CHAPTER 7

CONSTRUCTING THE IDENTITY OF ORGANISATIONAL MEMBERS (1)

7.1   Introduction

This chapter and the next one serve to explore the discourse of transformation as used by the management to construct the identities of organisational members. The previous two chapters, Chapters 5 and 6 look at the types of discourse or what are the constituents of the discourse of transformation used to effect changes in ideology or mindsets.

In this chapter data from the transcribed texts of the 'Sharing Sessions', articles from the company's newsletters and internal memoranda from the Human Resource Department of the organisation are analysed textually to locate the construction of identities. This chapter and the next one, Chapter 8 are closely related to Chapter 5 and Chapter 6 as the different types of discourses which are identified in the discourse of transformation give rise to distinct identities. These identities are thus derived or emanate from the various types of discourses. The traits, characteristics, disposition, behaviour and attitudes which are ascribed by the various discourses and the strategies used are identified.

The analysis of identity of organisational members aims to locate not only what identities are constructed, but also the means through which they are constructed. It

aims to also explore how listeners are positioned to accept these identities. The processual nature of identity construction is emphasised.

The construction of the identity of the organisational member is the moulding of the member to adopt particular views about himself or herself and the world. The essential aim of identity construction is to prescribe certain attitudes, beliefs and convictions whether directly or indirectly. These attitudes, beliefs and convictions which are imposed upon members are deemed as appropriate and desirable to the organisation in attaining its goals. In ascribing these, certain other attitudes and beliefs are deemed as inappropriate. The construction of identity, thus, influences ways of being and acting that are congruent with the objectives of the organisation.

7.1.1 Presentation of the analysis

As explained in Chapter 4, the procedure for analysis involves going through the transcribed texts, articles and memoranda and extracting parts that clearly foreground recurring identity themes. These texts are then presented as short excerpts which are then analysed for the construction of identity.

In the following sections the overarching theme is given in the main heading. Sub-themes that emerged from the main theme are in the sub-headings. Under each sub-heading, types of identities and strategies that are employed by the speakers will be identified. It is to be expected that there will be a variety of strategies used by the speakers and writers that may recur in different excerpts. A one-to-one

correspondence between identity and the use of particular strategies would be difficult to claim. There might be a variety of strategies to construct one identity or there may be one strategy to indicate a few identities. Therefore, only the strategies that have the most relevance to the construction of an identity theme will be described in the analysis.

Analysis of texts in this chapter focuses on what characteristics, traits, attitudes, values and behaviour are constructed in the discourse of transformation as 'appropriate' for the organisational members and what identity characteristics are 'inappropriate'. Promoting certain characteristics as 'appropriate' is a way of identity regulation (Alvesson & Wilmott, 2002) as organisational control. Management in ascribing certain traits, characteristics and behaviour among its members is in essence controlling its members so that they will abide by what it promotes to achieve the organisation's goals. Because of the length of the analysis and for ease of reading, three of the identities of members which are promoted are presented in this chapter, while four more are presented in Chapter 8.

7.2   Members as participants

Members are influenced to take on a participatory role. This implies direct involvement in the achievement of organisational goals, setting of targets, implementation as well as decision making of an organisation. The different facets of a participatory role and what it encompasses are discussed as follows.

7.2.1 Participative member

A participative member can be described as one who contributes towards an organisation's benefit. He/she is a co-sharer and is involved in contributing towards the attainment of an organisation's objectives. We see this in the following excerpts from Text 1. In Excerpt 107 (line 2-33) the speaker asks numerous questions to set the tone and mood for his presentation.

i. Use of questions

    a. is this your university?
    b. so you ask (.) what changes? (…)
    c. (.) where is KCUC going to? (...)
    d. what is your business strategy? [reads from the slide] (…)
    e. how much money you want to gain this year? (…)
    f. student intake (…) how many students the target? (…)
    g. then our marketable programmes (…) are we going to have more new programmes?
    h. then we must have quality staff (…) good facilities (…) yes or not? (…) good equipment and (.) some more (…)
    i. we must ask ourselves (…) who are our customers?
    j. who are the stakeholders? (…)
    k. who are our competitors? (….)
    l. how to manage KCUC?
    m. where we want to go (.) from here
    n. how do you go about that? (....)
    o. what you will get? (...)
    p. who you will bring along with you (.)
    q. how long it takes to go there? (..)
    r. how much money to spend?

Excerpt 107:   Text 1: line 2-33

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                                                    my turn to give a presentation (…) so I
          want to start (…) I ask you (..) is this your university? Yes or no (…..) [audience
          murmurs and assents] is this your university? (...) you must say it's my university
5         (…) err (…ok…) why? (…) then you feel it's mine it's my university (…)
          everybody must feel like it's your university (…) [talks in Chinese and then laughs]
          heh-heh [audience also laughs loudly] (….) that's why when the feeling is one it's
          very good for the university. then everybody feels that you have to work together for
          the university (…) my title today is managing change (..) heh-heh (…) so you ask (.)
10        what changes? (…) yes or not (…) we look at the first slide (…) I ask you (.) where
          is KCUC going to? (...) what is your business strategy? [reads from the slide] (…)
          how much money you want to gain this year? (…) student intake (…) how many
          students the target? (…) then our marketable programmes (…) are we going to have
          more new programmes?  (…) then we must have quality staff (…) good facilities
15        (…) yes or not? (…) good equipment and (.) some more (…) we must ask ourselves
          (…) who are our customers? [reads from the slide] (…) who are the stakeholders?
          (…) who are our competitors? (….) so::: we ASK ourselves (….) how to manage
          KCUC? (xxx) managing KCUC (…) so:: bagaimana ni [so how: speaks a little in
          Bahasa Malaysia and jokes] [ laughter] where we want to go (.) from here (…) how
20        do you go about that? (....) what you will get? (...) who you will bring along with you
          (.) how long it takes to go there? (..) how much money to spend? [speaks in Bahasa
          Malaysia for about five minutes] (…) apa nama? [jokes in Chinese] next slide (…)
          execution process (…) maybe got good planning (…) planning very good but bad
          delivery (….) so there must be a model of strategy (…) corporate strategy (…)
25        corporate structure integration (…) business structure integration (…) corporate
          structure must integrate with business structure (..) all got connection (…) see the
          slide (…) have connection with incentives and control (…) now we see the execution
          context (…) power and influence affect the execution model (.) also organisational
          culture (…) leadership and change management (…) can also affect the execution
30        process (..) it's all part of it (…) that's why leadership very important (…) ah Dato'
          [refers to the president] the (.) the (.) components of change execution (…) SIZE of
          problem and time available for change (..) how much time do we have to make
          changes (.) velocity of change
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This text is analysed for the use of questions. Starting a presentation with questions makes the audience reflect upon the questions as they reflect issues which should be of concern to all, for example, student enrolment, direction the institution should take, taking stock of competitors, business strategies and so on. Members are positioned to reflect upon the gamut of processes involved in the running of the university and are asked to take stock of what is lacking.

