CHAPTER SIX

THE COMPONENTS OF MALAYSIAN BUSINESS-TO-BUSINESS BROCHURES

6.0   Introduction

This chapter describes and discusses the components that make up the genre of Malaysian business brochures based on the analysis of sixty-three Malaysian business-to-business (b2b) brochures. This chapter starts with an overview outlining the contents of the chapter which is then followed with a description of the twenty-five components in the Malaysian business brochures (Section 6.1). The subsequent section (Section 6.2) introduces the notion of super clusters and how they are realised in the brochures. A depiction of the super clusters' syntagmatic and paradigmatic relations and their realizations will be captured in what systemic functional linguists would term as a system network. In Section 6.3, this study proposes a system network for the Malaysian business brochure genre. This chapter ends with a summary in Section 6.4. The findings of the analysis would be valuable to both local and foreign designers of brochures for they could use the information when designing brochures for the local business market. As a pedagogical motive, the findings would help to describe features of the conventionalised knowledge of semiotic resources in business-to-business brochures.

6.1   A Description of the Components in the Malaysian Business Brochures

Brochures are described as having two functions namely to inform and to persuade the target audience (Bhatia, 1996; Schelleons and De Jong, 2004). In addition, the readers of the brochures consider these brochures as a means of establishing relations between them and the training providers. This is validated by the verbal analysis of the texts. Brochures advertising training programmes essentially provide information regarding the title of the programme, where and when the training will be held, the objectives of the programme, content of the programme, the profile of the facilitator/trainer and the company providing the training. These are termed as elements in the brochures.

Adopting the clustering method proposed by Baldry and Thibault (2006) which is then expanded by this study, these elements are clustered by virtue of groupings of resources, initially in terms of the principle of proximity and further refined by linguistic and visual cues and functions of elements. These initial groupings are identified as clusters in this study. These clusters are then labeled accordingly based on the information from the elements in the clusters.

Being multimodal texts, clusters identified in the brochures may or may not combine elements of verbal, visual or spatial resources. This study recognises the need to acknowledge whether the clusters are made up of verbal and visual elements. As clusters are grouping of resources that form recognizable textual subunits that carry specific functions within a specific text (Baldry and Thibault, 1994), the function(s) of each cluster in this study is/are also identified. This is carried out by analysing the elements that make up the cluster be it verbal or visual, the mode in which the cluster exists and the spatial placement of the cluster. For example, by virtue of its verbal

element, the function of the 'title' cluster is to identify the training programme advertised. Based on its visual and spatial elements, it can also function to attract attention of the readers since it has the largest font and usually placed at the top centre region of the brochures' front pages. This cluster, therefore, has two functions. The analysis reveals that there are altogether twenty-five clusters or components usually found in Malaysian business brochures. Table 6.1 provides a summary of the twenty-five clusters in terms of their mode, functions and frequency of occurrences.

Table 6.1
A summary of the components of Malaysian business brochures

No	Cluster	Mode	Function (s)	Frequency
1	Title	Verbal and visual	- identify training programme - attract attention	100%
2	Detail	Verbal	- state date(s), time, venue and/or facilitator's name	100%
3	Methodology	Verbal and visual	- state how programme will be conducted - attract attention	46%
4	Resource material	Verbal	- state materials used in programme	3.2%
5	Content	Verbal	- list content of programme	100%
6	Focus	Verbal	- list key topics in the programme	30.2%
7	Target audience	Verbal	- identify participants of programme	73.2%
8	Training provider information	Verbal and visual	- identify the company organizing/conducting the programme - establish corporate identity - establish credentials	100%
9	Registration	Verbal	- initiate response by providing registration form - provide registration details	98.4%
10	Call and contact	Verbal and visual	- provide contact details - call for action - attract attention	36.5%

11	Testimony	Verbal	- state worth of the programme	15.9%
12	Fee	Verbal	- state cost of programme	19%
13	Introduction	Verbal	- describe programme in terms of relevance and knowledge gain	61.9%
14	Purpose	Verbal	- state purpose of programme	22.2%
15	Objective	Verbal	- state objectives of programme	58.8%
16	Benefit	Verbal	- state benefits of programme	14.3%
17	Illustration	Visual	- illustrate information in brochures - attract attention	69.8%
18	Catch phrase	Verbal	- direct attention with words	7.9%
19	Complimentary item	Verbal and visual	- offer free items to participant	17.5%
20	Certificate of completion	Verbal and visual	- acknowledge completion of training by participant	20.6%
21	Discounts and savings	Verbal	- provide discounts and savings if register early or in groups/ if conduct training in-house	15.9%
22	Claimable fee	Visual	- state fees are claimable from HRDF	42.9%
23	Facilitator's profile	Verbal and visual	- establish trainer's credentials	100%
24	Training company's profile	Verbal	- establish company credentials	15.9%
25	Accreditation	Verbal and visual	- highlight recognition received for programme and/or company	20.6%

Table 6.1, continued.

This following section will describe each cluster identified in the business-to-business brochures. The description would be about the different elements that make up each cluster, the mode in which each cluster is found, the spatial placement of the
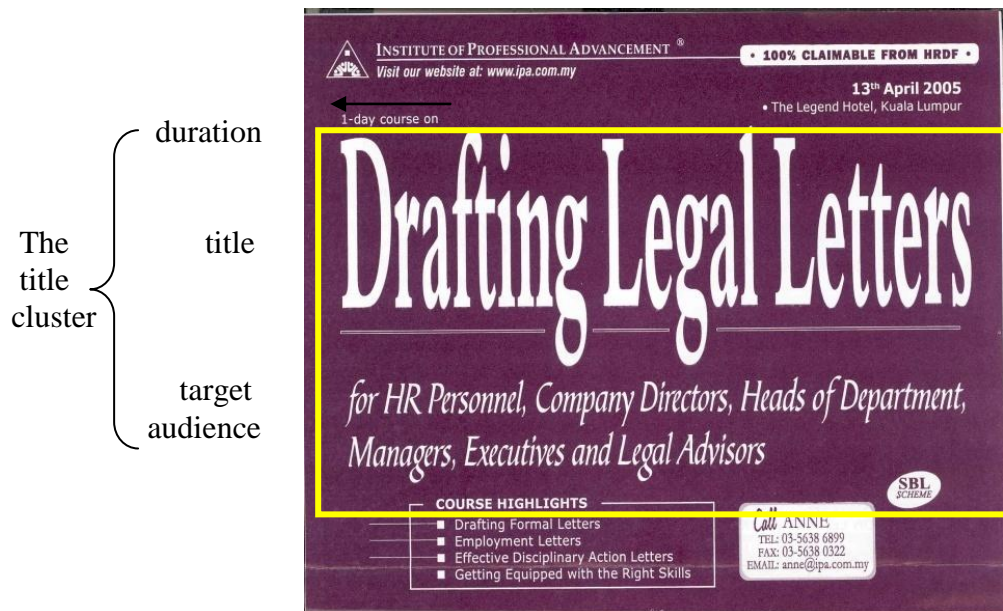
cluster and its percentage of occurrence in the brochures. The information will help to define the function(s) of each cluster as well as aid in labeling the cluster. It would be interesting to know if the functions described by the discourse community and in the verbal texts discussed in Chapter 5 are reflected in the visual and verbal elements of the business brochures. The description and function of each cluster will lead to a better understanding of the design and purpose of the brochures in business-to-business markets. A summary of the frequencies of all the clusters in the business brochures is provided in Appendix D while detailed information about each cluster is provided in Appendix E.

6.1.1   The Title Cluster

The title cluster is found in all the brochures (100%) and usually occurs in the verbal mode and sometimes in the visual mode too. As it identifies the training programme advertised, it therefore foregrounds the essence of the intended message. It is described as the most salient linguistic item due to its relative prominence in scale, font and size (O' Toole, 1994).

The cluster consists of an obligatory element, that is, the title of the training programme. The title in the brochure like the headline in other print advertisement orientates the reader or establishes the scene (Brierley, 2002). In this study, the title orientates the reader to the kind of training programme advertised. Apart from the title, the cluster consists of three optional elements namely infromation about the duration, the target audience of the programme and visual elements. Figure 6.1 is an example of the cluster and three of the elements that make up the cluster.

Being an obligatory element, the title element of the title cluster is found in all the title clusters. One of the optional elements, the visuals, are found in twenty-eight (44.5%) of the clusters while another optional element, the duration, is present in twenty-seven (42.8%) of the title clusters.

