, 2017, p. 227).

One of the factors that have a significant impact on the education life of individuals in daily life is the presence of mass media in our lives. The mass media, which has been especially effective in every stage of life in recent years, has been explained together with the phenomenon of cinema and education based on the research (Tezcan, 1972, p. 174-175). Films, which are widely used in mass media in the information age, are very effective in conveying certain messages to individuals. Television and movies have encompassed almost every aspect of our daily lives. These visual and auditory environments brought by movies have started to be effective in education and other fields (Kontaş, 2016, p. 95). Films that contain a lot of information and messages also have an important role in determining how individuals will behave or decide the situations, and in gaining value and identity. The main purposes of the films are to give some value and ideas, as well as to provide visuals for the people. Different scenes, sound effects and easy viewing make it easier to come into contact with real-life problems and find solutions (Bektaş, 2013; Kapucu, 2014). According to famous social psychologist Moscovici's book Social Influence and Social Change, published in 1976, minorities can influence change by initiating conflict. Often, individuals try to avoid conflict and consequently ignore the minority's position. However, when the minority persists and displays a clear and coherent perspective, they can persuade the majority to reconsider their beliefs and accept the minority's position as a viable alternative (Flouri and Fitsakis, 2007, p. 449). In this context, Alvarez, Miller ve Svejenova (2004) pointed out that the idea of using movies instead of case studies to illustrate behavioral, organizational, and management.

Many films are psychologically complex, and realistic, and adapt to different situations and social relations are involved (Langkjaer, 2011). One of the movies shows that the power of these experiments is "Twelve Angry Men". "Twelve Angry Men" is an American drama film directed by Sidney Lumet in 1957

(Lumet and Rose, 1957). The movie has engaged some scientists' attention. The film 12 Angry Men can be an effective tool for teaching about group and individual behavior (Kernodle, 2009, p. 43). Clemens and Wolff (1999) stressed numerous connections between movies and management/organizational behaviour literature and also delved into the Socratic leadership approach in the 12 Angry Men film. Buchanan and Huczynski (2004); notice that 12 Angry Men depicts various aspects of management and organizational behavior, and also endorses a main idea regarding the impact and decision-making procedures. According to Proctor (1991), The film "12 Angry Men" shows that there are diverse approaches to persuading individuals within a group. By utilizing the film as a teaching tool, the subjects of interpersonal communication and group dynamics can be effectively conveyed to learners' situations have gained strong support. Alvarez, Miller ve Svejenova (2004) suggest that temporary film making organizations and their leaders, the film directors, provide an opportunity to explore various leadership issues.

Although this movie is a fiction, it describes the process of interpersonal interaction more realistically and more comprehensively than many books (Buchanan and Huczynski, 2004, p. 319). The "Twelve Angry Men" movie is based on one juror's (juror 8) effort to convince other eleven jurors that the suspect is innocent in a trial and attention to interaction within the group. The lack of communication and dialogue at the beginning of the movie shows that individuals in a group do not mean that they have the same thoughts, feeling the same things, and act the same way. Rather, it states that everyone should tolerate their differences and similarities.

One of the most notable aspects of the movie 12 Angry Men is its seeming deviation from the knowledge social scientists possess regarding the dynamics of groups (Sunstein, 2007, p. 443). The fact that a large number of jurors were eager to immediately declare a guilty verdict may be interpreted as a sign of "groupthink". This term refers to the inclination of group members to prioritize unanimity over sound decision-making and to neglect alternative possibilities (Flouri and Fitsakis, 2007, p. 456). The exceptions to group polarization are significant as they demonstrate that minority positions can sometimes persuade the majority, as seen in historical movements such as the abolition of slavery, civil rights, women's suffrage, and environmental protection. While group polarization is typically the norm, "12 Angry Men" stands out for highlighting the social mechanisms by which a small number of people can sway the opinions of many (Sunstein, 2007, p. 447).

Groups prefer agreement over conflict. The hard part is to look at events from a different perspective and leave room for doubt (Torre, Gramglia and Zeppegno, 2015, p. 531). For this reason, how blue-collar and white-collar employees view intergroup interactions is important for organizations to be successful. In this study, unlike quantitative studies in the field, reception analysis, which is qualitative research, aims to

determine the perspectives of blue-collar and white-collar employees in the organization (Torre et al., 2015, p. 531).