In reflecting upon these issues, members are positioned as co-sharers of responsibility in helping to increase student enrolment, contributing towards the direction of the institution, and implementing strategies to improve.

ii.   Modality

The excerpt can also be examined for its use of modality. The speaker questions whether the organisational members feel that the university belongs to them. He poses the question twice and goes on to say "you must say it's my university." The modal "must" in "you must say it's my university" is one of obligation. Members are positioned to take on this aspect of ownership from the speaker. The speaker's commitment level is high. When everyone adopts this perspective, that the university is 'theirs', "then everybody feels that you have to work together for the university (…)". This perspective encourages participation among members to become co-sharers in the organisation's vision and mission. A sense of ownership would compel members to work together as a team to achieve the organisation's goals. The use of the noun "everyone" includes all, without the exception of anyone.

In the following excerpt (line 47-56) taken from the same text, the speaker explains reciprocal interdependence. He explains that "academic and admin (..) student affairs (…) customers and marketing are all connected (…) this diagram very good (…) shows all are interconnected (…)." The choice of words "connected" and "interconnected" shows lexical cohesion and serves to show the interrelatedness of all members and departments. Members of the organisation are interdependent. The repetition of the sense of 'connectedness' in "are all connected" and "all are

connected" serves to persuade members to comprehend how important it is to feel that each and everyone is interdependent.

In establishing the interrelatedness of all members and departments, he goes on to say "so:: we all have to work together for a common goal (…) you cannot 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 (….)..." The conjunction "so", as a logical connector sets up the logic of the argument; that since all are interconnected, all have to work for the common good of the organisation. The use of modality "have to work together for a common goal" is one of obligation. The use of commands "... you cannot say this is not your job (…) this is another person's job (…) so I won't do it (….) you cannot (….) ..." shows the use of authority. In contrast to the modal 'should' the use of "you cannot" is a command with a high commitment level from the speaker.

Excerpt 108:   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
50	very good (…) shows all are interconnected (…) so:: we all have to work together for a common goal (…) you cannot 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
55	want to achieve (…) we must feel that it's our responsibility to help the organisation to grow (..) we can then reap the benefits together (..)

The use of the modal "must" (line 53) in "YOU MUST (emphasised) feel that way..." and in line 55-56, "... we must feel that it's our responsibility to help the organisation to grow ..." gives no option to the listeners. It is yet another command that the members "must" cooperate and work together. The level of commitment of the speaker is high.

The following excerpts taken from Text 4 also express the attributes of a participative member.

iii.   Use of repetition

Excerpt 109:   Text 4: line 65-69

65	(..) the three main things that (xxx) [inaudible] awareness up to recruitment to retention (…) yah. these are the areas where we need to focus on (..) before recruitment is awareness and after recruitment is retention (..) yah (.) so:: all these when we look at the whole thing it involves EVERYONE (…) academics (..) parents etcetera (...) yah

In lines 65-66, the speaker reiterates that the three main "things" which are important in marketing are awareness, recruitment and retention. In lines 68-69, she says "so:: all these when we look at the whole thing it involves EVERYONE (…) academics (..) parents etcetera (...)". The use of the noun "everyone" and its emphasis (capitalised) shows that all are to be concerned when it comes to marketing of programmes.

In the following excerpt taken from the same text, the same sentiment is expressed again.

Excerpt 110:   Text 4: line 73-76

	infrastructure and facilities (..) this is where
	everyone err (….) is playing our own role (.) even when it comes to awareness
75	everyone of us contribute one way or another directly or indirectly (..) whether
	you're coming from the marketing department or outside the marketing department

The speaker stresses, "everyone err (….) is playing our own role (.) even when it comes to awareness everyone of us contribute one way or another directly or indirectly (..) whether you're coming from the marketing department or outside the marketing department (..)". Everyone has to be involved in marketing, either directly or indirectly. It is not the sole responsibility of the Marketing Department. So co-responsibility or joint responsibility is espoused in these extracts.

The use of "everyone" again serves to include all without the exception of anyone. "... everyone of us contribute one way or another directly or indirectly..." stresses that all have to contribute in some way towards the organisation.

Excerpt 111:   Text 4: line 244-250

	integrated marketing (….)
245	yah (.) I hope everyone will agree with me that marketing is not ah (...) marketing
	department is NOT the only department involved in marketing (...) EVERYONE OF
	US here including academic and operations (...) operation here would mean
	administration department, bursary err (..) exam unit in fact all the departments are
	involved (..) I think if let's say we can actually MOVE in the same direction we can
250	reduce the double work ...

In Excerpt 111, taken from Text 4, the speaker repeats that "all the departments are involved" in marketing and lists the departments namely, "academic and operations, administration, bursary and exam unit". In listing the departments she brings home the fact that all, without exception are involved in marketing. The use of hedging, "I hope everyone will agree with me..." serves to garner support for the stand she is taking in stressing "that marketing is not ah (...) marketing department is NOT the only department involved in marketing (...)". Thus, the members cannot be exempted from marketing activities for KCUC.

The speaker in Text 5 takes a similar stance as the one in Text 4. In Excerpt 112, line 257-269, he says that the marketing department is not "another standalone department in the organisation" and questions "...do you think that marketing is just another department? He says that it is an outdated perception, perhaps of the 1970s or 1960s. He stresses that "today", "we HAVE to come out from there and understand that EVERYONE (..) each and everyone of us in the organisation understands and make it a culture (...) it cannot be the marketing department's duty alone (....) it's not only for the marketing department to do...". It is therefore imperative that everyone changes their perception as to what constitutes marketing and takes it upon themselves as a joint responsibility to work in tandem with the Marketing Department.

The repetition of "each and everyone of us" which is a reverberation of Text 4 serves to emphasise the participation of all members. The use of the phrasal verb "come out" in line 262 is a connotation suggesting that academicians have hidden or

shielded themselves from marketing activities in the past but now have to "come out" or discard that way of thinking.

So here again, co-responsibility or joint responsibility is emphasised. Members need to be participative or be as co-sharers of the marketing responsibility and "make it a culture" (line 264); a way of life. This is an added dimension to the traditional role of academicians who in the past have seen themselves as being only involved in academic and student development.

Excerpt 112:   Text 5: line 257-269

	so:: now what is marketing actually? (...) for most of us (.) we think that it is just another stand alone department in the organisation.(...) we have finance (.) bursary (.) administration and so on (...) numerous departments and do you think that
260	marketing is just another department? (..) their function is to sell the product (…) ok (.) that might be the early stages 1970s (.) 1960s concept (...) but today it's not like that anymore (...) we HAVE to come out from there and understand that marketing should be a concept that EVERYONE (..) each and everyone of us in the organisation understands and make it a culture (...) it cannot be the marketing
265	department's duty alone (....) it's not only for the marketing department to do (...) they might be running the department and putting up road shows etcetera and selling outside (...) but it ends here (...) they're putting the foundation only (...) who must do that? (....) that's where all the other departments come in (...) it's very important for us to do that (...)

