

CHAPTER 5

CONSTRUCTING IDEOLOGICAL CHANGE (1)

5.1 Introduction

The analysis of data is divided into two parts: constructing ideological change and constructing the identity of organisational members. The construction of ideology is presented in Chapters 5 and 6 and the construction of identity of organisational members is presented in Chapters 7 and 8. This is to facilitate easier reading due to the length of the analysis.

The study of the ideological effects of texts is of particular concern for critical discourse analysis. This refers to how texts are articulated, promoted and disseminated to inculcate, sustain or change ideologies or ways of thinking (Van Dijk 1998). According to Fairclough (2004), from a critical viewpoint ideologies are social representations which serve to institute, preserve and transform relations of power in society, and can even dominate and exploit the masses. The promotion of a certain ideology can be presented as values to be inculcated, paradigms of thought, or code of behaviour that can act as a guide as to how one should think, act and behave.

Critical discourse analysis is an appropriate approach to study the construction of ideology as Wodak (2001) explained, CDA “may be defined as fundamentally interested in analysing opaque as well as transparent structural relationships of dominance, discrimination, power and control as manifested in language” (p. 2).

From a descriptive perspective, “discourses are ways of representing aspects of the world – the processes, relations and structures of the material world, the ‘mental world’ of thoughts, feelings, positions, attitudes, beliefs and so forth, and the social world” (Fairclough, 2004, p. 124). Fairclough (1995) asserted that “language is a material form of ideology, and language is invested by ideology” (p. 73). Discourse, as Fairclough explained is also dialectical in relation to structure or event and is “shaped by structures, but also contributes to shaping and reshaping them, to reproducing and transforming them” (73). According to Fairclough, ideologies, are associated with discourses (as representations), with genres (as enactments), and with styles (as inculcations). This relates to discourse in social practice as ways of acting, representing and being.

This chapter and the next outline the orders of discourse (Fairclough, 2004) or types of discourse which are salient in the organisational discourse which is analysed in the study. The overall discourse which is identified in this study is referred to as discourse of transformation. Within this discourse other salient types of discourses, genres and styles are categorised. The various discourses which are gleaned within the discourse of transformation are different ways of representing but with “a degree of repetition, and commonality” and are “shared by groups of people” (Fairclough, 2003, p. 124). However, they may differ in their level of abstraction or generality. The discourses which are gleaned within the discourse of transformation are thematic as discerned in the analysis of the data. The focus of the analysis was to ascertain which discourses, genres and styles are drawn upon in the social practice of organisational change management and how they are articulated in the texts. The linguistic strategies employed to explicate them are identified. Aspects of meaning,

action, representation, and identification and how these are realised in the texts were the focus of analysis.

Chapter 5 and 6 therefore answer research question one, two and three as presented in Chapter 1, Section 1.10. The ‘Sharing Sessions’, internal memoranda and articles in the newsletters are analysed to identify the types of discourses which are appropriated in the construction of ideology.

The discourse of transformation sets out to bring about ideological change (change in beliefs or principles) among members. This change is assumed to align or realign members’ goals with those of the organisation for the expressed benefit of furthering organisational goals and objectives. In this chapter four types of discourses which are appropriated in the managerial discourse to construct change in ideology are discussed. Following are the types of discourse which can be located in the data.

5.2 Discourse of marketisation

One of the types of discourse identified in the texts of the ‘Sharing Sessions’ is the discourse of marketisation or marketing discourse. Marketing is best understood as a set of practices and discourses which help to constitute and shape social relations in society. The focus of marketing is on consumption; persuading people to buy the things that are produced. It comprises aspects such as marketing knowledge and marketing management. The former refers to the general framework of knowledge

that is developed in academic marketing; the latter concerns the issues of how to apply this knowledge in particular organisational contexts.

Marketing knowledge focuses on features such as the customer (statistical analyses of demography such as age, gender, occupations etcetera, and the attitudinal and behavioural characteristics of the population involved); the marketing channels and competition in the market. Marketing knowledge becomes the basis for marketing management as it concerns applying marketing knowledge to create the optimum 'marketing mix' for particular organisations.

Marketing discourse is the discourse through which actors, organisations and consumers understand and seek to control these processes. Discourse of marketisation as seen in some of the 'Sharing Sessions' refers to marketing of academic programmes at the institution of higher learning, KCUC.

5.2.1 Paradigm shift

In contrast to the earlier view of education providers, education is seen and promoted as a business enterprise among organisational members in the 'Sharing Sessions'. Education providers in the past assumed that their sole responsibility was to provide the best education possible and to ensure the quality of their academic programmes. Academicians did not take part in the marketing of the institution's programmes. This was the sole responsibility of the marketing division in an institution. However, there is a paradigm shift in the understanding of what marketing entails.

In Text 3, line 29-36, the speaker who is the President of KCUC provides statistics of the number of institutions of higher learning as well as the approximate number of students in the country pursuing their studies.

Excerpt 1: Text 3: line 29-36

		we
30	have twenty public universities (..) college universities which will be transformed to full-fledged universities (...) thirty two private universities and university colleges (..) we have four branch campuses of international universities (...) Curtin, Nottingham, Monash and Swinburne (..) four hundred and eighty five private colleges (...) five hundred and ninety nine colleges and universities (...) we have	
35	about nine hundred and forty thousand students in all these institutions (...) imagine this (..) almost a million..	

There are almost one million students in the country. There is therefore great competition among institutions of higher learning to attract students to their institutions. The use of statistics clarifies the current scenario of the availability of educational opportunities in Malaysia in public as well as private educational institutions. Globalisation has also enabled the setting up of foreign universities in Malaysia such as those listed by the speaker in line 32-33.

In the light of these statistics that he quotes, he mentions that universities have to position themselves as business enterprises, as in the excerpt below.

Excerpt 2: Text 3: line 36-39

	universities have now become a mixture of academic institution (.) enterprise and centre of community services (..) the range of operations and activities carried out have diversified to become a strategic reference for national growth and development (....)
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Not only must universities provide education but have to operate as business entities as well. This idea takes off from what he mentions (Excerpt 3) about a paradigm shift in the education sector or a shift in understanding of the impending changes in education.

Excerpt 3: Text 3: line 23-27

25	all academic institutions are these days undergoing or currently experiencing a paradigm shift (..) concepts and productivity (.) we're looking at all this (....) private institutions are like managing a corporate industry (...) all private institutions are undergoing a paradigm shift (...)
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Education has to be promoted as a commodity to be sold. This ties in with what has been discussed in Chapter 2 (section 2.3.2). The use of a simile in line 26, “private institutions are like managing a corporate industry” sums up the assumption of the changing role of educational institutions and how they are to be run or managed. The earlier view of educational institutions is replaced with the view that everyone, including academicians, has to play the role of marketers as education has become a business enterprise. Marketing of the institution’s programmes is not the sole responsibility of only the Marketing Department of the institution. This view is emphasised and re-emphasised particularly in Texts 4 and 5 as follows.

In Text 4 ‘The Way Forward’, the speaker, a marketing executive, starts her sharing by giving statistics on student enrolment for the years 2006 and 2007. She then speaks about the target for the year 2008. The focus of this ‘Sharing Session’ is on marketing strategies.

Excerpt 4: Text 4: line 10-24

10	every year the target is going to be higher and higher no matter whether we can achieve the target this year or not (...) next year the target is going to be a challenge for us (..) now let's look at how we've done (...) I think even before I start the presentation just now a few of our people were asking me how we have done in 2007 (..) yah (..) this is the figures that we can see (...) err (..) you can see
15	the red (..) doesn't mean that we're in the red (..) yah (...) we managed to close at one thousand one hundred and eighty four (..) this is the highest enrolment so far (...) yah (..) err but (...) we're still below target (..) because the target set by management or by everyone of us here (..) according to the school's target (..) the combined target is going to be our marketing target or the university's target (..)
20	targeted enrolment is supposed to be 1306 (...) yah (..) that means we have a shortfall of 9% (...) yah (..) we're 126 students below the target err (..) err (..) now look at the 2006 yah (...) we're only 169 yah (...) although we've achieved a percentage above last year's target (..) that's because we were below the target when it comes to 2006 (..) yah. this is our actual enrolment in 2007 (....)

In sharing these statistics, organisational members are able to see that the institution's student enrolment is far below the target. This sets the tone for her presentation on marketing strategies.

Text 5 entitled 'What is Marketing?' focuses on the concept of marketing and its meaning in the current scenario as well as four important aspects of marketing, namely, strategy, target, segmentation and positioning.

In the following sub-sections, reference is made to both Text 4 and 5 as both focus primarily on discourse of marketisation. Extracts from the texts which refer to the various aspects of marketing are taken and described. Extracts with similar themes are grouped together under the main heading. After sifting through these extracts, they are further defined into sub-themes and are described. Strategies used by the speakers to influence members to change their perception about marketing are identified and described.

5.2.2 Attitude towards involvement

In the following excerpt taken from Text 4, “the three main things” in the marketing of educational programmes are creating awareness among the public, recruitment and retention of students. The speaker says; “so:: all these when we look at the whole thing it involves EVERYONE (...) academics (..) parents etcetera (...)” (line 68). The emphasis is on ‘everyone’ even including parents and the use of the conjunction ‘so’ serves to illustrate that it is a logical conclusion that everyone should be involved in marketing.

