CHAPTER 4

RESEARCH FRAMEWORK AND PROCEDURES

4.1   Introduction

This chapter presents the research framework for the study and the procedures for data collection and analysis. The conceptual framework serves to explain the relationship between the concepts that are dealt with in this study. Next, the analytical framework for locating and analysing discourse of transformation in texts is presented. This analytical framework serves as a general resource for the understanding of how transformation is described and prescribed in texts, and provides the tools for the analysis of the texts. Finally, the procedures for data collection and analysis, as well as the organisational and situational context of the discourse are described.

4.2   Conceptual framework

In this section, the conceptual framework that frames the relationship between discourse, organisational control and organisational change management, the three major concepts in this study, is explained. The conceptual framework serves as the foundation on which the study is situated. The proposed conceptual framework is presented in diagrammatic form as shown in Figure 4.1 as follows. The three constructs;

discourse of transformation, organisational control and organisational change initiatives are discussed in section 4.2.1, 4.2.2 and 4.2.3 respectively.
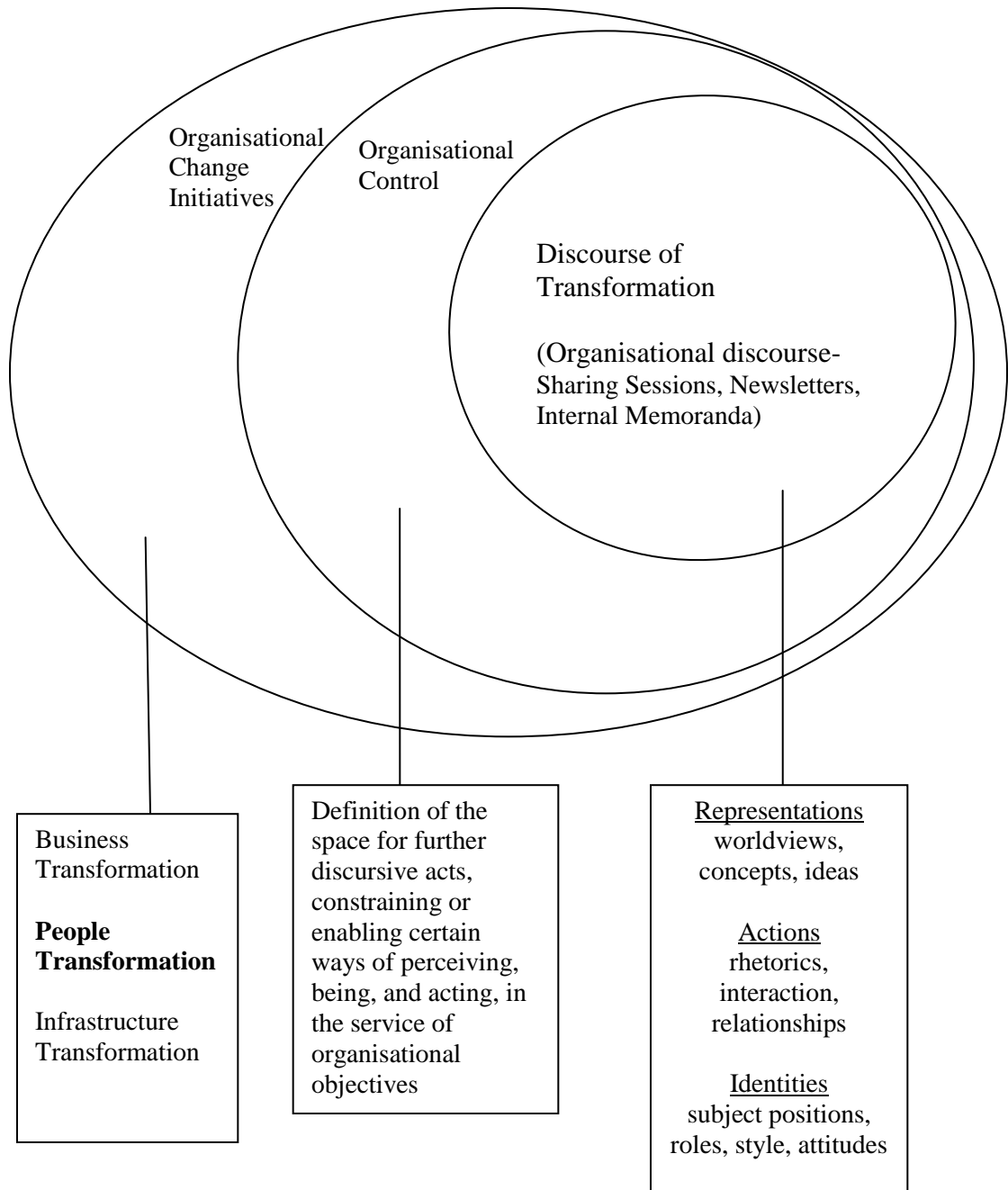
Organisational Change Initiatives

Organisational Control

Discourse of Transformation

(Organisational discourse-
Sharing Sessions, Newsletters,
Internal Memoranda)

Business Transformation

People Transformation

Infrastructure Transformation

Definition of the space for further discursive acts, constraining or enabling certain ways of perceiving, being, and acting, in the service of organisational objectives

Representations
worldviews,
concepts, ideas

Actions
rhetorics,
interaction,
relationships

Identities
subject positions,
roles, style, attitudes

Figure 4.1: The link between discourse, organisational control and organisational change initiatives

The conceptual framework shows the interrelationship between the three constructs; discourse of transformation, organisational control and organisational change initiatives in the social practice of organisational change management. The three circles represent each of the constructs and are nested within each other. Discourse of transformation is nested within organisational control and organisational change initiatives, while organisational control is nested within organisational change initiatives. Notes in the boxes serve to elaborate the meaning of the constructs. Further discussion of each of the constructs as well as the link between them is as follows.