In Text 6, "Understanding the Concept of Blue Ocean", the use of "everyone" to emphasise joint responsibility is once again echoed. With reference to line 403-410 (Excerpt 113), the speaker uses a quotation from a management 'guru' or expert.

iv.   <u>Use of source referencing</u>

Referencing from a source serves to draw upon different means of expressing an idea or thought. It can clarify concepts and make a profound statement. In the following excerpt, the speaker uses reference from a reputable source to lend weight to his presentation. He refers to the definition of a company according to a management guru.

Excerpt 113:   Text 6: line 403-410

I want to read word by word because it's important (…) a company is not only top management nor is it middle 405   management (…) a company is everyone from the top to the front lines (…) the sweeper even (…) a company is everyone from the top to the bottom (…) the dispatch boy to the engineer and what not (….) it is only when all the members of an organisation are aligned around a strategy and support it for better or for worst that a company stands apart as a great and consistent executor (…) so this is a very strong 410   statement (…) and a company needs to invoke the most fundamental base of action

The speaker reads, "(…) a company is not only top management nor is it middle management (…) a company is everyone from the top to the front lines (…) the sweeper even (…) a company is everyone from the top to the bottom (…) the dispatch boy to the engineer and what not ...". The inclusion of the quotation from a management guru who claims that a company comprises everyone from the top levels to the bottom levels serves to impact upon the listeners that they have pertinent roles and responsibilities to play in the organisation, irrespective of the positions they hold. The use of listing of examples of the "bottom" line such as sweepers and dispatch boys to the "top" such as managers and engineers helps to clarify the idea that "a company is everyone". Therefore, as members of the

organisation they are obliged to accept the positioning as participative members working together and having a commonality of purpose.

The use of reference from a source in the form of the quotation from a management guru legitimises the importance of the participatory role of every member in an organisation.

7.2.2   Involved member

The discourse of involvement as discussed in Section 5.5 in Chapter 5 foregrounds the traits, behaviour and attitudes that an organisational member needs to adopt at KCUC as a result of the change management initiatives.

Participation in an organisation requires a sense of involvement. The speaker in Text 9, entitled "Ownership", emphasises this many times in the text as seen in Excerpt 114. He says: "... you should participate aggressively in the business transformation process because I want to get everyone of you EVERY single one of you involved ...". The use of the noun 'everyone' and 'every' single one of you serves to emphasise that all must get involved in the transformation process of KCUC. He brings home the point that everyone has the responsibility to contribute and be involved. The choice of words "participate aggressively" also connotes the fact that he does not just expect participation but 'aggressive participation'. The use of collocation is evident here to stress the importance and degree of participation. This would mean total involvement.

| 60 | (.) in order for the transition period to succeed you need to have a good sense of strategies and policies to enable or have change. (..) so:: that's why (..) that I hope that KCUC would be able to go through this as I see it as a very drastic restructuring process (..) to get everything in place in order for accountability to be put in place (..) responsibility to be put in place and also err (...) certain amount of empowerment (.) |
| 65 | so I hope that (..) I think that for most of you (..) especially our KCUC colleagues here you should participate aggressively in the business transformation process because I want to get <u>everyone of you</u> <u>EVERY single one of you</u> involved and this is one area that you can see the pointer that I'm going to indicate to you or show to you (..) why you need to be involved. |

7.2.2.1   Ownership through involvement

Participation through involvement in an organisation results in a feeling of ownership towards the organisation. In line 369-390 taken from Text 9, the speaker again emphasises the importance of involvement of all members.

Excerpt 115:   Text 9: line 369-390

	in order to develop a sense of ownership you need to get involved
370	(...) you must get involved (...) you must feel that you're involved in the discussions about the system (..) the process and so on (...) then you'll feel that you have contributed, isn't it? you must feel important (...) <u>every single one of you here is important</u> (..) ok (...) even the cleaners (...) every single one of you play a part in the success of the companies (...) can be in the business units or also service centres (.)
375	the service centre is important because if without the service centre (....) your efforts will not be (...) you cannot concentrate you know (xxx) in order to create more productivity you find that the service centre is important, the business units are important (....) different levels (...) at different levels all are important (...) even the cleaners are important because they keep the compound clean (...) imagine if there
380	are no cleaners you will have to clean yourself (.) you won't want to go to the toilets if they are dirty (....) you cannot go to the toilet because it's dirty but you want to piss (.) so how to work when you can only think of pissing (..) yes or no (.) so cleaners are important (....) similarly <u>every single one of you</u> (..) <u>every single one of you is important</u> (...) so with that the business unit makes money all of you have
385	contributed to the money making (...) you must realise that your contributions really matters (....) you <u>must</u> feel that your contribution really matters (...) let's say there are thirty of you in that unit <u>every single one of you</u> is important (..) so <u>get yourself involved</u> in the ongoing business transformation (.) people transformation and infrastructure transformation so that more people can get involved to go through the
390	whole process

In propagating the essence of ownership towards the institution, he says "in order to develop a sense of ownership you need to get involved (...) you must get involved (...) you must feel that you're involved in the discussions about the system (..) the process and so on (...) then you'll feel that you have contributed, isn't it?". A sense of ownership can be attained if one is involved "in the discussions about the system (..) the process and so on (...)". He gives a directive, "you need to get involved (...) you must get involved (...) you must feel that you're involved..." The use of modals 'need to' and 'must' is one of obligation or necessity.

Participation or involvement is tantamount to a proactive contribution to the organisation. Members are encouraged and even exhorted to be actively involved in the processes of change. This sense of involvement will inevitably raise productivity, and by implication, profitability of the organisation.

7.2.3   Summary

This section highlights the traits, characteristics and behaviour of members as participants of the organisation. As participants, organisational members would feel involved in the overall mechanism of the organisation and would inevitably feel a sense of ownership through involvement.

Management gurus in recent years have conjured up various so-called 'democratic', 'participative' or 'high involvement' styles of management or leadership and work forms. Such forms of management and member identification would seem to be defined by the absence of overt imposition. In reality, they are forms of unobtrusive control.

The use of the term 'participative' or 'participatory' invites critical deconstruction. The notion of 'participation' (or its equivalents) can serve to represent contemporary forms of control as congruent with, and confirming of, the self-understanding of modern subjects as 'autonomous' agents who differentiate themselves from what they, self-aggrandisingly, regard as the more compliant, deferential behaviour ascribed to their predecessors.

Studies in the area of organisational commitment (Cohen, 2003; Baruch & Cohen, 2007) have suggested that forms of commitment, such as vocational or occupational commitment, job involvement, work values and group commitment are important forms of workers' identification with their work in general. A job-involved person is one for whom work is a very important part of life and who is personally greatly affected by his or her entire job situation. Such a person usually also has high work ethics and subscribes to the belief that hard work is intrinsically good and is an end in and of itself. The 'ideal' member as a participative member of the organisation would set out to accomplish member commitment to the organisation.

