CHAPTER 6

CONSTRUCTING IDEOLOGICAL CHANGE (2)

6.1   Introduction

Chapter 5 dealt with the discourses of marketisation, imperatives, pain and involvement as gleaned from the analysis of the sources of data, namely the 'Sharing Sessions', articles in the organisation's newsletters and memoranda sent to members of staff by the Human Resource Department at KCUC .

This chapter focuses on another four types of discourses within the discourse of transformation. This chapter is a continuation of the previous one. The identification of the different types of discourses within the texts is done by identifying parts of texts with similar themes and identifying the particular perspectives, angles or points of view from which they are represented.

6.2   Discourse of change

The word 'change' is replete in almost all the texts. The prime motivation for the organisational change initiatives which commenced with the business transformation of the organisation in 2007 is that change or transformation is crucial to the survival of the organisation. There are three phases of change initiatives; namely, business transformation, people transformation and infrastructure transformation (see Chapter 1.) This study takes place during the people transformation phase. Therefore, people

transformation in the context of the organisation refers to a change in mindsets, change in the ways of doing things, change in the ways of conducting business, change in perception, change in perceiving education as a business enterprise, change in management, and ultimately change in behaviour which would align the change initiatives with organisational goals. This theme of change or transformation is evident throughout most of the 'Sharing Sessions' which were conducted, particularly Text 1, 2, 3, 6, 8 and 9. Discourse of change is also evident in Texts 4 and 5 and this has been described in the context of the discourse of marketisation (see Section 5.2, Chapter 5). It is also evident in the articles in the organisation's newsletters as well as the memoranda.

6.2.1 'Moving Forward' metaphor

Reference is repeatedly made to the theme of the organisational transformation process (business, people and infrastructure) in most of the texts. It is change. The tagline for the transformation process is 'Moving Forward' and the metaphor for it is the picture of an airplane in flight (refer to Appendix 14 and 23).

A metaphor, according to Burke is "a device for seeing something in terms of something else. It brings out the 'thisness of that, or the thatness of this' (1989: 247). A metaphor allows us to see something in a new light and helps construct a mapping in the conceptual system from a source domain to a target domain. Thus, the airplane metaphor denotes the thrust of the transformation process that the organisation is embarking on.

Explicit reference is made to the significance of this metaphor in Article 5, entitled 'Success is a journey' (refer to Appendix 14). The Managing Director explains:

Excerpt 45:   Article 5: line 36-40

The 'Plane' Illustration

To best share this process with the rest of the staff, the committee illustrated the master framework via a picture of an aircraft that is 'moving forward' with the three core transformations representing its two wings and tail.
It was intentional that the committee chose a plane to depict the three transformation
40   branches because aircrafts ascends ~ the very direction the company is heading via
      the 10-year exercise.

The illustration of the airplane suggests movement or migration from one place or spot to another and so suggests progress. It is in flight, not still or stagnating. The aircraft is 'moving forward' and this is what the management also envisages for the organisation. It wants the organisation to rise to greater heights of success.

Other references to 'movement' are seen in Memo 1 (Appendix 20) line 10-13:

Excerpt 46:   Memo 1: line 10-13

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10   Values and behaviours are as much as 80 per cent unconscious. When the values are
      measured and certain educational processes are utilised the values become explicit. This
      is our first step in moving our organisation through the levels of development in order to
      cope better with growing business demands in an expanding global economy.

Memo 1 (Appendix 20) disseminated by the Human Resource manager from the Human Resource Department clarifies why the organisation needs to inculcate right

values among the members. When values are inculcated, it becomes "our first step in **moving our organisation** through the levels of development in order to cope better with growing business demands in an expanding global economy" (line 12-13). So the reference to 'moving' once again connotes progress and success for the organisation.

In Article 7 (Appendix 16) reference is yet again made to 'movement':

line 6 - "PS is on a **constant move**",

line 16-18 - "our own staff, needs to be given a clear picture of the meaning of our vision and mission and our core values for us to be **able to move forward as a team**".

So the organisation in putting all the initiatives in place to help change the mindsets of members makes repeated reference to the theme of change by using the tagline 'Moving Forward' and the metaphor of the airplane.

6.2.1.1   Coordination of efforts

This theme is seen in the discourse of Text 4 as well as the title of the session itself, 'The Way Forward'. In Excerpt 47, lines 249-253, the speaker says, "I think if let's say we can actually MOVE in the same direction we can reduce the double work..." The metaphor of 'movement' contrasts with stagnation. To move forward denotes a positive movement towards the attainment of organisational goals or objectives. To move in the same direction denotes moving forward in unison or as a body with a

commonality of purpose. This theme for the transformation process of the organisation pervades all the 'Sharing Sessions' as well as the articles and memoranda. For the organisation to 'move forward' headed in the "same direction" members are obliged to adopt this change in thinking.

Excerpt 47:   Text 4: line 249-253

> I think if let's say we can actually MOVE in the same direction we can
> 250   reduce the double work because sometimes (...) I think students affairs is also going
> for what we call awareness campaign when they go for competitions (...) but some of
> the info has not come to our department (...) if let's say we can work together
> we would have better efforts and performance (..)

In concluding her 'Sharing Session', she again makes reference to this theme. In lines 266-267, "TOGETHER WE MOVE and hopefully we can make the whole team BETTER and WE CAN MOVE AS A TEAM (….)". The word 'move' means to take progressive action towards attainment of the goals. This 'movement' must be done as a collective 'team' so that there is a commonality of purpose. The choice of words, thus, serves to highlight the importance of change in mindsets to ensure progress.

Thus, one aspect of change is 'movement' or migration as described. This 'movement' is taken to be a positive step. The tagline is therefore ideologically positioned and the persuasion strategy employed through the use of the metaphor is the setting of the direction of the organisation.

6.2.2   Change is inevitable

In Text 1 itself this theme of change is evident. The topic of the 'Sharing Session' is 'Managing Changes', and the speaker talks about change.

Excerpt 48:   Text 1: line 31-35

> components of change execution (…) SIZE of problem and time available for change (..) how much time do we have to make changes (.) velocity of change (…) speed of change (..) these are the components of change execution (..) we all must be prepared for change (..) we MUST
> 35   change as it's the way forward for the university (.)

In line 34-35, he says "(..) we all must be prepared for change (..) we MUST welcome change as it's the way forward for the university (.)". The use of the pronoun 'we' is all inclusive. It refers to everyone, irrespective of position, role, or authority. He uses the modal 'must' twice to emphasise the fact that change is inevitable and there is no point in resisting it. It is the "way forward for the university (.)". The choice of word 'forward' is also significant as the thrust of the organisational change initiatives is to ensure that it moves forward. Moving forward is in contrast to moving backward and so is a positive step in the right direction. Moving also contrasts with stagnation as stagnation implies lack of progress, inertia, apathy or inactivity which seems to have a negative connotation.

The speaker then speaks about different types of change; sequential, complex and evolutionary and stresses the fact that "we are ALL interconnected (…) we depend on each other (….) YOU MUST feel that way (…) that's the way to move forward (…) all must work (.) together (…) then only we can achieve what we want to

achieve (…) we must feel that it's our responsibility to help the organisation to grow

(..) we can then reap the benefits together (..) (lines 47-56). This "reciprocal

interdependence' (line 47) requires a change in understanding that we are all

connected and we depend on each other to move the organisation forward in contrast

to working alone. He uses the modal "must" in "YOU MUST feel that way (…)

that's the way to move forward" (line 53-54). It is a command.

Excerpt 49:   Text 1: line 47-56

> reciprocal interdependence (…) what is this? what does it mean? (…) apa itu? [translation: what is that?] academic and admin (..) student affairs (…) customers and marketing are all connected (…) this diagram very
> 50   good (…) shows all are interconnected (…) so:: we all <u>have to work together</u> for a common goal (…) you <u>cannot</u> say this is not your job (…) this is another person's job (…) so I won't do it (….) you cannot (….) we are ALL interconnected (…) we depend on each other (….) YOU MUST feel that way (…) that's the way to move forward (…) all must work (.) together (…) then only we can achieve what we want
> 55   to achieve (…) we must feel that it's our responsibility to help the organisation to grow (..) we can then reap the benefits together (..)

In Text 2 entitled 'Communicating Change', the speaker talks about the inevitability

of change.

<u>Use of listing</u>

To illustrate the inevitability of change, she gives examples in the form of lists as in

the excerpt as follows.

Excerpt 50:   Text 2: line 16-22

> from experience we know (…..) yah
> (…) people and things changed from time to time for example from infancy to toddlers (.)
> to pre-schoolers to adolescents and then to adults (..) So:: (…) that means from
> young to old (...) yah (...) even Malaya changed to Malaysia and typewriter has been
> 20   exchanged with the computer (.) so too:: our college (...) of course the older (…)
> [laughter] I mean more senior staff will know the transition of ICT to KCUC (...)
> maybe even KCC University in future (.....) all these changes have evolved over time

She lists the changes in the life cycle of a human, from that of an infant, to a toddler, to a pre-schooler, to an adolescent, to an adult and finally to an aged person. She even gives the example of the change that the country, Malaysia has gone through. It was initially Malaya and it evolved into Malaysia over time. Even the typewriter has been replaced by the computer.

All these changes that take place or have taken place are inevitable. At the institution KCUC itself, she lists all the changes that have taken place; "we have seen changes everywhere in KCUC (...) we have seen changes in the structure (..) we have a new organisational chart with changes at the top (...) we have seen changes in personnel(..) services(.) our products (..) and also in term of (….) ah, facilities (...) we have new programmes so:: that's our new products (….) also changes in marketing (….) in terms of different ways of doing things (...) so we see changes everywhere" (lines 25-30).

She vehemently says "change is unavoidable" (line 30-31) so therefore, just as the speaker in Text 1 implored "you must change", the speaker in Text 2 implores that members embrace change.

The inevitability of change is also highlighted in Text 8 on 'Motivation". In lines 135-140 (Excerpt 51), the speaker uses modals of necessity; 'have to', 'must be able to' and 'need to' change when he says, "we <u>have to</u> accept that whatever we do in life we must be able to adapt with changes", and "organisations <u>need to change</u> (..) to keep up with competition (..) with the latest technologies (...)...". An organisation "CANNOT move in the right direction if its employees do not want to change their ways (…)...".

Change is inevitable for an organisation to keep abreast of changes in technology and stay ahead of stiff competition. The speaker stresses on the word 'cannot'. The choice of the verb 'move' connotes progression and the phrase "in the right direction" serves to further emphasise moving towards something that is in the right order of things. So in order for an organisation to progress, the members need to understand the need for change so that they can in turn effect change. In order for this to happen, having the right attitude is very crucial; "that's why the <u>attitude of the employees</u> is so very important". The speaker stresses on "the <u>attitude of the employees</u>".

Excerpt 51:   Text 8: line 135-140

135   we <u>have to</u> accept that whatever we do in life we must be able to adapt with changes (...) organisations <u>need to change</u> (..) to keep up with competition (..) with the latest technologies (...) but an organisation CANNOT move in the right direction if its employees do not want to change their ways (…) their ways of doing things (…)   140   that's why the <u>attitude of the employees</u> is so very important ...

In lines 179, the speaker says, "<u>change is inevitable</u> change is necessary for survival (.) just as in the case of the eagle". He then goes on to include the family, (line 181-182).

Excerpt 52:   Text 8: line 179-189

<u>change is inevitable</u> (....) change is necessary for survival (.) just as in the case of the
180   eagle (...)so when we go back (...) I'm talking to all the mothers and fathers today (.)
tell your children (...) **your family** (...) **tell them you got to change** (...) give them
some examples **because this is part of life** (...) **facts of life** (…..) **the company has to
change** (..) **the organisation has to change** (...) the organisation has to change to keep up
with new technology or has to change to adapt to new practices (….) technology
185   changes everyday, so organisations have to change to keep up (….) you have to get
ready your mindset and your heart to accept new changes in life (….) suppose you
come to work and your boss says you have to change (...) change what? change
office (…) everything has to change (….) **you have to accept it because it is part and
parcel of transformation** (...)".

He extends this theme of change to include first and foremost the family and then extends it to the company and to an organisation (the words in bold are done by the researcher to show the speaker's strategy). In including the family he uses the emotive appeal as all the fathers and mothers at the 'Sharing Session' are led to believe that they have to also start changing the mindsets of their children to embrace change. This change is assumed to be good or positive for the children. If change starts from within the family, then it becomes natural for employees to embrace change at the workplace. It is an extension of beliefs, values and principles. Thus, the speaker uses presupposition effectively to make his point.

The use of modals 'have to' several times as in the following phrases "has to change to keep up", " has to change to adapt", " have to get ready your mindset", and " have to get ready your heart" is obligatory. If one does not accept change it would be

difficult to "keep up" and if one does not "adapt" he or she will be left behind. The words "keep up" and "adapt" therefore suggest that accepting change is inevitable. One just has to do it as the speaker says "it is part and parcel of transformation".