RECEPTION ANALYSIS

Unlike the traditional flat or linear communication model, the "Uses and Gratifications Approach" in studies conducted on the audience does not see the audience as individuals who only receive the presented messages. Cultural Studies School", based on the "Coding and Decoding Model" developed by Stuart Hall (2005), "Reception Analysis", which gave rise to the idea of an active audience, argues that audiences are actively positioned against media content.

Reception is a general concept that signals. Reception analysis is a method that shows the relationship between the meaning produced by television programs and the meaning produced by the audience and aims to reveal interpretations, code explanations, readings, meaning production, perceptions or insights about media messages. The process of creating and opening messages is related to social, economic, cultural and ideological contexts (Şeker and Çavuş, 2011, p. 92). Hall (2005, p. 85) criticizes traditional communication research for considering the communication process within the sender-message-receiver linearity (Hall, 2001, p. 164).

Hall (2001), Contrary to classical determinist models argue that not all individuals see the same text in the same way, that media texts are very meaningful, and that there is no linearity between coding and decoding. The fact that a message has been sent does not mean that it has reached the recipient. He states that a text can be read in three different ways: dominant reading, deliberative reading and opposition reading.

Dominant reading is the interpretation of the text as supporting the dominant ideology when the sender, reading, encoding, and decoding are the same. In deliberative reading, the audience analyzes and interprets the conditions behind the text, and there is a consensus between the encoded message and the audience's interpretation, some codes are accepted in the reception process and some codes are rejected. On the other hand, in opposition reading, the viewer rejects all the messages given in the program.

Denzin (2004) describes a four-stage process that can be used to organize the analysis of film and television programs. The first stage is "looking and feeling" a) Watch the entire movie or television show b) Take note of your impressions and reactions while watching c) Write down questions about the watched. Stage two is: "What question or questions do you ask?" a) What are the focus points of analysis? (e.g., gender dynamics, racial stereotypes, sub-links, ecological issues, etc.) b) Which analytical approaches are adopted? (aesthetics, semiotics, form and ideology, role of the audience) c) Making inventory records (copy

important scenes and images). The third stage is "Structured microanalysis". a) On stage, describing and quoting microanalysis scenes b) Making detailed descriptions c) Focus on the research d) What are the different societal values and ideas about management? The last stage is researching models a) Watching the movies or television programs b) Turning back the research questions c) What are the differences in the readings? d) Find the analysis process and write down the findings (Denzin, 2004, p. 241).

In the application part of this study, reception analysis was used to determine how the movie "12 Angry Men" was understood by the audience and it was researched whether there was a difference between demographic data.

The in-depth interview method was used in the examination of the film, which is the subject of the research. Considering the difficulty of sample representation in such studies, interviews were conducted with 29 people.

Aims of study

This study was designed to show how employees, blue-collar or white-collar, convey concepts about group interaction through the "12 Angry Men" movie reception analysis.

Method

Ethics committee approval was provided for this study by the Ethics Committee of Sütçü İmam University dated 21/03/2022 and numbered E.111076.

Qualitative research is defined as research that follows a qualitative process to reveal perceptions and events in a natural, realistic and holistic way by using qualitative data collection methods such as "observation, interview and document analysis" (Yıldırım and Şimşek, 2018, p. 41). One of the most powerful techniques of the qualitative method is the in-depth interview. In in-depth interviews, the researcher should have a good command of the subject and reach people who are experienced in this field (Yıldırım and Şimşek, 2018, p. 130).

An in-depth interview is a technique that includes all aspects of the researched subject, includes open-ended questions and gives detailed answers to these questions, and collects information through one-to-one interviews. According to Punch (2005), although there are different classifications for interview types; In the structured interview, the person requires answering the standard questions of the form, while in the unstructured interview, the person is given a more flexible interview with open-ended questions (Punch, 2005, p. 167).

The in-depth interview process is a process that cannot be determined from the beginning in terms of the researcher and the interviewee, allows new questions and new developments during the interview, and constantly renews itself. The in-depth interview technique used to produce data in qualitative research allows the person to understand the truth in the details rather than the visible part of the events. The sample, which is a basic measure of the ability to represent the universe in qualitative research, is more holistic, in-depth and aimed at understanding the paradigm rather than statistical representation in the depth of the interviews (Türnüklü, 2000, p. 548).