Figure 6.1
The title cluster in Brochure 14

The two optional elements recorded almost the same percentage of occurrences in the brochures. The third optional element of the cluster, the target audience element, is found in only 9.5% of the title cluster. Sometimes, this element exists outside the title cluster as a separate cluster altogether. Table 6.2 identifies each element in the title cluster, its mode, its frequency of occurrence and its placement in the brochures.

Of the elements in the title cluster, the title usually has the biggest font and is emboldened such that it draws the attention of the readers. It is also prominently placed on the upper half of the front pages of the brochures. In terms of linguistic realisations, the title is found to have no finite verb and usually consists of nominals with truncated grammatical structures. Thus, titles are like headlines in newspapers.

Table 6.2
A summary of the elements in the title cluster

Element	% of occurrence	Mode	Spatial placement of element
Title	100%	Verbal	69.9% top centre of front page 23.8% top left of front page 6.3% top right of front page
Duration	44.5%	Verbal	72% before the title 20% below the title 4% on the left of title 3.8% in internal pages
Target audience	9.5%	Verbal	100% after the title
Visuals	42.5%	Visual	57.1% form background of title 25% left of title 7.1% right of title 7.1% top of title 3.6% below of title

The visuals in the title cluster comprised of images of people (85.7%), images of things (7.1%) and graphic elements (7.1%). 57% of the time these visuals form the background of the title cluster and such visuals are usually images of people. Being in the background, the images are sometimes rather blur and hidden behind the very salient title of the programme. Clearer images of people are placed either next to or below the title. Images of things and graphic elements usually placed next to the title are, comparatively, clearly depicted.

The 'duration' element, for example "1 day course on" as given in Figure 6.1, is latched onto the title by virtue of the prepositional element 'on' in the phrase and inevitably the element is usually found before the title. Similarly, the 'target audience' element becomes part of the title cluster due to a preposition in the element as seen in the programme title of Brochure 14 (Figure 6) 'Drafting Legal Letters **for**

HR personnel, Company Directors, Heads of Department, Managers, Executives and Legal Advisors'. This element is usually placed after the title of the programme.

Based on the description, the title cluster is the most salient in terms of its size, position and the verbal information it conveys in the brochures. With these qualities, the cluster functions to attract the attention of the readers to the title of the training programme advertised and in 46% of the title clusters, the visual elements further enhance the function of the title cluster.

6.1.2   The Detail Cluster

Like the title cluster, the detail cluster can be found in all the brochures (100%) and usually occurs in the verbal mode. It contains elements like the date(s) the programme will be conducted, the timings of the programme, the venue of the programme and the name of the facilitator. Figure 6.2 is an example of the cluster that contains some of the elements.
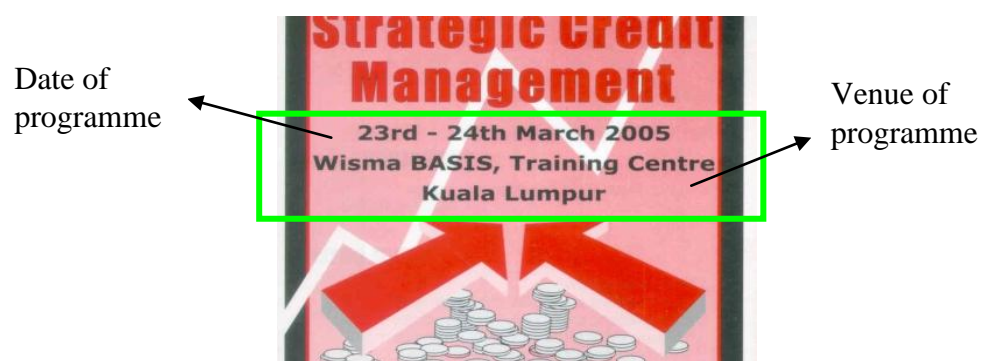
Figure 6.2
The detail cluster in Brochure 9

Unlike the title cluster, the detail cluster does not have any obligatory element. The four elements that are found in the cluster are all optional elements which mean that

they do occur all the time in the cluster. Therefore, the detail cluster is formed by combinations of these optional elements. Table 6.3 that follows provides information on the elements in the detail cluster, their mode and frequencies in the brochures.

Table 6.3
A summary of elements in the detail cluster

Element	Mode	% of occurrence
Date	Verbal	93.7%
Venue	Verbal	90.5%
Time	Verbal	36.5%
Name of facilitator	Verbal	3.2%

In Table 6.3, the date and venue of the training programme are the common elements in the cluster and one-third of the time the timings are included. The name of the facilitator is very seldom found in the detail cluster. Due to the fact that all elements are optional in the cluster, there is much variation in terms of what information exists within the cluster. Table 6.4 provides information regarding variation in terms of the information the cluster carries and their frequency of occurrences in the brochures.

Table 6.4 shows that slightly more than half of the brochures (52.4%) would have information regarding the dates and venue of the programme (combination 1) making this a common combination of the elements in the detail cluster. It is found that 34.9 % or twenty-two of the brochures have included programme timings with dates and venue of the programme (combination 2).

Table 6.4
Combination of elements and their percentages of occurrence
in the detail cluster

No.	Element or combination of elements	% of occurrence in brochures
1	dates and venue	52.4%
2	dates, venue and time	34.9%
3	Date	4.8 %
4	date, venue and name of facilitator/trainer	3.2 %
5	venue	1.6 %

Combinations 1 and 2 make up the majority of occurrences that is 87.3%. Of lesser significance is that 4.8% of the brochures state only the date of the programme, 3.2 % have included the name of the programme facilitator with the dates and venue of the programme and one brochure (1.6%) provides detail about the venue only. Based on the its verbal mode, its placement below the title cluster and the information it delivers, this cluster basically functions as providing details on where and when the programme will be held and sometimes who will be facilitating the programme.

6.1.3   The Methodology Cluster

The methodology cluster is present in twenty-nine (46%) of the Malaysian b2b brochures. In fourteen (22.2%) of the brochures, this cluster is present on the front pages while in thirteen (20.5%) brochures, the cluster is in the internal pages and in two (3.2%) brochures, the cluster is found on both the front and internal pages of the brochures. The methodology cluster is usually placed at the bottom of these pages and the cluster can exist in the visual as well as in the verbal mode.

This cluster conveys information about the methodology used in conducting the programmes through its verbal text and focuser, small visual element used to organize areas to attract reader's attention (Horn, 1999). These are the elements that make up the methodology cluster. Analysis found that there are three variations of the cluster depending on the elements that make up the cluster. The first variation consists of a text with either one of the following headings:

Methodology

Seminar structure

Training methods

Learning approach

Winning strategies

Training methodology

This variation can be found in 75% of the brochures that contain this cluster. Headings in the cluster are made up of nouns or nominals groups and so are the texts if they are found as listings of the methods. Otherwise, the text can be in the form of declarative sentences. This variation can be seen in Figure 6.3.

METHODOLOGY
Short lectures, practical
exercises, discussion,
Q & A session

heading

text in the form
of a list
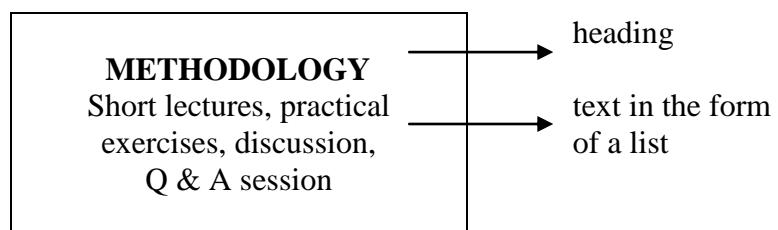
Figure 6.3
The methodology cluster with a heading and text in Brochure 14

In the second variation, the cluster has the text but without the heading (Figure 6.4) and in the last variation, the cluster can also be in the form of a focuser, a visual

element with verbal information which are usually listings of the programme methods (Figure 6.5).

This workshop includes group discussions and case studies.
(Calculators will be required for some of the exercises.)