In lines 208-209 (Excerpt 53), he says that people are all moving "FORWARD" and "UPWARD". The use of the continuous tense suggests that the motion is already in place. People have already started 'moving'. The stress on the words "FORWARD" and "UPWARD" also suggests that this movement is desirable in contrast to stagnating or not progressing. This movement suggests moving up the ladder in an organisation – in terms of promotions, a better status in life, and wealth. He thus persuades members to move 'forward' and 'upward'.

Excerpt 53:   Text 8: line 208-209

	but in reality people
	are moving FORWARD, people are moving UPWARD (….) you have to accept that (...) why
190	are we here? we want some changes (….) we NEED to accept that change (….)

6.2.3   Change is continuous

This sub-theme within the discourse of change is significant as it is in line with the core values of the organisation. The core value that relates to it is Quality and the theme; continual improvement is subsumed within this core value.

Text 6 entitled 'Understanding the concept of Blue Ocean Strategy' is based on a book on management strategy written by two authors; Chan Kim and Renee

Mauborgne. The title of the book is 'How to create uncontested market space and make the competition irrelevant'. The focus of the 'Sharing Session' is to compare and contrast Red Ocean and Blue Ocean industries and highlight some of the strategies used. The speaker in Text 6 gives an elaborate definition of Red and Blue ocean strategies in lines 109-139. The text is summarised in Table 6.1.

Table 6.1

Definition of Red Ocean and Blue Ocean industries

Red Ocean	Blue Ocean
a red ocean *refers to a saturated market* where there is fierce competition	blue oceans *are untapped* and *uncontested markets* which provide little or no competition
in red ocean *compete in existing market space* (.) *beat* the competition (.) *exploit* existing demand (.) *make* the value or cost trade off (…) imagine all the cut throat efforts that are done (…) imagine all the cut throat efforts that are done	an essential concept is that innovation in service product delivery *must* raise and *create* value for the market (…)
	it's about *raising creating reducing and eliminating* features and functions (…)
	blue ocean *create* uncontested market space (.) *make* competition irrelevant (.) *create* and *capture* new demand (.) *break* the value or cost trade off and *align* the whole system of the company's activities in pursuit of differentiation and low cost (…)
	the value innovation (…) a blue ocean *is created* in the region where a company's actions favourably affect its cost structure and its value proposition for buyers (…) buyer value *is lifted* by *raising* and *creating* elements the industry has never offered (…)

Blue Ocean strategies are seen to be beneficial and profitable and therefore are more desirable.

<u>Use of examples</u>

In lines 89-95, the speaker gives the example of the Penang state government which practises Blue Ocean. He says, "you must be wondering why? (…) why the Penang state government wants to implement blue ocean strategy? (…) they don't do business (…) they don't have any company or whatever but this is the trend now (…) in fact the trend that the state government and various countries in the world are practicing blue ocean (…) they are ALL gearing towards blue ocean (…)".

The example of a state government gearing towards Blue Ocean seems to be a pinnacle of success as Blue Ocean, as he explains it, is "to <u>leverage some core competencies</u> and fresh investments into the state" (lines 94-95) and Penang is "among the first state in Malaysia to practise blue ocean" (line 95-96). In making reference to Penang he refers to a newspaper article in which is stated that Penang is the first state in Malaysia to practise Blue Ocean. He compares Penang to Singapore which has also embarked on using this concept. Thus, he uses the article to strengthen his position in asserting the efficacy of Blue Ocean strategy. The claims he makes are also value assumptions. Embracing the methods of Blue Ocean strategy is therefore deemed as desirable.

He goes on to give a few examples of case studies to illustrate the differences between Red Ocean and Blue Ocean industries. The table which follows encapsulates the type of industry and the contrasts in its characteristics with the adoption of the Blue Ocean strategy.

Table 6.2

Characteristics of Red Ocean and Blue Ocean industries

Name of industry	Characteristics of Red Ocean	Characteristics of Blue Ocean
Circus	- use of animals - animals do all sorts of things – they do all sorts of tricks, roll, jump through rings of fire, elephants for example put up tents etc. - there is exploitation of animals -the key performer – clown - audience limited to children -eg. Barnum & Bailey, Ringling Brothers	- no animals - no key player, everybody is a key player - music, lights, visuals are crucial - beautiful performers - acrobatics - audience not only children but also adults - eg. Cirque Du Soliel
Movie	- started with still images eg. Nickelodeon - other examples – Shaw Brothers, Odeon, Rex, Coliseum in Malaysia - one building dedicated to one or two theatres	- emergence of Cineplexes – can house 15-20 theatres - located in megamalls – people can shop and then go for movies - new theatres- Golden Screen Cinemas & Tanjung Golden Village- gold and premium class - big, comfortable chairs, massage chairs eg. OSIM - price of tickets more expensive
Coffee shop	- located everywhere, next to each other - saturated	- eg. Starbucks - more expensive - nice ambience
Hairdressing	- barber shops everywhere - in earlier days – even at the roadside - located side by side	- kiosks located in shopping complexes - eg. Quick Cut, X-cut, Express Cut - only 15 minutes (waiting and cutting) - hygienic- no recycling of combs, high sanitation, combs are disposable, pay for shampoo and conditioner
IT	- huge computers -IBM in 1956- could store only 4 megabytes	- compact computers - thumb drives, varieties of thumb drives -development of megabytes to gigabytes to tetrabytes
Footwear	- all kinds of footwear	- emergence of Crocs - not appealing to look at but very popular - marketing strategy – pictures of George Bush (former President of US), Nicole Kidman (actress) wearing them

Continuation of Table 6.2

Name of industry	Characteristics of Red Ocean	Characteristics of Blue Ocean
Fasteners	- zippers	- invention of Velcro - very strong and durable for example Velcro jumping - even NASA uses it in space

The speaker refers to seven different industries, namely the circus industry, movie industry, coffee shops, hairdressing industry, information technology, footwear and finally fasteners.

Barnum and Bailey and Ringling Brothers are examples of the traditional circus and are very old. Animals are the key performers and they have to do all sorts of acts such as crawl, jump through rings of fire, put up tents and were exploited. These are listed in lines 156-162 (Excerpt 54).

Excerpt 54:   Text 6: line 156-162

in a traditional circus they get animals to do all sorts of things (…) crawl on the stage and the way they torture the animals (..) err (..) make the animals to put up the tents for them (.) stand on two feet etcetera etcetera (…) they use monkeys dogs snakes etcetera (…) this is also another famous 160   circus amid circus but they're a traditional kind of circus from UK (...) these are all the business in the red ocean (…) the circus in the red ocean (…) Barnum and Bailey and Ringling Brothers (…)

There was exploitation of animals and this led to widespread criticism from animal rights activists. Then a French man by the name of Guy Laliberte reinvented the traditional circus. He "established Soleil in 1984 at the age of twenty four (…) hah

hah (…) while some of us were still in college (…)" (Excerpt 55, line 201), a new type of circus. In the Cirque Du Soliel, there are no animals but only performances with music, lights, and synchronised dances. The speaker then gives a brief introduction of Guy Laliberte.

Excerpt 55:   Text 6: line 199-205

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                                          this is the guy behind it (….) a very young man.
200    [shows a picture of Guy Laliberte] he established Soleil in 1984 at the age of twenty
        four (…) hah hah (…) while some of us were still in college (…)  he started as a fire
       thrower in the conventional circus (…) he started at that and became a street performer (…)
       then he had the idea of reinventing the circus industry (…) just about
       my age at that time (..) imagine that (….) what he believed was that (.) inside every
205    adult a child still lingers
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Unlike the traditional circus which appealed to children, the Cirque Du Soliel appeals to children as well as adults. This appeal to all ages is what draws crowds to the Cirque Du Soliel. The power of belief in oneself is what has enabled Guy Laliberte to be successful as the speaker says in line 207-209, "his strong and firm belief actually gives him the energy to go into the blue ocean kind of circus industry (…) a very powerful belief and may be applicable in other industries".

The speaker then contrasts revenue generated by Cirque du Soliel and the revenue of Ringling Brothers and Barnum and Bailey (Excerpt 56).

Excerpt 56:   Text 6: line 189-195

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                              if you look at the revenue for Cirque du Soliel (..) in a period of twenty
190     years it surpass the revenue of Ringling Brothers and Barnum and Bailey over more
          than one hundred years (…) you can imagine (…) within a short period they can
          surpass the revenue the others earned in over hundred years (..) imagine if you can
          turnover revenue over the traditional circus (…) imagine you create blue ocean kind
          of environment how much it can improve our revenue and business and then like
195     what I mentioned earlier it's magical
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The revenue of the Cirque du Soliel surpassed that of the Ringling Brothers and Barnum and Bailey within a short period of time. This sharp contrast in revenue serves to help members see the tremendous potential of blue ocean strategies. He presupposes the fact that if the organisation creates "blue ocean kind of environment how much it can improve our revenue and business" (line 193-194). He draws upon the powers of imagination of the members to visualise how much the organisation can benefit if it can adopt Blue Ocean strategies which are creative and innovative. He stresses on "how much" to emphasise the fact that adopting Blue Ocean strategy is the way forward for the organisation.

He then gives the example of the movie industry starting with the invention of the light bulb by Thomas Edison and the progression to still images and Nickleodeon-small theatres where people paid a nickel to watch movies. He then cites the example of cinemas.

Excerpt 57:   Text 6: line 225-229

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225                                                                    there were Odeon,
          Rex etcetera and then we have Cathay and this was how the industry was in those
           days (….) you can't do that anymore (….) if you have a whole building to dedicate
          for one or two theatres (…) then (…) you can have at the most two movies at one
           time (…) you're not going to survive (…)"
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He contrasts these cinemas with the newer ones at cineplexes in Excerpt 58. With reference to Excerpt 58, in a Cineplex complex it is possible to screen "fifteen to twenty movies at the same time". Furthermore, these cineplexes are located at megamalls or shopping complexes and this gives people an option to go shopping and do other things as well besides watching movies.

He stresses the need to be innovative and creative. In line 215, he makes a very important point, "what I want to show you here is that if you do business the conventional way it's going to die off (…) you have to come up with the latest strategies (…) you have to be more innovative". It is a very hard hitting fact and serves to impress upon the members the importance of continuous change.

Excerpt 58:   Text 5: line 232-239

	if you have a Cineplex complex you can (…) you can (…) house fifteen to twenty theatres and you can show fifteen to twenty movies at the same time (….) another interesting thing about this blue ocean kind of theatre now is
235	for example at megamall (…) theatres are situated in megamalls (..) so people have many options (…) people don't only go for movies (.) they can also enjoy or do other things in that mall such as shopping (….) what I want to show you here is that if you do business the conventional way it's going to die off (…) you have to come up with the latest strategies (…) you have to be more innovative

He goes on to give examples of further development in the movie industry, particularly "Golden Screen Cinemas Sdn Bhd (…) and Tanjung Golden Village" – the gold and premium class "to provide the ultimate cinema-going experience to the discerning public ...." (Excerpt 59). Nowadays people do not mind paying for comfort and privacy. There are now massage chairs available at cinemas. So the movie industry in the Blue Ocean is very different from the older ones as what

people "want is the kind of environment" and they do not mind paying a high price to experience it.

Excerpt 59:   Text 6: line 240-251

240	Golden Screen Cinemas Sdn Bhd (…) and Tanjung Golden Village (…) to provide the ultimate cinema-going experience to the discerning public (…) and currently to promote their theatres and to remain in the blue ocean now (.) they have come up with gold class and premium class (…) now you can go to the theatre with your partner or wife and you can enjoy the movie next
245	to your wife because the seating is so nice (.) but the price of tickets is four times more (…) more facilities and more privacy (…) people don't mind that (…) what they want is the kind of environment (…) wah! (…) see this (…) now we have OSIM chairs in cinemas and you can have a relaxing message also (…) in Singapore they're charging eighty five Singapore dollars for a two hour movie (….) imagine
250	that (…) and people still go because of the comfort (….) ok (..) so that is the movie industry in the blue ocean (….)

The contrasts in the movie industry in the Red Ocean and Blue Ocean highlight the need for innovation and creativity to capture the market because as what the speaker says in line 238 (Excerpt 58), "if you do business the conventional way it's going to die off..."

The next example he elaborates on is that of the coffee shop industry.

Excerpt 60:   Text 6: line 254-257

255	the red ocean kedai kopi is all over the place (…) next to each other (….) so many in a row (…) you can see the competition (….) this guy tries to cut throat here and that guy cuts throat there (…) it's very very competitive (..) ok (…) very volatile (…) these are all the red ocean kedai kopi (coffee shop)"

Traditionally, old coffee shops are located near each other and therefore are very competitive. The speaker then illustrates the evolution of the traditional coffee shop to the modern 'Starbucks' coffee shop, an international chain of coffee shops.