7.3   Team membership

This identification relates to Alvesson and Wilmott's group categorisation and affiliation as a means of identity regulation (see Chapter 3, section 3.6.1.3). Ascribing social categories serves to delineate what is expected of members of the group.

Some of the speakers of the 'Sharing Sessions' make overt references to team membership as the preferred identification of members.

7.3.1   Member as a team player

Organisational members as team players in the organisation are enjoined to take on various roles and are subjugated to adopting certain traits or behaviours that are deemed as congruent to that of a team player.

7.3.1.1   Organisational goals versus individual goals

i.   Choice of vocabulary

Team membership is espoused in Text 7 as a crucial element to the success of an organisation. The speaker lends credence to his sharing by quoting the definition of 'teamwork' as found in the Webster's dictionary (Excerpt 116).

Excerpt 116:   Text 7: line 62-73

> ok (...) what
> is teamwork? (…) 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> and
> <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

The choice of words found in the definition, for example "joint action", "each person subordinates his or her individual interests" and "to the efficiency of the group" can be understood as control; as one subjects oneself to the power of the organisation over oneself. The organisation is seen as subjugating members to put the organisation's goals first at the expense of self interests. This relates to the dark side of unobtrusive control.

The speaker says "(…) this is <u>good</u> isn't it?" (line 66). In making this observation, he is implicitly saying that this subjugation is good. He expects the audience to agree with him. At the same time, he also says "this <u>does not mean</u> that the individual is no longer important however it does mean that <u>effective</u> and <u>efficient teamwork</u> goes <u>beyond</u> individual accomplishments (…)" (line 66-68). The choice of words such as "effective" and "efficient" emphasise the value that teamwork can bring to an organisation. He thus establishes that organisational goals should precede individual goals.

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In line 67-70, the speaker reads "the most effective teamwork is produced when all the individuals involved harmonise their contributions and work towards A COMMON GOAL". The word "effective" denotes what is the best way to achieve something but the use of the superlative "most" with the adjective "effective" has a connotation that there is no other 'best' way to achieve "A COMMON GOAL" other than teamwork.

This serves to impress upon the members that they must pool their resources and work together for a commonality of purpose. Group consciousness or identity is promoted so that members think of themselves as a group. It subjects members into agreeing with the definition.

7.3.1.2   Collaboration versus individualism

Collaboration or working together as a team is espoused as the only way of doing things that is considered as effective. With reference to line 71-73 of Text 6 (Excerpt 117), the speaker asserts the value of putting aside individual interests; "we should not have self interests but work TOGETHER for shared interests of the company" and "team is more important than self".

Excerpt 117:   Text 7: line 71-73

> we
> should not have self interests but work TOGETHER for shared interests of the
> company (…) team is more important than self

The modal "should" is one of obligation. Members are asked to relegate themselves to a position of subjection "... work TOGETHER for shared interests of the company". It can also be concluded that "effective" and "efficient" accomplishments can only be attained through teamwork.

Then again in line 146-148, he says:

Excerpt 118:   Text 7: line 146-148

> for a company this is very important (…) important (…)VERY IMPORTANT to <u>move as a team</u> err (…) as a flock moving in the same direction (…) no self interests (…) so we have to put aside differences

Here again it is the company that is stressed above self. Members are conditioned into thinking that collaboration is the preferred mode of doing things and not individualism.

Thus, the choice of vocabulary positions the members of the organisation to view the value of collaborative teamwork through the lens of the speaker. In ascribing such an identity as 'ideal', organisational members are positioned to adopt this ideology. Van Dijk (1997) says that in order to coordinate the acts or practices of individual social members of a group, a shared ideology will ensure that members act in similar ways in similar situations which contributes to group cohesion.

7.3.2   Benefits of team membership

Discourse of sharing as has been discussed in Chapter 6 (section 6.3) gives rise to member identification with a sense of accountability and responsibility for other members in the team. The speaker in Text 7 uses the analogy of geese flying in formation to espouse the virtues of teamwork. The use of this analogy and the extension of the lessons that are gleaned serve to convince members of the benefits to be gained through team membership.

7.3.2.1   More achievement

 Use of analogy

In using the analogy of geese flying in a formation (Excerpt 119), the speaker emphasises the benefits of team membership. One of the benefits is the ability to achieve more. According to studies, "when geese fly in formation they can travel seventy one percent further than flying solo or alone". More distance can be covered when geese fly with other geese. This declarative statement and the precise mention of the percentage are significant. This fact highlights what team membership can do. One can achieve more by being a team member rather than working alone.

Excerpt 119:   Text 7: line 74-77

> (...) this is very interesting (…) lessons learnt from geese flying in formation (…)
> 75 studies have shown that when geese fly in formation they can travel <u>seventy one</u>
> <u>percent</u> further than flying solo or alone (…) this is a fact (...) based on research (.)
> research has shown this (..) it has been proven (…)

7.3.2.2   Communitarian spirit

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

Another benefit of team membership is the cultivation of a sense of community which gives rise to a communitarian spirit which is beneficial for all. Referring to the analogy of geese, geese fly in an aerodynamic formation for a reason. This formation "maximizes the energy expended by those flying as part of it (…) the bird at the front of the flock breaks the air for those flying behind it and creates a slipstream for them to be dragged along in (…) the birds behind also help those in front as the upward motion of their wing also create an upward draft that propels them forward" (Excerpt 120). Therefore, each goose has a specific part to play or contributes in a concrete way to the flock.

Likewise, this example can be applied to humans. Working as a team reaps benefits. The sense of community or communitarian spirit will ensure that each and every single member of a team is not left behind as "this push (.) pull relationship ensures" everyone benefits from the work of others. There is thus a symbiotic relationship.

Excerpt 120:   Text 7: line 78-89

	what are the lessons we can learn from animals (...) the geese (…) lesson number one (..) the importance of achieving common goals (...) I'm going to read
80	this err (...) [reads from the slides] aerodynamic formation (…) the V formation of geese is a way that maximizes the energy expended by those flying as part of it (…) the bird at the front of the flock breaks the air for those flying behind it and creates a slipstream for them to be dragged along in (…) the birds behind also help those in front as the upward motion of their wing also create an upward draft that propels
85	them forward (…) this push (.) pull relationship ensures all birds in the formation benefit from the work of others (...) so what is the outcome (…) hah (..) when we have a sense of "ummah (collectively united Community)" (…) and focus we create trust and can help each other to achieve our common goals (…) betul tak? [true or not] (…)

With reference to Excerpt 121, when a goose flies alone, it faces resistance and difficulty. It comes back to the flock to "take advantage of the flock's power" (line 91-92). This also applies to humans. When organisational members do not remain in 'formation' they will fail in their efforts to achieve goals.