Excerpt 5: 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 (...)
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In line 74-75, the speaker further affirms the responsibility of ‘everyone’ in creating awareness of the institution and the programmes that it offers.

Excerpt 6: Text 4: line 74-76

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 (..)...	when it comes to awareness
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So, therefore, all should be involved in marketing, not only the marketing division. She then takes the opportunity to thank “everyone of us here who has contributed” in

“road shows, contribution of articles, bringing students to the marketing department, for advising students to helping students choosing the right programmes” (line 77-80). In thanking members for consciously helping in the marketing process, she makes members identify with the institution’s goals and objectives. Those who have contributed are recognised for doing the ‘right thing’. This sense of identification of members with an organisation’s goals implicates control as members are enjoined to put the organisational goals first. Everyone should therefore have a sense of joint responsibility or co-responsibility, complementing the efforts of the marketing division or department.

The use of the inclusive “our” and “we” in the excerpt includes the marketing division as well as the academic staff. There is therefore no choice for academic staff than to be involved in the marketing activities of the institution. The mindsets of organisational members need to be changed to embrace this change in perception of marketing.

Education is a commodity and institutions of higher learning such as KCUC has to as seen in line 164 of Text 4 “... provide customers the best offer we can (.).”. The lexical choice “best offer” itself is significant as an “offer” is a bid or a proposal and is therefore something positive and the use of the superlative “best” in the collocation is representative of discourse of marketisation. It is often used in advertisements in the marketing of products or services.

The use of the inclusive ‘we’ from the beginning of the ‘Sharing Session’ (line 6-33) and its use throughout the talk serves to emphasise the responsibility of everyone to

be involved in marketing. Since the speaker is a marketing executive at the marketing department of the institution, her strategy of using ‘we’ and ‘everyone’ can be seen to be twofold; one is to ‘push’ the responsibility to everyone, thus exonerating the marketing department of not fulfilling the targeted enrolments of the previous two years and second is to change the mindsets of members.

In winding up her talk on marketing, she tries to get everyone to comply with this idea of “integrated marketing” (Excerpt 7). Integrated marketing refers to the marketing efforts of all departments and personnel. It is the joint efforts of all staff in the institution – encompassing the academic, administration, bursary, and examination divisions in the institution.

Excerpt 7: Text 4: line 245-249

245	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 (..)
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In line 246-247, the stress is on “EVERYONE OF US”, all the departments; academic, administration, bursary and the examination unit. There is therefore a sense of interdependency between the departments and ‘all’ should work together to meet the target of projected student numbers as the speaker says in line 252, “If let’s say we can work together we would have better efforts and performance”.

In Text 5, ‘What is Marketing?’ the speaker takes a similar stance as the one in Text 4 in that marketing is the responsibility of all. This can be seen in the following excerpt.

Excerpt 8: Text 5: line 257-269

260	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 marketing is just another department? (..) their function is to sell the product (...) ok (.) that might be the early stages 1970s (.) 1960s concept (...) but <u>today</u> it's not like that anymore (...) we HAVE to come out from there and understand that marketing should be a concept that EVERYONE (..) <u>each and everyone of us</u> 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 <u>very important</u> for us to do that (...)

The speaker asks the question; “do you think that marketing is just another department? (..) their function is to sell the product...” (line 259-260). It is a rhetorical question and he refutes this idea of being in “the early stages 1970s (.) 1960s concept” (line 261) and is therefore an outdated concept. He stresses on the word “today” to bring home the idea that the concept of marketing has changed and that “EVERYONE (..) each and everyone of us in the organisation understands and make it a culture (...)” (263-264).

The stress on the word “everyone” and its repetition in the phrase “each and everyone of us” which is all inclusive negates the notion that marketing is the responsibility of the marketing department alone. In fact he says it should become

part of the organisational “culture” so that it becomes ingrained in the minds of the members. For something to become part of culture or a way of life or being, it must be embraced by everyone. The tone of the speaker is thus one of authority.

The change in attitude towards marketing is stressed by both the speakers in Text 4 and 5. The consistency in the message that is put across to organisational members does ideological work as members are persuaded to understand that they have a pivotal role to play in the marketing of the institution, KCUC.

5.2.3 Change in understanding of marketing

Another aspect identified in the texts on discourse of marketisation is the change in understanding of what marketing is in the field of education. This is explicitly stated by the speaker in Text 5. He comes out quite strongly about ‘speaking the same language to get the message across (...) but we refuse to do that’ (line 131-132).

Use of the ‘ball game’ metaphor

The speaker makes effective use of the metaphor of a ball game to stress the importance of taking action promptly and speedily. In a ball game, players pass the ball to other players in the hope that one of the players scores a goal for the team. On the contrary, in marketing this cannot happen.

The speaker gives examples of people who think that it is not their responsibility to carry out certain functions and keep “pushing the ball” to others in the hope that another person will take action (Excerpt 9).

Excerpt 9: Text 5: line 131-141

	need to speak the same language to get the message
	across (...) but we refuse to do that (...) I'm not sure (...) each of us have our own
	reasons for doing that (...) ok (...) (...) it's not my duty so I push it over to another
	department and so on (...) but if we keep on thinking like that (...) keep on pushing
135	the ball to another person hopefully thinking that the other person will grab the ball
	and do something (...) they are not doing that (...) they are not doing that (...) they
	are just throwing to another person (...) if it happens forever it's going to become a
	big problem for us (...) the last one (...) due to all this CHANGE is extremely
	important (...) changing here is for the betterment of your (.) results (...) we <u>have to</u>
140	change our understanding towards marketing (...) what is marketing actually? (...)
	number two (..) changing the style that we deal with our customers (...)

The “ball” here is a metaphor representing an issue, a need or something that needs to be done. In “pushing the ball” one is not taking responsibility or accountability. This metaphor refers to a ball game where players have to pass the ball in the hope that someone will score a goal. It therefore is a strong use of metaphor as he admonishes members for doing this.

Change here is the change in understanding of what marketing entails. One cannot assume that another person or department will attend to students’ needs. Everyone has a role to play in the marketing of educational programmes. The metaphor of a ball game in passing the ball from one player to another hoping that the ball gets to someone who can score a goal serves to illustrate that in marketing we cannot do this – this pushing from one person or department to another. The use of the quasi modal

“have to” is one of obligation. There is no choice but to adopt this change in understanding that everyone should be responsible.

5.2.4 Consistency in marketing

The speaker in Text 4 also addresses the need for consistency in her ‘Sharing Session’. The frequent use of modals (italicised) as seen in the excerpt below, shows the sense of urgency in being consistent in delivering services to the public “at all times”. The speaker’s use of modals also expresses directives or commands for members to follow.

Excerpt 10: Text 4: line 253-260

		(.) we
255	still need to do awareness when it comes to marketing (....) we <i>need to</i> aggressively do marketing and the main involvement would come from the academic division and the registrar’s office when it comes to offer letters (...) err (...) I would like to recall what Dato Wira said in his annual address (...) what he mentioned about urgency and flexibility (.) yah (..) I do hope that we can give the best offer to our customers (....) <u>we need to improve our processing time</u> (.) <u>we have to offer good services</u> ,	
260	provide friendly services and AT ALL TIMES provide accurate information	

The speaker reiterates the urgency for everyone to understand the concept of marketing as well as the concept of consistency in marketing. There has to be consistency in marketing – what one thinks, says and does. Consistency refers to the same message which is shared at all times by everyone in the institution. Inconsistency leads to the non-attainment of goals as she says in Excerpt 11. This concept of consistency is also emphasised by the speaker in Text 5 (refer to Excerpt 12).

Excerpt 11: Text 4: line 260-265

260	(...) now what we think what we say and what we do is what we call consistency (.) if let's say if we think and we say or maybe do other things then you create inconsistency (..) if let's say we create inconsistency I don't think we can achieve what we hope to get (...) yah (...) because what we think, what we say and what we do is going to result
265	in what we get (...)

There is an obligation for members to toe the line when it comes to marketing. Everyone has to take a united stand and be consistent in what they think, say and do as this has a direct bearing on marketing. It is everyone's responsibility to play their role in giving a consistent message to students and parents as the speaker in Text 5 says (line 70-71) "(...) that is where we *have to* play a crucial role (..) and this is where all of us *have to* give the same end message to our students (...)". Giving the same end message consistently is of crucial importance in marketing.

The use of modality 'have to' serves to emphasise the importance of giving a consistent and coherent message to customers.

i. Use of advertisement

The speaker in Text 5 makes creative use of an advertisement to demonstrate the concept of consistency. He refers to an advertisement that promotes a shampoo. The shampoo is called 'Dove'. The advertisement upon close scrutiny shows an image of a woman who looks both young and old from different angles and he asks the members, "Do you think she looks old or gorgeous?"