Figure 6.4
The methodology cluster without a heading but with a
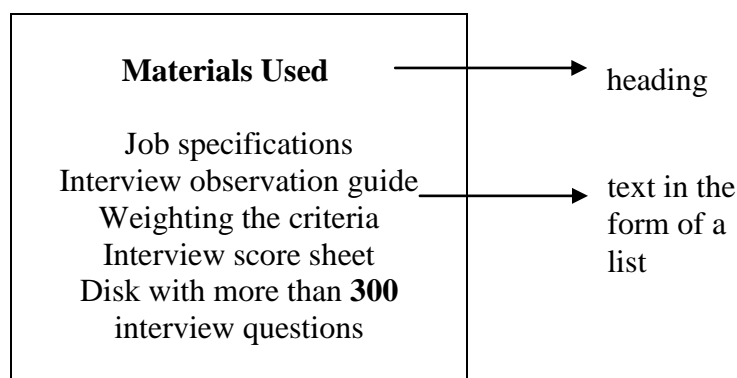**statement of method in Brochure 45**

- Case Studies
- Purchasing Game
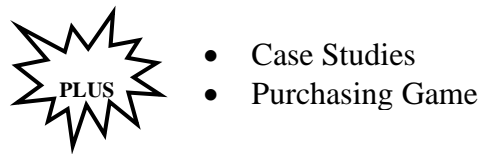
Figure 6.5
The methodology cluster that acts as a focuser (visual cue) in Brochure 19

Based on its verbal mode and the information the cluster provides, the function of this cluster is, therefore, to inform its readers of the methodology in which the training programme is conducted. If information about the methods is in the form of a focuser, then the aim of the cluster is also to highlight the methods that will be used in the programme. However, the fact that they are usually placed at the bottom of the pages, a less salient position, makes them less promotional in nature.

6.1.4   The Resource Material Cluster

This cluster exists in only two (3.2%) of the brochures and in both brochures the cluster is made up of a text that lists the materials used in the programme and a heading "Materials Used". Therefore, it is always in the verbal mode. Typical of headings and listings, they are realised by nominal groups. The two clusters are depicted in Brochure 6 (Figure 6.6) and Brochure 46 (Figure 6.7).

```
┌─────────────────────────────────────┐
│        **Materials Used**           │ ────────→  heading
│                                     │
│        Job specifications           │
│    Interview observation guide──────┼────────→  text in the
│       Weighting the criteria        │            form of a
│       Interview score sheet         │            list
│    Disk with more than **300**      │
│        interview questions          │
└─────────────────────────────────────┘
```

Figure 6.6
The resource material cluster in Brochure 6

┌──────────────────────┐
│   **MATERIAL USED** │
└──────────────────────┘

Modern Systems Analysis and Design, 3/e ISBN : 0805324992
Jeffrey A. Hoffer   Joey F. George   Joseph S. Valacich

Figure 6.7
The resource material cluster in Brochure 46

Like the methodology cluster, this cluster is also placed at the bottom of the

brochures. Thus, it can be said that the function of the cluster is to inform the readers

on the kind of materials used in the training programme.

6.1.5   The Content Cluster

The content cluster is present in all the brochures (100%) and is particularly common

in the inside pages (55.6%) than on the front pages (44.4%) of the brochures. The

cluster is always verbal in nature with font size not bigger than the title of the

training programme but big enough for the purpose of easy reading. The content

cluster is identified through the headings: 'Programme content', 'Course outline',

'What you will learn', 'Seminar content' and 'Key topics'. The heading is usually

followed by a subheading and texts providing information about the topics that will

be covered throughout the training programme. Usually the texts are mere listings of the topics to be covered. The headings, subheadings and the texts normally do not have finite verbs as in the example given in Brochure 32 (Figure 6.8).

Figure 6.8
**The content cluster of Brochure 32**

Sometimes, the timing allocated for each topic to be covered is also included in the cluster. However, in Brochures 16, 18 and 40, this cluster does not have a heading but it is identified by the information in the text and how the information is presented.

In Figure 6.8, the heading is not only capitalized and emboldened like the subheading but it is also framed in a coloured background and in bigger font than the subheading. The resources of framing, big font size and bold font serve to draw attention to the particular chunk of information. As a cluster, it functions to inform the readers the topics which will be covered in the programme.

6.1.6   The Focus Cluster

The focus cluster is present in nineteen (30.2%) of the brochures. Out of these, 28.6% are placed at the bottom half of the pages. It could occupy the entire bottom page or could also be either on the left or right side of the bottom page or even found in the middle portion of the brochures' front covers.

The focus cluster is related to the content cluster in terms of the information it provides. It highlights some of the topics listed in the content cluster. This cluster is identified based on the headings: 'Course highlights/focus', 'Workshop highlights', 'Competencies addressed', 'Main focus' or simply the word 'Discover'. Accompanying the heading is a list of key topics obtained from the content cluster. Therefore, this cluster exists in the verbal mode. Figure 6.9 provides an example of this cluster.
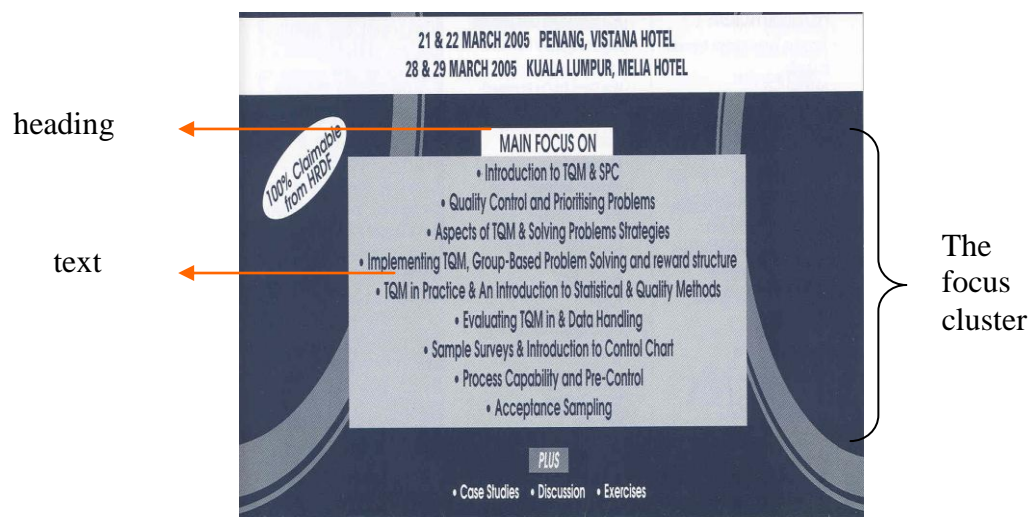
Figure 6.9
The focus cluster in Brochure 62

Due to the cluster usual position, its verbal mode and the information it delivers, its main function is to bring to focus the key topics to be covered in the programme.

6.1.7   The Target Audience Cluster

The target audience cluster is present in 73.2% of the brochures where in 38.1% of the brochures, the cluster is found on the front pages and 34.9 % in the inside pages. If they are found on the front pages, they are usually at the bottom half of the front pages. This cluster conveys information about who the target participants of the training programme are. The title cluster sometimes carries information about target audience and as mentioned in Section 6.1.1, this information can exist as a separate cluster.

The target audience cluster can be identified by the headings: "Who should attend', 'Target audience', 'Designed for', 'Recommended for', 'Participants', 'Who will benefit' and 'Prerequisites'. The headings are obligatory elements of this cluster meaning they occur in all the clusters. These headings are accompanied either by bulleted listings of who would benefit from the programme or text stating who the target audience is. In some cases, both text and listing occur after the heading. An example of the target audience cluster is provided in Figure 6.10.
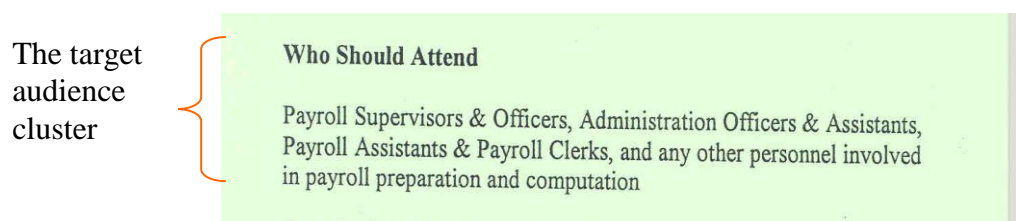
Figure 6.10
The target audience cluster in Brochure 3

From the example given, it can be seen that the cluster is essentially verbal in nature and that it states who the intended participants of the programme are. Even though the cluster is important enough for it to be on the front pages of the brochures, its verbal mode and placement at the bottom of the pages are evidence that its function is more of informing the readers who the target audience for the programme is.

6.1.8   The Training Provider Information Cluster

The training provider information cluster is found in all the brochures (100%) and in 90.5% of these brochures the cluster is on the front pages with 58% of these at the top half of the pages. The training provider information cluster is determined based on the presence of the training company's name which is an obligatory element of the cluster. The cluster's optional elements are the provider's registration number, logo, Human Resource Development Fund (HRDF) registration number, contact details like telephone number, fax number, email address, office address and website. Examples of this cluster are provided in Figures 6.11 and 6.12.