4.2.1   Discourse of transformation

The first concept in the framework is discourse, which is referred to as discourse of transformation in this study. In this study, discourse of transformation refers to the discursive processes of social practice (Fairclough, 2004, p. 214) that serve to change or transform organisational members' mindsets. It is represented by the 'Sharing Sessions', messages (memoranda) from the Human Resource Department as well as written articles in the organisation's newsletters for internal circulation.

Organisational discourse is assumed to be strategic and aims to achieve the goals and objectives of the organisation. It therefore is persuasive and hegemonic, wielding its influence on the employees.

The various discourses which are used by the management also bring to the fore the construction of ideological change and identity. Change in ideology in this study refers to change in mindsets about the need for and the necessity for change, the need to be innovative in order to be competitive and the need to embrace teamwork for the betterment of the organisation. Identity construction is also taken as a concept in the framework. Identity in this study is broadly defined as the social positioning of self and other (Bucholtz & Hall, 2005). It subsumes the three meanings of texts (Fairclough, 2004) which are the representational, actional and identificational meanings.

In this study, identity subsumes any reference to or descriptions of, whether directly or indirectly, to self or a group. It can be understood as representation of worldviews, concepts or ideas (representational), interactions, relationships or rhetorics (actional) or reference to subject positions, roles or attitudes (identificational). As this study seeks to explore organisational control through the construction of ideology and regulation of identity as well as the use of various types of discourse, all three meanings of text will be analysed for their effects on the construction of identity and ideological change among organisational members. Thus, this study focuses on organisational transformation or change through discourse. Any act of communication between management and employees is viewed as fundamentally an act of ideological change and identity construction.

4.2.2   Organisational control: Constraints on thinking, being and acting

The second concept in the framework is organisational control.   The focus is the managerial interest in regulating employees through appeals to self image, feelings, values and identification (Kunda, 1992; Willmott, 1993). Managers are increasingly concerned with how organisational control is accomplished through the self-positioning of employees within managerial or managerially inspired discourses (Deetz, 1995). It refers to the enabling and constraining effects of discourse on the ways of perceiving, being and acting of organisational members, with the ultimate aim of furthering the goals and objectives of the organisation (see section 1.4 in Chapter 1).

In this framework, organisational control is accomplished by the regulation of identity as well as the construction of ideology of the members of the institution. It sets out to orientate the minds of members to adopt and adapt to change processes as well as to construct particular identities for the members, thus constraining the subjectivity of members. 'Ideal' member identities are thus promoted. This 'ideal' member identity is perceived as desirable by the management to further the objectives of the organisation. The construction of ideological change and the construction of the 'ideal' member identity inadvertently exert control over organisational members. Members are enjoined to accept it as desirable.

4.2.3 Organisational change initiatives

Organisational change initiatives refer to the processes of transformation that the organisation in the study undertakes (see Section 1.6 in Chapter 1 and section 4.4 in this Chapter). It refers to the three phases of transformation for the organisation; namely business transformation, people transformation and infrastructure transformation. This study specifically refers to initiatives that are implemented during the people transformation phase. The words 'People Transformation' are therefore in bold in the box to highlight the focus of this study; which are the discursive practices during this particular phase of the organisational change initiatives. These initiatives are well thought out and implemented with the hope of reengineering the minds of employees to comprehend the need for change to be competitive in the market. The 'Sharing Sessions', messages from the HR department as well as articles in the newsletters all serve one purpose; to align the minds of employees to place organisational goals first and work as a team to further these goals.

4.2.4 Relationship between the concepts

The constructs, discourse of transformation and organisational control, are nested within each other and are subsumed within the organisational change initiatives (business, people and infrastructure transformation) initiated by the management. The

organisational change initiatives correspond to the social practice of organisational change management. In this study the organisational discourse is known as discourse of transformation. Discourse of transformation or the organisational discourse (the 'Sharing Sessions', memoranda and written articles) serve to make employees realise that they have to change their ways of working, thinking and being. Within this discourse of transformation, construction of identity and ideological transformation are located. Thus, 'ideal' identities are more or less intentionally constructed through these discursive practices. This process of identity regulation is a form of organisational control by the management to instil an adaptive culture within the organisation; a culture that is strong and cohesive that controls employee attitudes and behaviour.

Organisational control serves to define the space for organisational members to engage in discursive acts, and can either constrain or enable certain ways of perceiving, being, and acting, in the service of organisational objectives or for the benefit of the organisation. All these processes are invariably part and parcel of the organisation's change initiatives to promote change in the mindsets of members to remain competitive or relevant in the market. Thus, the three constructs are nested within each other to show their interrelationship.

4.2.5   Summary

In conclusion, the conceptual framework explains the role played by organisational discourse in enacting organisational control which is invariably part of the organisational change initiatives in the social practice of organisational change management. The focus of this study is on how management uses discourse as a tool to construct the identity of its members and to reorientate mindsets to embrace change. The organisational discourse in the study refers to the 'Sharing Sessions', the messages from the HR department as well as written articles in the organisation's newsletters, and how this implicates organisational control.