Excerpt 12: Text 5: line 8-28

(...) you can see an advert here (...) it was by err
(...) DOVE. o.k. what can you actually see here? they have given you two options,
10 grey or gorgeous. [shows an illusion of an old woman and a young lady] how many
of you actually say it's grey? no one ok only one (...) how many of you say it's
gorgeous? ok (...) some of you here didn't put up your hands (...) not sure or maybe
you're still thinking whether it's supposed to be grey or gorgeous (..) never mind (..) no problem (...) some of us will say grey for the first impression (..) we can see
15 someone walking around with white hair (..) dato I'm not referring to you. [laughter]
ok. some of us will say ok. he's old or she's old or has been around for some time
and things like that. [a voice in the audience says this is silver] (..) o.k. oh (..) it is
silver (...) and then some of us might say it's gorgeous (...) actually grey looks
gorgeous on that particular person (..) ok why am I showing you this? why I'm
20 showing this is like this (...) when we are engaged in a product especially selling
services like KCUC we have to talk and give the same ideas to our customers, that
means our students or the parents who are enrolling the children here (...) you can
use ANY LANGUAGE you want (..) you can use any METHOD you want to
convey the message to the students (..) but just bear in mind the END result the END
25 message that gets to the students or is given to the students or the parents (...) the
messages given to students and the parents has to be the SAME (..) ok (...) you can
use any way you want o.k (...) so here one touch one voice one idea which is the
simple key to success (...) o.k. when we talk about...

The speaker uses the advertisement to emphasise the point that anyone who looks at the advertisement will interpret it according to what he or she sees. One person will see the silhouette of a young beautiful lady while another will see the silhouette of an old lady. It depends on the perception of the person. The dual image of an old and young woman creates confusion because one only sees one silhouette first and only upon very close scrutiny can one see the other silhouette.

In marketing you cannot have customers having different or conflicting perceptions about a product or service. There has to be consistency in perception so that consumers or customers are not confused. The end result is what matters or counts - that is, that the product or service is 'sold' to customers. The speaker uses the advertisement to emphasise the idea that consistency is important in marketing. There cannot be confusing or conflicting messages conveyed to customers.

Likewise in the marketisation of education, the speaker emphasises consistency in moulding the perception of customers. He says, “you can use ANY LANGUAGE you want (..) you can use any METHOD you want to convey the message to the students (..) but just bear in mind the END result the END message that gets to the students or is given to the students or the parents (...) the messages given to students and the parents has to be the SAME” (Excerpt 12, line 23-26). The emphasis on the words “ANY LANGUAGE”, “METHOD”, “END” and “SAME” is significant as it highlights the fact that it does not matter which language or method is used so long as it leads to the same end result. Even the repetition of the word “END” in ‘end result’ and ‘end message’ also emphasise the importance of consistency. Consistency, therefore, is what the speaker says as “... one touch one voice one idea which is the simple key to success” (line 27-28).

By creating a coherent social reality, the speaker influences members’ behaviour and shapes members’ mindsets. This is as what Mumby (2004) asserts; “... organisations are conceived as political sites, where organisational actors ‘fix’ meaning in ways that will serve particular interests” (p. 237). The speaker therefore ‘fixes’ the meaning of what marketing is and what is required in the successful marketing of the institution’s programmes.

ii. Use of example

To elaborate further on the concept of consistency in marketing, the speaker in Text 5 cites the example of what some people have to experience when they have to deal with certain government departments. In lines 33-47 (Excerpt 13), the speaker speaks of situations when people are asked to go from one department to another in order to settle matters. For example, the receptionist may say that one has to go to the third floor and meet Mr. ABC. But on going to the third floor, Mr. ABC might not be around and then another person says “you’re at the wrong place (..) you’re supposed to go to the sixth floor (...)” and then on going to the sixth floor, someone else might ask, “why did you come up to the sixth floor (..) you’re supposed to be or you could have given this to the receptionist (..) never mind (..) never mind (...) you go down now I will call them (...)”.

This example serves to illustrate that in marketing this kind of situation cannot happen. Customers cannot be asked to run around to get matters settled. There has to be promptness and consistency in answering queries from potential customers. The speaker stresses, “so WE have to make sure that in KCUC when we are dealing with services, this does not happen (...) because in marketing this CANNOT happen (...) in any dealing with marketing you have to give the same end result (..) o.k (...)” (line 44-47). The stress on the word ‘cannot’ is a strong command and the use of the modal “you have to” in line 46, “...you have to give the same end result” is one of obligation.

Excerpt 13: Text 5: line 33-47

	I'm very sure most of us have at err
	(...) err (...) some point of our lives some point of our life had to deal with
35	government department or agencies most of the time (...) but when we go to such a department (...) ah (...) ok and you say puan I need to submit something (..) the receptionist will say puan sila pergi ke tingkat 3 dan jumpa dengan Encik ABC. [Go to the third floor and meet Mr. ABC] (...) then we take the lift we go the third floor to look for the person (..) the person may not be around and then another person will
40	come out and say you're at the wrong place (..) you're supposed to go to the sixth floor (...) then let's say we go to the sixth floor another person will say why did you come up to the sixth floor (..) you're supposed to be or you could have given this to the receptionist (..) never mind(.) never mind (...) you go down now I will call them (..) this happens most of the time (...) right (...) so WE have to make sure that in
45	KCUC when we are dealing with services, this does not happen (...) because in marketing this CANNOT happen (...) in any dealing with marketing you have to give the <u>same end result</u> (..) o.k (...)

5.2.5 Competitiveness in marketing

Discourse of marketisation or marketing discourse inevitably will refer to competition from competitors in the field. For an organisation to survive it has to be competitive. The speaker in Text 5 (Excerpt 14) gives numerous examples of institutions of higher learning, both public and private. KCUC is a private institution of higher learning. The speaker says that competition for KCUC is not only from private institutions alone but that it also faces competition from public institutions, and he makes this reference in lines 53-54, “if not they will not be taking part in those road shows, conventions trying to sell their seats outside there”. In the past, public institutions in Malaysia did not participate in road shows or market their programmes but now times have changed. They are also facing stiff competition. Public institutions are also competing with private institutions of higher learning for students.

Excerpt 14: Text 5: line 47-57

	now what we have currently in today's
	marketing world the number of competitors and customers are almost the same (...)
	I'm very sure if I point to anyone here can you name three or more colleges around
50	us? (...) I'm very sure you can give (...) you won't stop at four (...) you can give
	endless numbers of colleges (...) some of us think our competitor is only another
	IPTS next to us. [private higher learning institutions] (...) even IPTAs [public higher
	learning institutions] are now our competitors (...) if not they will not be taking part
	in those road shows, conventions trying to sell their seats outside there (..) we have
55	more than 200 private institutions in Malaysia (...) this is including colleges all (....)
	colleges and university colleges like us (..) o.k (...) so all this is included inside there
	(...) (points to slide) customers (...)

The use of contrast between private and public institutions in the past and the current scenario serves to emphasise the fact that KCUC faces a mammoth challenge in bringing in the student numbers. This suggests that KCUC has to strategise in order to meet its fulfilment of targeted student enrolment.

5.2.5.1 Creativity in marketing

Use of examples

Competitiveness requires creativity to give the extra edge over others. Effective use of examples is made to highlight this in Text 5. The speaker talks about being 'smart' and 'creative' as the telecommunication providers, Maxis, Celcom and Digi when it comes to staying competitive in the market (line 61-67, Excerpt 15). He uses the modal 'have to' (italicised in Excerpt 15), "*you have to* be smart", "*you have to* be creative", "*we have to* be", three times, to stress or emphasise what needs to be done in order to remain competitive. Reference to Maxis, Celcom and Digi serves to highlight how these companies have to be continually creative to face the ever-

and creative strategies can help lure students away from these two institutions. The rhetorical questions, (line 68-69) “so are we doing that? (...) or are we letting go our students to other places?” are pointed questions which serve to make organisational members aware of the reality of competition.

By using these examples, the speaker highlights the importance of creativity in marketing. Organisational members are thus required to think of creative ways to market the institution’s educational programmes.

5.2.5.2 Understanding market demands

In order to be competitive, an organisation also needs to understand current market demands. That the customer is changing is now accepted as a known fact. Customers now have more sophisticated tastes, are more discerning, and demand value for their money. If they are not satisfied with the product or service, they will leave. Thus, understanding market needs is crucial for the survival of an organisation.

i. Use of contrast

In the following excerpts various aspects in understanding market demands to be competitive is given by the speaker in Text 5. In line 72-77 (Excerpt 17), the speaker talks about the changing customer. In the past customers were not so demanding or discerning but now “people nowadays are not shy in expressing their feelings (...) I

hope all of you will agree with me on this (...) students have no time for anyone ... even us” and when their demands are not met “they will say next time I won’t go there (.) that is what we do if we don’t get what we’re supposed to get (...)”. If customers are not happy, they will leave. Contrasting the past and the present highlights the need for KCUC to aggressively understand current market needs and take the necessary steps to address this change.

Excerpt 17: Text 5: line 72-77

75	people nowadays are not shy in expressing their feelings (...) I hope all of you will agree with me on this (...) students have no time for anyone (...) even us (...) last time we feel so shy (...) you don’t get what you want we say never mind lah (...) tak apa lah (...) but nowadays people are not like that (..) they will say next time I won’t go there (.) that is what we do if we don’t get what we’re supposed to get (...)
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In line 85-86 he says rather seriously, “... a brand which does not understand customer needs will fade in no time (...)”. An organisation which does not meet market demands will cease to be or “fade”, thus reminding members of the consequences of not knowing customers’ needs or not rising up to the challenge of meeting these needs.

ii. Use of exemplification

In order to drive home this point, he uses examples (Excerpt 18 and 19). In line 87-94, he gives the example of A&W (a fast food chain) and relates his personal experience, “(...) when I was a teenager ah A&W was the in thing (...) everyone

was going to A&W (...) they have very big burgers and so on”. Then A&W outlets decreased in numbers just as the size of their burgers. A&W was superseded by Kentucky Fried Chicken (KFC). KFC outlets increased. This contrast between the two fast-food outlets raises questions as to what went wrong in the marketing of A&W as the speaker asks, “so what is happening? (...) something wrong with the marketing or something wrong with the product?” (line 92-93).