Excerpt 121:   Text 7: line 89-98

	when a goose
90	leaves the formation he feels the resistance of the air and the difficulties of flying alone (..) then he quickly comes back to the formation to take advantage of the flock's power in front of him (…) the outcome (…) if we had as much sense as geese we would stay in formation with those headed where we want to go (…) we are willing to accept their help and give our help to others (…) sharing the same
95	direction and working as a team get us to the destination quicker and easier (...) by helping ourselves the accomplishments are greater (…) cantik…wonderful isn't it the truth behind this (…) we can marvel at God's creation and learn from it too for organisational goals (…) the importance of sharing (…) sharing leadership (…)

This being in 'formation' suggests control over the members. The choice of the word itself suggests conformity and subservience to the group. Members have to "stay in formation with those headed where we want to go" or with those "sharing the same direction". Moving away suggests resistance or non-compliance. A member who

chooses to move away can be described as deviant as he/she does not regard the 'formation' as crucial.

By drawing upon this parallelism between geese and humans, the analogy becomes significant. The speaker says, "we can marvel at God's creation and learn from it too for organisational goals (…)" (line 97-98), thus establishing the fact that God in His wonderful wisdom has taught mankind about the benefits of team membership. Thus, mankind should take this example as a divine lesson from God.

7.3.2.3   Rotational leadership

The communitarian spirit which arises due to team membership is beneficial in the area of leadership. Geese take turns to be leaders of the flock as the first bird in the flock "uses the most energy and becomes tired more quickly than others" (Excerpt 122). Instinctively, another bird takes over when the one in front is tired. This reciprocal relationship between the birds in the flock ensures that the flock reaches its destination.

Members are encouraged to look at this example of the geese to emulate rotational leadership. Leading by rotation implies the injection of fresh ideas and dynamic leadership. Leaders need the team members to achieve organisational goals. Likewise, team members need leaders to propel the organisation by setting goals, targets and objectives.

Excerpt 122:   Text 7: line 98-105

> <u>the importance of sharing</u> (…) sharing leadership (…)
> lesson three (…) rotating leadership (..) even with the pushing effect of those behind
> 100   it the front bird uses the most energy and becomes tired more quickly than others
> (…) the geese know that and instinctively rotate leadership of the flock allowing
> tired birds who have used a lot of energy for the sake of the flock to take a rest (..)
> and be dragged along for a while until it is their next turn up front (…) so the
> outcome (…) so it pays to take turns doing the hard tasks (..) we should respect and
> 105   protect each other's unique arrangement of skills capabilities talents and resources

7.3.2.4 Empathy and encouragement

<u>Use of analogy</u>

The speaker goes on further to elaborate other benefits of team membership by continuing with the analogy of the geese in formation (Excerpt 123). When one of the geese is sick or injured, it falls out of the flock unable to keep up with the rest of the flock. When this happens "at least two others will always drop out of the flock with it" until it is ready to rejoin the flock.

This sense of empathy and understanding among the geese in the flock ensure that all the geese without the exception of one (except when one dies) are able to move in unison toward a common goal. So it should be for organisational members, team membership should take precedence over individualistic interests.

Excerpt 123:   Text 7: line 106-118

```
                                                    lesson number four
    (…) the importance of empathy and understanding (…) dropping out of the flock  as
    a result of sickness or injury a bird will occasionally begin to fall away from the
    flock  unable to keep up (…)  instead of allowing this bird to fly on alone (.) at least
110 two others will always drop out of the flock with it (…) this ensures that the injured
    bird will be defended and cared for until it is ready to resume flying  and that it will
    fly on with the benefit of flying in formation (…) cantik kan? [beautiful isn't it?] (..)
    the outcome (…) it's so great (…) if we have as much sense as geese we will stand
    by each other (…) let's stay beside each other no matter what the differences
115 especially in times of difficulty and great challenges (…) if we bond together and
    support each other (..) if we make true the spirit of teamwork regardless of our
    differences we can rise to meet our challenge (…)  cantik betul (…) very nice, isn't
    it?
```

When geese fly in formation, they are very noisy and there are many explanations given for this. Besides the explanation that the geese honk constantly to avoid midair collision, "many believe that this honking is actually about creating an environment of success and mutual encouragement" (line 124-125, Excerpt 124).

Thus, if geese can do this to encourage each other to keep up with the flock, so too can team members in an organisation. Providing encouragement amongst team members is one of the most crucial ways to ensure success of the team as the speaker says; "where there is encouragement production is much greater ..." (line 128). More production means more profit for the organisation.

Excerpt 124:   Text 7: line 118-130

```
                                      the importance of encouragement (…) the power of
         the honk (..) from the ground the V formation of the geese is a beautiful thing to
120     watch (..) serenely gliding across the sky these birds look quite majestic and peaceful
         (…) however get up into the flock and you find it's quite a noisy affair with the geese
         constantly honking at one another (…) there are numerous theories about this
         honking and it could be partly about letting each other know where they are so there
         is no midair collision (…) but many believe that this honking is actually about
125     creating an environment of success and mutual encouragement (…) so geese flying
         in formation honk to encourage those up front to keep up with their speed (…) and
         the outcome is (…) we need to make sure our honking is encouraging (...) in groups
         and teams where there is encouragement production is much greater (…) individual
         empowerment results from quality honking (…) quality honking (.) not just noise
130     (…) ok (…) to encourage others to work (…)
```

The speaker makes a profound conclusion by using the analogy of the geese. He draws a parallelism between humans and geese. Humans and geese are similar in that they are created to work as a team. Much more can be achieved through teamwork in contrast to working alone.

Excerpt 125:   Text 7: line 133-138

```
                                                humans like geese were
         created to work together and to support one another (…) when we encourage each
135     other and support our leaders we can accomplish amazing things much more than
         trying to work alone (…) so the lessons from geese provide a perfect example of the
         importance of teamwork and how it can have a profound and powerful effect on our
         life (…)
```

Thus, the speaker makes skilful use of the analogy of the geese and extends it as a lesson for humans as can be seen in the following excerpt. By extension of the speaker's logic, if geese can work together for the common good of the flock so too should organisational members. The use of the present tense makes the explanation factual and commonsensical to members. In drawing the parallelism between the

geese and the topic of team membership, he convinces members of the benefits of working as a team.

Excerpt 126:   Text 7: line 140-146

140   this example from the geese is a very powerful lesson for all of us (…) it's all about sharing and caring (…) our core values (…) if we can use the example of the geese we can <u>move forward as a team</u> (…) teamwork is important (…) even animals know that (…) we have seen the example just now of the geese (…) so you see how great God is (..) he knows that we 145   humans sometimes need to learn from animals because we forget the important things in life sometimes

7.3.3 Moving versus stagnating

In the following excerpts taken from Text 7, attention is paid to the use of the word "move" as in "<u>move forward as a team</u>" and "to <u>move as a team</u>" as in the following excerpts. The word "move" suggests progression, unison or collectivism, in contrast to stagnation. The use of the analogy of the geese in motion also serves to emphasise this; that movement as a team is a positive progression towards attainment of goals.