The sample selected as intended, is intended to select individuals who will provide more complete information on the target subject and can be flexible in the number of samples. Reliability examination in in-depth interviews; Since research using the interview technique is used as a basic data collection tool, it is carried out considering the qualifications of the researcher (Türnüklü, 2000, p. 550). Another reliability examination is the reliability of the data coding process in certain categories (Klave, 1996, p. 236). The reliability of the coding process refers to the fixed comparison method in which the data of the interview coded in a certain category are compared with the data of the same person coded in the same category and the data of different people coded in the same category are compared with each other (Glasser and Strauss, 1967, p. 106).

Validity of in-depth interviews; the answers given by the interviewees and the accuracy and authenticity of the information and judgments presented in the analysis of these answers, that is, it is a position related to the information and judgments presented to the reader by the researcher (Türnüklü, 2000, p. 552). A qualitative method was used in the study and the design of the research was determined by following the ethnographic method. In cultural studies that try to explain reception analysis with the ethnographic method, the situation in which the phenomenon of reception arises is taken into account (İnal, 1996, p. 154-163). According to the ethnographic approach; It is thought that individuals' daily lives, goals, beliefs and attitudes are effective among the factors that determine human behavior. For this reason, to explain the events that occur in social life or the behavior patterns of people, it is necessary to analyze the way individuals perceive the events that occur. Using the ethnographic method approach, the researcher puts himself in the place of the people he has determined to conduct research with and tries to see how these people behave, perceive and view society from their perspective (Özdemir, 2011, p. 334). Based on the assumption that the sample interviewed within the scope of criticism of qualitative research is not statistically recognized and the findings cannot be generalized, the content has been described and analyzed (Jensen, 2005, p. 136). Similar data were collected and organized into specific themes and categories and interpreted. As a sample, 29 people working in different statuses in the private sector were selected. An in-

depth interview technique was used in the analysis of the film, which is the subject of the reception research. 29 viewers watched the movie in their own homes, and each of them was interviewed using the in-depth interview technique.

It was preferred that the participants have different age, gender, education, socio-economic groups and regional differences. The reason for preferring different socio-demographic characteristics is the idea of can relate the social position of the audience with the meaning they produce. Reliability in the coding process is made by the constant comparison method. The reliability rate is recommended to be close to 80% or even more than 90% of the data size (Miles and Huberman, 1994).

Among the coders, the reliability was found to be 92%, which is above the recommended rate. In the movie-related word list written by Fried (1998, p. 2); adaptation, minority influence, attribution (the process of interpreting the causes of people's behavior and the behavior of others), aggression, leadership, persuasion, power of intergroup interaction, social cognition, prejudice, gender concepts, and culture and the structured questions in the interview are based on these concepts.

Audience reviews and evaluation

In the reception analysis of the movie "12 Angry Men", the participants made dominant, deliberative and oppositional readings, as in Hall's coding/decoding model distinction. According to the word list that Fried (1998, p. 2) produced from the movie; were analyzed according to the concepts of cohesion, minority influence, attribution (the process of interpreting the causes of their own and others' behavior), aggression, leadership, persuasion, the strength of intergroup interaction, social cognition, prejudice, gender and culture (Table 1).

In the interviews, firstly, information about the film was given. Participants generally made code definitions for the content and characters of the movie, indicating that every message was negotiated and not directly accepted. Participants were named G1, 2, 3....29 with the word 'interview' in mind. **blue-collar employees** were named G1, 2...15, and **white-collar employees** were named G16, 17,...29.

Table 1: Reviews and evaluations of the participants (Theme: Group Interaction)

Categories	Number of Views, Blue-collar /white-collar employees Sample Opinion
Adaptation	**4/4** **G4:** The first line that caught my attention in this movie is the speech of the old man who said that the accused was not guilty after jury number eight, explained why he was innocent.

Old man, this gentleman isn't going against us, nor is he saying the boy is innocent, he's just not sure. It's never easy to resist and be mocked by others. he gambled to get support, so I gave my support. I respect his opinion. The accused is probably guilty, but I need more proof."