Excerpt 18: Text 5: line 87-94

90 (...) when we were young, in our teens time, we see a lot of brands that grow for example A&W (...) when I was a teenager ah A&W was the in thing (...) everyone was going to A&W (...) they have very big burgers and so on (...) now the burgers are getting smaller like the outlets itself (...) do you notice the outlets are getting smaller (...) getting smaller than the burgers itself (...) so what is happening? (...) something wrong with the marketing or something wrong with the product? (...) hah (...) how did KFC day by day adding on their outlets? (...) why is A&W closing? (...) a big question mark (...)

Another example that the speaker uses is that of Ericsson (a handphone brand) (Excerpt 19). He says, “ if you remember formerly it was just Ericsson phones (...) that time Nokia was nowhere to be found in the mobile market (...) it was a very small company so Ericsson said never mind we can just (..) Nokia won’t come near us (...) but what happened? (...) what happened? (...) after some time from that point until today Nokia rules the mobile industry leaving Ericsson to (...) totally wipe out from the market (...)” (line).

Ericsson was complacent and did not foresee Nokia’s rise in the industry. It was wiped out of the market. Ericsson then established a strategic alliance with Sony (another brand) to re-enter the market. As a standalone brand, Ericsson did not

survive but through strategising with another brand, it has been able to survive the competition with Nokia.

These two examples (A&W and Ericsson) serve to make a very important point and the speaker makes effective use of these examples. Concrete specific examples that serve to make an impact on people's mental models is generalised to more general knowledge or attitudes that need to be adopted by the members. The use of the examples proves that not understanding the market and its needs was detrimental to both A&W and Ericsson. The speaker's use of these examples helps to make members aware of what can happen if KCUC becomes complacent.

Excerpt 19: Text 5: line 94-108

	I'm sure many of you use Sony
95	Ericsson (...) how many of us use Sony Ericsson? (...) don't be shy (...) I'm not going to take it away from you (...) if you remember formerly it was just Ericsson phones (...) that time Nokia was nowhere to be found in the mobile market (...) it was a very small company so Ericsson said never mind we can just (...) Nokia won't come near us (...) but what happened? (...) what happened? (...) after some time
100	from that point until today Nokia rules the mobile industry leaving Ericsson to (...) totally wipe out from the market (...) then they have to come back again to get the help of Sony and now they're fighting back with Nokia (...) but here as a standalone brand they didn't make it (...) they went out and came back again with the support of another brand (...) so we have to make sure that as a brand we need to understand
105	(...) but before understanding the needs you need to know who is your target market (...) if we don't know who is the target market (...) it's like a blind person going around trying to find something you don't know what to find for (...) and you don't know where you are actually going...

Understanding who makes up or constitutes the target market is crucial in marketing. The speaker reminds members in line 104-105 that "... we have to make sure that as a brand we need to understand (...) but before understanding the needs you need to know who is your target market (...)".

In line 106-108, he says rather sarcastically, “... if we don’t know who is the target market (...) it’s like a blind person going around trying to find something you don’t know what to find for (..) and you don’t know where you are actually going”. The use of sarcasm can be seen as a direct affront to the members who do not know much about marketing. He equates not knowing the target market to a blind person not knowing where to go or what to look for. This suggests aimlessness or senselessness. This parallelism is striking and serves to illustrate the importance of knowing the target market as a very important aspect in marketing.

In line 111-116 (Excerpt 20), the speaker uses modality to continue emphasising that knowledge of the target market is crucial in marketing.

Excerpt 20: Text 5: line 111-116

115	you need to know who is your industry target market (...) as an educational institution we cannot say that oh (...) the whole population of Malaysia or the whole population of the world is my target market (...) no such thing! (...) we have bachelor programmes which appeal to certain individuals’ needs (...) we need to know who are these people (...) then only we know how to market the product (...)
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The repetition of the modal “need to know”; “you *need to know* who is your industry target market”, “we *need to know* who are these people” suggests the urgent need for members to research the target market and acquire such knowledge. Different people have different needs and these needs can be influenced by certain factors. These factors must also be studied so that effective use of marketing strategies can penetrate the right market.

5.2.5.3 Seniority does not count

Seniority or long existence does not ensure continual survival of an institution. In contrast with earlier notions that the older an organisation or institution is the more prestigious, attractive or reputable it is to customers, the speaker in line 120-121 dispels this notion by saying, “seniority doesn’t count anymore”. There are now other criteria for continued existence or survival of an organisation.

i. Use of example

In line 116-121 (Excerpt 21), he gives the example of an institution in Malaysia; University of Malaya, which has been in the market for more than a hundred years but has been superseded in ranking by other institutions. The speaker says; “ a lot of people think that oh UM 100 years in the market but being there how come USM UKM are listed on the top while UM is not even at the top of the best universities in Malaysia” (line 117-119).

University of Malaya is the oldest public university in Malaysia and has enjoyed much prestige and status. Other newer and more progressive universities have overtaken it in terms of rank in the worldwide survey of ranking among universities. The effective use of the example drives home the point that seniority does not count or “how long we have been in the market is not important” (line 121) but what counts nowadays as the speaker says in line 127-128 (Excerpt 22), “(...) what we have (.) what can we deliver (..) how can we deliver (...) that’s the most important”.

So “seniority in the market place is not a crucial factor”. It does not count anymore in the education business. What matters is what an institution can offer and how it delivers it. This is what attracts potential students. Customers are more discerning nowadays and their needs are different compared to decades ago.

Excerpt 21: Text 5: line 116-121

120	seniority in the market place is not a crucial factor (...) a lot of people think that oh UM 100 years in the market but being there how come USM UKM are listed on the top while UM is not even at the top of the best universities in Malaysia (...) sorry ok (...) so that's the thing here (...) I assure you that I'm only trying to make a point here (...) so seniority doesn't count anymore (...) nowadays how long we have been in the market is not important (...)
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Giving the concrete example of the institution serves to dispel the notion that being in the market for a long time does not ensure an institution's survival. It is factors which have been discussed earlier such as a sense of involvement among members, change in understanding, consistency, competitiveness, creativity, and understanding market needs which would ensure that KCUC is able to survive as a private higher education provider.

ii. Use of contrast

The speaker uses contrast as a strategy to emphasise his point that seniority does not ensure success of an institution. He contrasts University of Malaya, the oldest public university in Malaysia with Lim Kok Wing University College, a rather new private institution (Excerpt 22) which has become rather popular among students, both local

and international. Making reference to Lim Kok Wing University College, a rather new institution in the market as one of the “colleges that have just emerged last year or the year before that can be on top of the list” is “actually a very newly born college in Malaysia and in the industry (...) but now it is actually established and they are establishing themselves outside Malaysia itself (...) so many people know about that place” (lines 122-128, Excerpt 22) serves to elaborate the fact that new colleges can top the list of choices for students. Therefore, what makes some institutions more attractive than others are factors such as competitiveness, knowing the target market and meeting the needs of the niche market. It is not seniority as the speaker reiterates, “so you see it (...) seniority is not important (...)” (line 126), but what is more important is “what we have (.) what can we deliver (..) how can we deliver” (line 127).

Excerpt 22: Text 5: line 122-128

125	colleges that have just emerged last year or the year before that can be on top of the list like you all know about Lim Kok Wing (...) Lim Kok Wing is actually a very newly born college in Malaysia and in the industry (...) but now it is actually established and they are establishing themselves outside Malaysia itself (...) so many people know about that place (...) so you see it (...) seniority is not important (...) what we have (.) what can we deliver (..) how can we deliver (...) that's the most important (...) ok
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The speaker uses implicature to imply that Lim Kok Wing University College, although young in the market is able to attract students because of what it has, what it delivers to its students and the way it delivers. These are its plus factors.

5.2.6 Meaning

Marketing a product or a service also involves the marketing of a meaning or an experience. That means to say that if a customer buys the product or service he or she will be assured of buying the experience or meaning as well, so too in the marketing of programmes of an institution. Students are supposed to get or have the feeling that they have made the right choice in choosing the institution because of the meaning the institution bears upon them.

The speaker in Text 5 addresses this notion through the use of advertisements.

i. Use of advertisements

The speaker uses advertisements to illustrate his point about marketing the 'meaning' of a product. He gives the example of a toaster and a beverage, coffee. In line 141-148 (Excerpt 23), he shows the picture of a red toaster and refers to a statement in the advertisement which says "Does for kitchens what lingerie does to bedrooms" (line 144, Excerpt 23). He explains the meaning; "it's actually saying that lingerie is supposed to be sexy and makes the bedroom look sexy (.) this is what the toaster does for your kitchen (..) the design of it (...) so for those people who like sexiness and that kind of thing ah (..) you can have this kind of toaster (.)". The colour 'red' has a connotative meaning. It is usually related to passion; therefore the red toaster has a similar effect as lingerie. Some people may be inclined to purchase it to enhance the aesthetic appeal of their kitchens.