Excerpt 61:   Text 6: line 262-265

> this is the blue ocean kedai kopi (...) here you pay RM10 (…) [shows pictures of Starbucks) it's worldwide and people go to these places (…) buyer value is up (….) Starbucks is everywhere ok (…) this is the first store in the States and
> 265   then they have in Phuket, Japan, Dubai, Arab (…) <u>even</u> in the Forbidden City in Beijing

People do not mind paying a higher price for coffee at Starbucks because of the ambience, the availability of facilities such as WiFi and the image that it evokes.

He then gives the example of the haircut industry. He elaborates that "red ocean barber shops are everywhere (…) this kind of barbers are everywhere" even "at the roadside". He contrasts these with the "new concept", "Quick Cut and X-cut" hairdressing shops as seen in Excerpt 62.

Excerpt 62:   Text 6: line 283-291

> this is the new concept (...) it's hygienic because they don't recycle the combs (…) the combs are
> 285   disposable (…) at the kedai gunting (..) that comb may have been there fifteen years (…) until the teeth are missing hah hah (…) the concept is innovative (.) creative (.) high sanitation service (…) scissors are dipped into a chemical (..) combs are disposable (.) you pay coins for shampoo and you can take back the extra shampoo (…) you have to take a number and sit down and fifteen minutes later you're done
> 290   (…) fifteen minutes is fifteen minutes (…) they say fifteen minutes so it's fifteen minutes (…)

Although people have to pay a higher price; "fifteen ringgit" in contrast with "seven ringgit" at the traditional barber shop, these ultramodern hairdressing shops are becoming popular. They are more efficient and hygienic; the combs are disposed after use, the scissors are treated with chemicals and they are time efficient.

He then cites the example of changes in the IT industry and the shoe industry and makes particular reference to Crocs "the ugliest shoes or sandals in the world" (line 325). The marketing strategy that the Crocs shoe industry employs is the use of celebrities. Pictures of the former President of the United States, George Bush wearing it, as well as the popular actress; Nicole Kidman, serve to make the sandals popular. The speaker stresses:

Excerpt 63:   Text 6: line 340-343

340   (...) you can imagine what kind of sale this product is bringing in (…) the revenue is (…) (xxx) eight hundred and forty seven million from sale of Crocs (…) net (…) and this is a big company now (…) 5730 million Crocs (….) (xxx)

 So although Crocs does not look very appealing, it has become popular due to innovative advertising strategies.

The final example the speaker makes use of is that of zippers "all kinds of zippers for shirts etcetera (…) the blue ocean of that is Velcro (…)" (line 345). He then gives a brief history of the inventor of Velcro, George de Mestral (Excerpt 64) who discovered the plant, urena lobata (scientific name). He found the possibility of "binding two materials reversibly in a simple fashion (…) if he could duplicate the

hooks and loops" which he observed on the burrs or seeds of burdock from the plant, urena lobata.

Excerpt 64:   Text 6: line 347-354

>   Swiss guy George de Mestral an engineer who invented the sewing
>   machine (…) that time he thought the sewing machine would be popular (…) that
>   was in 1941 (…) the idea came to him after a hunting trip to the Alps with his dog
>   350   (…) he took a close look at the burrs or seeds of burdock that were sticking to his
>   clothes and his dog's fur (…) he examined them under a microscope and noted their
>   hundreds of hooks that caught on anything like a loop (.) like clothing fur or hair
>   (…) he saw the possibility of binding two materials reversibly in a simple fashion
>   (…) if he could duplicate the hooks and loops.

The speaker questions, "so what made him come up with this idea? (…) it was to imitate (…) it's innovation and this is creativity (…) so if you look into the Velcro business you have the blue ocean (…)" (line 360-362). So the Velcro industry is another good example of an industry in the Blue Ocean.

In using the examples of the case studies in Text 6, the speaker effectively impresses upon the members that change is continuous and ongoing. All the seven industries he refers to have gone through much transformation and are still undergoing transformation. The examples of the various industries are testimonies that organisations have to be innovative as he says in lines 237-239, "what I want to show you here is that if you do business the conventional way it's going to die off (…) you have to come up with the latest strategies (…) you have to be more innovative". The use of the modal 'have to' is obligatory and necessary. The speaker commits himself to the truth of this fact and the reiteration of the meaning of "latest

strategies' and "innovative" serve to further highlight the need for innovation and creativity. The organisation has to be innovative in order to survive.

In contrasting Red Ocean and Blue Ocean industries, members are persuaded to see the stark differences. The Red Ocean industries use conventional methods of marketing, exploit animals, are not creative or innovative, are ordinary and are run of the mill kind of industries. On the other hand, Blue Ocean industries are creative, vibrant, and progressive. By juxtapositioning the Red Ocean industries with the Blue Ocean industries, the differences become glaring and the audience is therefore coerced to view positively the characteristics of the Blue Ocean industries. The examples (with the use of visuals on the slides) therefore are rhetorical devices to influence the minds of the members as they help to form a meaningful mental model of what the text is about. It becomes commonsensical to the members to embrace change and think of creative ways of doing things.

After the elaboration of the case studies, he refers to the status of the organisation − whether it is a red ocean or a blue ocean kind of organisation. In Excerpt 65, he says that it has somewhat both the characteristics of red and blue ocean strategies.

Excerpt 65:   Text 6: line 368-378

enough of case studies (…) now to look at serious business (...) ok (…) if you look at where we are (...) where are we? (.) are we
370   anywhere near blue ocean? (…) are we? (…) do we want to go into it? (…) I can say we are to a certain extent (…) we have exclusive government projects (…) we are the service provider (…) the government comes to us first before they engage any other consultant (…) so that's blue ocean kind of environment (…) but the nature of the company (…) we're multidisciplinary so that brings us to the blue ocean (…) not
375   many companies have a multi nature business (…) we have contrasts (…) training (…) education (…) wherever there is infrastructure we have it (….) on second thoughts we can say no (…) there are other consultants doing the same thing (…) better business (…) maybe a red ocean kind of environment (….) ...

He gives two different perspectives on how to view the organisation. Some might say that the organisation practises Blue Ocean strategy due to the fact that it receives government contracts and it is multidisciplinary in nature. The organisation, PS currently has twenty-four different companies with different specialisations. In this respect, it can be said to be practising Blue Ocean strategy but on the other hand, some might say that other companies are also doing the same thing – so it is a Red Ocean kind of environment with fierce competition. In juxtapositioning these two different perspectives, the speaker makes a presupposition that organisational members will favour that the organisation fully adopts Blue Ocean strategy. This is yet another strategy on the part of the speaker to persuade organisational members on the need for change in mindsets for the benefit of the organisation as a whole.

6.2.4 Change is necessary for survival

The process of change or transformation usually takes place in an organisation in order for an organisation to survive stiff competition. An organisation may have to take drastic steps in its implementation of change initiatives. Although such steps may be frowned upon by members or meets with resistance, it has to nevertheless be implemented. It is a question of survival for an organisation. The speaker in Text 8 refers to this fact through the use of analogy. Reference to this particular analogy was made in Chapter 5 in the discussion of discourse of pain. Here it is used to illustrate yet another facet of discourse of change.

<u>Use of analogy</u>

The speaker uses the analogy of an eagle to stress that change is necessary for survival. An eagle is able to live up to seventy years, but when it is in its forties, an eagle undergoes the aging process (Excerpt 66) – "its nails become very long and flexible (...) its talons become very long and it cannot grab its prey anymore", "beaks are no longer sharp and it becomes bent", "the feathers become thick and become glued to the body", and "it becomes difficult to fly". So an eagle is left with two options – to die or to go through a change process that will take one hundred and fifty days.

Excerpt 66:   Text 8: line 153-162

```
                                                    (...) in its forties its nails become
        very long and flexible (...) its talons become very long and it cannot grab its prey
155     anymore (...) normally how does an eagle catch its prey? (.) they fly and then they go
        down and grab the prey (...) but when they are in their forties they cannot grab the
        prey and then their beaks are no longer sharp and it becomes bent (.) no longer sharp
         but becomes bent (...) this is when it's in its forties (....) even the feathers become
        thick and become glued to the body (...) because of that it becomes difficult to fly
160     (...) so what happens? (...) the eagle is left with two options (.) two choices (...) one is
        to die (.) or to go through a very painful process (...) a process that takes one hundred
        and fifty days (…)
```

The speaker uses the analogy of the change process that an eagle goes through in order to live a longer life to illustrate the necessity for change, "so we got to change (.) <u>change is inevitable</u> (....) change is necessary for survival (.) just as in the case of the eagle" (line 178-180). It is a question of survival. Just as an eagle has to change in order to survive, so too does an organisation.

The speaker draws a parallelism of the eagle with an organisation. He stresses that a "company has to change (..) the organisation *has to change* (...) the organisation *has to change* to keep up with new technology or *has to change* to adapt to new practices (….) technology changes everyday, so organisations *have to change* to keep up" (Excerpt 67). Organisations have to continually change to keep up with competition and market demands. The repetition of the modal '*has to*' serves to emphasise the necessity for members to change in the light of changes everywhere, in every sphere of life, even in the family. The speaker includes the family in his example. He exhorts all the mothers and fathers attending the 'Sharing Session' that they have to tell their children and their families to change. By bringing the family into the picture, the speaker is able to drive home the point that change is necessary for survival, even at the family level.

 The detailed process of change that an eagle goes through in order to live a longer life is described in the section on the discourse of pain (Refer to 5.4.1).

Excerpt 67:   Text 8: line 178-186

so we got to change (.) change is inevitable (....) Change is necessary for survival (.) just as in the case of the
180 eagle (...) so when we go back (...) I'm talking to all the mothers and fathers today (.) tell your children (...) your family (...) tell them you got to change (...) give them some examples because this is part of life (...) facts of life (…..) the company has to change (..) the organisation has to change (...) the organisation has to change to keep up with new technology or has to change to adapt to new practices (….) technology
185 changes everyday, so organisations have to change to keep up (….) you have to get ready your mindset and your heart to accept new changes in life (….)

6.2.5 Change requires a change in understanding

Change in understanding about the 'why', 'how' and 'what' of change is crucial to the survival of an organisation. In some of the 'Sharing Sessions' and the articles, this is stressed.

Article 2 is a reproduction of the Managing Director's opening speech at the tenth year anniversary celebration of the organisation and the launch of the ten year strategic business blueprint 2007-2016. With reference to this article (Appendix 11), line 2-6, the privatisation of the public works department was initially met with much criticism and pessimism. Some people predicted that it would not survive, but the fact that it has survived ten years has proven the critics wrong. As the writer writes, "Not only did we manage to survive the early scare which was exacerbated by the subsequent Asian Financial Crisis, we also rose to a new height with the listing of PS in August 2003" (line 7-9). The successful privatisation of the public utilities company has proven that understanding the need for change was the prime mover of success for the company.

Excerpt 68:   Article 2: line 2-6

<div style="border:1px solid black">

Looking back in 1997 or 10 years ago, initially there were more than a fair share of critics and pessimists about our privatisation of the public works department. Some gave us

5   only six months and confidently said we would then bungkus! However the fact that we are here today to mark our tenth anniversary proves that they were all wrong.

</div>

The writer then makes reference to a newspaper article.

Excerpt 69:   Article 2: line 16-20

> When I read a front page news report in The Star last month on the
> government's requirement for GLCs to develop their own business transformation
> plans by April 2008, it confirmed that we are in the right direction.
> What is important to note here is, out of our own realization, we want to do it our
> 20   way for our people.

This shows that the company took the initiative to implement changes even before

the government linked companies (GLCs) had developed their own "transformation

plans" as the writer writes, "out of our own realisation, we want to do it our way for

our people" (line 19-20). This illustrates the company's understanding of what

needed to be done and the subsequent initiatives that have been put into place.

The speaker refers to the "people transformation" phase which incorporates the

company's corporate culture with the motto; One Vision, One Team.

Excerpt 70:   Article 2: line 21-23

> The next crucial phase is the People Transformation. It shall incorporate the
> company's corporate culture which envisages One Vision, One Team. We make no
> apology for seeing **re-born** PS citizens in no other combination.

The prefix 're-' (in bold) effectively links the concept of change to thoughts of

'doing again' or 'beginning anew'. The use of the word 're-born' in the text of the

Managing Director's speech suggests rebirth or rejuvenation in understanding. The

organisational members have to change their sense of perception and understanding

to embrace change and work collectively towards the "One Vision, One Team"

motto. Members are thus persuaded to put aside differences and be one, in understanding, stance and effort to propel the company forward. Thus, the connotation of the word 're-born' is profound.

Even the sub-heading in the article in the form of a question; 'Are you ready?' invokes contemplation or reflection in the minds of readers. It implies that all members have to be prepared for change. In asking the question, members are persuaded that the change in understanding of what change entails is crucial.

6.2.5.1   Change in mindset

In line 24-27 (Excerpt 71), the writer makes reference to the Malaysian government's call "for a change in its people's mindset from 3rd class to 1st class mentality!" Third class mentality suggests lack of progress, initiative, drive, perseverance and a whole host of descriptions that are derogatory and therefore negative. This is in contrast to first class mentality which is the very opposite of third class mentality. Members therefore are positioned to ascribe to this first class mentality, as the writer then continues, "There is no better way than starting it with our own mindset at our very own PS Park and our other offices."