Excerpt 127:   Text 7: lines 142-144

if we can use the example of the geese we can <u>move forward as a team</u> (…) teamwork is important (…) even animals know that (…) we have seen the example just now of the geese

Excerpt 128:   Text 7: line 146-148

> ...   for a company this is very important (…) important (…) VERY IMPORTANT to <u>move as a team</u> err (…) as a flock moving in the same direction (…)

In line 147-148 (Excerpt 128), the speaker says that moving as a team is equivalent to a flock moving in the same direction. The connotation is that all have to fall in line without anyone moving away or not being in sync with the rest. It is a command or a directive as he repeats that it is "... very important (…) important (…) VERY IMPORTANT" and stresses the words "VERY IMPORTANT". The tone is one of authority. Anyone who does not ascribe to this line of thinking can be described as a deviant as even animals "know that" teamwork is important to achieve goals.

Use of parallelism

In drawing a parallel between geese flying in formation to moving of organisational members as a team, the speaker alludes to the fact that God uses animals to teach humans the simple lessons in life. In Excerpt 129, line 143, "... teamwork is important (…) even animals know that (…)", the speaker's tone can be considered as condescending as it is common sense that teamwork is important. The fact that God uses animals to teach humans the lesson on teamwork is as if no one else has been able to impart this lesson. So God himself uses animals such as geese to teach this lesson. Therefore it does not make sense if members do not want to be team players in the organisation.

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Excerpt 129:   Text 7: line 142-146

> if we can use the example of the geese we can <u>move forward as a team</u>
> (…) teamwork is important (…) even animals know that (…) we have seen the
> example just now of the geese (…) so you see how great God is (..) he knows that we
> 145   humans sometimes need to learn from animals because we forget the important
> things in life sometimes

7.3.4   Requirements for teamwork

What is required for teamwork to be successful in an organisation is clearly spelt out for the organisational members. Following are the requirements which are shared by the various speakers.

7.3.4.1   Teamwork requires synergy

Working together as a team involves synergy. Synergy means to work together for the common good of an organisation. It involves working in tandem without one overshadowing another or working in sync with the others. The combined power of a group is greater than the total power achieved by each working separately or on one's own. Teamwork at its best results in a synergy that can be very productive.

This is highlighted by the speaker as seen in the following excerpt.

Excerpt 130:   Text 7: line 224-228

.. SYNERGISE (…) next one (…) synergise (…) <u>work together to</u> <u>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 (…)

A team member in placing priority for the organisation's goals and purposes must be open to the idea that working with others can give rise to better ideas than he or she can generate on his or her own. It can be construed as a form of subjugation as members relegate their contributions and selves for the common good of the team. It is the team that is given prominence and it is the team that can contribute effectively to the organisation.

7.3.4.2   Teamwork requires unity

Unity is an important factor for teamwork. Unity denotes conformity, harmony and unanimity. The speaker in Text 9 emphasises this and uses narrative to illustrate it for easy comprehension.

Excerpt 131:   Text 9: line 117 - 132

> I think when we were
> young (...) I still remember when we were in primary school we would have heard
> the story of the three princes (...) a king had three sons (...) three princes (...) before
> 120 he died he called the three princes to his bed (.) he gave each of them an arrow and
> asked each to break the arrow (...) of course they were able to break the arrows easily
> (...) then he put three arrows together and asked each of his sons to break the arrows
> (.) of course none of them was able to break the three arrows (...) then he asked all
> three to break the three arrows together (…) they could do it at last (...) so this is a
> 125 very simple story (...) but it tells us something important (…) that teamwork
> requires unity (...) that means you need to COMBINE and unite your strength (...) so
> unity IS strength (...) first unite (..) you have to unite your forces, unite your
> strengths (.) unite your efforts to work together (...) ok. so when you have success
> through teamwork it means ALL OF YOU have worked together (...) it means that
> 130 all of you are united together and put your efforts together and this forms the people
> (...) so if through your teamwork efforts you reach your goals (..) that means it's
> through your unity you have become successful in your endeavour (....) err (...)

i.   Use of narrative

In Excerpt 131, line 117-125, the speaker narrates a popular story about three princes. The king calls his three sons and asks each one of them to break a single arrow each. It was easily done because it was a single arrow but when three arrows were put together and each of the princes was asked to break the arrows, it was impossible to accomplish. Then he asked all three to break the three arrows together. After some difficulty they managed to break the arrows, "so this is a very simple story (...) but it tells us something important" (line 124-125).

The simple story illustrates "that teamwork requires unity (...) that means you need to COMBINE and unite your strength (...) so unity IS strength (...) first unite (..) you have to unite your forces, unite your strengths (.) unite your efforts to work together (...)". The choice of vocabulary "COMBINE" (stressed by the speaker) and "unite"

in line 114, emphasises that teamwork requires merging, fusing and bringing together of different "forces", "strengths" and "efforts". In line 127, he says "first unite" and one can question 'unite what? He then goes on to elaborate as if this question has been posed by the audience. He answers that members have to unite "forces", "strengths" and "efforts". This is a persuasive strategy and serves to establish the fact that teamwork requires unity.

The use of the simple present tense in "<u>unity IS strength</u>" and the emphasis on the verb "is" makes it factual and therefore the truth. The level of commitment of the speaker is high and thus, this fact makes commonsense. Anyone who refutes this fact or opposes it would seem to be deviant.

In lines 128-132, he says "so when you have success through teamwork it means ALL OF YOU have worked together (...) it means that all of you are united together and put your efforts together and this forms the people (...) so if through your teamwork efforts you reach your goals (..) that means it's <u>through your unity</u> you have become successful in your endeavour". He equates "success through teamwork" to working "together", being united "together", and putting efforts "together". The choice of word "together" meaning in concert or collectively and its repetition serves to further emphasise the importance of unity in teamwork.

The simple story of the three princes is effectively used to illustrate the important point about teamwork and unity and can be summed up in the idiomatic phrase 'United we stand, divided we fall'. It is sensemaking and therefore logical. The story

of course has wider implications as the 'lessons' learnt from it can be applied to the organisation.

ii.   Use of examples

a.   Olympics

Still referring to Text 9, the speaker after expanding on the narrative of the three princes brings in real life examples in real time. He gives the example of the Olympic 400 metres runner, Michael Owen (Excerpt 132). At the time this 'Sharing Session' was conducted, the Olympics was being held.

Excerpt 132:   Text 9: 134 - 142

say for example if we take the Olympics (..) the 400 metres 135   (...) that was basically done through teamwork (...) if all the runners or some of the runners did not run properly then they wouldn't win the race (....) your team members (...) you feel that oh it's not my efforts but the efforts of the team (…) if you look at the Olympics (..) Michael Owen he won seven golds (..) how many golds were won by individual events (...) I think it's three or four (….) out of seven golds 140   he won the other four golds were won <u>because </u>of the team members (….) <u>every</u> <u>single member constitute</u> (...) you know (...) every single member constitute his gold medals (...)