Thus, drawing a parallelism between the red toaster and lingerie serves to illustrate a marketing strategy. Customers who value beauty and aesthetics can be persuaded to purchase the toaster because of the connotative meaning of the statement, “Does for kitchens what lingerie does to bedrooms”.

Excerpt 23: Text 5: line 141-148

145	ok (..) this is a very nice poster or picture (..) I got it from one of the magazines (..) ok (...) look at the first picture (...) it's a toaster (..) really nice looking toaster there (..) read the first statement “Does for kitchens what lingerie does to bedrooms” (...) it's actually saying that lingerie is supposed to be sexy and makes the bedroom look sexy (..) this is what the toaster does for your kitchen (..) the design of it (...) so for those people who like sexiness and that kind of thing ah (..) you can have this kind of toaster (..) that's how they promote
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The use of the quotation serves to highlight the creativity of the advertisement. It is a marketing strategy to attract people who equate the toaster with lingerie. So the underlying meaning of the product is what attracts customers to buy the product. Thus, the advertisement is used to illustrate that the marketing of a ‘meaning’ is an important aspect in marketing. So by extension, the speaker is equating this example to the marketing of the institution’s programmes to potential students. Members need to market the ‘meaning’ of KCUC.

He then shows another advertisement and reads the slogan; “Coffee improves some people’s mornings and others whole life” (line 148-149, Excerpt 24). He explains that “for some people (..) for most of us in the morning we have a cup of Nescafe to make sure our day becomes better (..) but we don’t understand is (..) that by buying that one cup of Nescafe (..) actually on the other side of the world (..) like in Brazil or elsewhere we are actually giving food to some people (...) (line 149-153).

Excerpt 24: Text 5: line 148-153

“Coffee improves some people’s
mornings and others whole life” (...) ok you see that (.) for some people (..) for most
150 of us in the morning we have a cup of Nescafe to make sure our day becomes better
(.) but we don’t understand is (.) that by buying that one cup of Nescafe (..) actually
on the other side of the world (.) like in Brazil or elsewhere we are actually giving
food to some people (...) that’s what we’re doing (...)

The meaning of the advertisement is profound. By buying the product, other people’s lives (for example, the cacao growers, coffee brewers, etcetera) are changed for the better as it generates income for them. So here again, the speaker uses an advertisement to illustrate that marketing the ‘meaning’ of a product is very important. The assumption is that although some people may not drink coffee, they might be persuaded to buy coffee because of the implication that it helps provide a livelihood for some people such as the cacao growers who are generally poor.

Thus, both these advertisements are effectively used by the speaker in Text 5 to change members’ mindsets about the significance of creating ‘meaning’ in marketing.

ii. Use of parallelism

The speaker draws a parallelism between the two advertisements mentioned earlier and the institution, KCUC.

Excerpt 25: Text 5: line 153-164

		we
155	have to put the meaning of KCUC explicitly in <u>each and every one</u> of our students' lives (..) it's not like I'm coming to work (.) I teach three hours today maybe four hours today (...) I do some documentation (.) I'm done with it (.) I'm going back (..) it's not about that (.) at the end of the day we have to make sure we're not only giving the diploma or degree or masters to our students (..) at the end of the journey (.) it's not only about CGPA (...) can our students when they step out of this place	
160	(....) are organisations or companies waiting to grab them into their organisations because we're changing normal students into someone who really understands the importance of education (...) how can we change their lives? (..) we <i>have to</i> teach, we <i>have to PUT</i> into their subconscious the meaning of KCUC into their lives (...) what will happen if they were not inside KCUC? ok (...)	

He says, “we have to put the meaning of KCUC explicitly in each and every one of our students' lives (..)” (line 153-155). He goes on further to emphasise the role of academicians in changing the lives of students, “we're changing normal students into someone who really understands the importance of education (...) how can we change their lives? (..) we *have to* teach, we *have to* PUT into their subconscious the meaning of KCUC into their lives (...) what will happen if they were not inside KCUC? ok (...)” (line 161-164).

The use of the modal ‘have to’ (italicised in Excerpt 25) is obligatory and serves to emphasise that the role of members is to not only teach but to also ensure that students understand the “meaning of KCUC”. The effective use of questions such as “are organisations or companies waiting to grab them into their organisations”, “how can we change their lives?; “what will happen if they were not inside KCUC?” strengthen the speaker's assertion that in marketing, the meaning must also be efficiently marketed to influence students to choose KCUC as the institution of their choice of study.

5.2.7 Aspects in marketing

Four main aspects in marketing are shared by the speaker in Text 5. The first one is strategy.

5.2.7.1 Strategy as a game plan

Use of a 'game plan' metaphor

The speaker equates strategy to a game plan such as football. With reference to Excerpt 26 the speaker emphasises the fact that in a game of football, one cannot be expected to play without guidelines or clear instructions. Each player must know his role and position, what he should do or cannot do. He stresses that a football coach cannot expect his players to win without giving clear instructions; “we cannot do that (..) we have to tell them (..) ok you become the keeper, you become the striker and so on (.) we have to list all of them and put them into the right places (...)” (line 171-173). Thus, strategising is crucial to the success of the game.

Excerpt 26: Text 5: line 165-179

165	strategy [refers to slide] what is strategy? (..) it's actually a game plan (..) for example most of us have played games before so your main motive is (.) I want to score goals (...) I want to win (.) you can win (...) just imagine you're a football coach (.) you have eleven players (...) you tell them (.) get into the field (.) I'll give you the ball (..) there's another opponent team (..) go and play (..) end of the day I
170	want you to win (.) can we just do that? can we tell them go into the field and tell them to play (...) we cannot do that (..) we have to tell them (..) ok you become the keeper, you become the striker and so on (.) we have to list all of them and put them into the right places (...) that's where we have our strategy (..) then strategy comes in (..) you can have a beautiful goal, a fantastic goal (...) but at the end of the day (.) if
175	you do not have strategy there's no point (...) you cannot achieve (..) maybe you can get one or two goals (..) you can strike but that's out of luck (...) if you kena lottery, that's an exceptional case (...) luck is on your side (.) but for most of us especially if we talk about big organisations it's not about luck (...) it's MORE than that (...) that's when strategy comes in (...)

The use of the metaphor is an effective way to share aspects of marketing with the members who do not have a background in marketing. The members can then relate the game plan to the marketing of programmes.

The use of the pronoun ‘you’ repeatedly and pointedly at the members can be construed as accusative. This is evident in the following clauses: “(.) if you do not have strategy there’s no point”, “you cannot achieve”. In using ‘you’ the speaker excludes himself and takes on the tone of admonishment.

5.2.7.2 Segmentation

Another aspect in marketing is segmentation. Segmentation refers to the segment of the population that is targeted to market a product as the speaker says, “you don’t pick everyone”. In marketing programmes, one needs to know which segment of the population to penetrate and to concentrate on.

Use of questions

In Excerpt 27 the speaker explains what segmentation is. He asks questions; “I’ll ask you a simple question (..) if I ask you what will be your next option for a car? what brand are you going to buy? some will say Honda, some of us may say Mercedes (..) BMW (...) all kinds of names (..) but can we find a place where everyone will say one single brand name (..) no (...) definitely not (..) that’s extremely hard (...)”. In asking these questions about preferences for cars, he is trying to put across the idea

that it is impossible to find a place where all the people have the same preferences or choices.

“that’s when brand segmentation comes in (..) we have to break up the market into certain smaller groups where they have individuals with specialised needs and wants (...) we can know exactly what are their needs and wants...” (line 185-188). Breaking up the potential market helps in effective marketing as one knows the preferences of that particular segment of the population. Thus, directed marketing strategies can be used for particular segments. This leads to the next aspect in marketing, which is target.

Excerpt 27: Text 5: line 181-188

segmentation (....) what does that mean? (...) you don’t pick everyone (...) I’ll ask you a simple question (..) if I ask you what will be your next option for a car? what brand are you going to buy? some will say Honda, some of us may say Mercedes (.) BMW (...) all kinds of names (.) but can we find a place where everyone will say
185 one single brand name (.) no (...) definitely not (..) that’s extremely hard (...) that’s when brand segmentation comes in (..) we have to break up the market into certain smaller groups where they have individuals with specialised needs and wants (...) we can know exactly what are their needs and wants

5.2.7.3 Target

The speaker then shares about targeting a particular segment of the population. He makes use of an example to illustrate this.

Use of example

In addressing this aspect of marketing, the speaker makes reference to the “EAP programme”. It stands for the ‘English for Academic Purposes’ programme. This is

one of the English Language short courses offered by the department of Language Studies at the institution.

In line 189-198 (Excerpt 28), he says, “(...) I believe for the last one you had a high number of students registering for that (...) ok (.) how did you manage to do that? if simply you just advertised (..) most probably you will have one or two students coming in (...) but actually you targeted at the school leavers, the people who will need this (...) so you focus on them (...) you give them what they want (..) what they came for or registered for (.) this is what is called as segmentation and target (..)”. Target means to concentrate on a particular group of potential customers; “you don’t pick everyone”.

The use of the example simplifies the aspect of target. In using the ‘English for Academic Purposes’ programme as an example of successful marketing, the speaker draws on a concrete example and expands the understanding of what marketing of programmes means and how crucial targeting is as an aspect of marketing.