Excerpt 71:   Article 2: line 24-28

We also wholeheartedly support the Government of Malaysia's call for a change in
25   its people's mindset from 3rd class to 1st class mentality! There is no better way than
    starting it with our own mindset at our very own PS Park and our other offices. This
     shows that we are serious and committed in charting our way forward only as One
    Vision One Team.

The theme of change in changing mindsets is also seen in other texts such as in Text 3 as shown in the excerpt as follows. There is a "paradigm shift" in understanding education. It is an industry just as other "corporate" industries.

Excerpt 72:   Text 3: line 23-27

	all
25	academic institutions are these days undergoing or currently experiencing a paradigm shift (..) concepts and productivity (.) we're looking at all this (....) private institutions are like managing a corporate industry (...) all private institutions are undergoing a paradigm shift (...)

The concept of education as a business enterprise has been discussed in Chapter 3 and has been further developed in Chapter 5 under 'Discourse of marketisation'.

6.2.5.2   Change in understanding of work culture

Use of contrast

Change in understanding also involves change in work culture- the way things are done at the workplace. As can be seen in Article 2 (Appendix 11), line 36-39 (Excerpt 73), "we want to shift from a culture of commanding, chasing and directing people which is the norm in a production-based economy, to one propelled by self driven, proactive, collaborative and innovative mindset to deliver performance." A "culture of commanding, chasing and directing people' is seen as negative, as it implies that organisational members can only perform if commanded, chased after and directed to perform. There is no initiative on the part of the members to perform.

In contrast, the company wants a workplace culture which is "propelled by self driven, proactive, collaborative and innovative mindset to deliver performance."

Excerpt 73:   Article 2: line 36-43

In this respect, let there be no doubt that we want to shift from a culture of commanding, chasing and directing people which is the norm in a production-based economy, to one propelled by self driven, proactive, collaborative and innovative mindset to deliver performance. Within the context of the knowledge-based
40   economy, only with this mindset, will we be able to see a transformed PS which can stand on its own feet, without the help of crutches! We should ask ourselves, why do we need crutches when we ourselves, can perfectly go out there and do whatever we want unhindered without one?

This stark contrast serves to impress upon members to change the way they work if they fall into the category of people who have to be commanded, chased after and directed to perform. The choice of word "propelled" suggests progress, or moving forward; which is the tagline for the transformation process of the company. Just as an aeroplane is propelled by propellers which enables it to move, an organisation can only be "propelled" by dynamic, forward thinking, and proactive members.

The use of the word 'crutches' in line 40-41, "a transformed PS which can stand on its own feet, without the help of crutches!" is significant in this context. 'Crutch' means props or support and therefore implies helplessness or dependence, in contrast to independence. Change in the work culture which is in line with a knowledge-based economy- where employees are proactive, motivated, and productive can enable the company to be without 'crutches', whereby the company can become self-sufficient and self-sustaining without the need to rely on government projects for

business. Thus, a change in understanding of the required work culture among organisational members is necessary for the company to survive. The word 'crutch' therefore has a powerful connotative meaning.

Even the word 'transformed' is significant as it shows the contrast between the work culture of a people-driven production-based company where employees are directed to perform and a dynamic knowledge-based company where employees are self-driven and motivated.

In light of what has been discussed thus far, this line from Text 5 encapsulates all (Excerpt 74). The speaker emphasises that change is important for the betterment of the company at large.

Excerpt 74:   Text 5: line 138-139

> due to all this CHANGE is extremely important (…) changing here is for the betterment of your (.) results (…)

6.2.6   Change requires adaptability

Change requires adaptability to new challenges. In lines 171-185 (Excerpt 75) of Text 9, the speaker refers to an old Chinese saying that prosperity only lasts for at least three generations because the later generations usually squander the money due to lack of strategy. He contrasts this with family owned businesses in Europe which

have lasted for generations due to adaptability to change as in the line "... (...) this is because the companies are able to adapt to changes (...) they are able to survive (....)" (line 184-185).

Excerpt 75:   Text 9: line 171-185

```
                                  some of you will be familiar with an old Chinese
        saying that prosperity will last to the last two to three generations (...) it's always like
        that (...) an old Chinese saying (...) the grandfather can be very rich (...) when it
        comes to the father level he spends all the money because there is no strategy (…)
175     they don't know how to strategise but they just spend (...) the grandfather had the
        opportunity and managed to do well but the father spent it and then whatever is left
        behind for the grandchildren to spend (...) so the great great grandchildren level have
        to start all over again (….) so there is something not correct (xxx) but then with new
        generation of business people you can see that they are more educated, they're more
180     focused with proper education (...) you see why business entities in the US for
        example err (...) if you look at Europe (.) it's very much family kind of business (...)
        most of the businesses are big (..) they are able to control ( ...) why they are able to
        last through from one generation to one generation (...) you can see many of such
        companies (...) this is because the companies are able to adapt to changes (...) they
185     are able to survive (....)
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6.2.7   Change requires the right attitude

For effective change to take place there must be a change in attitude. In the 'Sharing Sessions', the articles and the memoranda, there is constant reference to change in attitude. Members are persuaded to change their attitude towards work, self, and others.

6.2.7.1 Skills, attitude and competencies

In Text 8, the speaker speaks at great length about attitude. He addresses the audience as not "only the employees at PS but also to the fathers" and "to all the mothers". He addresses employees who are also fathers and mothers. It becomes more inclusive and personalised for the members. The members are thus persuaded to understand the relevance of the 'Sharing Session'.

He repeats that everything is connected to attitude; "it's all connected to attitude (...) whatever we do in life it's all connected to attitude (...) ..." (line 41-42). This stresses the importance of attitude. He then refers to the acronym 'A.S.K.' 'A' stands for attitude, 'S' for skills and 'K' stands for knowledge. With reference to Excerpt 76, the speaker expounds the fact that having a good attitude but without having skills and knowledge is useless, so too would having a good attitude and skills be useless without knowledge. He concludes that all three are necessary and crucial "to move forward in life" (line 50-51).

Excerpt 76:   Text 8: line 37-52

I'm not talking to only the employees at PS but also to the fathers (...) can I see a show of hands all fathers? (.....) wow (...) so many (...) can we see a show of hands all
40 mothers? (...) very nice (....) I'm talking to all the fathers (.) to all the mothers (....) we're all so blessed to be here today (...) let's look at this slide (...) it's all connected to attitude (...) whatever we do in life it's all connected to attitude (...) yah (...) you want to be a great employee or excellent employees (..) excellent managers (...) they call it A.S.K (...) A is for attitude (.) S is for skills (...) you must have the skills (..) ok
45 (.) and K is for knowledge (...) yes (.) ok (...) if you don't have the right attitude but you have the skills (.) you have the knowledge it won't work (...) if you have good attitude but you have no skills (.) you have no knowledge (.) also cannot (....) ok (...) if you have good attitude you have skills but empty (...) no knowledge also cannot work at all (...) these are the three things you must have in life (...) ok errr (...) that
50 you must have as a manger (.) as an employee (...) or as an executive (...) ok (...) to move forward in life (...) three things (...) A.S.K (...) attitude, skills and competencies and knowledge (...)

In line 56-61 (Excerpt 77), he says that without the right attitude it will be difficult to "move forward". One may have the right skills and knowledge but without the correct attitude it is pointless or futile. The speaker uses presupposition to support the point he is making. If the members have a bad attitude, they would not be present at the 'Sharing Session'. They would consider the 'Sharing Session' as a waste of time. He establishes the fact that members' attendance at the 'Sharing Session' shows the right attitude to have.

Excerpt 77:   Text 8: line 56-61

> but if you are skilled
> with knowledge but the attitude is not good (..) you CAN'T move forward (...) it's as
> simple as this (...) if for example if you have bad attitude or negative attitude today
> or if you are actually a negative attitude person you won't be here this morning (...)
> 60   you know why? (...) you always feel and you always think that this kind of sharing
> session is a waste of time (....) that's the negative attitude (...)

i.   <u>Use of analogy</u>

The speaker uses an analogy to illustrate the importance of having the right attitude. He uses the analogy of an iceberg (Excerpt 78). What one sees of the iceberg above water is only ten percent while ninety percent of the iceberg is actually underwater and therefore not seen with the tangible eyes as seen in the following lines, "what you don't see (.) which is bigger, which is 90% and you can't see with your eyes (.) with your tangible eyes is actually below water (...) this is much, much bigger" (line 69-70). He gives the example of the Titanic which sank due to hitting an iceberg to show how massive an iceberg can be and how damaging it can be.

He applies the analogy of the iceberg to humans when he says, it "is actually applicable to all human beings". He equates the visible part of the iceberg as follows; "what you see is the knowledge and skills" and the invisible part as "but the thing which is unknown and you cannot see is the attitude of the person (....) the attitude of the person (....) in other words behaviour you can see (.) the values, the attitude (.) what the person believes people cannot see (...)". In contrast to skills and knowledge which can be seen, it is the invisible part which is most important, as the speaker stresses, "but this one has a very great impact towards success". It is attitude that has a huge impact on success.

What this example implies is that the ninety percent of the iceberg which caused a massive ocean liner, the Titanic, to sink can be equated to attitude. It was unthinkable for the Titanic to sink but it did due to an iceberg. Lack of action on the part of the Captain of the Titanic in not steering it away from the iceberg in time led to its sinking and loss of thousands of lives. Likewise, having the wrong attitude can bring about the downfall of an organisation.

Excerpt 78:   Text 8: line 65-89

```
65                                                                    you might
       have seen this (..) right? (...) it's an iceberg (...) how much do you see? (...) it's very
       very huge (.) very very big you know? (...) this is an iceberg (.) ok (....) you can see
       with your eyes (.) with your tangible eyes (...) you can see all this above water, can't
       you? (..) err (...) ok (...) what you don't see (.) which is bigger, which is 90% and you
70     can't see with your eyes (.) with your tangible eyes is actually below water (...) this
       is much, much bigger than this one [shows pictures of two icebergs] because of that
       ships are very afraid of icebergs (..) for example the Titanic (...) the Titanic sank
       because of an iceberg (...) ok (...) you cannot see how huge this is from far (...) it
       may seem far away (...) the moment they see this the Captain will tell his crew to
75     change direction of the ship (..) eventhough he sees it far because it's not really far,
       it's actually quite near (...) at any time if they don't change direction the ship will hit
        it and will sink (....) that's what happened to Titanic (....) let's proceed to the
       meaning of it (...) the visible level is above sea level and the invisible level is below
        sea level (...) the iceberg is actually applicable to all human beings (...) what you see
80     is the knowledge and skills (...) you can see knowledge and skills, yah? (..) you can
        see people's skills, you see how people do their work etcetera (...) oh this person is
       very skilful (...) you can look at them (...) you can see their knowledge how good
       they are (...) you can test them (...) this is a very smart guy (...) you can ask and he
       knows (...) so skills and knowledge you can see (...) people can know about it, yah
85     but the thing which is unknown and you cannot see is the attitude of the person (....) the
       attitude of the person (....) in other words behaviour you can see (.) the values,
       the attitude (.) what the person believes people cannot see (...) but this one has a very
       great impact towards success and that is why for your information (.) why we have
       probation
```

The speaker then gives an explanation as to why companies practise having a probationary period of three or six months for new employees before confirmation of service. Looking at the curriculum vitae of an applicant for a job does not say very much of the applicant. In lines 99-101, the speaker explains that the probationary period is very important to observe an employee's attitude, "then you know his self discipline, his attitude (...) you can take action because this attitude is very very important (...) it has a very important impact on the behaviour (...)" of the employee.

ii.   Use of anagram

Reference is made to Excerpt 79. Here the speaker uses the example of an anagram. Each letter of the alphabet represents numbers. For example, the letter 'A' has a numerical value of '1'; 'B' has a value of '2' and so on. Earlier in the 'Sharing Session' he had mentioned three components for success; attitude, skills and knowledge. He adds up the numbers for the word 'skills', 'knowledge', and 'work hard' and contrasts this with the total score for the word 'attitude'.

According to the anagram, "if you add up all the numbers for the word "skills" , it only contributes to 82%, knowledge "only accounts to 96% only" and "work hard is 98%". The speaker queries the audience, "what is 100% then? (…) yes (…) it's attitude (….) you're right (…) you add up all the numbers it gives you 100%". It is attitude that has a perfect score of hundred percent. The effective use of the anagram by the speaker serves to stress how crucial having the right attitude is. One may have the skills and knowledge but without the right attitude it amounts to nothing.

Excerpt 79:   Text 8: line 114-133

> each letter of the alphabet
> 115   represents numbers (......) this is very excellent (.) I don't know who actually invented this (...) I tell you this is a very smart guy (...) if you look at the letter (...) each letter represents the number (…) if you add up all the numbers for the word "skills"(...) what do you get? (..) if you have skills it only contributes to 82% (.) look at it (...) of course no doubt you must have skills (...) I must have skills to talk, skills
> 120   to tackle the audience but it's only 82% (...) knowledge (...) I must have knowledge (…) knowledge is important (…) I must have knowledge to talk (…) I must acquire knowledge (…) I must read books, mix with people (…) read books and journals because I want the knowledge (…) so what do you do? (…) you must have knowledge to upgrade yourself (…) but it only accounts to 96% only (…) ok (…)
> 125   knowledge is power (…) people always say you have to work hard you know (...) work hard is 98% (...) 98% which is inclusive of overtime (…) work hard not work smart (…) what is 100% then? (…) yes (…) it's attitude (….) you're right (…) you add up all the numbers it gives you 100%

The speaker then draws the conclusion that "attitude is the basis of everything" (line 129, Excerpt 80). He stresses on the word "everything" to show its importance and pervasiveness.

iii.   Use of extension

He then goes on to extend the importance of having the right attitude in life to having the right attitude with regards to an organisation as seen in the excerpt as follows.

Excerpt 80:   Text 8: line 128-140