4.3   Analytical framework

In analysing discourse of transformation in texts, a major difficulty is deciding what and how language or textual features might signify it, but also which of these features should be taken into account in the light of the research objectives. According to Fairclough (2004), textual analysis can be done by focusing on only a few selected textual features, or it can be done by looking at several features simultaneously. The selection would very much depend on what questions we want answered.

The development of an analytical framework to locate discourse of transformation in texts poses a challenge. The challenge is in identifying and explicating those textual features that constitute the linguistic realisations of what the discourse of transformation constitutes. There is no one-to-one association between linguistic forms and discourse of transformation; instead, there is a whole host of discourse features that range from grammatical features, to action, to rhetorical strategies, speech acts and intertextual features.

The proposed framework for analysis draws on a combination of concepts and methods as found in Fairclough's (1995; 2004) explanation on the representation of social actors and intertextual analysis, Antaki and Widdicombe's (1998) conversation analytical methods in analysing identity in talk, rhetorical strategies, and Alvesson and Willmott's (2002) modes of identity regulation.

The actual analysis of the data in this study may not give equal emphasis to all the features proposed in the framework, as their selection will depend on the character of the particular chunk of text being analysed. The function of this framework is to serve as a resource to be drawn on for the analysis of the data.

The following sections highlight the textual features that can be attended to, to locate what constitutes discourse of transformation. The features are organised according to

whether they are based on grammatical features, rhetorical strategies, speech acts or intertextual analysis.

4.3.1 Grammatically oriented analysis

a. Modality

Modality is a useful and important component of change discourse as a grammatical system and functional method by which speakers and writers express how they want the change to be revealed. The English verb phrase can be divided into three categories: full verbs, primary verbs, and modal auxiliary verbs (Quirk & Greenbaum, Leech, & Svartvik, 1999; Vande Kopple, 2002).

Modal auxiliary verbs express the concepts of volition, probability, and obligation, and they consist of the following verbs: 'can', 'could', 'might', 'must', 'ought to', 'will', 'would', 'shall', and 'should'. The quasi-modals—'have (got) to', 'need to', had better', and the parenthetical modals; 'I think', 'I believe', and 'I am sure' can also accomplish similar functions within the sentence. These forms of the modal are complemented by adjectival, participial, and nominal expressions such as the following: 'be able to', 'be going to', 'necessary', 'probably', 'certainly', 'perhaps', and 'maybe'.

Whereas full verbs indicate the world as it is (it is a hot day), modality indicates the possibility, volition, or obligation of seeing the world (it can/will/must be a hot day).

Thus, modality is a resource for constructing facts within discourse as it enables speakers to convey a degree of commitment to the validity of their propositions or ideas. As Fairclough (1992) wrote, modality is "a point of intersection in discourse between the signification of reality and the enactment of social relations" (p. 160). It also refers to a speaker's authority and has two dimensions; "relational" and "expressive" (Fairclough, 2001, p.105). Relational modality is the speaker's authority in relation to others, while expressive modality is the degree of the speaker's commitment to the truth of the claims that he is making.

Modals position the speaker's claims in relation to fact, possibility or ability. Modality allows speakers to qualify their commitments to what they say, reflecting a judgment about the possibility of an activity or a conclusion.

Thus, the choices of modality express the speaker's stance on the necessity or truth about the propositions he is making. The systemic approach (Fairclough, 1992, p. 159; Halliday, 1994) emphasises the social importance (performance) of modality and shows how certain forms beyond auxiliaries play a role in meaning construction and assertion. Rather than viewing modality as strictly a grammatical device, modality is seen as a

system of transformation. This means that through modality, speakers and writers transform interpretations of events into "facts" or "truths" (Fairclough, 1992, p. 160).

Thus, it can be concluded that much of the ideological change may occur through sentence modality as writers or speakers create and present (new) meanings within specific social contexts.

b.   <u>Progressive Aspect (Tense)</u>

The progressive aspect is indicated by the '*ing*' form of the '*be*' verb. The progressive aspect does not provide exact references to the start or finish of an activity. The primary function of the progressive aspect is to situate an event within the flow of time. The progressive indicates that an event was initiated in the past, but it stretches into the present and the future. Thus, the actual temporal claim made by the progressive aspect is ambiguous as the time of orientation is normally 'now', but the progressive can describe a recurring time, an unknown time, or an imaginary time.

For example, in the following sentence:

Example*: Education <u>is evolving</u> into a business commodity with students being perceived increasingly as customers.*

The progressive aspect (*is evolving*) is used to situate the action in time. There is no specific time to mark when education started to evolve, nor is there a specific reference to when this evolution will be.

c.   <u>Presupposition</u>

Faber (2003) cites Brown and Yule's (1983) definition of presupposition as the "assumptions the speaker makes about what the hearer is likely to accept without challenge" (p. 411). Fairclough (1992) has also shown that intertextual presupposition often carries ideological assumptions as the presupposition makes a taken-for-granted claim (p. 121). Presuppositions within texts can contribute significantly to ideological salience as they establish the ideological framework by which the more overt claims operate.

Citing Rommetveit (1974), Faber (2003) argues that this ideological salience describes instances when texts create a "temporary shared social world" that is based on "premises tacitly induced by the speaker" (Faber, 2003, p. 411). This "shared, taken for granted meaning" (p. 411) assumes a common understanding and cultural experience between speakers and the audience. The audience, thus, shares sufficient outside (deictic) references with the speaker (what Fairclough refers to as "intertextual references") so that both speaker and audience co-construct a context for interpretation" (Faber, 2003).