Excerpt 28: Text 5: line 189-198

190	target (...) [referring to the slide] T for target (...) out of all these segments we have (.) which is the most ah (...) interesting group that we can actually go for (.) in that group we can know for sure if we go to them they are going to come in (...) they will register at KCUC like what is happening with the EAP programme (...) I believe for the last one you had a high number of students registering for that (...) ok (.) how did you manage to do that? if simply you just advertised (..) most probably you will have
195	one or two students coming in (...) but actually you targeted at the school leavers, the people who will need this (...) so you focus on them (...) you give them what they want (..) what they came for or registered for (.) this is what is called as segmentation and target (..)

5.2.7.4 Positioning

The next aspect in marketing that the speaker in Text 5 refers to is positioning. He gives its meaning as “a successful creation of a customer-focused value proposition (..) a reason why the target market should buy the product” (line 199-200). The value proposition is the reason why people buy certain products and services and so for KCUC it would mean why potential students would choose the institution instead of another to study at.

What the speaker is driving at as seen in line 199-204 is “why they should register with us (...) ok (...) so here is the most important part (...) customer-focused value proposition (...) what value are we giving them? (..) at the end of their study what are they getting?”. He poses questions to provoke thought among the members.

Excerpt 29: Text 5: line 199-204

200	so what is positioning? it is a successful creation of a customer-focused value proposition (..) a reason why the target market should buy the product (.) in our case why they should register with us (...) ok (...) so here is the most important part (...) customer-focused value proposition (...) what value are we giving them? (..) at the end of their study what are they getting? (..) that's why I put here (...) the infrastructure university (.) we're focusing on that
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In sharing about the aspects in marketing; strategy, segmentation, target and positioning, the speaker uses declarative statements as he gives facts. This appears as commonsensical to the audience. It is therefore a persuasive strategy to align the minds of the listeners to what marketing entails.

5.2.7.5 Concept of life cycle in marketing

In marketing, there is the concept of life cycle of a product or service. In Text 5, the speaker makes reference to it to stress the importance of effective marketing strategies in order for the institution to be viable.

i. Use of analogy

The speaker uses analogy to further emphasise the importance of understanding marketing. He draws a parallel between the life cycle of a human being and that of a product. Referring to line 217-222, just as human beings go through the various stages of a life cycle which ends in death, so too do products and services unless drastic action is taken to address this.

Excerpt 30: Text 5: line 214-222

		what is actually a
215	life cycle? every product that we see in front of our eyes (..) the chairs, tables, the	
	clothings etcetera (..) all of these have a sales and profit life cycle (...) exactly like	
	humans (...) we are born and enter into the world (...) we grow into teenagers,	
	youngsters (..) the growth stage and then we become working adults and then we	
	enter the maturity stage and we grow old (...) ok (....) we enter the decline stage (.)	
220	ok (.) after sometime the line grows and cuts off (...) so you know lah what happens	
	when the line is cut off (..) ok (.) it happens to products as well (...) when it cuts off	
	(..) the product is out of the market (.)	

In order to ensure that the product or service is still viable and relevant to the present market needs, it must meet the current market needs; otherwise it will be phased out or wiped out of the market. He then asks the audience at what stage of the life cycle

is KCUC at; “introduction (.) growth (.) maturity or decline stages” (line 225). This generates some differing answers from the listeners.

ii. Use of modality

The speaker gives then gives his opinion that KCUC is “in the introduction stage but (...) but about to step into the growth stage ...” (line 231).

Excerpt 31: Text 5: line 230-242

230	ok (...) I'd say from my understanding of marketing (.) we're still in the introduction stage but (...) but about to step into the growth stage (.) we're just somewhere around there [points to slide] we HAVE to put in more effort (...) we HAVE to stress on marketing functions to make sure we can move onto the growth stage (...) why is it important for us to go to the growth stage? Look
235	at the yellow line (...) we might be able to identify the reasons for this (...) research is important (...) when we have the yellow line going higher and higher (.) we get better increments, bonus (.) you can change your PC everytime (.) ok (..) you get all that kind of perks (.) ok (...) so that is important but to make it happen we HAVE to put in effort <u>now</u> (...) no point sitting around and crying that students are not coming in,
240	students are not coming in (..) but not doing anything (...) it's as if I am saying I'm hungry but I'm not going to look for food (...) do you think the food will come over to my table by itself? No::: (...) it's not going to happen (....) so this is important

Referring to Excerpt 31, it can be seen that the speaker uses the modal ‘have to’ repeatedly to stress that putting in efforts “now” by all members will ensure that the institution will not enter the decline phase of the life cycle.

- we HAVE to put in more effort
- we HAVE to stress on marketing functions to make sure we can move onto the growth stage
- we HAVE to put in effort now

The use of the modal is to show urgency. Until and unless steps are taken, the institution might be phased out. There is therefore a sense of urgency for organisational members to embrace good marketing strategies to address the challenge of ensuring that KCUC remains viable and sustainable.

iii. Use of visual

The speaker uses a line graph to illustrate the different phases in a life cycle – the introductory, growth and decline phases. He refers to the “yellow line” in the visual graph which shows an upward trend or growth to arouse members’ desire for “perks” such as bonus, increments and even the possibility of having their computers changed (reference to line 214-215). The use of the visual itself serves to make explicit the importance of members’ involvement, dedication and commitment to marketing. If all the members put in concerted efforts, then the institution will grow and they will enjoy the ‘perks’; the fruits of their efforts.

This is yet another effective persuasive strategy used by the speaker to influence the minds of the members. If the members desire to have the “perks”, then they have to work in concert towards achieving the institution’s goals and objectives.

Excerpt 32: Text 5: line 216-219

no point sitting around and crying that
students are not coming in, students are not coming in (..) but not doing anything (...) it’s as if
I am saying I’m hungry but I’m not going to look for food (...) do you think the food will
come over to my table by itself? No::: (...) it’s not going to happen (....) so this is important

The speaker in a rather accusing voice says “no point sitting around and crying that students are not coming in, students are not coming in (..) but not doing anything (...)”. He equates not taking action to bring in students to going hungry without making efforts to look for food. In asking the question, “do you think the food will come over to my table by itself? No::: (...) it’s not going to happen...”, he is being sarcastic as the point he makes is that students are not going to come by themselves unless aggressive efforts are made to attract and bring them in.

iv. Use of example

In illustrating the life cycle, the speaker uses the example of bubble-tea (Excerpt 33) as a “good example” as “it entered the market very fast and became famous (...) every corner you can see stalls selling it (...) not even few months time (...) it’s actually out of the market (.) very fast”. This concrete example serves to further convince the listeners that they have to use viable means to ensure the survival of the institution, otherwise the institution, just as the example of bubble tea can be phased out or wiped out of the market. His question, “so are we going to be something like that?” referring to the short lifespan of bubble tea is rather frightening and is a provocative question.

Excerpt 33: Text 5: line 226-232

230	<p style="text-align: right;">do you know “bubble tea”? (..) some of us know some don’t know (.) but I’ll still use the example of bubble tea (...) they use bubbles in hot water and it’s very chewy (...) they put into the drink and that’s when big straws became famous (...) you know the colourful big straws? that is one example (...) bubble tea is one good example (...) it entered the market very fast and became famous (...) every corner you can see stalls selling it (...) not even few months time (...) it’s actually out of the market (.) very fast (...) so are we going to be something like that? (...) ok (..)</p>
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The use of the example serves to make members understand marketing; the meaning and the aspects of marketing. Discourse of marketing as seen in the discussion thus far contributes to a change in ideology or way of thinking, being and acting.

5.2.8 Love for the organisation

In order for marketing efforts to be successful, one has to put aside personal gains and prejudices and work for the common good of the organisation. This is emphasised by the speaker in Text 5 as he concludes the ‘Sharing Session’. He gives the example of a Malay movie ‘Sepit’ in which a Chinese boy falls in love with a Malay girl to stress the point that ‘love knows no race’ (Excerpt 34).

Use of parallelism

The speaker draws a parallel between the movie and the organisation in line 248-250, “here at KCUC (.)the staff come from different cultures(.) backgrounds, ethnicities (.) races and so on (..) but we NEED to understand one thing (....) we need to love or cinta the organisation (.) KCUC itself (....) ok (.)”.

Love for the organisation should surpass culture, background, ethnicity or race. He asks the question, “why do we need to love or cinta the organisation? (...) so we don’t “gurbra” (...) (xxx) to take care of our final customers (.) our students (...) this is important (...) the most important thing is to love the organisation (...) that will actually make us put in more effort to make sure the organisation will grow (...)”.

Love or concern for the organisation is what would spur members to work together for the good of the organisation. Love for the organisation would motivate members to put organisational goals ahead of personal satisfaction or gratification.

Inculcating a sense of ‘organisation first’ relates to the organisation’s core values of Quality, Sharing and Caring and the motto, ‘One Vision, One Team’.

Excerpt 34: Text 5: line 245-254

245	those who have watched “Sepit” a movie about a Chinese guy who likes a Malay girl (...) that’s what the movie is about (...) here at KCUC (.) Kumpulan Ikram staff come from different cultures(.) backgrounds, ethnicities (.) races and so on (..) but we NEED to understand one thing (....) we need to love or cinta the organisation (.) KCUC itself (....) ok (.) why do we
250	need to love or cinta the organisation? (...) so we don’t “gurbra” (...) (xxx) to take care of our final customers (.) our students (...) this is important (...) the most important thing is to love the organisation (...) that will actually make us put in more effort to make sure the organisation will grow (...) then we can get two months three months or four months bonus or good increments (...) ok (.)