Figure 6.11
The training provider information cluster that has both
visual and verbal elements in Brochure 8

S. M. CONSULTANCY SERVICES
No. 4A, Jalan Berkok, Taman Million, Batu 3, Off Jalan Ipoh
51100 Kuala Lumpur. P. O. Box 10296, 50710 Kuala Lumpur
Tel: 03-4043 3127, 012-2283480 Fax: 03-4043 3127

Figure 6.12
The training provider information cluster that has verbal element
only in Brochure 50

From the given examples, the cluster can be entirely verbal or that both verbal and visual elements co-exist in the cluster. Table 6.5 provides information about the various elements of the cluster and their frequency of occurrences within the cluster.

Table 6.5
The elements and percentages of their occurrences
in the training provider information cluster

Element	Mode	Number of occurrences	Percentage
Name of the company providing training	Verbal	63	100%
Training provider's logo	Visual	50	79.4%
Company registration number	Verbal	42	66.7%
Contact number & email address	Verbal	16	25.4%
Address	Verbal	10	15.9%
Website	Verbal	10	15.9%
Slogan	Verbal	6	9.5%
Human Resource Development Fund (HRDF) registration number	Verbal	4	6.3%

Table 6.5 shows that the name of the training provider is an obligatory element of the cluster and that the company's logo, which is the only visual element, is a rather

common feature too. The cluster also has other elements like company registration number, contact details, address and website. Nevertheless, these elements are not as common in the brochures as the logo and the name of the training provider. The company's slogan and the HRDF registration number are elements very seldom found in the cluster.

The rather visually salient placement of the cluster and the information it provides are evidence that the function of the cluster is to identify the training provider of the programme. Furthermore, if the training provider's logo and/or slogan is/are present, then the cluster also functions as identifying the provider's corporate identity (Hassan, 2005). The logo can be considered as graphic trademark for the company. The credibility of the training provider is also established through the cluster if the company's registration number and/or the HRDF registration number are/is present. Companies can only be registered if they meet requirements set up by the registration bodies concerned. Therefore, the function of the cluster is not only to identify the training provider but also to promote in terms of establishing the credentials of the training provider.

6.1.9   The Registration Cluster

The registration cluster, whose elements are verbal, is present in 98.4% the brochures usually in the back pages (88.9%) or if it is a one-page brochure, it will be found at the bottom of the page. As such, it is usually one of the last if not the last cluster found in the brochures.

There are two variations of the registration cluster. The first variation can be identified by the presence of a 'registration form' and the second by text providing registration details such as programme fee, discounts, fee payment method, cancellation policy and the closing date for the registration. Registration forms can be found in 77.8% of the brochures with the registration cluster thus making them the common variation of the cluster.

Interested participants could register for the programme advertised by filling in the form and sending it to the address provided in the form usually with prepaid postage. By providing the form and paying for the postage, the training provider is facilitating prospective participants to register. Such inducements would help 'sell' the programme. An example of the registration form is given in Figure 6.13.

Figure 6.13
The registration form in Brochure 18

The other variation of the registration cluster that consists of a text providing registration details is present in thirteen (20.6%) of the brochures. An example of the

registration cluster that has the registration information text as an element is provided in Figure 6.14.

Figure 6.14
The registration information text in Brochure 59

Sometimes the registration information can be found next to the registration form like in Figure 6.15.

Figure 6.15
The registration form and the registration information text in Brochure 5

By providing registration details and/or registration form, this cluster therefore functions to solicit response from the readers. This is further enhanced by the cluster's strategic position, for the reader will be inevitably persuaded to respond either by registering or contacting the training provider when they come upon the last cluster in the brochure, the registration cluster.

6.1.10 The Call and Contact Cluster

The call and contact cluster is found in twenty-three (36.5%) of the brochures and there are two variations of the cluster. The first variation is identified by the presence of any of the imperatives or phrases listed:

> Call
>
> Please contact us
>
> For enquiries/To register
>
> For more information call:
>
> For further details, contact
>
> For enquiries, please write or call:
>
> For further information, please contact

These phrases are accompanied by information on contact details of the training provider like its telephone number, fax number, email address, company address and the name of the contact person. Sometimes, these phrases may not be present in the brochures but by the fact that contact details are displayed in the brochures as in Brochures 20-25, these details are thus considered as elements of this cluster. Example of this variation can be seen in Figure 6.16.

FOR ENQUIRIES, PLEASE WRITE OR CALL :
The Director, O D Management Consultants Sdn. Bhd.
Suite CT6-01, Subang Square, Jalan SS 15/4G, 47500 Subang Jaya, Selangor.
Tel: 03-56340498; Fax : 03-56345629; E-mail : odmc@streamyx.com

Figure 6.16
The call and contact cluster with call/contact phrase
accompanied by contact detail information in Brochure 27

The other variation is in the form of focusers where contact details are framed in graphics and that different types of font are used in the verbal element so as to draw attention of the target audience. This means that the mode of this cluster is both visual and verbal. This variation is found in 85.7% of the brochures that have this cluster and they are usually placed on the front pages. Examples of this variation of the cluster can be seen in Figure 6.17.

Call ANNE
TEL: 03-5638 6899
FAX: 03-5638 0322
EMAIL: anne@ipa.com.my

Figure 6.17
The call and contact cluster as a focuser in Brochure 15

Since most of the clusters are visual focusers usually placed on the front pages then it can be deduced that the function of this cluster is to attract attention of the readers to the contact details of the training provider such that they can easily respond to the advertisement of the programme. In other words, it is also another form of soliciting response from the readers of the brochures. This is similar to the function of the registration cluster.

6.1.11 The Testimony Cluster

This cluster is present in ten (15.9%) of the brochures usually in the inside pages (9.5%). The elements that make up the cluster are texts with headings which are sometimes written in a conversational style laced with interpersonal lexis like 'your' and 'our'. The headings are:

What past participants said

What your colleagues are saying

Previous participants' comments

Comments from past participants

Previous participants' testimonials

Feedback from the past participants

Listen to some of our past participants

Here's what past participants had to say about …

These headings are subsequently followed by testimonies and comments about the programme made by previous participants of the programme. This may then be followed with the name of participant who made the comment, his/her designation in the company, name of the participant's company or a statement of the nature of the company's business. The information of the person providing the testimony establishes authenticity of the comments and this in turn is a form of endorsement by the past participants of the programme. An example of this cluster is provided in Figure 6.18. As seen from the examples, the comments made by previous participants of the programmes usually begin with adjectival phrase that could evoke the emotive effect in the readers.

Listen To Some Of Our Past Participants:

1. *Lively Presentation - Herbert Mok (Civil & Structural Engineer -Nissin Builders S/B)*
2. *A Precise Course   - Rose Pun (Treasury Executive - KKIP S/B)*
3 *Clear Explanation - Anne Leong (Project Coordinator) - Clipsal Integrated Systems (M) S/B*
4. *Very Informative On Project Management - Brenda Majimbun (Finance Executive -KKIP S/B)*
5. *It Will Help Me In My Work -CH Teoh (Senior Manager - Nissin Builders S/B)*

Figure 6.18
The testimony cluster in Brochure 3

These statements positively describe the subject matter of the programme, the facilitator, the methodology and the course materials used. It can be concluded that the function of this cluster is to indicate the value and worth of the training programme and subsequently such endorsements would encourage others to register for the programme. This is another evidence of promoting the programme but the fact that this cluster is present in only ten (15.9%) of the brochures and that 9.5% of them are found in the inside pages, makes it less of a promotional material.

6.1.12 The Fee Cluster

This fee cluster is found in only twelve (19%) of the brochures and 92% of the time it is placed on the front pages. Though fees are stated in the registration forms, programme detail cluster, claimable fee cluster and in the registration information cluster, the information can exist on its own as a cluster with the headings 'Course fee', 'Programme fee' or simply the word 'Fee'. These headings are then followed by information regarding the fee to be paid by participants of the programme. An example of the fee cluster is provided in Figure 6.19.
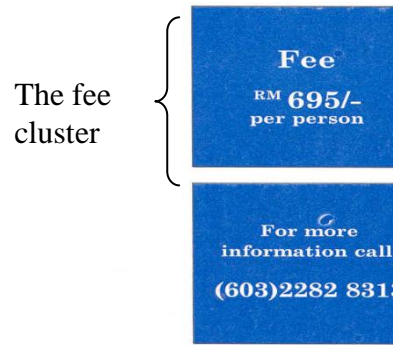
The fee
cluster

Figure 6.19
The fee cluster in Brochure 51

The fact that the information on fee sometimes exists as a separate cluster usually found on the front pages instead of being embedded in other clusters as they sometimes do, proves that it hopes to highlight the value of the programme. This is an element of promotion. Value is determined by how high or low the registration fee is. Low fee may indicate that the content to be covered in the programme may not be as substantial as compared to a programme that demands a higher fee or that under-pricing can lead to people thinking that the materials in the programme are of lower quality (Murphy, 2007). However, charging too much could mean that the organizer is out of line. Business customers are motivated at getting value for money product and they usually would have researched the market before making the decision (Murphy, 2007) to purchase the product and in this study, the decision to register employees for the training programme.