In such an interpretative environment, the audience is made "an insider of a tacitly expanded shared here-and-now" (Rommetveit (1974) cited in Faber (2003) p. 411). This 'insiderness' is created precisely because the social reality shared by the speaker and the audience is taken for granted rather than explicitly stated by the speaker.

In the case of organisational change, the common framework assumes that organisations need to change their paradigms for effective growth, as can be seen in the example from one of the texts.

"*Academic institution* <u>*all*</u> *academic institutions* <u>*are these days*</u> <u>*undergoing or currently*</u> <u>*experiencing*</u> *a paradigm shift, concepts and productivity. Private institutions are like managing a corporate industry.* <u>*All*</u> *private institutions* <u>*are undergoing*</u> *a paradigm shift"* (Text 3).

This claim presupposes the fact that since all institutions are undergoing a paradigm shift, therefore the institution in question should also follow suit. This ideology is asserted through presuppositions. As noted above, the use of hedges and the progressive aspect obscures issues of time and fact completion.

d. Use of pronouns

The use of pronouns such as 'we', 'us' and 'you' should also be studied. The inclusive 'we' and the exclusive 'we' the 'generic-you' and the 'specific-you' can provide cues as to the alignment or disalignment of listeners with the speaker. Pronouns can be used to build solidarity, to exert authority or to construct an 'us' versus 'them' proposition.

Example: "*... we tried to get every single person involved to contribute ideas (....) alright (...) you make the decisions (..) even in decisions about the reward system (.) bonus (...) err (...) I'm talking about the education side (...) I got you involved in the decision process (...) that makes you feel responsible for the decisions (....) when you people decide (...) when you people decide (...) when you people don't get rewarded you don't get me (...)*

The pronoun 'we' refers to the management. The 'you' refers to the 'specific-you'. The management claims that organisational members were given the opportunity to make decisions about the reward system. So the sole responsibility seems to be on the shoulders of the members. So if the members are dissatisfied with the bonus, for example, management does not claim responsibility. The effect of the use of the pronoun is to exert authority over the members.

In another example:

"... *we all have to work together for a common goal.*"

Here the pronoun 'we' serves to be all-inclusive. Its use serves to include the listeners as co-participants of the change process. Everyone, speaker and audience included, has the responsibility to work together and embrace change for the benefit of the organisation.

e.   <u>Use of metaphors</u>

Metaphors can be used in the spread of new ideologies and are often used in organisational transformation. It is a means of representing one aspect of experience in terms of another (Fairclough, 2001). Studies on metaphors include the metaphor's potential to evoke a strategy of fear as a persuasion strategy to promote the preventive war in Iraq in the aftermath of the 9/11 incident in the United States (Ferrari, 2007), metaphor's capacity to facilitate organisational change and the use of organisational metaphors in the planning, change, development, and culture of organisations (Palmer & Dunford, 1996) among many other studies.

Some examples of metaphors identified in the texts in the present study are as follows:

Moving Forward

An aeroplane in motion (plan, launch, liftoff): This is a metaphor for vision, mission, and strategies of an organisation to propel itself to effect changes .

Teamwork

An example of a metaphor to indicate teamwork or group responsibility is the dragon boat race where all members have roles to play but must work in synchronism to ensure success.

4.3.2   Rhetorical Strategies

The content of persuasive intentions or rhetoric is the acceptance of beliefs and goals expressed by the speaker to effect a particular type of behaviour on the part of the hearers. The persuasive intent of a text can be realised through various rhetorical strategies employed by a speaker. Following are some of the rhetorical strategies identified in the study:

a.   Exemplification or illustration

The use of examples or illustrations is to elucidate ideas clearly. They are used to explain or elaborate ideas. It therefore brings across to the listeners the validity or credibility of what the speaker attempts to express.

b.   Comparison and contrast

These are methods of organising and developing ideas. One idea can be explained in terms of the other. For example the comparison and contrast between black and white. Black is usually associated with something bad or sinister. On the contrary, white is associated with purity or cleanliness.

c.   Repetition of words or phrases

Speakers emphasise certain ideas or points by repeating words or phrases. This serves to highlight the importance or seriousness of the speaker.

d.   Rhetorical Questions

Rhetorical questions posed by a speaker serve to make listeners ponder or evaluate opinions or ideas. An answer to the question is not necessary.

4.3.3   Action oriented analysis

Identity is perceived as something that people do, rather than what people have. So in discourse analysis, analysing actions in texts such as speech acts and rhetorical strategies provide information on the construction of identities. Action oriented strategies range from explicit/direct to implicit/indirect. The strategies presented here are taken from Alvesson and Wilmott's (2002) 'modes of identity regulation' (p. 632). Reference is also made to Antaki and Widdicombe's (1998) principles for analysing identity in talk as well as Fairclough's (2001) explanation of the role of speech acts in constructing identities.

a.   Defining the person directly

Looking for direct or explicit reference to persons is the most obvious method to locate identities. Textual cues will include language that name, categorise, and describe (Alvesson and Wilmott, 2002). The basic strategy of defining identity is the act of categorising.