The 400 metres race is a team race and the success of the race depends on each member through teamwork as seen in the line "that was basically done through teamwork" so Michael Owen's success was contributed by his team. Four out of seven golds that he won was contributed by his team; "Michael Owen he won seven golds (..) how many golds were won by individual events (...) I think it's three or four (….) out of seven golds he won the other four golds were won <u>because </u>of the team members (….)". This shows that through teamwork much more can be

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achieved compared to undertaking a task on one's own. More success is achievable if one plays the part of an effective team member and allows the other team members to also contribute.

The speaker extends this example to the field of business (Excerpt 133). If the company succeeds it is because "EVERY single member (..) EVERY SINGLE ONE OF YOU" has contributed. Thus, the benefit of unity through teamwork is established.

Excerpt 133: Text 9: line 142 - 145

similarly for business (..) EVERY single member (..) EVERY SINGLE ONE OF YOU constitute to the success of the company (.) whether the company can churn out the profits (….) the business target (...) every single one of you (..) from 145　the general workers have helped to achieve your target (...)

Another example that the speaker refers to is the Dragon Boat Race, a race which is usually held once a year in Malaysia. A short video presentation (approximately fifteen to twenty minutes) of a boat race that was held in Penang (one of the states in Malaysia) was shown to the organisational members. He shows the winning team in action during the race and says, that "every single member of the rowers constitute(d) to the actual success" (line 136).

b.   Dragon Boat Race

Excerpt 134:   Text 9: line 145-151

```
145                                                    in order to illustrate
          this (...) why teamwork is SO important and how every single one of you is
          important (…..) ok. when you look at this video (...) every single one of the
          members of the team has actually contributed to the success of the team (...) that's
          why teamwork is so important (….) this is about the Dragon Boat competition (...)
150        they always have a captain normally (..) they call him the coxswain (...) if you see
          every single member of the rowers constitute to the actual success (...)
```


Every team member has a significant role to play in the success of the team. If one member is reluctant to play his part, then it is detrimental to the team. In citing this example, the speaker reinforces the idea of teamwork and the importance of team membership. There is thus an implication that if one does not play his or her part, he or she should leave the team (or the company) so that the others who are able to work as a team can bring the organisation to greater heights.

7.3.4.3   Teamwork requires synchronisation

For teamwork to be effective every single member in the team must synchronise his or her efforts with the rest of the team. Still referring to the Dragon Boat Race the speaker explains that all the rowers had to row "at the right timing", so synchronising the movements of the oars was crucial to ensure success in the race (Excerpt 135).

If everyone has his own strategy in rowing the boat, then there is a likelihood of chaos as "one fellow does this another fellow does that (..) one fellow says row left (..) another fellow says row right (..) another fellow says I don't want to do anything (….) if you're so clever you row it yourself ...". (line 160-163). The end result would be fruitless as the boat would not make progress but would "be going round and round" (line 164) aimlessly.

Excerpt 135:   Text 9: line 153 - 164

in order for them to win the race they have (...) what you call (...) have to row in synchronism (..) <u>they HAVE to do everything together at the right timing</u> and you can see there is one statement (...) every rower has a flaw [referring to the slide] that means that every single one (...) everyone of us have our own weaknesses (...) how to overcome these weaknesses in a race? (…) that means you must go through (...) to be united, work together to <u>work towards a common strategy</u> (...) just imagine (...) just imagine if each rower has his own strategy just like business (…) you think you want to do this (.) one fellow does this another fellow does that (..) one fellow says row left (..) another fellow says row right (..) another fellow says I don't want to do anything (….) if you're so clever you row it yourself (….) what is going to happen? (….) they'll never be able to win the race (….) ok (..) the worse thing is the boat will be going round and round (….)

(Line numbers in excerpt: 155, 160)

Here again, by implication, if one does not synchronise his efforts with others, he or she should not remain in the organisation. This will help weed out the non-performing members or members who are interested in achieving their own goals instead of working towards achieving the organisational goals.

Synchronisation of efforts therefore serves to control organisational members in the interests of the organisation.

7.3.4.4   Teamwork requires strategy

The speaker extends the example of the boat race to the field of business. In the following three excerpts, the importance of working together in unison and using the same strategies is further developed.

Excerpt 136:   Text 9: line 165 - 169

165   this is the same (.) similarly for any business (…) if you're not able to work together for any business dealing, if you're not able to practise and talk the same business strategies then you CANNOT move forward (….) this is a very serious lesson we learn this morning (…) [referring to the video of the boat race] they have to do everything together (...) at the right timing ...

Excerpt 137:   Text 9: line 195 - 199

195   we can see that the winning team must row in synchrony to be successful (.) every single movement has a meaning to any business entity (...) lesson to be learnt means that you row in synchronism (.) it means that ALL of you have to be coordinated, united (....) each rower must row powerfully but consistently with all the others (...)

Excerpt 138:   Text 9: line 220 - 228

220   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 (....) you can see the fellow beating the drum (........) the drum sound can also push people (...) every single tendency has a meaning (....) so you can see that every single rower tries very hard to win the race (...) you must be coordinated (..) united (....) you must work as a team you know (....)   225   everybody must be part of the team (...) ok in order to win the race (....) similarly for all business entities (....) OK (...) from that you can see the power of people (...) so I hope that you can understand why teamwork is so important and it's a powerful tool to achieve success (...)

These references serve to naturalise the act of working together for the common good of the organisation as a logical activity and should therefore be accepted and embraced. There are expressed benefits as the speaker expounds. Therefore, any objection or reservation on the part of the organisational members becomes unreasonable, illogical, and therefore deviant.

7.3.5   Summary

Group commitment can be defined as an individual's identification and cohesiveness with other members of the organisation. Being part of a team ensures that a member puts organisational goals ahead of individual goals, collaborates instead of having narrow individualistic aims. It is a form of normative control as members are 'forced' to see the numerous benefits that can be attained through teamwork in the company such as the capacity to achieve more, the raising of awareness of the benefits of a communitarian spirit, the benefits of rotational leadership as well as the feelings of empathy and encouragement that one can get from others in a team.

Team membership as discussed in this section is not only to be seen as working in small groups for designated projects or tasks but as a macrocosm to include the entire company or organisation. One has to see oneself as a cog in a wheel without which the wheel cannot move. In the light of what has been discussed with regards to what team membership means and entails as well as what the requirements are – such as synergy, unity, synchronisation and strategy – members are positioned to adopt these views. Any other way of working other than through teamwork cannot

be accepted. Thus, members are 'forced' to take on this subject position for the good of the organisation. This therefore implicates control.

7.4   Adaptable member

Discourse of change as discussed in Chapter 6 (Section 6.2) describes change as inevitable in the face of challenges that the organisation is undergoing, that change is a continuous process or is to be understood as a continuum, and that it is crucial for the survival or existence of the organisation.