6.1.13 The Introduction Cluster

The introduction cluster is present in thirty-nine (61.9%) of the brochures. This cluster usually consists of two elements namely a heading and a text that comes after the heading. Typical headings of the cluster are 'Introduction', 'Background' and 'Overview'. This cluster is labeled as the 'Introduction cluster' for the word

181

'introduction' is more commonly used in the headings. Sometimes, this cluster does not have any headings but the text identified as being the element of the cluster consists of information that lends itself to providing an introduction to the programme. Generally, the text would carry information regarding the importance of the topic of the programme, how topic would affect organization, the general aim of the programme and the methodology adopted in conducting the programme. In other words, it is a brief account of the programme with the purpose of educating the target audience especially on the importance of the programme.

The programme introduction clusters found in the brochures are in the verbal mode and they are usually placed in the internal pages of the brochures. The texts are written in an argumentative style usually putting forward a particular situation is a problem that requires a solution which is justified in the form of the training programme advertised. An example of the cluster is provided in Figure 6.20.

INTRODUCTION

Companies today are realizing that in house training has to be conducted in an organised and professional way for it to be effective. This 5 day Train the Trainer program will enable your in-house trainers to learn the attitudes, skills and knowledge required to be an effective in-house trainer. They will start by learning to evaluate current performance, identify and develop training goals and training objectives and learn how to plan and organise a training session.

Figure 6.20
The introduction cluster in Brochure 34

The transitivity analysis (Appendix H) of the text in Figure 6.20 reveals that material processes are common in the clusters meaning that the text is focused on tangible physical actions such as 'to plan', 'to develop' and 'to identify' that the participants will be doing during the training programme. The main participants of these

182

processes are the prospective company's trainers and the company itself. References to goals are also more common than to the actors in the text which show that the text is also centered on providing information about what the participants will achieve in the training. The verbal nature of the cluster and the information it carries are evidence that the function of this cluster is to provide general information about the programme.

6.1.14 The Purpose Cluster

This cluster is found in 14 (22.2%) of the brochures mostly at the bottom half of the front pages. Like the introduction cluster, the purpose cluster also consists of two elements namely a heading and text. The headings identified are 'Aims', 'Why attend', 'Why this course' and 'Purpose'. However, these headings are not always present in the cluster. What is obligatory in this cluster is the text element that carries information about the aim or purpose of the progamme which is stated in a sentence or in a set of sentences. The mode of the cluster, therefore, is always verbal. An example of the cluster is given in Figure 6.21.

PURPOSE

This program is designed to give participants the necessary knowledge and skills to establish and operate a comprehensive and structured OJT that will improve employee performance and increase organizational profitability.

Figure 6.21
The purpose cluster in Brochure 31

The verbal analysis of the text in Figure 6.21 show that the text is concerned with actions and end result of actions in the training programme as again the material processes are the dominant processes in the text like the text in the introduction

cluster. The processes portrayed actions like 'designed', 'establish', 'operate' and 'increase'. Being verbal and placed in a less salient part of the brochures, the cluster can be said to be essentially informing the readers about the overall purpose of the programme thus justifying the need for the programme.

6.1.15 The Objective Cluster

The objective cluster is present in thirty-seven (58.8%) of the brochures and twenty-seven (42.9%) of them are on the front pages. Like the introduction and purpose clusters, the objective cluster usually consists of two elements and they are a heading and a text. The headings are 'Objectives', 'Course objectives', 'Workshop objectives', 'Seminar objectives' and 'You will learn how to:'.

The texts usually starts with phrases like 'The objectives of the programme are to enable participants to:' and 'The workshop will equip participants with skills to:'. These clauses are followed with a bulleted list of verb phrases outlining the objectives of the programme. Paragraph(s) of text about the objectives of the programme could also accompany the headings. The cluster provides information on skills and knowledge participants will gain from the programme. An example of the objective cluster is provided in Figure 6.22.
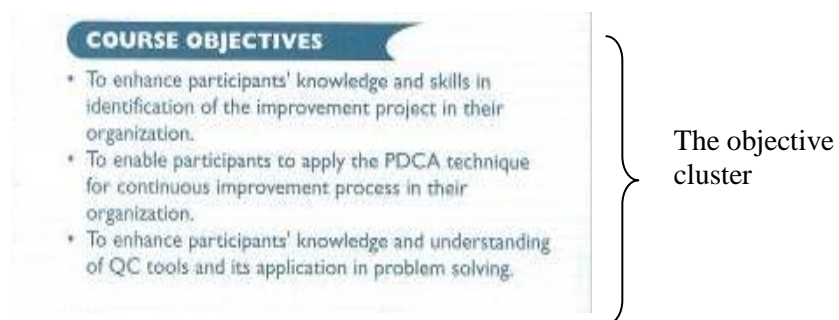
Figure 6.22
The objective cluster in Brochure 32

The objective cluster is entirely verbal in nature and thus it can be said that the cluster intends to provide justification for the training programme to the target audience based on the various skills and knowledge that participants will gain from the programme.

6.1.16 The Benefit Cluster

This cluster is found in only nine (14.3%) of the brochures. It is made up of headings which sometimes contain second person pronoun with the hope to connect with the readers of the brochures. The headings are:

Benefits at a Glance

Benefits of attending the course

At the end of the course, participants will be able to:

After attending this course, you will return to your job…

On completion of the workshop, participants will be able to

How you can improve your job performance after attending this seminar…

However, one brochure has this cluster without any heading and that two brochures display similar headings. Evidence of the cluster in this particular brochure is based on the information and lexical evidence in the text found which make known the benefits of the programme. An example of the benefit cluster is given in Figure 6.23.

Benefits at a Glance
- Strengthen your ability to work creatively with all types of conflict
- Improve your effectiveness in interpersonal relationships
- Use an application plan to turn conflict into further growth opportunities
- Enhance your overall leadership abilities
- Boost the efficacy of teams and the productivity of your organization

Figure 6.23
The benefit cluster in Brochure 6

The benefit cluster is rather similar to that of the objective cluster. Both clusters have statements about the skills and knowledge that participants will obtain from the programme. The difference lies with the fact that the objective cluster is concerned with skills and knowledge participants will gain during the programme while the benefit cluster is focused on such knowledge to be gained at the end of the programme.

Based on the information found in the cluster and that the cluster is in the verbal mode, it can be said that the function of the benefit cluster is to inform the reader about the benefits of the programme.

6.1.17 The Illustration Cluster

The illustration cluster is present in forty-three (68.3%) of the brochures and 63.5% of them are on the front pages of these brochures. The remaining is found on both the front and inside pages. The elements that made up this cluster are the images, photographs and drawings found in the brochures. As such the mode is entirely visual. Analysis found that the visuals serve the purpose of illustrating the information found in the brochure. For example, in Brochure 51 which promotes "Executive Communication Skills" the illustration given in Figure 6.24 is included on the front page of the brochure.

The image shows a group of women executives in a midst of a communicative event which actually depicts the title of the training programme advertised. The illustration cluster is thus said to be interacting with the title cluster.

Figure 6.24
The illustration cluster in Brochure 51

Figure 6.25 is another example but in this instance a picture is used instead to reflect the title of the training programme.
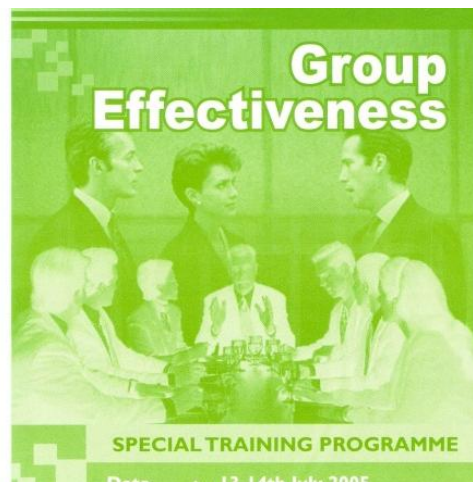
Figure 6.25
The illustration cluster in Brochure 30
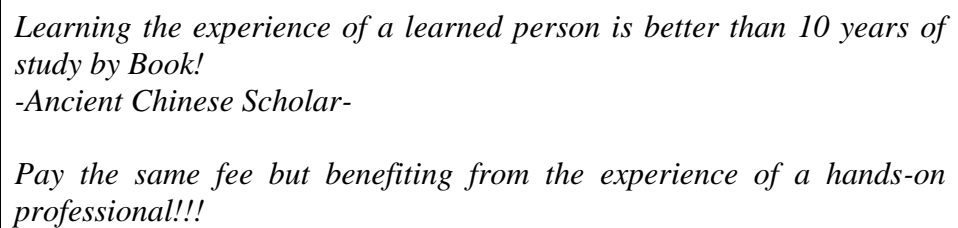
Apart from illustrating the title of the programme, this cluster also illustrates the methodology used in the training as evident in one of the brochures. Images of objects are also used as illustrations in the brochures like those in Brochures 9 and 52.