Example: *He is the <u>new middle manager</u>.* (category)

He is the <u>new experienced middle manager</u>.
(narrowed categorisation)

He is the <u>new experienced middle manager with twenty years</u>
<u>of working experience in the field</u>.
(narrowed categorisation)

In the example given, the identity category of the person is directly and explicitly stated. The adjective 'experienced' and further categorisation that he has 'twenty years of experience in the field' defines the middle manager's identity. Such identity categories invoke or foreground certain characteristics that are commonly associated with the identity. For instance, with reference to the example above, the category middle manager carries the meaning that he is not one of the top management but he does have the authority to make decisions, wields authority over lower ranking staff, occupies a role in the hierarchy of the company and has knowledge and skills pertaining to managing people. Social categories define the characteristics, roles and obligations of the person cast into that category, thus also defining the social space he occupies.

b.   <u>Defining a person by defining others</u>

A person can be identified by describing or making reference to others. Describing others negatively tends to be interpreted implicitly as the person or organisation in question having positive traits in contrast to the other.

c. <u>Providing a specific vocabulary of motives</u>

Describing why someone does something or is motivated to do something has a constructive effect of producing identities (Alvesson & Wilmott, 2002). Ascribing motives positively influence listeners to adopt these motives as 'right'. On the other hand, ascribing motives negatively serve to dissuade listeners from adopting them as they are perceived to be 'wrong'.

Example:

We have to share knowledge for the benefit of the organisation.
(The motive is for the benefit of the organisation.)

In the example, the organisational members are encouraged to share knowledge for the betterment of the organisation. It is for the altruistic motive of helping or benefitting the organisation as a whole. By implication, such a motive is evaluated as right and appropriate for members. Members are encouraged to be sharers of knowledge, instead of keeping it to themselves. In ascribing motives, the text promotes and naturalises an interpretive framework through which members are encouraged to understand why they have to be selfless and share knowledge willingly. Motivation by intrinsic values and not money is constructed as 'appropriate'.

d. Explicating morals and values

Espoused morals and values operate to orient identity in a specific direction. An organisation's core values are an example of this. In espousing an organisation's core values, members are enjoined to adopt these values as a guide in work orientations. These morals and values are usually preferred over others. They are described and promoted as characterising the identity of the organisation and its members. Thus, by implication, members who do not subscribe to these values are regarded as 'deviants' or outcasts.

e. Knowledge and skills

The construction of knowledge and skills are key resources for regulating identity in a corporate context as knowledge defines the knower: what one is capable of doing (or expected to do) frames who one is. This is yet another identity regulation strategy. The educational level as well as professional affiliation of one can be a powerful means of identity construction. As the field of 'strategic management' has become a field of knowledge and practice (Sveningsson, 2000) the construction of managers as 'strategists' is emphasised. An important measure of a manager's competence then is whether he or she is able to articulate a strategy discourse and be recognised as a strategist (Sveningsson, 2000, cited in Hatch & Schultz, 2004, p. 449).

f. <u>Hierarchical location</u>

In most organisations social positioning and the relative value of different groups and persons is carved out and supported by repeated reference. Superiority or subordination in relation to significant others is central in answering the question, 'Who am I?' Superior or subordinate positions in the hierarchy of an organisation spell out the definition of identity of organisational members. Such positions play a major role in the definition of identity. Those in authority wield power over the lower-ranking members and have the capacity to influence their mindsets.

g. <u>Group categorisation and affiliation</u>

One powerful way of regulating identity is through developing social categories to which the individual is ascribed. The dividing up of the social world into 'us' and, by implication although more or less clearly pronounced, 'them' creates or sustains social distinctions and boundaries (Ashforth & Mael, 1989). This is yet another way of regulating identity through developing social categories to which an individual is ascribed. A sense of belonging and membership or a sense of community can be developed among organisational members. This can be achieved through membership in a sports club for instance.

h. Establishing and clarifying a distinct set of rules of the game

Norms about the 'natural' way of doing things can contribute to identity construction. Organisational members are expected to adhere to certain ways as that is what is ascribed or proper. It could be an unspoken code of conduct as a 'team player' for example. A team player can be defined as one who is able to work as a team, is able to put the organisation first instead of being individualistic. Thus, by defining the rules of teamwork, the identity of a 'team player' is constructed.

i. Defining the context

Explicating the reality of circumstances or situations preconditions how individuals act in the context. By describing the context, identity is shaped. For instance, in the event of stiff competition or an uncertain future for the organisation, organisational members are expected to rise up to the occasion and counteract it. Thus, defining the context or scene shapes how the members act in it.

j. Ascribing roles, traits, features and characteristics

Description of identity categories will invoke particular associated characteristics or features. Such categorisation is indexical, occasioned, is relevant, orients to and is consequential (Antaki & Widdicombe, 1998). For example, the membership category

'cabin crew' casts those particular persons into a team and imposes on them a range of features which are usually associated with that label. Indexicality and occasionedness according to Antaki and Widdicombe (1998) refers to the particular category being referred to and none other and occasionedness refers to the relevance to the here and now or in the occasion of its production.

k. Speech acts

Speech acts are a central aspect of pragmatics and are concerned with the meanings that speakers assign to the features of a text. They are performed by a speaker by the very act of producing the text or utterance, such as making a statement, making a promise, warning, asking a question, giving an order and so on (Fairclough, 2001). A single utterance may have several speech act values or can perform several acts at once, distinguished by different aspects of the speaker's intention: there is the act of saying something, what one does in saying it, such as requesting or promising, and how one is trying to affect one's audience. So therefore, there is no one-to-one correspondence between speech acts and the formal features of language.

In general, speech acts are acts of communication. To communicate is to express a certain attitude, and the type of speech act being performed corresponds to the type of attitude being expressed.