For KCUC and the rest of the company to be relevant, there has to be change not only in the processes of how work is done but also in the mindsets of organisational members to perceive change in a positive light. Different facets of change were discussed under discourse of change; namely change in understanding, change in mindsets and change in understanding of work culture (see Chapter 6, section 6.2). The requirements for change to take place have also been discussed. Change requires organisational members to be adaptable or flexible in the work environment when faced with impending challenges and it also requires members to have the right attitude towards change.

Thus the organisation needs adaptable members who have foresight and can readily adopt new methods of doing things to achieve the organisational goals.

An adaptable member can be described as one who can adapt readily to changes. He or she sees the need for change as circumstances present themselves and rises to the challenge. This idea of adaptability to change is repeatedly expounded in some of the 'Sharing Sessions' as well as the articles in the newsletters.

In Text 1, the speaker addresses the "velocity" or "speed of change" in the context of execution of change (Excerpt 139). In lines 28 to 34, he lists the factors that influence the execution model. He cites power and influence, organisational culture, leadership and change management, size of the problem and the time available for change as the determinants for the success of the execution model. Another very important factor that he cites is the "speed of change". The use of the word "velocity" or "speed" suggests swiftness or rapidity and thus implies the importance of the readiness of members to act readily.

The speaker exhorts all the organisational members to welcome change. The use of the modal "must" and its emphasis in "we all must be prepared for change (..) we MUST welcome change as it's the way forward for the university ..." (line 34-35) serves to stress that all must be able to adapt and embrace change. The pronoun "we" also is all inclusive. It is the only "way forward" for the university.

Excerpt 139:   Text 1: line 27 - 35

	now we see the execution context (…) power and influence affect the execution model (.) also organisational culture (…) leadership and change management (…) can also affect the execution
30	process (..) it's all part of it (…) that's why leadership very important (…) ah Dato' [refers to the president] the (.) the (.) 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 welcome
35	change as it's the way forward for the university (.)

He refers to the different types of change – sequential, complex and evolutionary.

Excerpt 140:   Text 1: line 37-44

| | there are different types of change (..) sequential (.) complex (.) and evolutionary (..) managerial intervention and change (..) for sequential change (.) it's a planned and rational change (..) methodical and paced (.) there's a clear cause and effect analysis |
| 40 | allowing for organisational control and learning (…) but it takes time (.) transitions must be managed (..) so that employees can get used to changes (.) this is important (..) you can read it (…) complex change is high speed where large problems are confronted quickly (..) complex change can be exciting and there's a creation of esprit de corps (..) |

For sequential change to be effective there must be "managerial intervention and change", "it's a planned and rational change (..) methodical and paced (.) there's a clear cause and effect analysis allowing for organisational control and learning (…) but it takes time (.) transitions must be managed (..)".

In Text 2 reference is made to the cycle of change (Excerpt 141). The speaker lists changes that have occurred or will occur. The cycle of life dictates that infants will grow to become toddlers, then pre-schoolers and finally adults. Even the country has evolved from Malaya to Malaysia, the computer has replaced the typewriter and the institution itself has evolved from "ICT to KCUC (...) maybe even KCC University in future". The list emphasises that changes have taken place and that more changes **will** take place.

Excerpt 141:   Text 2: line 15 - 23

> 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 <u>these changes</u> have <u>evolved</u> over time
> (…) so:: why are we moving forward from ICT to KCUC? what do you think? (…)
> yes (...) because we want to change (…) yes change (...) therefore we must <u>make</u>
> 25   changes (.)

By listing the changes as seen in excerpt 141, the speaker stresses the inevitability of

change in line 30-31.

Excerpt 142:   Text 2: line 30 - 31

> 30   so we see changes <u>everywhere</u> (...) change is
>   unavoidable (…)

Adaptability to change is therefore a prerequisite or precondition for change. She

again stresses this in line 60-62 (Excerpt 143).

Excerpt 143:   Text 2: line 60-62

> 60   elements of good
>   learning include awareness that you <u>have to</u> change (…) you have to change (…) yes
>   (…) accept the changes and show commitment to the need to change (…)

The use of the modal "have to" is a command and is repeated twice to lend emphasis. Members are exhorted to "accept the changes and show commitment to the need to change (…)"

In Text 5 (Excerpt 144), the speaker stresses that adapting to change is for "the betterment of your results". The use of the pronoun 'your' is direct. Thus by implication if one does not change, then one is doomed to failure.

Excerpt 144:   Text 5: line 138-140

	due to all this CHANGE is extremely important (…) changing here is for the betterment of your (.) results (…) we <u>have to</u> change our understanding towards marketing (…)
140	

Use of examples

The theme of adaptability is further highlighted by the speaker in Text 9. He makes reference to family businesses in Europe which have been able to survive through several generations. They have been able to survive due to adaptability as he says, "this is because the companies are able to adapt to changes (...) they are able to survive" (Excerpt 145).

Excerpt 145:   Text 9: lines 180 - 185

180	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 (....)

He then gives the example of Kodak, a brand of camera. Since the company did not

adapt to changes, it experienced bankruptcy. While other camera brands were

venturing into digital cameras, Kodak refused to do so.

Excerpt 146:   Text 9: lines 185 - 189

185	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 (....)

The examples elucidate the consequences of not adapting to change. Thus, if the

organisation does not adapt to change, then it would be "phased out". In other words,

it would not be able to sustain itself. By extension, if organisational members are not

willing to change, then the organisation will suffer.

7.4.1   Summary

An adaptable member is one who is open to change and embraces change with all its uncertainties. He or she is willing to take risks and chart untrodden paths. A change in mindset, behaviour and attitude is necessary. So the 'being, acting and the doing' of organisational members should serve the interests of the organisation.

This is in tandem with the new organisational paradigm as argued by Senge (1990) as presented in Chapter 2 (see section 2.4). Values such as adaptability and flexibility are crucial to the survival of an organisation.

7.5   Chapter conclusion

In this chapter, three member identities constructed in the texts in the data set are presented. Broadly speaking, they relate to member identities as 'participative', 'team players' and 'adaptable'. The analysis focuses on what constitutes these identities; that is the roles, traits behaviours, orientations, motives and attitudes as well as the strategies used to construct these identities. These roles, traits, behaviours, motives and attitudes define what an 'ideal' member identity should be so that members can emulate it.

In the construction of the 'ideal' member identity, the stance of the speakers in the 'Sharing Sessions' is to teach, inform and impart knowledge. In this light, then, the

'Sharing Sessions' are euphemistic. It is a 'top-down' communication. Management teaches, informs and exhorts members to comply with its organisational change initiatives. Fairclough's (2001; 2004) notion of the process of inculcation can serve to explain the process that management employs to influence and transform identities that are congruent with organisational goals and objectives. Through the deployment of discourses – oral and written – 'ideal' identities are constructed. These identities subject members to particular subject positions and influence the ways of perceiving, being, and acting. Thus, the organisation wields control over its members.

In the next chapter, four more member identities are presented, after which an overall conclusion for both Chapters 7 and 8 is made.