From the evidence given, it can be concluded that the function of this cluster to illustrate the information presented in the brochure. In addition, by virtue of its visual quality and its spatial placement, it can be said that the presence of the cluster is also to attract the attention of the readers of the brochures.

6.1.18 The Catch Phrase Cluster

This cluster consists entirely of verbal elements as they are basically catch phrases found in the brochures. It is found in only five (7.9%) brochures namely in Brochure 1, 2, 3, 5 and 10. 4.8% of them are placed on the front pages. Some examples of the cluster are provided in Figure 6.26 and Figure 6.27.

Learning the experience of a learned person is better than 10 years of study by Book!
-Ancient Chinese Scholar-

Pay the same fee but benefiting from the experience of a hands-on professional!!!

Figure 6.26
The catch phrase cluster in Brochure 1

PAY ONE PRICE TO GET THE EXPERTISE
OF TWO PROFESSIONALS !!!

Figure 6.27
The catch phrase cluster in Brochure 3

This cluster particularly highlights gains in terms of knowledge obtained from the programme and savings in terms of cost. Being verbal elements, resources pertaining

to typography were used as elements to attract the attention of the readers to the catch phrases. Therefore, the font of these phases are either bold, italicised, capitalised or that a larger font size is used for the purpose of drawing attention. Based on the textual resources, information focus of the phrases and the clusters' spatial placement on the front pages, it can be deduced that the purpose of this cluster is to attract readers' attention.

6.1.19 The Complimentary Item Cluster

Only eleven (17.5%) out of the sixty-three brochures have this cluster and that they are usually at the bottom of the inside or back pages. This cluster consists of two verbal elements, a heading and a text that comes with it. Only one type of heading, '***PRACTICAL COURSE MANUAL***', was found and in all the eleven brochures this heading is usually bold, italicised and capitalized. The text states that participants will receive a complimentary manual that has a concise synopsis of lectures and notes for future reference. This information is promotional in nature whereby potential participants would be drawn to the incentive of receiving a course manual. An example of the complimentary item cluster is provided in Figure 6.28.
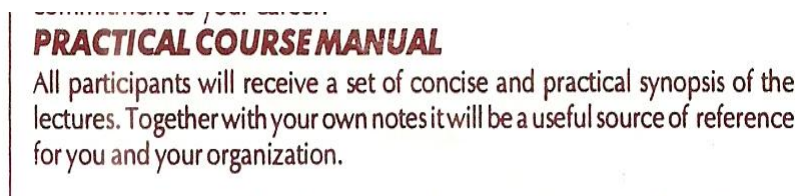
Figure 6.28
The complimentary item cluster in Brochure 19

The verbal analysis of the text in the figure found that both material process and relational process are present in the text and as such the text is centrally focused on the action of 'receiving' and 'participants' who will receive the course manual which is a useful reference. This cluster can also be in the form of a focuser placed on the front page like in Brochure 6. The text in the focuser states that participants will receive items like a disk and sample interviewing forms. There is no heading in this focuser. This makes it less promotional in function. Information about the complimentary course manual is sometimes included in the registration information cluster (Brochures 60-63).

6.1.20 The Certificate of Completion Cluster

The cluster is present in thirteen or in 20.6% of the brochures. There are two variations of the cluster. The first variation consists of a heading '**Certificate of Completion'** which is always bold and sometimes capitalised. These resources act to draw attention of the readers. This heading is followed by a text, which is usually in smaller font than the heading, stating that a certificate will be awarded to participants who complete the programme. It, therefore, exists in the verbal mode. An example of the cluster that has these elements is given in Figure 6.29.

CERTIFICATE OF COMPLETION
A Certificate of Completion will be awarded upon successful completion of each course. This serves as evidence of your personal and professional commitment to your career.

Figure 6.29
The certificate of completion cluster in Brochure 13

The verbal analysis of the text in Figure 6.29 also reveals that the text is dominated by material processes, meaning that it concerns with tangible physical actions like 'awarded' and 'serves' and also the focus on the goal, 'your career'.

In the second variation, the cluster has two elements namely one that is in the verbal mode and the other in the visual mode. The verbal element states that a certificate will be awarded upon completion of the course while the visual element placed next to the statement has the phrase "Certificate of Completion" embedded in it. An example of the cluster with the focuser and statement as elements is seen in Figure 6.30.
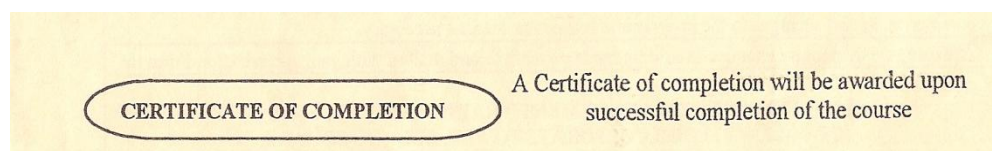
Figure 6.30
The certificate of completion cluster in Brochure 1

The function of the cluster can be deduced to be as an incentive for the readers to register for the programme as upon completion of the programme they will be awarded a certificate. As stated in some of the clusters, this certificate will be proof/evidence of the participants' personal commitment to continuously acquire knowledge or to upgrade their skills in their profession. Despite being promotional in nature, all the clusters are found at the bottom half of the brochures' inside pages. Sometimes statements about participants being awarded an attendance certificate are included in other clusters such as in the registration forms (Brochures 6 and 49) and in the registration information cluster (Brochures 60 – 63).

6.1.21 The Discounts and Savings Cluster

This cluster can be found in Brochures 20-25 and Brochures 60-63 meaning it is present in only ten (15.9%) of the brochures. This cluster is made up of a text stating discounts and savings offered to prospective participants of the training programme. Such savings is also extended to companies who would like to have the training conducted in-house or in other words on the premises of the companies. There is, however, no heading for all the text. An example of this cluster is seen in Figure 6.31.

> **Early Bird Discount** : <u>RM100 per programme</u> for registration with full payment at least 14 days prior to the commencement of the programme.
> **Group Discount** : <u>RM100 per participant</u> for 2 or more participants per programme registered with full payment.

Figure 6.31
The discount and savings cluster in Brochure 25

Sometimes, information on fee discounts is included in the course fee cluster (Brochure 29), in the registration form (Brochures 6 − 10) and in the claimable fee cluster (Brochure 10). Based on the information in the text, the purpose of the cluster can be described as one that is highlighting the discounts and savings offered by the organizer of the programme thus providing an incentive to prospective participants. The fact that some of the clusters are framed and thus drawing attention to them could mean that the cluster also aims to promote the programme. However, these clusters are usually placed at the bottom half of the pages and with rather small font rendering them to be less promotional in nature. Nevertheless, their presence could surely enhance the general promotional purpose of the brochures.

6.1.22 The Claimable Fee Cluster

This cluster is found in twenty-seven (42.9%) of the brochures. Statements about claimable fee can also be found in the registration form cluster as in Brochures 1-5 or in the registration information cluster as in Brochure 49 or even in the fee cluster (Brochure 50).

The claimable fee cluster is basically made up of focusers found on the front pages of the brochures. These focusers normally have either one of the following phrases; '100% claimable from HRDF', 'SBL scheme' and 'HRDF claim, SBL scheme' placed within visual elements as in Figure 6.32.