```
                                          that's why attitude in life is very
      important no matter what you do in this life (…) attitude is the basis of everything (.)
130   ok (….) attitude (...) 100% (...) that's why it is very important for an organisation for
      employees to have the right attitude (…) without the right attitude an organisation is
       not able to move forward (…) or effect changes (…) for changes to take place the
       employees must have the right mindset (.. ) the right attitude (.) then things will move
       (…) so ok (...) if you take skills knowledge hard work and attitude and put them
135    together things will move (…) but attitude is the most important of all (...) we have
       to accept that whatever we do in life we must be able to adapt with changes (...)
       organisations need to change (..) to keep up with competition (..) with the latest
       technologies (...) but an organisation CANNOT move in the right direction if its
       employees do not want to change their ways (…) their ways of doing things (…)
140    that's why the attitude of the employees is so very important (…)
```

Since attitude makes up one hundred percent when all the letters are added up, the speaker stresses "that's why it is very important for an organisation for employees to have the right attitude (…) without the right attitude an organisation is not able to move forward (…) or effect changes (…) for changes to take place the employees must have the right mindset (..) the right attitude (.) then things will move (…) so ok (...) if you take skills knowledge hard work and attitude and put them together things will move (…) but attitude is the most important of all (...)". Having the right skills,

the knowledge and having the spirit of hard work are all good, but it is the right attitude of the organisational members that will propel an organisation to move forward, to progress and prevail in the face of competition.

Thus, this establishes the fact that a change in attitude among organisational members will bring about a "change (in) their ways (…) their ways of doing things" (line 139) – that is in their being, acting and their doing.

In Article 4 (Appendix 13), reference is also made to attitude. The writer refers to attitude in this article entitled, 'Mindset and Mind Control' which is about managing crisis. The writer says that having the correct mindset and having the right attitude are essential to manage any crisis.

Excerpt 81:   Article 4: line 13-21

IS THIS A PLAY OF MIND?

15   One sure way to overcome crisis is by managing it properly. And to manage it
       properly, we need the correct mindset. Even on its own, mindset is a very wide
       subject. We can however begin to change for the better by scrutinizing, first, our
       attitude, followed by other attributes.

DO WE HAVE A POSITIVE ATTITUDE?

       What about our work attitude or even personal attitude? Are we always positive
20   about our capabilities and about things around us, knowing that positive attitude is
       the driver of success?

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iv.   <u>Use of quotation</u>

In Article 4 (Appendix 13) a popular quotation by the late Martin Luther King is quoted (line 54-55); "Ask not what your country can do for you, ask what you can do for your country". The writer extends this quotation to the organisation; "Ask not what your company can do for you, ask what you can do for your company".

Excerpt 82:   Article 4: line 51-59

SACRIFICE? This brings us to the question of how much sacrifices at the workplace are we willing to make? Are we willing to make any in the first place? Try applying the well known quote from the late Martin Luther King "Ask not what your country can do 55   for you, ask what you can do for your country", apply it to our organisation and it becomes "Ask not what your company can do for you, ask what you can do for your company". Why are we here in the first place? Are we here just to earn a salary? Or are we here to make a change to better our life and the lives of people around us? The answer lies only within us.

This requires a change in attitude towards work and the organisation. Instead of expecting the company to give, members are asked to contribute towards the well being of the company. One is willing to contribute to an organisation when one is willing to sacrifice time and effort. This requires a sense of selflessness.

The writer's use of questions as seen in the Excerpt serves to provoke thought. If members have the right attitude they will be willing to sacrifice their time and efforts for the good of the organisation.

6.2.8   Barriers to change

In the introduction of the talk, in Text 6, the speaker uses visuals for maximum effect before he goes onto the serious topic of Blue Ocean strategy. The speaker uses visuals to highlight barriers to change.

6.2.8.1   Lack of direction

i.   Use of visuals

The speaker gives a few exercises to the members. In lines 36-44 (Excerpt 83), he shows a picture of birds flying, some are blue and others are white. The blue birds seem to be flying to the brighter side of the picture; moving from darkness to brightness and the white birds seem to be flying to the darker side of the picture; moving from brightness to darkness. The picture is an illusion. How one sees the birds as flying to the right or to the left depends on the perception of a person.

Excerpt 83:   Text 6: line 36-44

<div style="border:1px solid">

let's look at this image over here (…) where are YOU heading? who is heading to the right? who is heading to the left? (…) there's nothing wrong going to the left or right but (…) we have to decide where we're going (…) we have to set our alignment (…) if you want to be like the blue birds you are going to the brighter side
40   (…) from darkness you're going to the brighter side (…) if you're looking at the white birds you're moving to the dark side and dark side doesn't mean bad you know (...) [referring to slide] this is unexplored kind of area which we need to explore (…) boleh ah (..) ok? even if we're going to the left or right (.) halatuju is clear ok? [direction is clear]

</div>

The use of this visual is to emphasise the notion of direction. He asks "where are YOU heading? who is heading to the right? who is heading to the left?". He stresses that "we <u>have to decide where we're going</u> (…) <u>we have to set our alignment</u>". The use of the pronoun 'we' puts the responsibility of setting the direction on all the members. He says that it does not matter if we move to the right or to the left, what is important is that the "<u>halatuju is clear</u> ok? [direction is clear]" for everyone. Concerted efforts to move together in the same direction will ensure success. Therefore, there has to be a unidirectional focus. Organisational members must be aligned towards a particular goal, work in unison and move as a team focused on that goal. This will ensure greater productivity and success for an organisation.

6.2.8.2   Perception

The speaker then uses another visual to illustrate the notion that the members have to clear their perception and not to see things from only one perspective. He shows a picture which when seen from different angles shows a young, beautiful lady wearing a necklace and an old woman (line 45-52). This illusion depends on a person's perception; what one wants to see. Seeing things from only one perspective is being short- sighted or narrow-minded.

The third exercise he gives is a list of spellings of various colours. He asks, "can you read this? what's the colour? (…) is this yellow? is this orange? is this blue? [referring to slide showing different colours spelt out but there's a mismatch between colour and word] (…) something is wrong with your vision (…) clear your vision before we continue" (line 53-55). This exercise exhorts members to clear their vision

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which implies that they have to adopt new ways of seeing things and not be ruled by conventions.

In concluding his talk, the speaker refers to perception as a barrier to change.

Excerpt 84:   Text 6: line 449-456

	perception is the biggest barrier to transformation (…) we need to clear whatever
450	negative perceptions so that transformation can take place (…) this is the blue ocean kind of approach (…) let's put on our thinking caps and let's start thinking what strategies we need to put in place to transform the company (…) nothing is impossible (…) I'm not going to tell you what strategies your department or your business has to do (…) you have to come up with them (…) and like what I
455	mentioned earlier this is only on the surface (…) we should engage blue ocean strategies in our organisation (….)

Having a negative perception is a major barrier to transformation and can impede creativity and innovation. He says, "we need to clear whatever negative perceptions so that transformation can take place". The use of the modal 'need to' suggests the necessity of eradicating negativity or negative perceptions so that transformation or change can be effected. The speaker says "nothing is impossible" to emphasise the fact that the organisation can think of ways to transform the company.

In the beginning of the talk, he engaged the audience in activities to help clear perceptions (illusionary visuals of birds flying, the old or young lady, colours and their spellings). These exercises were to help clear the perceptions of organisational members so that they could see the hidden visuals. The use of this is to persuade members of the importance or necessity of changing their perceptions so that they are open to new ideas and perspectives.

In concluding his talk, he makes reference to perception once again and says "perception is the biggest barrier to transformation". Negative perceptions stifle creativity and innovation. Adopting Blue Ocean strategy for the organisation will require members to be innovative, creative, to be able to think out- of- the- box, and be willing to take risks. He says "we should engage blue ocean strategies in our organisation (….)". The use of the modal 'should' is to emphasise that engaging Blue Ocean strategy is commonsensical. This is the way forward for the organisation. The organisational members are cajoled into adopting this change in thinking.

6.2.9   Consequences of not adapting to change

The consequences of not adapting to change are stressed as can be seen in Text 9 in Excerpt 85.

Use of contrast

The speaker makes reference to family-owned businesses in Europe which are "big" and "they are able to control (...)". He asks why these businesses have been able to survive "from one generation to one generation (...) you can see many of such companies (...)". He says "this is because the companies are able to adapt to changes (...) they are able to survive (....)". It's the readiness to change and adapt that has helped these businesses to survive for so long.

He contrasts this readiness to adapt with another example. He cites the example of Kodak by recalling the members' memory "remember last time everybody often used Kodak (.) but then what happened to Kodak now? (line 167-168). The consequence of Kodak in not embracing change in venturing into digital cameras at the time digital cameras were becoming popular has resulted in its failure in the market.

Excerpt 85:   Text 9: line 181-189

```
                        if you look at Europe (.) it's very much family kind of business (...)
        most of the businesses are big (..) they are able to control ( ...) why they are able to
         last through from one generation to one generation (...) you can see many of such
         companies (...) this is because the companies are able to adapt to changes (...) they
185    are able to survive (....) I'll give you another example (...) remember last time
         everybody often used Kodak (.) but then what happened to Kodak now? (..) already
         bankrupt (.) they didn't want to change (....) they have to adapt to changes (.....) so
         they have to go into digital cameras (.) so if there're any companies or any business
         entities that are not able to adapt to changes it's going to be phased out (....)
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He draws a conclusion from these two examples; "so if there're any companies or any business entities that are not able to adapt to changes it's going to be phased out (....)" (line 189), so the consequences of not adapting to change is fatal. Companies can be "phased out" or wiped out of the market.

The effective use of examples makes it commonsensical to members to change their mindsets or be adaptive to change. Otherwise, they will be left behind.

In the light of what the speaker says about change and the consequences of not adapting to change, the speaker goes on to say that there is a need for the

organisation to 'transform' its core business in line 191 (Excerpt 86), "I'm thinking seriously that one day we want to transform our business to another kind of business if possible". The core business of the organisation is engineering as seen in line 192-193 (Excerpt 86), "we're basically an infrastructure group" as it offers engineering services to the government, such as the building of roads and provides geotechnical support among other engineering services. Since the main focus is infrastructure, the organisation is dependent on government projects; "what we're doing now is that we are dependent on government projects (....)." He wants the organisation to be independent; "if possible we have to become more independent (...) this is the challenge (...)." He wants this chain of dependency on the government to be broken. The other 'business' he is referring to is actually education, in particular the institution, KCUC. The speaker, therefore, invokes in the minds of the organisational members that there is indeed a need for change as the concession period with the government is nearing its end. For the organisation to sustain itself during the post-concession period, it needs to be innovative in its business strategies.

Excerpt 86:   Text 9: line 190-195

what I'm going to do now is to share (...) I'm thinking seriously that one day we want to transform our business to another kind of business if possible (.) so that we are less dependent on the changes in the economic situations (...) we're basically an infrastructure group and what we're doing now is that we are dependent on government projects (....) if possible we have to become more independent (...) this is 195   the challenge (...) hopefully it can be realised in the next three years (....)

Another consequence of not adapting to change is death, literally. This is shared by the speaker in Text 8 with reference to eagles. In order for eagles to live longer they have to go through a process of change that takes up to a hundred and fifty days. It is

a very painful process, but if an eagle does not go through this change process it can only live up to about forty years. With the change process it can live for another thirty years. This process of change that eagles go through is discussed extensively in section 5.4 under 'Discourse of pain'.

These examples illustrate the fact that not adapting to change can literally and metaphorically lead to 'death'.

6.2.10   Summary

Discourse of change is aptly appropriated by the speakers in the 'Sharing Sessions' and the writers of some of the articles in the newsletters as this is the thrust of the organisational change initiatives. Organisational members are persuaded to comprehend the necessity for change as it implicates the success of the company at large. Change initiatives involve motivating change by developing commitment and readiness to it, creating a vision by describing the outcomes of change and garnering support by addressing the power and influence dynamics of the proposed change. In espousing that change is inevitable, is continuous, and is a necessity for survival, members are not given any alternative ways of thinking but to accept this line of reasoning.