G29: The 9th jury is the first to support the 8th jury. When the group leader asked the other judges for their opinion, the ninth jury said: "I want to sit here for an hour." He wanted more discussion. The 11th jury tried to protect the jury who broke the vote by saying, "Sorry, this is a secret vote, wasn't it a deal?"(33.05') When the judges asked why he changed his mind, he said, "It's not easy to stand up to so many people. I respect his opinion. (34.20')

10/5

Leadership/ Minority Influence

G17: Seventh the jury leaves the chamber after two more "not guilty" votes. Later The eighth juror says: "It is not easy to send a child to death, I wanted to speak first and continued to put myself in the child's place. The eighth jury's understanding of justice is an ethical behavior to help others and not to dishonor others.

G23: "Eleven votes are saying the child is guilty and it is not easy for me to raise my hand and send a child to death."

1/2

Imposition

G6: "You want this boy to die, but not for the righteous, but because you want him.

G26: Eighth juror: "I'm sorry about you. Do you want to take down the keys? You've been out for revenge ever since you got here. You've been seeking revenge ever since you got here. Killing that boy because of what you've been through. You are a sadist (Here, the body language of the 3rd jury member shows that; He provokes because he doesn't like what he hears and thinks it's probably right, starts breathing fast with his eyes wide, can't hide his tension with mouth movements and tries to attack number 8 with his guilt suppression instinct.) The third juror said to the eighth juror, "I'm going to kill you!" shouted. The eighth member replied, "You're not really going to kill me, are you?"

1/1

Aggression

G1: The loud, harsh tone of the 10th jury, the courage to claim the truth itself is his opinion, is a sign of unethical aggression and pressure.

G20: He is impressed by the statements of the 8th juror and changes the vote and says the boy may be innocent. Jurors refuse to listen to him and react angrily for not being listened to. But what he said was very instructive. "This kid was kicked, his mother died when he was a kid, and he stayed in the correctional home for 1.5 years. His father was an impostor. Life didn't start out fair for him, he had to be angry and aggressive. So do we know why? Because every day someone kicked him and he lived in misery for 18 years. We owe him a few words," he said. The other juror goes against him angrily and puts him, judge, to, saying that he doesn't owe anything. He says they're all born liars, and the other jurors react angrily to that statement. The angry jury says, "Do you think people are born liars?" Does not believe the child's statements and expresses that he has grown in them. He believes the statements of the old woman who lives in the same place as the child and says that he believes the statement that she saw him kill the child's father.

	2/1
Persuasion	**G11:** The ninth member said: "The witness who saw the murder had identical marks on both sides of the nose. I don't know if anyone noticed?. He has the same scars and was rubbing his eyes. He has the same scars and was rubbing his eyes. This woman is about 45 years old, but she tries to look like 35 from the outside. He especially wears heavy make-up, he has clothes worn by young women, but he did not have glasses".
	G21: At the 25th minute of the movie, the 8th juror claims that only one witness saw the murder and he ran away. The confusion and meaningless expressions on his face are easily evident when he asks the question "Could they be wrong or did they make a mistake? Later, he bought and brought the same knife from the murdered knife, showing that the murderer could obtain the same knife; has taken the event to a different and specific point, It's a different perspective.
	6/5
Group Dynamics and Decision Making	**G1:** When the ninth jury explains why the prisoner is innocent, he is constantly interrupted by the other juries.
	G25: "Rice Krispies, this is what I do at the agency. "Breakfast that will excite you with its content, how did you find the slogan
	10/9
Prejudice	**G3**: 10. jury: "You know how these people lie. Lies are born with them. The 8th jury said: "It is very difficult to set aside prejudice in such a situation. Whenever you use your prejudice, you ignore the facts."
	G25: If the child has a broken family and is the product of a bad neighborhood, there is nothing we can do about it. Here we have to decide whether he is innocent or guilty.
	0/2
Social Cognition	**G25:** Today's kids are like that. When I was a kid, I used to call my dad "sir".
	- Dads don't care that much anymore.
	+ Do you have children?
	-I have three children
	+ I have one. He had escaped a fight when he was nine years old. I said I would make him a man, and I did. He punched me when he was 16. I haven't seen him for two years
	2/2
Culture and Gender	**G4:** After the 8th juror votes not guilty, one of the members makes a sarcastic remark, "There's always someone." It's like he's trying to create the perception that the only juror who was wrong and tried to make it harder is the 8th juror
	G24: The 9th jury member expresses his thoughts comfortably as follows; "To be nothing is a very sad thing, gentlemen. People want to be always wanted, to be right, to be important for once in their life."