The claimable
fee focusers
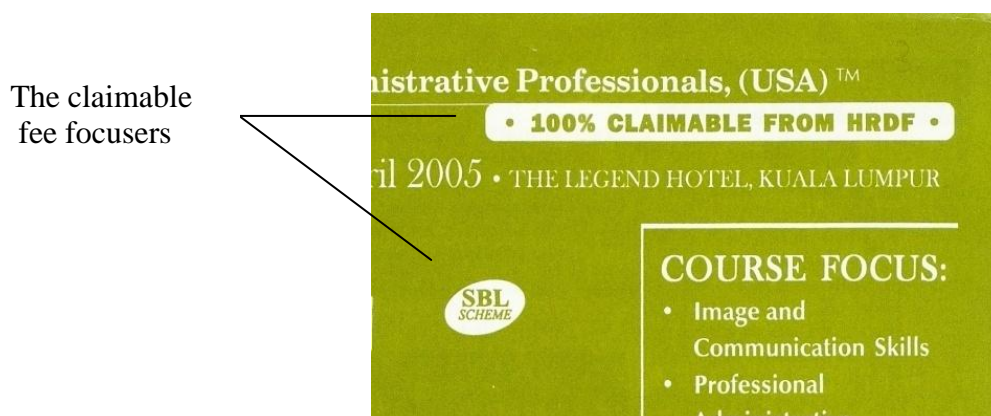
Figure 6.32
The claimable fee clusters in Brochure 18

Apart from these phrases, the focuser may also consist of larger text like that found on the front page of Brochure 29 (Figure 6.33).

Attention to
All **SMEs** Registered Under HRDF,
course fee will be Debited Directly
from Employer's HRDF Account
Please Take This Opportunity
And Register Now

Figure 6.33
The claimable fee cluster in Brochure 29

The phrases and texts are concerned with the fact that registration fees are claimable from Human Resource Development Fund (HRDF), the fund set up to promote and stimulate manpower training (PSMB INFOKIT, 2007) in Malaysia and that claims can be made under the SBL scheme, one of the schemes provided in the fund.

Based on the evidence that the clusters are mostly focusers placed on the top half of the front pages, it can be said that these clusters aim to draw attention. Similarly, the texts in the clusters aim to draw the readers' interest to register for the programme as they state that fees are claimable. This incentive would surely help to promote the programme.

6.1.23   The Facilitator's Profile Cluster

This cluster is found in all the brochures (100%) mostly in the inside pages (87.3%). Only 12.7% are found on the front pages basically because these are one-page brochures. This cluster is identified based on the headings 'Course leader/facilitator/director', 'Trainer's/speaker's profile', 'Programme leader', 'Profile of course leader', 'Your course leader', 'Course leader biodata', 'Workshop leader',

'Learn from the best' or simply 'Speaker/facilitator'. An example of this cluster is provided in Figure 6.34.

Figure 6.34
The facilitator profile cluster in Brochure 17

This cluster provides information about the programme's facilitator or trainer like his academic qualifications, his areas of specialisation, his training experience with the different companies, professional affiliations and his past clients. The information provided could establish the credibility of the facilitator.

The verbal analysis of the text in the figure shows evidence of relational processes particularly those referring to attribute and identification. This is necessarily so as the text describes and identifies the training facilitator. The facilitator is described as being experienced in various IT related projects. Material processes are also dominant as the text describes the accomplishment of the facilitator and his current

undertakings. As such, it is primarily a verbal element consisting of declarative statements about the facilitator. Nevertheless, Brochures 27 and 28 have included photographs of the facilitators.

6.1.24 The Training Company Profile Cluster

This cluster can be seen in Brochures 13-19 and in Brochures 51-53 and this constitutes only 15.9% of the brochures. The training company profile cluster is made up of bold headings announcing the name of the company providing the training and a text describing the company. The text could simply be a one-sentence description of the company or a paragraph of sentences about the company as seen in Figure 6.35.

About SMR
SMR is the largest "Train the Trainer" company. For the last 28 years, the company has been in the forefront of innovations in learning and performance. SMR's major contributions include the development of HRDPower, a powerful software; HRD Webvarsity, an e-learning programme; and the organizing of Asia HRD Congress, Asia's largest HRD event.

Figure 6.35
The training company profile cluster in Brochure 51

The example shows that the cluster is concerned with informing the readers about the training provider's achievement and commitment in the human resource community. Such information, presented in declarative statements, could very well highlight the company's credibility in delivering a quality training programme. This is also reflected in the transitivity analysis of the text where, like in most descriptive texts, relational and material processes are dominant in the text of Figure 6.35. Therefore, there is reference to what the company is and its accomplishment for the last 28 years.

Nevertheless, the cluster's importance in the brochures may be somewhat small as these clusters are usually placed at the bottom of the brochures' inside pages sometimes with very small font size and coupled with the fact that this cluster is found in only 10 (15.9%) of the brochures.

6.1.25 The Accreditation Cluster

This cluster is present in thirteen (20.6%) of the 63 brochures namely in Brochures 11, 15, 18, 20 - 25 and Brochures 51-54. 69.2% of the clusters are made up of focusers meaning that they are visually salient such as in Figure 6.36.

SIRIM
Certified to MS ISO 9001

Figure 6.36
The accreditation clusters in the brochures

As can be seen in Figure 6.36, the focusers are actually logos of the different organisations that provide certification to the training provider or approvals for the training programme advertised. SIRIM is a government body that provides certification to an organization which has achieved an international standard of quality such as the ISO 9001. Once an organisation has been accredited, this organisation will be audited by SIRIM every year to ensure that the organisation keeps to the standards as outlined. In the other example, Pembangunan Sumber Manusia Berhad or PSMB is an organisation affiliated with the Human Resource Ministry of Malaysia whose objective is to encourage employers in the private sector

to retrain and upgrade the skills of their employees (PSMB INFOKIT, 2007). One of the PSMB's functions is to approve training programmes when the requirements set up by PSMB are met by the organisers of the programme. The certification and accreditation received by the training providers prove that they are capable of delivering quality training programmes. The cluster could also consist of a heading and text like in Brochure 18 (Figure 6.37).

CEU AWARDS – IAAP (USA)
The institute awards Continuing Education Units (CEU) to participants who have completed courses approved by them. CEUs are recognized units earned through participation in organized continuing education program offered under capable direction and through qualified instructors.

Figure 6.37
The accreditation cluster in Brochure 18

The text in Figure 6.37 is about awards in terms of course units that participants would receive at the completion of the programme. These units are recognised by the training provider's parent organisation in the USA. The training provider's affiliation with a global organisation could establish or enhance its credibility as a qualified provider of training programmes. Thus, this could be considered as an element of persuasion of the cluster.

The transitivity analysis of the text in Figure 6.37 provides evidence of the descriptive nature of the text based on the presence of the material and relational processes. Therefore, the focus is on actions the institute will undertake and on the attribute of the units earned from attending the programme. In summary, this cluster functions to inform and to persuade through the information it provides.

This section has, therefore, described the twenty-five clusters that are found in the Malaysian b2b brochures. Based on the description, the main functions of the Malaysian business brochures are informing, promoting and establishing identity and credibility of the training provider. Establishing identity and credibility enhance the image of the training provider and with positive image readers would be motivated to establish relations with them. The readers of the brochures have identified establishing relations as one of the main functions of the brochures.

Analysing sixty-three multimodal texts and having to set parameters in order to include all the elements found in the brochures in the description has been a rather challenging undertaking. Nevertheless, this has to be carried out for there is a need to provide both qualitative and quantitative evidence in multimodal genre analysis such that the credibility of such analysis would be further enhanced.

Subsequent analysis found that the clusters can be further grouped into bigger entities which this study would identify as 'super' clusters. These super clusters are then labeled accordingly based on the general functions of the clusters that made up the super clusters. The description in the sections that follow will provide information about the super clusters that would form the system network for the genre of Malaysian business-to-business brochures.

6.2   The Super Clusters and their Realisations

The twenty-five clusters identified as components of the genre of Malaysian b2b brochures can be grouped into nine super clusters. The groupings are based on functions of the clusters where clusters with similar functions are grouped into a

super cluster. For example, the detail, methodology, resource material, content and focus clusters are grouped into a super cluster as all these clusters function to provide information about training programmes. Super clusters are thus, groupings of clusters with similar functions. The nine super clusters are:

1. Title

2. Programme information

3. Signature

4. Response solicitation

5. Value

6. Justifier

7. Attention-getter

8. Incentive

9. Credibility

6.2.1 Description of the Super Clusters and their Realisations

Nine super clusters have been identified in the study and among them, two have only one cluster each to identify them as a particular super cluster namely the title and signature super clusters. The remaining seven super clusters have more than one cluster in their groupings to indicate their presence in the brochures. These are the super clusters labeled as programme information, response solicitation, value, justifier, attention-getter, incentive and credibility super clusters. With regard to these super clusters, the presence of a particular super cluster in the data is determined when either one of the clusters in the grouping is found in the brochures.