5.2.9 Summary

Discourse of marketisation is aptly appropriated by the speakers of the ‘Sharing Sessions’, particularly in Text 4 and 5. In the excerpts of the ‘Sharing Sessions’ as illustrated in this section, organisational members are influenced to embrace the idea of education as a business enterprise. In addition, the idea that everyone is involved in marketing, besides the marketing department serves to instil in members the idea of joint responsibility in marketing the educational programmes. Members are thus enjoined to accept this responsibility for the good of the institution.

The focus of both Texts 4 and 5 contribute towards the understanding of marketing. Even the titles of the ‘Sharing Sessions’; ‘The Way Forward’ and ‘What is Marketing?’ serve to impress upon members the importance of marketing, knowledge about various marketing strategies and most importantly the need for a change in understanding the concept of marketing among academicians. ‘The Way Forward’ suggests new roles and responsibilities for everyone, including academic staff, in order to pave the way for the attainment of organisational goals, which in this case is to meet the targeted student enrolment. ‘What is Marketing?’ serves to dispel ‘old’ ideas about marketing where the business of marketing is the sole responsibility of the marketing team or division.

This understanding is achieved through the discursive practice of the ‘Sharing Session’ in which linguistic means are employed. The use of the inclusive ‘we’, the all embracing noun ‘everyone’, the use of examples, illustrations, parallelism, metaphor, modality, advertisements and the use of contrasts as well as the use of the voice of authority in giving commands and directives all serve to accomplish the change in understanding about marketing.

Thus, the texts selected to discuss the discourse of marketisation can be seen as doing ideological work in taking as an unquestioned and unavoidable reality, the factuality of education as a business enterprise. Educational institutions, in particular private institutions need to address the issue of managing themselves as corporate entities.

5.3 Discourse of imperatives

Imperatives refer to the use of verbs to instruct or direct someone in order for something to be done. Within the discourse of transformation is evident the discourse of imperatives. It is evident in most of the texts of the ‘Sharing Sessions’, particularly Text 1, 2, 3, 4, 7, and 8 , the articles in the newsletters as well as the memoranda from the HR department.

5.3.1 Directives

Imperatives are used as directives to direct or instruct people to do something. Modals can also be used for the same purpose. Lines 95-140 (Excerpt 35) of Text 4 are extracted to illustrate the use of imperatives and modals. Due to the length of this excerpt, imperatives and modals are extracted and listed in Table 5.1. A directive is a command. By listing directives, the speaker in Text 4 tries to control the behaviour of the marketing personnel as well as the other members of the institution who attended this ‘Sharing Session’. It is a top-down directive to influence members about what they are supposed to do and what not to do. Members are in a subject position as they have to be told what to do and what not to do. Power is used to create and privilege beliefs that serve the interests of the marketing division in the institution.

Table 5.1

Excerpt 35: Text 4: line 95-140

List of directives

line		Imperatives	Modals
95-96	on how to increase our success rate for our walk in customers (.) I think we need to try our very best to satisfy our customers' needs		we need to try our very best to satisfy our customers' needs
96-98	when it comes to waiting time we need to reduce the waiting time (..) yah (.) I mean to provide good service put customer first	<u>put</u> customer first	we need to reduce the waiting time
98	try not to ask customers to come back and ah	<u>try</u> not to ask	
99	(..) they must go back with something at least (.)		must
100	I think and it's a clear cut case, then we should issue it (.)		should
101	so don't let them go without anything (..)	<u>don't</u> let them go	
102	try our very best to tell them about credit exemptions (...)	<u>try</u> our very best	
106-108	I think we need to understand today there are so many institutions around in Malaysia (.) so I think we have no choice but to treat the customer as special (.)	<u>treat</u> the customer as special	we need to understand
108-110	(.) the system must be friendly and staff MUST be friendly enough err (...) when it comes to err (.) err (...) when it comes to customer service (.)		must/MUST
110	(.) information provided must be accurate (.)		must
111-113	if you are not too sure about the information you're providing, always check with the relevant person in charge	<u>check</u> with the relevant person in charge	
122-124	when a phone call is coming in I think we need to observe our phone manners. (...) phone manners must be exercised here to ensure that they can create a good impression to the public.		we need to / must
124-125	<i>always</i> take time with customers' interests (...)	<u>take</u> time with customers' interests	
125-126	we must be able to provide general information and refer to relevant officer-in-charge		must
126-129	(...) try not to put the customer on hold because sometimes I also notice that we put customers on hold without any reason (...) when we put customers on hold we can be forgetful that the customer is there waiting for our answer	<u>try</u> not to	
129	also <i>never</i> ask the customer to call back	<u>never ask</u> the customer to call back	
131	don't ask customers to call back (...)	<u>don't</u> ask	
134-135	I think that we need to increase our turnaround time (..)		we <u>need to</u>

The excerpt serves to show the use of imperatives and modals as commands. There are numerous other examples found in this text.

Imperatives are used to command or instruct members on how to deal correctly with customers (students and parents). They are used as directives to direct correct behaviour or action. Firstly, there is reference to walk in customers and their needs, then there is reference to call-ins by customers requesting for information. The speaker directs the attention of the members on how to deal with customers properly. The use of imperatives is to direct members. Even though it seems commonsense, the speaker nevertheless lists the directives. Members are thus enjoined to appropriate this discourse of imperatives as something they must adhere to or follow.

The use of modals in lines 95, 97, 99, 100, 108, 110, 115 and 134 also emphasise the importance of treating the customer right. The speaker says in line 107-108; “I think we have no choice but to treat the customer as special (.) customer is changing”. The obligation to treat the customer right is due to stiff competition among private institutions of higher learning in Malaysia. The modal “need to” occurs frequently in the excerpt to stress an impassioned plea for members to make the effort to understand their role in marketing. Marketing is the responsibility of everyone, including the academics. It is not entirely dependent on the marketing department as seen in the discourse of marketisation.

The use of “*always*” and “*never*” (italicised in the excerpt) in “*always* take time” and “*never* ask the customer to call back” serve to emphasise that it must be done at all

times (one hundred percent of the time) without exception. They are strong commands and the speaker speaks with authority. It therefore does not allow for refute or rebuttal.

The use of directives is also seen in Text 9. The speaker in Text 9 (Excerpt 36) uses the modal “must” in “YOU MUST CHANGE (.) you must change with the times (.) with the circumstances (...)...” (line 52-53) and ‘have to’ in “you have to change” (line 55). These are strong commands and provide no alternative to members. It is an impassioned plea to change. He goes on further to say “... if you cease to change (...) if you REFUSE to change you will be staying where you are and you won’t move on (..) you won’t even have the chance to enjoy the fruits of change. (...)” He uses ‘if’ twice to emphasise the consequences of not changing – “... you will be staying where you are...”, “you won’t move on”, and “you won’t even have the chance to enjoy the fruits of change. (...)”.

The words “cease” and “refuse” are negative connotations implying that if one has stopped to change or rejects change, one would face eventual failure or even death.

Excerpt 36: Text 9: line 52-57

55	YOU MUST CHANGE (.) you must change with the times (.) with the circumstances (...) change your business environment in order for you to adapt to the new situations and to survive (..) <u>you</u> <u>have to change</u> (...) if you cease to change (...) if you <u>REFUSE to change</u> you will be staying where you are and <u>you won’t move on</u> (..) you won’t even have the chance to enjoy the fruits of change. (.) so that’s why I believe that I have to initiate this move
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In line 57, “that’s why I believe that I have to initiate this move ...” serves to illustrate that members are not positioned to make changes and so may not ‘move’ or ‘enjoy the fruits of change’, so the managing director has to set the course of action for the organisation. This shows direct control over members. Members are subjected to changes as the management sees fit. This is in line with Wodak’s (2001) definition of ideology, “to study ideology is to study the way in which meaning (symbolic forms) serves to establish and sustain relations of domination”. Since members are incapable of making changes, management has to step in and bring about changes.

In Text 2, ‘Communicating Change’, the speaker uses imperatives frequently to ‘share’ management tips with the members who comprised of heads of various departments and divisions in the organisation. This text is analysed in the section on ‘Discourse of Leadership’ as it is more appropriate. The speaker uses listing to list the guidelines for heads to effect change.

5.3.2 Summary

Discourse of imperatives as seen in the excerpts serves to stress not only the urgency of action, but also can be seen as exerting power over members to conform. It sets out to exhort managers and members of the organisation to take concrete action to expedite change initiatives. The directives reflect the use of power or authority to ‘direct’ actions that are deemed to be beneficial to the organisation. There is therefore an unequal relationship between the speakers and the organisational members. Wodak (2001) defines power as; “Power is about relations of difference,

and particularly about the effects of differences in social structures. The constant unity of language and other social matters ensures that language is entwined in social power in a number of ways: language indexes power, expresses power ...” (p. 11).

Thus, power is wielded through the discourse of imperatives to get organisational members to conform to what is expected of them and as what Wodak says; “Language provides a finely articulated vehicle for differences in power within hierarchical social structures” (p. 11).