Reference: Edited by authors.

Results

In the movie "12 Angry Men", 12 men who don't know each other find themselves in a jury room. They have not chosen to be together, but they still have to be together to fulfill a task they have to do.

No names are used in the movie until the last scene of the movie. The defendant is called "child" and witnesses are called "old man" and "the woman across the street defendant is an 18-year-old black boy living in a slum, accused of first-degree murder for the killing of his father. The 12 jurors must reach a consensus decision and decide to whether a reasonable doubt remains. At first, the premise of "not guilty" is offered only by the architect, played by Henry Fonda, who is unsure of the accused's innocence but still believes his case deserves discussion and should not be dismissed. The discussion begins and develops; The character and personal background of each juror plays a meaningful role in how they view and judge the case. At this point, Hoijer states that the differences in reception for the audience can be clarified by taking into account social or individual factors (Hoijer, 2005, p. 105-106). This may mean that individuals actively commentate on media texts by giving meaning to their understanding according to what they see in their daily lives (Briandana and Azmawati, 2020, p. 58).

Real participants from different jobs and education levels were included in the research and 29 interviews were conducted. The demographic characteristics of the participants in the study are given in Table 2. The qualitative data obtained with the interview form were analyzed and digitized by the researchers using the document analysis method and the content analysis technique (Table 3, Table 4).

Table 2: Demographic data of the interviewees

Gender	Man	Woman
N	15	14
%	52	48
Job Status	**Blue-collar employees**	**White-collar employees**
N	15	14
%	52	48
Education Status	**Bachelors Degree**	**Master**
N	22	7
%	76	24

Table 3: Blue-collar and white-collar employees opinions based on categories

Categories	Blue-collar and white-collar employees opinions
Adaptation	G4, G11, G14, G15 / G22, G26, G27, G29
Leadership/Minority Influence	G1, G2, G4, G5, G7, G8, G10, G11, G12, G13 / G16, G20, G22, G23, G29
Imposition	G6 / G24, G26
Aggression	G1 / G20
Persuasion	G1, G11 / G21
Group Dynamics and Decision Making	G1, G3, G7, G8, G11, G12 / G20, G25, G27, G28, G29
Prejudice	G1, G2, G3, G5, G6, G8, **G9,**G10, G12, G13 / G16, G17, G18, G20, G21, G22, G25, G26, G29
Social Cognition	G20, G25
Culture and Gender	G4, G5 / G17, G18, G19, G23, G24

Table 4: Digitized data of blue-collar and white-collar employees opinions based on categories

Categories	Blue-collar employees		White-collar employees	
	F	%	F	%
Adaptation	4	11	4	12
Leadership/Minority Influence	10	28	5	15
Imposition	1	3	2	6
Aggression	1	3	1	3
Persuasion	2	6	1	3
Group Dynamics and Decision Making	6	17	5	15
Prejudice	10	28	9	26
Social Cognition	0	0	2	6
Culture and Gender	2	6	5	15

Considering the percentages of employees' intragroup interaction categories, prejudice and leadership/minority effect are in the first place. When this result was compared with the reception percentages of the white-collar employees, it was seen that the first reception category of the white-collar employees was prejudice, and then the leadership/minority influence was equally group dynamics and decision making, culture and gender categories. While there is not a big difference in reception in the categories of adaption and aggression in group interaction, the difference in the category of social cognition is quite large. Another result is the persuasion and imposition categories, where employees in the persuasion category and white-collar employees in the imposition category seem to make more purchases. Although the results cannot be generalized, it shows that the receptions are different from each other in the intragroup interactions of the blue-collar and white-collar employees.

While there are studies on different perceptions of job groups in the literature (Şeker and Çavuş, 2011), it is clear that education level, gender, and age factor of the audience also cause differences in perceptions in producing different meanings (Jensen, 2005, p. 136-156).

CONCLUSION

With the increasingly intense competition, organizations try very different methods to increase their success. Although technology is at the forefront, the importance of the human factor, group work and communication in all contemporary management approaches comes to light more and more every day.

At this point, reception analysis, which is one of the qualitative analyzes that is not used much in the field of social sciences, was used in the study, which was carried out in order to reveal the perspectives of people in the positions of both blue-collar and white-collar employees on group interaction.