4.3.4   Intertextual analysis

Intertextuality is a text's interactions with prior texts. All texts, whether spoken or written, are constructed and have the meanings which text-users assign to them in and through their relations with other texts. Bakhtin (1986) argues that every text (or utterance) is dialogical as it gains its meaning in relation to other texts. For Fairclough (1995), intertextuality is also a social practice that involves particular socially regulated ways of producing and interpreting discourse. According to Fairclough (2004), intertextuality incorporates other texts and voices which are relevant. Texts can be produced in relation to prior texts and can produce new texts.

Bazerman (2004) asserts that "intertextuality is not just a matter of which other texts you refer to, but how you use them, what you use them for, and ultimately how you position yourself as a writer to use them to make your own statement" (p. 94). The study of intertextuality, therefore focuses on the recurrent discourse patterns of how texts are constructed, used and interrelated.

This has political implications as some contributions are highlighted and legitimized while others are minimised and constrained. Dominant meanings become reinforced or modified; contested meanings may work themselves into the dominant discourse patterns or may struggle to become widely adopted.

4.3.5   Summary

This section has highlighted the conceptual framework in the study as a resource to be drawn on to aid analysis. Then, the analytical framework that frames the study of the discourse of transformation that informs and provides guidelines for the study is explained. The final part of the section has outlined the concept of intertextuality and discussed some perspectives and analytical approaches to intertextuality.

4.4   The organisational context

The institution, KCUC, was chosen for the study as it was embarking on a process of transformation. As discussed in section 1.6, Chapter 1, KCUC is part of a conglomeration of about twenty-two companies under the parent company, PS. Thus, it is part of a large organisation. The engineering company within the organisation has been awarded government contracts for a period of fifteen years and the concession period is to end in 2011. Engineering has been the focus of the organisation, but with the impending reality of the possible end of the concession period with the government, the organisation has started to focus more on education. Thus, the management of the organisation embarked on an extensive phase of transformation to change the mindsets of employees to embrace change, be innovative and to spur the survival of the organisation.

There are basically three phases in the transformation process: business transformation, people transformation and infrastructure transformation. For the business transformation, the various companies under the flagship of the parent company were streamlined to four categories with the acronyms 'B.E.S.T.' The 'B' group comprises of companies dealing with building and construction, the 'E' group comprises the educational institution; KCUC and the Research and Development Centre, the 'S' group comprises companies concerned with providing services and the "T" group of companies comprises the training division.

To facilitate people transformation, three sub-committees were formed; namely, 'Right Mindset', 'Right Recognition' and 'Right Human Resource' (see section 1.6, Chapter 1). The 'Right Mindset' committee set out to change the mindsets of organisational members to comprehend the impending crisis that the company is about to experience if the concession with the government is not renewed and to embrace change in work orientations, and to be innovative to be competitive. In efforts to engage employees in the transformation process, the Human Resource Department embarked on a three-month Core Values Campaign in 2008 from the months of July to September.

In line with the transformation process, in September 2007, every company was instructed by the management to conduct 'Sharing Sessions' at least twice a month in which key issues pertaining to the respective companies could be shared and

disseminated to employees. From July to September 2008, the Core Values Campaign (CVC) committee organised talks for the employees of all companies, with special emphasis on certain companies for its employees to attend due to the relevance of the talks.

The campaign was designed to emphasise the three main core values, hence the three month long period. The core values are 'Quality', 'Sharing' and 'Caring'. Each of the core values has three sub-values. The core value 'Quality' has 'integrity', 'customer focused' and 'continual improvement' as its sub-values; the core value 'Sharing' has 'teamwork', 'communication' and 'knowledge management' as its sub-values and the core value 'Caring' has 'motivation', 'social responsibility' and 'ownership' as its sub-values.

Throughout the three month campaign, all employees were encouraged to put on button badges of the various core values, as well as to participate in the various activities and talks. The Core Values Campaign (CVC) Committee members were also put on guard to ask staff random questions on the company's main core values. There were also contests for each talk or 'Sharing Session' with questions based on the topic of the talk for the week.

In line with the CVC campaign, there were also other various activities such as donation drives for needy staff as well as a blood donation drive. They were carried out during

the campaign period to encourage the embodiment of the values of 'Quality', 'Sharing' and 'Caring'. All these values were then tested and put in use during the highlight of the campaign when twelve teams from the four business clusters of the organisation (i.e. B, E, S & T) challenged each other to emerge the best team for the 'Challenge' activity held on the 18th of October, 2008. The 'Challenge' was a game similar to the popular television show 'Amazing Race'. It was a platform for the contestants to practise the values they had been imparted with throughout the campaign. Marks given were based on the core values that the teams portrayed in their efforts to complete each hurdle in the competition. The core values of 'Sharing', 'Caring' and 'Quality' are thus deemed to be imbued in the minds of employees.

4.5 The situational context

The 'Sharing Sessions' were the brainchild of the Management to address issues and topics of interest with the employees. The 'Sharing Sessions' organised by the institution aims at reducing the distance between top management and the staff of the institution. These 'Sharing Sessions' held at least twice each month were conducted in the auditorium of the university college where there is enough seating capacity for all the employees of KCUC. These sessions started after the organisation's ten-year Blueprint was launched.

The 'Sharing Sessions' at KCUC followed a set pattern in that it started with the singing of the National Anthem; the 'Negara Ku', followed by the singing of the company song and then the institution's theme song.