6.2.1.1 The Title Super Cluster

The title super cluster is realised by the title cluster which identifies the training programme in the business brochure. This is usually the most salient element in the brochure due to its big font and spatial placement at the top centre position of the brochure.

6.2.1.2 The Signature Super Cluster

The signature super cluster is realised by the training provider information cluster. It identifies the company providing the programme and information like the company's address, contact details and web address. The presence of the company logo will display its corporate identity.

6.2.1.3 The Programme Information Super Cluster

Six clusters namely the detail, methodology, resource material, content, focus and target audience clusters realised the programme information super cluster. This super cluster forms the biggest section of the brochures, quite similar to what is called the body copy of advertisements (Leech, 1986). One of the purposes of business-to-business marketing is to educate the target audience about the product advertised (Murphy, 2007). With that in mind there is a need to present substantial information about the product.

6.2.1.4 The Response Solicitation Super Cluster

With regard to the response solicitation super cluster, the registration and call and contact clusters are the two clusters that signify the presence of the super cluster in the brochures. It is imperative that marketing texts facilitate response from prospective participants. In the business-to-business market, this is only the beginning of the multi-step buying process (Kotler et al., 2002).

6.2.1.5 The Value Super Cluster

The value super cluster is realised by the testimony and the fee clusters. Both clusters focused on the value and worth of the programme, an important aspect in the decision making of the prospective business buyer.

6.2.1.6 The Justifier Super Cluster

The subsequent super cluster is labeled as the justifier super cluster whose main purpose is to state the reasons for the programme and as such provide the justification for prospective participants to register for the programme or for the human resource department of companies to identify employees to participate in the programme. This super cluster is realised by four clusters namely the introduction, purpose, objective and benefit clusters.

6.2.1.7 The Attention-getter Super Cluster

The attention-getter super cluster draws attention through both verbal and visual elements, for example through the visual elements in the illustrations and through the verbal elements of the catch-phrase clusters. Illustrations and catch-phrase clusters are clusters that realise this super cluster.

6.2.1.8 The Incentive Super Cluster

Another super cluster identified is the incentive super cluster. Various incentives are provided to lure prospective participants to register for the programme. Such incentives are found in the discount and savings cluster, the complimentary item cluster, the claimable fee cluster and the certificate of completion cluster.

6.2.1.9 The Credibility Super Cluster

The last super cluster in the brochures is the credibility cluster which is realised by three clusters namely the facilitator profile, training company profile and the accreditation clusters. Establishing credibility is essential in business-to-business marketing as this is one of the ways for prospective participants to determine value of the programme advertised and for the providers of the training to foster value-driven relationship with other business partners.

6.3   The System Network for the Generic Structure of B2b Brochures

A generic structure of functional super clusters or the syntagmatic organization of the brochures can be established based on the findings described in Section 6.2. Syntagmatic relations are concerned with "relations along the axis of chain…by which signs can go together in sequences or structures" (Eggins, 2004). Similarly, paradigmatic relations of the various clusters within the major cluster or relations along the axis of choice can also be established. In the systemic functional approach, the syntagmatic and the paradigmatic relations can be presented in what is called as the system. This study would like to propose the system network for the generic structure of Malaysian business-to-business brochures. This would be one of the earliest attempts to establish a system network for the business-to-business texts not only with respect to the texts but also to the field of genre as a whole. This system network is presented in Figure 6.38.

The system network is read from left to right. The super clusters of the brochures are placed on the left-hand side of the system network. The curled bracket ({) in the system network signifies simultaneous choice to be made among the various super clusters in order to form the syntagmatic structure of the brochures. Thus various combinations of the major clusters are possible based on the choices made. No doubt, these major clusters have been identified as elements that make up the generic structure of the brochures but not all of the major clusters will be found in all the brochures. This is because some of these major clusters are optional in the brochures. The notion of obligatory and optional will be discussed in greater detail in Chapter 7.

Title	Title	One-cluster type	title

Programme information — Focus, Details, Content, Methodology, Target audience, Materials

Two-cluster type	detail + content
Three-cluster type	detail + content + target audience
	detail + content + methodology
Four-cluster type	detail + content + methodology + target audience
	detail + content + methodology + focus
	detail + content + focus + target audience
	detail + content + target + material
Five-cluster type	detail + content + methodology + target + focus
	detail + content + methodology + target + material

Signature	Training provider information	One-cluster type	training provider information

Solicit response — Registration, Call and contact

One-cluster type	registration
	call and contact
Two-cluster type	registration + call and contact

Value / no Value — Testimony, Fee

One-cluster type	testimony
	fee

Justifier / no Justifier — Introduction, Objective, Benefit, Purpose

One-cluster type	introduction
	objective
	benefit
	purpose
Two-cluster type	Introduction + objective
	Introduction + benefit
	purpose + benefit
	objective + benefit
	purpose + objective
Three-cluster type	introduction + objective + benefit
	introduction + purpose + objective
	introduction + purpose + benefit

Attention getter / no Attention getter — Illustration, Catch-phrase

One-cluster type	illustration
	catch-phrase
Two-cluster type	catch-phrase + illustration

Incentive / no Incentive — Discounts, Complimentary item, Claimable fee, Certificate

One-cluster type	discount
	claimable fee
	complimentary item
	certificate
Two-cluster type	discount + claimable fee
	claimable fee + complimentary item
Three-cluster type	complimentary item + certificate + claimable fee
Four-cluster type	complimentary item + discount + certificate + claimable fee

Credibility — facilitator profile, Company profile, Accreditation

One-cluster type	facilitator profile
Two-cluster type	facilitator profile + company profile
	facilitator profile + accreditation
Three-cluster type	facilitator profile + company profile + accreditation

Figure 6.38
A system network for the generic structure of business brochures

After each super cluster in Figure 6.38, an arrow (⟶) will direct to a cluster-type or cluster-type combinations. In the system network, the programme information super cluster has four cluster-type combinations in its spectrum of choices. A square bracket ([) in the system network signifies either/or choice, meaning that a choice needs to be made among the options available. For example, with the programme information super cluster, a choice needs to be made among the two, three, four or five cluster-type combinations. Another set of arrows after each cluster-type will then direct to the realisations of each cluster-type. This, again, would involve choices to be made if the square brackets are indicated adjacent to the combinations of clusters. Therefore, against the two cluster-type combinations of the programme information super-cluster, two sets of cluster realizations are presented in which choices need to be made. The cluster-type and the combination of clusters that realize each super cluster are identified based on analysing their presence against each super cluster (Appendix F).

System networks have been developed for the different semiotic systems like the linguistic system, typography system, speech function system and meaning system of images. However, a system network for the generic structure of texts has yet to be developed.

This study hopes that in establishing a system network for the generic structure of text, in this case the business-to-business brochures, it will put in clearer perspective the syntagmatic and the paradigmatic choices of the elements that made up the generic structure of brochures. It will also provide a guide to brochure designers on the different combinations of major clusters and clusters that could form the generic structure of brochures. Of more importance is that it complements the generic

structure potential (GSP) for the genre which will be developed in the following chapter (Chapter 7). The GSP provides a linear representation of the genre while the system network presents the detailed relations of the elements in the GSP.

6.4   Summary

This chapter identifies twenty-five components of the Malaysian business-to-business brochures in terms of clusters of elements. It also describes these clusters in terms of their percentage of occurrences, the mode in which they exist, the elements that make up each cluster and their spatial placement. The analysis found that visual elements in the business-to-business brochures are optional and if they are present, they usually illustrate information in the brochures though sometimes in the form of focusers they can be persuasive. With regard to the verbal elements, it is found that the aim of the verbal text is to disseminate information about the training programme advertised like what the contents of the programme are, the methodology and materials used in the training but the text can also be persuasive as evident in the information they provide about who will benefit from the programme, why the need for the programme and what the highlights of the programme are. Establishing credibility is another main function seen in the training company's profile, facilitators profile, accreditation, testimony and signature clusters. Therefore, the functions of the business-to-business brochures as analysed from the business brochures are to inform, to establish credibility as well as to promote the training programmes in the brochures. This chapter also establishes the system network for the genre of Malaysian business-to-business brochures which captures the complexity of intersemiosis in the brochures through the depiction of the syntagmatic and paradigmatic relations between the elements in the genre. The system network

displays nine super clusters that make up the syntagmatic structure of the genre and also presents the realizations of the super clusters. This forms the paradigmatic relations in the system network. Thus, findings in this chapter provide the information about what components that are usually found in business brochures, their functions and the choices in terms of the realisations of the components that can be made when designing business brochures.