This can be equated with Fairclough's issue of legitimation through the strategy of rationalisation. The attempts to establish and cultivate the belief in the legitimacy of the reasoning (Habermas, 1976; Van Leeuwen & Wodak, 1999) legitimises it.

Through rationalisation, members are made to comprehend why the company has to transform itself and what they in turn are expected to do.

6.3 Discourse of sharing

Another type of discourse which is repeatedly appropriated in the 'Sharing Sessions' is the discourse of sharing. The use of the word 'sharing' itself in the sessions is to ingrain in the minds of the members that the sessions conducted at the institutional and organisational levels are a means of sharing knowledge, experiences, tips and updating of information about the organisation. This can be seen in the topics of the 'Sharing Sessions', the articles in the newsletters and the memoranda. Following is the list of topics for the 'Sharing Sessions':

Table 6.3

List of Topics for the 'Sharing Sessions'

	Topics
Text 1	Managing Changes
Text 2	Communicating Change
Text 3	New Wave
Text 4	The Way Forward
Text 5	What is Marketing?
Text 6	Understanding the Concept of Blue Ocean Strategy
Text 7	What is Sharing?
Text 8	Motivation
Text 9	Ownership

Texts 1 to 5 refer to 'Sharing Sessions' conducted at the institution's level (specifically for employees of KCUC). Texts 6 to 9 were 'Sharing Sessions' conducted during the three month core values campaign and were attended by both employees at KCUC as well as the other companies under the PS company flagship.

Following is the list of articles in the organisation's newsletters:

Table 6.4

List of articles in newsletters

	Titles of Articles
Article 1	Foreword – PS 10-year Strategic Business Blueprint 2007-2016
Article 2	The way forward towards sustainable business & growth 2007-2016
Article 3	Make Their Day!
Article 4	K-Sharing - Mindset and Mind Control
Article 5	Success is a Journey
Article 6	MD's Message (excerpt of speech)
Article 7	MD's Message
Article 8	10 Golden Rules of HRM Skills for Effective Managers
Article 9	Embracing Leadership
Article 10	Embracing Change

During the three-month Core Values Campaign, the focus of the 'Sharing Sessions' was on the core values of the organisation – Quality, Caring and Sharing. One of the 'Sharing Sessions' itself is entitled 'What is sharing?' to emphasise the benefits of sharing.

In reality these 'Sharing Sessions' which were the brainchild of the top management were put in place as a means to change the mindsets of members. The themes of the

sessions were well thought out and were aligned so as to achieve the objectives of the organisational change management. The 'Sharing Sessions' can be seen as the tools to effect change.

6.3.1   What is sharing?

The title of one of the 'Sharing Sessions' is 'What is sharing? (Text 7). The speaker gives a simplistic answer to this question. He says his eleven year old son defined it as " helping mother to do the dishes not just carry the plates (…) [jokes] heh heh heh (…) so that is sharing in the simple sense (…) ok" (line 19-20). He says he tried locating the meaning of the word on the internet, "I looked up the internet (..) but maybe it's so simple a concept that there is no answer" (line 26-27). Sharing implicates involving oneself in doing something with others.

i.   Use of visuals and examples

The speaker makes reference to a newspaper article and shows a visual of people swimming in a pool and asks "is this a sharing session in progress? (…) let's look at this (…) is this a sharing session in progress? (Excerpt 87).

Excerpt 87:   Text 7: line 27-35

> when Pn. Masni asked me to
> deliver on sharing (.) the first thing that came to my mind is (...) I thought of this (...)
> [shows a picture of many people in a swimming pool to cool themselves because of
> 30 the hot summer] is this a sharing session in progress? (…) let's look at this (…) is
> this a sharing session in progress? it's so peaceful (…) it just came to my mind (…)
> it was in the Star newspaper 28th of July (…) this is in China (…) the weather was
> so hot (.) 37 degrees and they took a bath (…) (xxx) in the swimming pool (…) so is
> this a sharing session? (.) it is (…) they cool their bodies together in the pool (…)
> 35 they share the pool isn't it? is this a sharing session?

He says that the people are sharing a swimming pool, so therefore they are sharing a common facility. He then shows another visual This visual shows people working together to prepare food for a wedding in a village. With reference to the following excerpt, the speaker shares how men and women in a village (kampong) in a spirit of "gotong-royong" work together and "the whole kampong [meaning: village in Bahasa Malaysia] is involved (...)". Sharing here means involvement- involvement of self. It involves sharing the workload, acting as a team and communicating with others to accomplish the task.

Excerpt 88:   Text 7: line 36-48

> when Puan Masni asked me to talk about sharing the first thing
> that came to me is the spirit of gotong-royong in the kampong (..) when there was
> a khenduri in the kampong before (…) everybody in the village gets involved (…)
> normally the men (...) what they do is they help one another (...) they will slaughter
> 40 the cow and the women help (...) if you look at this slide (..) there is a lot of
> teamwork and we can learn a lot from this slide (…) looks easy but if there is no
> teamwork you get your fingers cut (…) a lot of teamwork (...) if there is no
> teamwork or communication they cannot perform this simple task (…) it looks
> automatic but there's a lot of teamwork (…) the whole kampong [meaning: village in
> 45 Bahasa Malaysia] is involved (...) communication is good (...) they normally take
> advantage of (..) (xxx) [jokes] [laughter] where there are a lot of women (....) [jokes]
> (xxx) (…) the whole kampung is involved (...) so many knives (..) if there's no
> teamwork it becomes difficult (…)

He shows another photograph. It shows a game of tug-of-war during the organisation's family day. The speaker asks the members which team will win. He concludes that it is Team B as "there is a lot of unity (.) sharing (…) a lot of communication (...)" (line 51-52).

Excerpt 89:   Text 7: line 48-52

these are the recent pictures of our family day (..) based on these pictures my question is which team will win? (.) team A or team B 50   (...) from this picture based on what you see which team will win [some answer Team B] (…) to me team B (…) why? there is a lot of unity (.) sharing (…) a lot of communication (...) based on the pictures it will be team B

The fact that team B eventually won the tug-of-war is testimony of sharing. This example yet again shows that sharing involves teamwork, unity and communication.

Another example that the speaker draws upon is from the field of Physics (Excerpt 90). He relates the concept of sharing to oxygen atoms. When oxygen atoms share, it becomes ozone and "ozone is good because it protects us from ultraviolet rays or radiation (.) it's a powerful oxidizing agent". He therefore draws an analogy between sharing of oxygen atoms which contributes to ozone and the concept of sharing itself. Sharing of the atoms results in something good or beneficial. It results in the formation of ozone, which protects us from harmful ultraviolet rays or radiation. Thus, sharing is good.

Excerpt 90:   Text 7: line 52-58

> ok (...) now (..) Physics
> (...) what happens when oxygen atoms decide to share (...) it becomes ozone
> (...) ozone is O3(…) when it becomes ozone three of them share (…) ozone is good
> 55   because it protects us from ultraviolet rays or radiation (.) it's a powerful oxidizing
> agent (...) so what I'm trying to say is ah err (...) is because if in Physics even there
> is this <u>concept of sharing</u> (…) when the atoms share they become ozone (…)THIS is
> the concept of sharing (...) we can learn from this

He then relates another example taken from the field of engineering and explains about the damaging effects of heavy vehicles to show the concept of sharing.

The effective use of visuals and examples illustrates the "concept of sharing" (line 57). Not only do human beings share, but it can also be seen in the fields of science and engineering. The five examples help to concretise in the minds of organisational members what sharing entails and that sharing is good and beneficial for the organisation.

In Text 8, the speaker says that in the 'Sharing Session', "a lot of things can be shared (...) it's a knowledge sharing session" (line 24-25). The word sharing here implicates input – that which is imparted to others. It is this input which is carefully orchestrated in the 'Sharing Sessions' and does ideological work.

Excerpt 91:   Text 8: line 25-28

> 25   it's a knowledge sharing session (...) I would like to thank PS and would
> like to congratulate PS for organising these talks (....) not many companies organise
> this kind of campaign (.) so take this opportunity to listen to these talks (.) go for the
> trainings (...) (xxx) ladies and gentlemen (...) motivate oneself towards excellence

The 'Sharing Sessions' organised by the organisation are basically "knowledge sharing session(s)". Members are exposed to different topics presented by different speakers. The speaker congratulates the organisation's efforts in conducting the 'Sharing Sessions' and since his presentation was during the core values campaign, he says "not many companies organise this kind of campaign (.) so take this opportunity to listen to these talks (.) go for the trainings (...) (xxx) ladies and gentlemen (...) motivate oneself towards excellence ...". So in attending the talks one can "motivate oneself towards excellence".

6.3.2 Sharing requires teamwork

The five examples that have been discussed (refer to section 6.3.1) also illustrate that teamwork is crucial in sharing. The speaker refers to the meaning of teamwork as defined in Webster's New World Dictionary. The definition is given in Excerpt 92 as follows.

<u>Use of definition</u>

Excerpt 92:   Text 7: line 63-73

	teamwork is defined in Webster's new world dictionary as a joint action by a group of people in which each person subordinates his or her individual
65	interests and opinions to the unity and efficiency of the group [reads from the slide] (…) this is <u>good</u> isn't it? (…) [continues reading from the slide] this <u>does not mean</u> that the individual is no longer important however it does mean that <u>effective </u><u>efficient teamwork</u> goes <u>beyond</u> individual accomplishments (…) the most effective teamwork is produced when all the individuals involved harmonise their
70	contributions and work towards A COMMON GOAL [reads from the slide] (…) cantik betul (…) cantik hah [meaning: this is beautiful in Bahasa Malaysia] (...) we <u>should not have</u> self interests but work TOGETHER for shared interests of the company (…) team is more important than self (…)

According to the definition, teamwork is a "joint action" in which "each person subordinates his or her individual interests and opinions to the unity and efficiency of the group" and "<u>effective </u>and <u>efficient teamwork</u> goes <u>beyond</u> individual accomplishments". Subordinating or putting aside individual interests over and above organisational interests is tantamount to subjection to an organisation's goals. This ideology that one must put the group (in this case the organisation) first above self is itself hegemonic. What is stressed is the "unity and efficiency of the group".

Other words in the definition that suggest subjection are as follows:

- work towards A COMMON GOAL

- we <u>should not have</u> self interests

- team is more important than self

The speaker emphasises that sharing requires teamwork, a sense of selflessness and sacrifice for the common good of the organisation.

6.3.3   Benefits of sharing

i.   <u>Use of example</u>

An example to illustrate the benefits of sharing is shared by the speaker in Text 7. He gives the example of a golf caddy. If a good caddy shares information with golfers for example, "the wind makes the ninth hole play 15 yards longer ..." (line 182), he may earn bigger tips, but if he "is willing to share what he knows with other caddies

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then (…) they all may eventually earn bigger tips ..." (line 185-186), so not only that particular caddy is able to earn bigger tips but also the other caddies can as well.

Excerpt 93:   Text 7: line 185-192

185   if a good caddy is willing to share what he knows with other caddies then (…) they all may eventually earn bigger tips (…) so if a caddy shares what he knows with his friends (..) <u>EVERYONE</u> benefits (…) so you see teamwork playing here (…) in fact have you watched Tiger Woods the golfer? (...) the first billion dollar sportsman in the world (...) do you know the name of his caddy from 190   New Zealand? (...) he is the richest sportsman in New Zealand (…) he also makes money when Tiger Woods wins (…) so caddies are very important when playing golf (…)

The end result is "<u>EVERYONE</u> benefits" (line 187), from the golfers who can "play better because they benefit from the collective experiences of caddies", to the caddies who can "get bigger tips and deals on merchandise", to the owners of the golf courses as "better scores lead to more repeat business" and to the merchandiser who runs pro shop merchandise. It is a chain. Sharing therefore has a positive backwash effect on everyone. The speaker's stress on the word 'everyone' encompasses all.

He then extends this example of the caddy to an organisation as seen in Excerpt 94, "it's the same for organisations". He says, "<u>everyone must share</u> for the betterment of the company ..." The use of the modal 'must' is one of obligation and the pronoun 'everyone' includes all without the exception of anyone.

The pronoun 'everyone' is repeated a few times for emphasis as seen in:

- EVERYONE WINS BY SHARING

- everyone wins in the end because EVERYONE is willing to share

- everyone must share for the betterment of the company

Excerpt 94:   Text 7: line 197-204

> EVERYONE WINS BY SHARING (...) so leveraging knowledge can make people gain benefits (…) in this case caddies get bigger tips and deals on merchandise (..) golfers play better because they benefit from the collective experiences of caddies
> 200 and the course owners win because better scores lead to more repeat business (…) so you see the effect of sharing (…) what it can do for businesses in the long run (…) even in golf (...) everyone wins in the end because EVERYONE is willing to share (…) it's the same for organisations (...) everyone must share for the betterment of the company (…) we can become a better organisation if we leverage on knowledge (...)