On 9 July 2008, a three-month Core Values Campaign for the whole organisation was launched and thereafter, 'Sharing Sessions' were held every Wednesday. These were between the months of July to September. These sessions touched on the core values of the company, namely 'Quality', 'Sharing' and 'Caring'. The month of July was devoted to the Core Value; 'Quality', the month of August to the value of 'Sharing' while the month of September was devoted to the value of 'Caring'. Under each of these values are sub-values. For the Core Value of 'Quality' the sub-values are 'Customer-focused', 'Continual Improvement' and 'Integrity' , for the Core Value, 'Sharing', the sub-values are 'Teamwork', 'Communication' and 'Knowledge Management', for the Core Value 'Caring'   the sub-values are 'Motivation', 'Ownership' and 'Social Responsibility'. These values were emphasised during the presentations.

These 'Sharing Sessions' emphasising the Core Values of the company were attended by employees of the various companies in the organisation, with special emphasis on certain companies to attend particular sessions. Thus, employees at KCUC had to attend both 'Sharing Sessions' at KCUC level as well as the 'Sharing Sessions' at the company level.

The duration of time for the present study is about one year. The 'Sharing Sessions' were recorded and transcribed verbatim. When PowerPoint slides were used in the presentations, these slides were made available to the researcher. The duration of the presentations ranged from about twenty minutes to about an hour and a half.

Nine 'Sharing Sessions' were attended by the researcher. The topics of the 'Sharing Sessions' as well as the duration of each session is tabulated in Table 4.1. A total of about eight hours of audio recording was done. A list of the 'Sharing Sessions' which have been recorded is shown as follows.

Table 4.1
List of 'Sharing Sessions'

	Topics	Duration
Text 1	Managing Changes	20 mins.
Text 2	Communicating Change	25 mins.
Text 3	New Wave	47 mins. 11 secs.
Text 4	The Way Forward	27 mins: 51 secs.
Text 5	What is Marketing?	27 mins 27 secs.
Text 6	Understanding the Concept of Blue Ocean Strategy	1 hour 13 mins.
Text 7	What is Sharing?	1 hour 25 mins.
Text 8	Motivation	1 hour 20 mins.
Text 9	Ownership	1 hour 40 mins.

The field work aimed to arrive at a rich, in-depth illumination of the case institution. Essentially, the study has an ethnographic approach. It consists of audio-taping the presentations at the 'Sharing sessions, observations of organisational gatherings and studying internal memoranda and other literature. The study therefore draws upon the three modes of data generation available for qualitative research: 'asking questions', 'hanging around' and 'reading texts' (Dingwall, 1997).

4.6   The speakers

The speakers for the nine talks which were recorded are members of the top management of the organisation; the Managing Director, the President, the Vice-President, and heads of departments and divisions. These presentations can be construed as managerial discourse or "managerially-inspired" discourse (Alvesson & Wilmott, p. 620). A common theme that binds all these talks is the importance of and the need for change or transformation of the organisation to stay competitive.

4.7   The 'Sharing Sessions'

Out of the sixteen 'Sharing Sessions' that were held, the researcher was able to attend only nine. These presentations were audio recorded by the researcher. Audio visual slides used by the presenters during the presentations were made available to the researcher after the presentations. A brief summary of each of the 'Sharing Sessions' follows.

a.   <u>Text 1</u>

The title of the 'Sharing Session' is 'Managing Changes'. The speaker poses the challenges of change in the institution and stresses on working together to attain the goals of the institution.

b.   <u>Text 2</u>

The title of this talk is 'Communicating Change'. The speaker refers to a management guru, Rebecca M. Saunders who stresses on communicating change so that employees are aware of the what, how, why and when of changes.

c.   <u>Text 3</u>

The title of this presentation is 'New Wave'. The speaker talks about the many changes in the field of education and exhorts all academicians to rise up to the challenge of facing change and adapting to change. He shares about the expectations of stakeholders and what is required for the institution to face challenges.

d.   <u>Text 4</u>

In this talk, 'The Way Forward', the speaker talks about the need for all to have a sense of shared responsibility or play the role of co-sharers for the common good of the institution.

e.   <u>Text 5</u>

This 'Sharing Session' is entitled 'What is Marketing?' Here the speaker emphasises the importance of moving in the same direction, through concerted efforts of all employees to talk the "same language"; meaning that all must be united in giving a uniform impression to the stakeholders; namely students and parents.

f.   Text 6

This title of this talk is, 'Understanding the Concept of Blue Ocean Strategy'. Blue Ocean Strategy is a powerful management strategy to make competition irrelevant. The speaker gives various examples of the old methods of doing business (businesses in the Red Ocean) and contrasts these with businesses in the Blue Ocean. He stresses the need for the organisation to move from the Red Ocean to Blue Ocean if it wants to stay afloat and be ahead of other business enterprises.

g.   Text 7

The speaker for this talk 'What is Sharing?' stresses on the organisation's core value; sharing. He talks about the importance of sharing and uses the metaphor of geese flying in formation to highlight the lessons we can learn from this. He also uses Steven Covey's '*Seven Habits of Highly Effective People'* to motivate employees to change their mindset.

h.   Text 8

This talk is entitled 'Motivation'. Here the speaker stresses the importance of motivation of employees to further the goals and objectives of the organisation and the need for change in order to move forward. He uses the example of the eagle which goes through a painful process of transformation in order to live a longer life.

i.   <u>Text 9</u>

This 'Sharing Session' is entitled 'Ownership' and here the speaker emphasises the need for employees to have a sense of ownership to the company so that all will unite and move in the same direction to achieve success for the organisation. He uses the metaphor of the Dragon Boat Race to talk about the importance of teamwork and ownership.