Experiments have been carried to examine the interaction within the group until today, "Muzaffer Sherif's Autokinetic Experiment, Solomon Asch's Line Experiment and Stanley Milgram's Obedience Experiment" are included in this group. One of the films that show the power of the impact of these experiments is undoubtedly 12 Angry Men, a 1957 American drama film directed by Sidney Lumet.

This study aims to measure how the movie called "12 Angry Men" is received by the audience at blue-collar and white-collar employees. The study was conducted by interviewing 29 people from different statuses. In the reception analysis, based on the word list prepared by Fried (1998, p. 2); according to the concepts of adaption, leadership/minority influence, imposition, aggression, persuasion, group dynamics and decision making, prejudice, social cognition and culture and gender. When the in-depth interview results are examined, it has been determined that the adaption and aggression reception rates of blue-collar

employees and white-collar employees are the same, but there are differences in the reception of other concepts.

While not generalizing, the study shows that blue-collar and white-collar employees have different perceptions of intergroup interaction. The result of our research reveals to us that the perceptions of blue-collar and white-collar employee's in-group interaction are different from each other. Today, meeting on common ground and providing common benefits come to the fore in increasing the performance of organizations. Today, movies have the power to leave a significant impact on the audience by increasing their memorability. The messages that are intended to be conveyed to the audience through films can be presented with the help of a part or all of the film (Sarıbudak, 2014; Yurdagül, 2014). The message or subject to be told to individuals can be provided through movies. Very complex or comprehensive topics can reach the masses through movies. For this reason, movies assume the role of a tool in transferring behavioral and scientific issues to individuals in every subject (Demirtaş, 2011; Birkök, 2008). It is possible to evaluate and analyze the perspective of a society, its expectations, and the way it handles the problems and barriers and it encounters through films (Yıldırım, Tüzel ve Yıldırım, 2016, p. 212). The method of using movies as an educational tool is also described in Reşit Pasin (1951) 's book titled "Modern Education Film" as the use of movies in military and civilian education (Champoux, 1999; Yakar, 2013). In the first studies on the use of movies in the field of education, the benefits of learning the subjects that are difficult to understand in daily life, concretizing, repeating, analyzing, and increasing the permanence of situations and events were emphasized (Yakar, 2013, p. 22). In addition to this situation, the elements in the films have the feature of giving a message to the audience about the psychological structures, gender identities, lifestyles, interpersonal relationships, social values and social status of the people who make up the society (Polat and Akcan, 2017). Movies are used as an important communication tool in every field and can create life itself. Movies, which are a good interaction environment, can offer individuals simulation of life experiences and real-life sections in shortened and compressed forms. It can create a strong learning material and teaching environment visually and audibly (Altan, 2006; Tofur, 2018). The movie 12 Angry Men is frequently screened in business schools as a means of instructing individuals about a variety of subjects, including negotiation, group dynamics, effective communication, decision making, building strong teams, leadership, and critical thinking (Hackley, 2007, p. 463). From this point of view, movies can be used as an educational tool in organizations (Kernodle, 2009, p. 37; Johnson and Iacobucci, 1995, p. 181; Jurkiewicz, 1990, p. 47; Kranzdorf, 1980, p. 384; Buchanan and Huczynski, 2004, p. 312). The movie 12 Angry Men depicts the dynamics of a working group and is considered a valuable resource for teaching about group processes (Armstrong and Berg, 2005, p. 135). To increase the success of the organization, movie circles can be created, such as the application of quality circles in total quality management. In these circles; The

concept, situation, interaction and results that affect the success of the organization can be discussed and discussed through the watched and specially selected movie. In this way, it can be ensured that employees in different positions perceive each other's perspectives and empathize. Considering the effect of the movie circles to be created on group interaction, it is thought that it can indirectly increase the success of the organization.

Tags of Movies

Director: SidneyLumet

Year of construction: 1957

Senarist: Reginald Rose

Time:1 hour 35 minutes

Players: Martin Balsam, John Fiedler, Lee J. Cobb, E.G. Marshall, JackKlugman, Edward Binns, JackWarden, Henry Fonda, Joseph Sweeney, Ed Begley, George Voskovec, Robert Webber, Rudy Bond, TomGorman, James Kelly, Billy Nelson, John Savoca, WalterStocker

YAZAR BEYANI / AUTHOR STATEMENT

Researchers have jointly contributed to the article. Researchers have not declared any conflict of interest.

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