Sharing of knowledge or 'knowledge management' as the speaker refers to brings numerous benefits. Thus, if members of an organisation are willing to share their knowledge and expertise everyone in the organisation can benefit as well. The speaker says "we can become a better organisation if we leverage on knowledge" (line 204). So by illustrating with the simple example of the caddy, the speaker has touched on the issue of selflessness (Excerpt 95). Selflessness is a virtue that is promoted by the speaker as seen in line 205-206, "you can't always think of your own self but the others as well (…) everyone should benefit at the end". It is through selfless giving of knowledge or know-how that all can benefit.

Excerpt 95:   Text 7: line 205-208

> 205   sharing knowledge (…) you can't always think of your own self but the
> others as well (…) everyone should benefit at the end (…) as the case of golfers they
> will want to come again because of good caddies (…) so this is a very simple case
> study of knowledge management (…) of leveraging knowledge (…)

The virtue of selflessness or sacrifice is also promoted by the Managing Director in the article 'K-Sharing' (Article 4, Appendix 13). He makes reference to a famous quotation by Martin Luther King and then changes it to apply to the organisation; "Ask not what your company can do for you, ask what you can do for your company" (line 56-57). Organisational members have to place the organisation above self interests and do whatever is necessary for the betterment of the organisation.

Excerpt 96:   Article 4: line 51-59

> SACRIFICE?
>
> This brings us to the question of how much sacrifices at the workplace are we
> willing to make? Are we willing to make any in the first place? Try applying the well
> known quote from the late Martin Luther King "Ask not what your country can do
> 55   for you, ask what you can do for your country", apply it to our organisation and it
> becomes "Ask not what your company can do for you, ask what you can do for your
> company". Why are we here in the first place? Are we here just to earn a salary? Or
> are we here to make a change to better our life and the lives of people around us?
> The answer lies only within us.

This notion of selflessness is also propagated by the Human Resource manager in Memo 2 (Appendix 21). She exhorts members to "do our bit" to help the organisation achieve its objectives by not being wasteful, caring for the office

equipment and practising good work ethics by making "full use of our working time".

Excerpt 97:   Memo 2: line 12-14

> Let us do our bit; maybe by taking care of our office equipment, minimize wastage and make full use of our working time. Let us manage our work and spending wisely at the same time not sacrificing our values.

6.3.4   Summary

The word 'sharing' itself can be deconstructed. The denotative meaning of the word 'share' is the giving of something to another without expecting anything in return. The word 'sharing' in the 'Sharing Sessions' on the other hand, is an example of euphemism. Euphemism is the use of a word or phrase which is used to avoid saying another word or phrase which is more forceful or unpleasant. The 'Sharing Sessions' which are conducted as part of the organisational change initiatives do more than just 'share'. They do more than the imparting of information. In reality, the 'Sharing Sessions' are sessions to reengineer or reorientate the mindsets of organisational members. They serve to change beliefs, work orientations, and principles. The orientations of the sessions are thus ideological.

The 'Sharing Sessions' are conducted in the guise of sharing useful information such as tips for leaders to manage people as seen in the session, 'Communicating Change', a powerful management tool as seen in 'Understanding the concept of Blue Ocean Strategy', and personal effectiveness in the session, 'Motivation'. The articles

as well as the memoranda also echo what is shared in the 'Sharing Sessions', thus enforcing and reinforcing the change in mindsets about sharing and its benefits.

The organisational members are assembled and 'talked down' to. They are directed to embrace the change efforts, to be attuned to the organisation's goals, and to sacrifice for the sake of the organisation. The 'Sharing Sessions' together with the articles in the newsletter and the memoranda complement each other. All are woven together with a single purpose – to change the mindsets and orientations of employees in the organisation.

The management seeks to align members to its goals. This is what the organisational change expert, Peter Senge (1990) asserts:

> "Organisational change requires alignment in which all members of a team have a commonality of purpose, a shared vision, and an understanding of how their personal roles support the overall strategy. Alignment is the necessary condition before empowering (the individual) ... (once aligned) the individual will empower the whole team" (p. 236).

Thus, the management in aligning or realigning members' orientations controls the being, the acting and the thinking of its members. An aligned organisation encourages employee empowerment, innovation and risk taking because individual actions are directed at achieving the organisational goals.

6.4   Discourse of leadership

Discourse of leadership is yet another discourse which is appropriated within the discourse of transformation. This is especially evident in some of the texts, especially Text 2. The speaker in Text 2 (Appendix 2) refers to a management guru, Rebecca Saunders and her renowned book; '*Communicating Change'*. She even uses this title as the title of her 'Sharing Session'. In talking about the need for change she highlights the guidelines that all heads of departments and divisions should follow to initiate change at the organisational and individual level. The success of organisational change management rests on the persona of the leaders of change.

6.4.1   Leaders as agents of change

Use of listing

Making reference to lines 34-71 of Text 2, a list of imperatives follows.

- o   number 1 (..) <u>specify</u> the nature of change

- o   <u>communicate</u> specific information about how the change will affect other factors (..) yah (…) for example (…) customer satisfaction (..) quality of product (.) sales(.) productivity etcetera

- o   number 2 (....) explain why (…) sometimes employees do not know reasons behind the changes. so people question(…)

- o   discuss why the need to change (..) managers should share with employees various options considered and rejected before they came to the final decision.

- o   number 3 (...) let employees know the scope of a change

- o   don't sugarcoat news

- o   number 4 is (..) repeat (..) repeat (.) and repeat (…) again the <u>purpose</u> of the change and actions planned

- o   do not assume that employees accept the need for change (...)

- follow up the first (.) second (..) third meetings and so: forth to get a dialogue going with the employees

- number 5 (..) dialogue (…)

- number 6 is (….) support change with new learning

- model the changes yourself

- walk the walk and talk the talk (…)

The discourse of leadership as seen in Text 2 sets out to direct heads and managers on how to communicate change so as to change the mindsets of organisational members to embrace change. The directives list what they should do and are numbered for easy reference. A systematic, well-thought out strategy to effect change among members is crucial to the success of the change initiatives put in place by the management. Leaders as agents of change have to initiate change among their subordinates at the individual level first which then applies at the organisational level.

In Text 1 (Appendix 1) also, the speaker refers to leadership in the context of change management. It is through leadership that change can be effected. Good leadership is an essential criterion to ensure successful change in an organisation. He makes direct reference to the President of KCUC to lead.

Excerpt 98:   Text 1: line 58-60

leadership MUST create the change (…) so::: dato you lead, we
follow you. [speaks in Bahasa Malaysia] must be ready to accept changes (…) all
60   must be willing to do this

6.4.2   Leaders as motivators

A similar strategy is also undertaken by the writer of the article in Appendix 12 (Article 3 – 'Make Their Day!'). Here the writer talks about motivation; extrinsic and intrinsic. Since motivation is "abstract" he uses the example of Maslow's Hierarchy of Needs to illustrate that managers need to know how to motivate their subordinates to bring about change in behaviour and performance.

Excerpt 99:   Article 3: line 45-48

45	Since motivation is abstract, we need to focus on what we do have some influence over. i.e. behaviour and performance. As such, we need to know and understand what makes an employee "tick". Hence, a little knowledge on Maslow's Hierarchy of Needs would be useful.

Having knowledge of Maslow's Hierarchy of Needs would help managers as the speaker says "An individual has to satisfy needs at each level before moving up to the next level. If we as managers can identify where the employee is now on the hierarchy, then we can find ways to reduce the gap between the employee's current state and his desired state" (line 50-53).

He then directs managers on how to motivate their staff. He uses listing to list some useful strategies. He says (line 62-88): "As managers, we struggle constantly to find ways to move our staff in the right direction, and coupled with the fact that every staff is different makes the task much more daunting. However, once we know and understand our staff then maybe the strategies below may help us motivate them:

- Providing positive reinforcement — catch them doing things right and let them know it.

- Be fair when dealing with employees — treat them alike even if you have favourites among them.

- Effective discipline and punishment - be firm and use punishment (reprimand, penalties etc) if they don't meet the cut or do not produce the agreed outcomes.

- Providing an environment for employees to grow and succeed - nurture, encourage and support them always.

- Recognising and satisfying individual needs — know them and what they need.

- Setting realistic and achievable work related goals - discuss and ask for their feedback on goals set.

- Rewarding based on performance - reward them for achieved goals.

- As managers make sure we "talk our talk and walk our talk"- set an example for them to follow.

Obviously, to motivate them we would need to use a mix of these strategies.

At end of the day, as managers we must remember this:

"You can buy people's hands, but you can't buy their hearts. Their hearts are where their enthusiasm, their loyalty is. You can buy their backs, but you can't buy their brains. That's where their creativity is, their ingenuity, their resourcefulness." (Stephen Covey)

So the lesson here is don't try to buy them (all the time), motivate them correctly and

they will give you their hearts and their brains willingly".

The use of imperatives directs managers how best to motivate their staff to perform

better as well as to ensure productivity of the organisation. It sets out a list of 'dos'

for managers which includes providing positive reinforcement, being fair when

dealing with employees, meting out effective discipline and punishment, providing

an environment for employees to grow and succeed, recognising and satisfying

individual needs, setting realistic and achievable work related goals and rewarding based on performance. These are good management tips which should be emulated by all managers or leaders of change management.

6.4.3 Leaders as people managers

The '10 Golden Rules of HRM Skills for Effective Managers' is presented as an article for the organisational newsletter (refer to Appendix 17). The introduction of the article states that "A successful manager possesses certain qualities in carrying out various managerial roles. Regardless of age, sex, industry, organisation size or corporate culture, whether we realise it, HRM skills are vital for managers at all levels of an organisation" (line 1-4). The writer uses listing to provide a set of guidelines for managers in order to manage people effectively.

The 10 Golden Rules are outlined below:

- To provide clear directions
- To encourage open communication
- To coach and support people
- To provide objective recognition
- To establish ongoing controls
- To select the right people to staff the organisation
- To understand the financial implications of decisions
- To encourage innovations and new ideas
- To give subordinates clear-cut decisions when they are needed
- To demonstrate a high level of integrity consistently

The publication of the article in the organisation's newsletter at the time when the people transformation phase was aggressively being pursued is timely. It sets the tone for managers to take stock of their responsibilities, skills, and attitude as the prime movers of the change process. Right leadership ensures right management of people which has a positive cascading effect on productivity, and efficiency of organisational members.

6.4.4 Leaders as exemplars

Use of quotation

In Article 9 entitled 'Embracing Leadership' (Appendix 18) the writer refers to a quotation; "We must be the change we wish to see" – Mahatma Gandhi's quote" (line 14). This is a very apt quote. Leaders as agents of change must be the catalysts for change. They have to be the exemplars for others to see and emulate. They must possess the qualities to bring about change.

"Leaders are born not made" (line 1) is another example of a quote. The writer writes; "Leadership is a very interesting subject and I do agree that not all managers are leaders" (line 5-6). "... not all managers are leaders" suggests that some people might be good at management skills but they are not necessarily good leaders. The lexical meaning of the root word 'lead' means to control, to show the way to people or to set the direction to have a particular result (taken from Cambridge International Dictionary of English). So leaders have to possess certain characteristics in order to

be labelled as leaders and "The challenge of leaders in today's organisation is becoming more critical as the organisations are forever changing" (line 6-7).

A list of what is expected of leaders follows:

Excerpt 100:   Article 9: line 15-21

15	Leaders must espouse the top management's decisions and must be able to express thoughts and ideas; and at the same time nurture the people, we should not want to be regarded as mere managers. So, leaders must be able to accept and adapt to changes. Leaders must be open minded and must be willing to undergo paradigm shift. Looking at an idea from others' perspective is the most difficult task ever and accepting
20	something new is not easy either. However, to survive and excel, we must be able to revisit and re-evaluate our current practices and think out- of- the- box.

The frequent use of the modal, 'must' is obligatory. Leaders have to support the management's decisions and demonstrate certain characteristics. The writer then refers to a quotation by Confucius.

Excerpt 101:   Article 9: line 28-35

	Extracted from the Great Learning "he who wishes to illustrate illustrious virtue throughout the kingdom, should first place his own state in order; he who wishes to
30	order well his State, should first regulate his family; he who wishes to regulate his family, should first cultivate himself; he who wishes to cultivate himself, should first rectify his heart; he who wishes to rectify his heart, must first seek to be sincere in his own thoughts, he who wishes to be sincere to his own thoughts, should first extend to the utmost of his knowledge; and such extension of knowledge lies in the investigation
35	of things".

The quotation is thought provoking as it starts with reference to the kingdom; "he who wishes to illustrate illustrious virtue throughout the kingdom" should initially start with the self, then the family, and then the state and then only finally the kingdom. In order to "cultivate" oneself one must first "rectify his heart; he who

wishes to rectify his heart, must first seek to be sincere in his own thoughts, he who wishes to be sincere to his own thoughts, should first extend to the utmost of his knowledge". This sense of priority places the self as the catalyst for change. Change must start from within the self, then it can be extended to the family, then to the state and then to the kingdom at large. This principle of Confucius can be applied to the aspect of good leadership. Therefore, good leaders should be good exemplars for others to follow.