4.8   Internal Memoranda

The Human Resource (HR) Department of the organisation sent out a number of memoranda to employees during the phase of people transformation; particularly during the time of the Core Values Campaign. These memoranda are also construed as 'managerially inspired' discourse as they set out to complement and supplement the themes of the 'Sharing Sessions'. Two of the memoranda are chosen for analysis.

4.9   Newsletters

These form part of the internal communication between the management and employees of the organisation. The articles submitted for the newsletters were written by the top

management and other members of staff. Only the pertinent articles (within the duration of the study) which are related to the transformation process of the organisation are chosen for data analysis. A total of ten articles are chosen for analysis. A list of the articles is shown as follows.

Table 4.2
List of articles from the newsletters

Article	Titles of articles
1	PS 10-year Strategic Business Blueprint 2007-2016 The Way Forward Towards Sustainable Business Growth
2	The Way Forward Towards Sustainable Business & Growth 2007-2016
3	Make Their Day!
4	K-Sharing: Mindset and Mind Control
5	Success Is A Journey…
6	MD's Message: The Way Forward Towards Sustainable Business & Growth
7	MD's Message
8	10 Golden Rules of HRM Skills for Effective Managers
9	Embracing Leadership
10	Embracing Change

4.10 Procedures

In this section, the procedures of data collection, transcription and the procedure for analysis of data are described.

4.10.1 Data collection

The 'Sharing Sessions' were recorded by the researcher with a digital audio recorder. Permission to record the talks was obtained verbally from the speakers prior to the start of the presentation. Nine (9) 'Sharing Sessions' were recorded. It must be mentioned that during the duration of the one year of the study there were in total sixteen sessions, but the researcher only managed to attend nine of the sessions due to clash in teaching hours and other commitments. Although the duration of the study is one year, there were months when no 'Sharing Sessions' were conducted due to the festive seasons, or university functions. The recordings vary in length from twenty minutes to an hour and a half. The total talk time is approximately eight hours.

4.10.2 Transcriptions

The nine 'Sharing Sessions' were transcribed verbatim. An adapted version of Atkinson and Heritage's list (1984) is used in the transcription (refer to Appendix 22). Prosodic

features are not given prominence as the analysis does not take into account such features. Since the presentations are lecture style, notations for conversational features such as overlaps and interruptions have also been omitted.

The transcribed 'Sharing Sessions' are referred to as 'texts' and are labelled as Text 1 to Text 9. The texts are placed in the Appendices and are labelled as Appendices 1 to 9. The articles from the organisation's newsletters are reproduced in the Appendices and are labelled as Articles 1 to 10 and are labelled in the Appendices section as Appendices 10 to 19, while the internal memoranda (via email) are reproduced as Memo 1 and 2 and are labelled as Appendices 20 and 21. Appendix 23 shows the drawing of an aeroplane in flight to encapsulate the thrust of the transformation as well as the motto, 'Moving Forward'. To facilitate easier reading, lines are numbered for ease of reference. These same line numbers are retained when excerpts of the texts, articles and memoranda are used for detailed analysis within the body of the thesis.

The names of the organisation and the educational institution, the names of the speakers, and all other personal names in the texts are pseudonyms. This is to maintain anonymity to protect the identity of the organisation, the speakers, and the individuals involved.

4.10.3   Procedure for analysis

The procedure for analysis follows an adaptation of Miles and Huberman's (1994) framework. It describes the major phases of data reduction, data display, conclusion drawing and verification. According to Miles and Huberman (1994), "data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions" (p. 10). Data display is the second element in Miles and Huberman's (1994) model of qualitative data analysis. Data display goes a step beyond data reduction to provide "an organised, compressed assembly of information that permits conclusion drawing …" (p. 10). A display can be an extended piece of text or a diagram, chart, or matrix that provides a way of arranging and thinking about the more textually embedded data.

Hence, the texts, memoranda and articles in the newsletters are analysed by first noting the overall topical content. Then they are read over to identify the overarching themes. Each text, memorandum and article is then divided into topical chunks that illustrate common themes, for example, sections of text from all the texts on discourse of pain or discourse of marketisation are identified for analysis. These chunks with common themes are excerpted and grouped together.

The grouped excerpts are then read through again to further refine the themes and to determine subthemes. Data displays enable an analyst to extrapolate from the data to

discern patterns and interrelationships. As the textual analysis using the resources from the analytical framework is applied to the groups of excerpts, further redefinition of themes and subthemes is carried out. Additional, higher order categories or themes emerged as the grouped excerpts of texts, memoranda and articles were further refined to determine subthemes. The process of reading, analysing, redefining and reorganising of excerpts takes place continuously. Thus, the process is recursive.

4.11   Chapter conclusion

In this chapter, the conceptual framework of the study is illustrated and the relationships between the different constructs in the study are established. The constructs which are the main focus of the study are organisational discourse or discourse of transformation (i.e the 'Sharing Sessions', memoranda and articles in newsletters), organisational control and organisational change initiatives. The 'embeddedness' of the constructs form part and parcel of the organisation's change initiatives in the social practice of organisational change management. The change initiatives serve to transform the organisational members to be, act and become 'ideal' members of the organisation to help further the objectives of the organisation.

The analytical framework for the textual analysis of identity and ideology is developed on the basis of a combination of concepts and methods namely, Fairclough's (1995;

2004) analysis, intertextual analysis, rhetorical analysis, speech acts, Antaki and Widdicombe's (1998) principles for analysing identity in talk and Alvesson and Wilmott's (2002) modes of identity regulation.

Finally, the data, the data collection method, the organisational and situational contexts as well as the general procedure for data analysis are explained.