Discourse of leadership is also discursively constructed by the speaker in Text 9 (Appendix 9) to emphasise that change can only be effected through effective leadership. Leaders' discourses and their reproduction by other organisational actors have been analysed in a number of studies (Doolin, 2003; Beech & Johnson, 2005; Francis, 2007). The narrative of a leader can function as an 'ordering narrative' (Doolin, 2003) to reinforce a new understanding of organisational reality.

6.4.5 Leaders as captains

In the following excerpt, the speaker reinforces the role of a "captain" or the "coxswain" in a boat race to "win" a race. He draws a parallelism between the two. A coxswain is needed to ensure the success of a team in a boat race while a leader in an organisation is needed to chart the direction for the organisation. Without good leadership, as the speaker stresses in lines 203-205, there would be chaos; "so if there is no leadership in any organisation, what's going to happen? (...) there will be

chaos (....) so there is no direction (....) nobody to look up to ...". It is the leader who sets the direction for the organisation, otherwise there would be chaos.

Excerpt 102:   Text 9: line 200-205

200	you must have a strategy to win the race (....) similarly in a business, you must have a strategy to win and to really sustain your profitable level so that you can continue to survive (.......) guided by a captain (.) the coxswain (....) so if there is no leadership in any organisation, what's going to happen? (...) there will be chaos (....) so there is no direction (....) nobody to look up
205	to

He then goes on to relate his own experiences when he was away due to a medical condition – the strain he felt as well as the difficulties the company faced without his presence. He justifies his actions in bringing about change in the organisation by saying, "in any business there MUST be a captain (...) that's why that (........) what I am trying to go through the process (.) to put the process in place so that once the leader has set the direction, then all the process will follow" (line 208-210). In lines 190-198, he refers to the transformation phase of the institution, KCUC. He mentions about changes in the organisational structure with the inclusion of a "COO [Chief Operating Officer] for KCUC (....) so this is something which is a change" (line 212-213).

Excerpt 103:   Text 9: line 205-221

205	I remember when I was down with this haemorrhaging problem for about two months (...) already one month I felt the strain (...) not only I but the company felt the strain (....) that's why I was eager to come back to work because in any business there MUST be a captain (...) that's why that (........) what I am trying to go through the process (.) to put the process in place so that once the leader has set

210 the direction, then all the process will follow (....) that's why now the transformation
  process is going on for KCUC (....) we are setting the level one management in
  place first (....) we have a President and for your information we also have a COO
  [Chief Operating Officer] for KCUC (....) so this is something which is a change (...)
  alright then we have four divisions (.) from there we have the business, the KCUC
215 academic sections (...) once this level is in place we go to level two, three and level
  four (....) if the structure is in place (.) then from there we have the internal process in
  place (...) that means the communication system (....) responsibility system (.) you
  know (......) empowerment system can be in place (...) once all this is in place then
  we can think of how to proceed (...) this is the whole cycle (...) so then we can see
220 that the captain is setting the course of action (...) what does it mean? (...) that fellow
  has to guide you people to win the race, isn't it

6.4.6 Summary

The discourse of leadership as discussed in this section can be seen to take on a managerialist approach. The managerialist approach to change is functional, in that it offers prescriptive or normative techniques for managers to engineer change or employs contingency theories in which change methods are dependent on contextual variables (Collins, 1998; Morgan and Sturdy, 2000). The focus is on leadership and people management. A managerialist approach can be seen as deterministic in that it assumes a 'straightforward consequentiality' - good leaders with good leadership skills can effect change among members.

The discourse of leadership sets out to provide guidelines and pertinent skills for leaders to be the catalysts of change in the organisation. Leaders are persuaded to bring about change in the organisation through their leadership. This can also be seen as control over what the leaders are expected to do.

6.5   Discourse of personal effectiveness

Discourse of personal effectiveness is evident in many of the 'Sharing Sessions', articles and memoranda. In some of the data, this discourse is implied. The speaker in Text 7 makes direct reference to personal effectiveness by sharing Steven Covey's *'The 7 habits of highly effective people'* (1989).

Since its publication the *7 Habits* by management guru Stephen R. Covey has sold more than 12 million copies in 38 countries and spent more than 250 weeks on the *New York Times* best-seller list (Times 25, 1996). Covey, according to *Time* one of the 25 most influential people in the United States (Time 25, 1996), lectures to more than 750,000 people each year (Strauss, 1998).

With reference to Text 7 (line 213-265), the speaker lists, explains and elaborates each of the seven habits as espoused by Steven Covey. The seven habits are listed below:

- Be proactive
- Begin with the end in mind
- Put first things first
- Think win-win
- Seek first to understand then to be understood
- Synergise
- Sharpen the saw

He relates the first habit, 'be proactive' to positive thinking and "to take responsibility for your actions".

Excerpt 104:   Text 7: line 213-223

	he mentions seven habits (…) habit number one (…) be proactive (…) being proactive is the opposite of reactive (…) positive thinking
215	(…) face things (…) a half empty glass (...) some will say it's a half empty glass (…) some will say it's a half full glass (…) it means to take responsibility for your actions (…) it's about making choices (…)
220	[...] (...) positive thinkers think of things which they have control (...) if it's out of their control they don't think about it (…) well (…) you can be as happy as you want to be in your workplace (…) it's how you make it happen (…)

He extends habit number 2, "Begin with the end in mind" to the organisation's vision (Excerpt 100). He says that "these habits by the way are not only for personal or individual use or benefit (…) err (..) err (…) but can also be used for organisation goals too". So his intention is two-fold. By sharing the seven habits of highly effective people, he also keeps the manipulative function of the 'Sharing Session' in mind.

Excerpt 105:   Text 7: line 223- 230

	begin with the end in mind (…) what you want in the end. if you look at our vision and mission it's the
225	same thing ah (…) we begin with the end in mind (…) what do we want to be in a few years time? (…) we want to be what? (…) we want to be the centre of excellence for infrastructure solutions (…) hah (...) this is it (…) define your mission and goals in life (…) what matters most to you (…) these habits by the way are not only for personal or individual use or benefit (…) err (..) err (…) but can also
230	be used for organisation goals too (…) (…)

According to Covey the first three habits represent the 'Private Victory', and claim to move a person along a 'Maturity Continuum' from a state of 'dependence' to a

state of 'independence'. Habits 4-6 represent a 'Public Victory', and move the individual from 'independence' to 'interdependence'. Habit 7, finally, has both private and public dimensions and focuses on 'personal renewal'. Each habit leads to the next, building along the way.

In explaining habit number 6, 'synergise', he relates this to his sharing session entitled, "What is sharing?'.

Excerpt 106:   Text 7: line 248-252

synergise (…) <u>work together to achieve more</u> (…) like the gotong-royong khenduri just now (…) everyone 250 synergising (...) synergy is achieved when two or more people work together to create a better solution than either could alone (…) it's not our way or my way but a better way (…) it's synergy

The example of Steven Covey's *'The 7 habits of highly effective people'* can be seen as a mechanism of control. Although the habits are directed at the individual as self-help tips, they can be extended to the organisation as a significant means of control in the discourse of enterprise. The values embedded in the habits are simultaneously general, in that they are widely applicable and widely accepted, and specific, in that they advocate a specific course of action.

6.6   Summary

This chapter has highlighted four more types of discourses that can be gleaned from the data. The four discourses are that of change, sharing, leadership and personal effectiveness. The discourse of change emphasises the need for change and outlines what are the requirements for change. Among these are a change in understanding, change in mindsets, work culture, adaptability and the right attitude. The consequences of not adapting to change are also highlighted as a deterrent to change.

Discourse of sharing as seen in the 'Sharing Sessions' sets out to be teaching or training sessions to change the mindsets of members. They can be regarded as 'brainwashing' sessions as the management manipulates these sessions as platforms to direct members to change and embrace new orientations. Van Dijk (2006a: 361) establishes the difference between 'manipulation' and 'persuasion':

> "[...] manipulation could be a form of (legitimate) persuasion [...] the crucial difference in this case is that in persuasion the interlocutors are free to believe or act as they please, depending on whether or not they accept the arguments of the persuader, whereas in manipulation recipients are typically assigned a more passive role: they are the victims of manipulation. This negative consequence of manipulative discourse typically occurs when the recipients are unable to understand the real intentions or to see the full consequences of the beliefs or actions advocated by the manipulator."

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Thus, discourse of sharing is seen as euphemistic as it does ideological work.

Discourse of leadership prescribes ways of acting, thinking and being of leaders in the organisation. As leaders are the catalysts for change, they have to be proactive as agents of change, as motivators, people managers, exemplars and as captains of a boat. Management needs leaders of calibre imbued with the right qualities to effect changes at the grassroot level – that is at the individual level of the organisational member. Leaders have to be aligned with the organisation's initiatives. Thus, the discourse of leadership can also be seen as manipulative as leaders have to be 'trained' and 'taught' what to do and what not to do.

Discourse of personal effectiveness is also euphemistic. In emphasising personal effectiveness of members, management through discourse uses logic to extend this effectiveness to the level of the organisation. If members are personally effective, then they would also be effective and efficient members of the organisation.

6.7   Chapter conclusion

Discourse of transformation is somewhat similar to discourse of enterprise as espoused by du Gay (1996). Du Gay argues that enterprise discourse is concerned with "changing people's values, norms, and attitudes so that they make the 'right' and necessary contribution to the success of the organisation for which they work" (p. 57-58). These contributions include the "enterprising qualities – such as self-reliance, personal responsibility, boldness and a willingness to take risks in the pursuit of goals – (that) are regarded as human virtues and promoted as such (p. 56).

The enterprising subject embodies continual self-improvement and monitoring with respect to acting creatively, responsibly, and in a manner that responds to organisational needs (du Gay, 1996).

Discourse has the power to uphold particular discursive practices with particular ideological investments in dominance over other alternative practices. Discourse, thus has the power to bring an object (for example, an organisational change initiative) into being so that it becomes a material reality in the form of the practices that it invokes (Hardy, 2001, p. 27). As part of this process, discourse 'rules in' certain ways of talking about the change initiative that are deemed as acceptable, legitimate and intelligible while also 'ruling out', limiting and restricting the way we talk about or conduct ourselves in relation to this topic or constructing knowledge about it (Hall, 2001, p. 72). In this sense it "acts as a powerful ordering force" in the context of effecting organisational change (Alvesson and Karreman, 2000a, p. 1127).

Discourse is a composite of three fundamental elements: social practice, discourse practice (text production, distribution and consumption), and text. The analysis of a specific discourse calls for analysis in each of these three dimensions and their interrelations. There are significant connections between features of texts, ways in which texts are put together and interpreted, and the nature of the social practice. Ideology fits in through the ideological investment of elements which are drawn upon in producing or interpreting a text, and the ways they are articulated together in orders of discourse: and second in the ways in which these elements are articulated together and orders of discourse rearticulated in discourse events.

To answer what ideological investments are made – what features are ideologically invested, a common claim is that it is 'meaning'- lexical meanings – content as opposed to form that is ideological. Lexical meanings are important but so too are modality, presuppositions, implicatures, metaphors and coherence, all aspects of meaning. Meaning naturalises ideological practices.

Since the focus of the organisational change initiatives is to transform the mindsets and working orientations of the organisational members, it is the investment of meaning that predominates the 'Sharing Sessions', articles in the organisation's newsletters as well as the memoranda from the human resource department. All these sources are unified in meaning.

The appropriation of the various discourses in the 'Sharing Sessions' can be seen as efforts at manipulation. Manipulation is essentially mind control and it involves intervention with processes of understanding, the construction of predisposed mental modes and social representations such as knowledge and ideologies. Indirectly, manipulation usually involves forms of ideological discourse, such as emphasising organisational change as positive and organisational apathy or indifference as negative. Organisational members are positioned to adopt such orientations or attitudes that will contribute positively towards the organisation's goals.

The argument that has been produced in this chapter as well as in Chapter 5 has shown how discourse can be positioned ideologically and how the persuasion strategies which are employed can work to support the organisation's goals to change the mindsets of its members. The persuasion strategy can be summed up as

that of conformity; getting the members to concur with the ideas that are shared. This makes the arguments by the speakers to be commonsensical and reasonable. Van Dijk (1997) says that the basic function of ideologies is "to manage the problem of coordination of the acts or practices of individual social members of a group. Once shared, ideologies make sure that members of a group will generally act in similar ways in similar situations ... and will thus contribute to group cohesion" and can "control what groups themselves hold to be true beliefs." By legitimation changes are explained and justified.

The discourse of transformation strategy attempted at KCUC drew on multiple discourses and practices, and involved an attempt to construct a network of ordering. This network was simultaneously discursive, relational and material. The power effects of this discursive strategy included defining both the perceived problem in the event if the company loses government concession in 2011 and the solution in transforming mindsets of organisational members to face challenging times ahead. This resulted in mobilising an understanding of organisational reality grounded in economic notions of value and commodity.