5.4 Discourse of pain

Discourse of pain is also appropriated in the construction of ideology among organisational members. One of the ‘Sharing Sessions’ in particular, shows evidence of the use of discourse of pain. In Text 8, ‘Motivation’, the speaker draws upon discourse of pain to emphasise the inevitability and need for change.

5.4.1 Change as a painful process

Discourse of pain is appropriated in the context of change. Change is a process and is often associated with discomfort or pain. The speaker in Text 8 effectively appropriates discourse of pain in highlighting the need for change. He draws an analogy between the process of change and the painful process of change that eagles go through in order to live longer.

Use of analogy

Excerpt 37: Text 8: line 145-176

145	really wonderful (...) we've got to learn from the eagles (...) this is VERY VERY incredible (...) ok (...) so just now I was talking about attitude (...) we have to have the right attitude (...) the right mental attitude and we must learn from the eagles (...) the eagle has the longest life span of the bird species (.) they can live up to	this is
150	seventy years (...) they can live up to seventy years (...) incredible, isn't it? (..) but in order for the eagle to reach this age (.) seventy years (..) the eagle must make a very hard decision (...) a very hard decision (.) not an easy decision but a hard decision (.) to reach the age of seventy (...) so what happens? (...) in its forties its nails become very long and flexible (...) its talons become very long and it cannot grab its prey	
155	anymore (...) normally how does an eagle catch its prey? (.) they fly and then they go down and grab the prey (...) but when they are in their forties they cannot grab the prey and then their beaks are no longer sharp and it becomes bent (.) no longer sharp but becomes bent (...) this is when it's in its forties (...) even the feathers become thick and become glued to the body (...) because of that it becomes difficult to fly	
160	(...) so what happens? (...) the eagle is left with two options (.) two choices (...) one is to die (.) or to go through a <u>very painful process</u> (...) a process that takes one hundred and fifty days (...) how many months is that? (.) five months (...) so the eagle has to decide (...) it has to think (...) do I want to die or do I want to live? (...) if it chooses to live it goes through a painful process in a hundred and fifty days (...) the process	
165	requires that the eagle flies to a mountain top (...) it goes to a mountain top and there it knocks its beak against the rock until the beak cracks and breaks (...) the bent beak breaks (...) ok (...) then after that the beak grows back in a few months (.) then it will pull out its old nails (...) it will pull out the nails with its new beak (...) this is a very painful process (...) after some time the nails grow back (...) that is not the end	
170	of the process (...) with its new beak and new nails it uses its beak and nails to pull out its feathers which have become thick and glued to its body (...) it pulls out the feathers (...) the old, aged feathers (.) after five months (..) one hundred and fifty days the eagle takes its famous flight of rebirth and lives for another thirty years (...) err (...) another thirty years (.) what can we learn from this? (...) we learn about	
175	change (.) change is inevitable (.) it is necessary but sometimes we have to go through processes of pain (...) sometimes processes of change are painful	

The eagle has the longest life span among the species of birds. They can live up to seventy years, but in order to live that long, an eagle has to make a very difficult decision as the speaker reiterates, “in order for the eagle to reach this age (.) seventy years (..) the eagle must make a very hard decision (...) a very hard decision (.) not an easy decision but a hard decision (.) to reach the age of seventy (...)...”. At the age of forty, an eagle experiences changes such as the talons becoming long, the

beak becoming bent so that it cannot catch its prey as the speaker narrates, “(...) in its forties its nails become very long and flexible (...) its talons become very long and it cannot grab its prey anymore (...) normally how does an eagle catch its prey? (.) they fly and then they go down and grab the prey (...) but when they are in their forties they cannot grab the prey and then their beaks are no longer sharp and it becomes bent (.) no longer sharp but becomes bent (...) this is when it’s in its forties (....) even the feathers become thick and become glued to the body (...) because of that it becomes difficult to fly (...)”.

At this point, an eagle has two options, to die or to go through a “very painful process”. The process of change takes approximately one hundred and fifty days.

The eagle has to go through a process of rebirth or rejuvenation if it wishes to live. It has to first of all go to a mountain top and isolate itself for one hundred and fifty days (five months). The speaker explains the process of change the eagle undergoes (line 164-172). The eagle in undergoing this painful process lives another thirty years. It is a question of survival.

The speaker equates this process of change that an eagle goes through with that of an organisation, “what can we learn from this? (...) we learn about change (.) change is inevitable (.) it is necessary but sometimes we have to go through processes of pain (...) sometimes processes of change are painful (...)” (line 174-176). The speaker draws a parallelism between the processes of change that an eagle goes through to that of organisational change. Organisational change is often met with resistance, and is likely to give rise to misgivings, and discomfort but is necessary for survival.

Change is inevitable but necessary. It is often accompanied by pain, but the gain that one makes after that is indescribable. Thus, the speaker in using the discourse of pain shows the necessity and inevitability of change. After the process of pain, comes gain as in the maxim, ‘There is no gain without pain.’

Besides the use of analogy, the use of the present tense to express facts about eagles presupposes that it is the truth and therefore cannot be disputed. The statements of facts show a high level of speaker commitment. Members are positioned to think that although change is painful, it must be done. The speaker uses existential as well as value assumptions to inform and persuade the organisational members about change.

He draws the conclusion that “change is necessary for survival (.) just as in the case of the eagle (...)”. Although the process is painful, it cannot be avoided. He rationalises change as changing “for the better (...) we don’t change for bad (...) today is different from tomorrow (.) tomorrow should be better than today (...) so we got to change” (lines 177-178, Excerpt 38). Change is positive and not negative according to the speaker.

Excerpt 38: Text 8: line 175-180

175	sometimes we have to go through processes of pain (...) sometimes processes of change are painful (...) we change for the better (...) we don’t change for bad (...) today is different from tomorrow (.) tomorrow should be better than today (...) so we got to change(.) <u>change is</u> <u>inevitable</u> (...) change is necessary for survival (.) just as in the case of the
180	eagle (...)

The modal “have to” in “we have to go through processes of change” gives a sense of definiteness – there is no option. The use of the modal ‘should’ in “tomorrow should be better than today” is a presupposition that change would bring about a better tomorrow. The emphasis of the repetition “change is inevitable (....) change is necessary for survival” also lends weight to what the speaker shares with the audience and the use of present tense makes it factual.

5.4.2 Discomfort and awkwardness

Discourse of pain also involves feelings of discomfort and awkwardness. The speaker in Text 8 conducts an exercise with the organisational members to illustrate this point. He draws a parallelism as a rhetorical strategy to influence his audience.

Drawing a parallelism

The speaker in Text 8 conducts a simple exercise with the members (Excerpt 39). He requests those wearing watches to remove their watches and wear them on the hand that is not often used to wear a watch, “ (...) if you normally wear your watch on your right hand, change it to the left hand (....) if you wear it on your left hand (..) wear it on your right hand”. He then asks the members how they feel. Some of the responses are; “awkward, isn’t it? don’t like it? (...) not used to it”.

Excerpt 39: Text 8: line 190-208

190 change is not easy (...) I believe we all know that (...) right? (..) last week when I
 was talking to your colleagues (...) I asked them to do a very simple exercise (...) let's
 do it now (.) let's see all hands that are wearing watches (.....) ok (..) now I
 want you to change (...) if you normally wear your watch on your right hand, change
 it to the left hand (.....) if you wear it on your left hand (..) wear it on your right hand
 195 (...) do it now (...) tell me how it feels like. awkward, isn't it? don't like it? (...) not
 used to it? (..) these are all the responses (.....) [elicits responses from the audience]
 you say it's ok? (..) some more? gentleman at the back, how do you feel, sir? (...) do
 you feel comfortable? how many years have you been wearing your watch on that
 hand? (...) twenty years? wah! it's very simple (...) you've been wearing your watch
 200 on that same hand for twenty years (...) that is your comfort zone (.....) suddenly
 today I asked you to change (.) of course you feel uncomfortable, awkward (...) err
 (...) all those negative feelings (...) believe me it will only take one or two days to
 get used to it (...) that's the difficult part, the initial step (...) that's why in life when
 there's something new, something different people feel so sceptical (..) so negative
 205 (.....) these are things you hear when something new is introduced (...) why change?
 (..) we're ok so far (...) that's why some people can't move forward (.) because of
 that negative feeling, that thinking (...) no need lah! difficult! (..) let's do it like last
 time (..) we've survived so far etc. etc.

He then comments, “that is your comfort zone (.....) suddenly today I asked you to change (.) of course you feel uncomfortable, awkward (...) err (...) all those negative feelings (...)” (line 199-202). He assures the audience that the feelings of discomfort will last for just a few days after which it will become comfortable.

The speaker equates change to feelings of discomfort when change is initially implemented (line 203) “that's the difficult part, the initial step”. It is natural for people to feel sceptical and have negative feelings about change. He cites questions normally posed by sceptics or cynics “why change? (..) we're ok so far (...) that's why some people can't move forward (.) because of that negative feeling, that thinking (...) no need lah! difficult! (..) let's do it like last time (..) we've survived so far etc. etc.”. These examples of misgivings might possibly be what the

organisational members are having. By mentioning these he is in a way making members feel ashamed of themselves as being not open to embrace change. It makes them reflect on their own personal responses to change. The speaker's skilful use of language serves to influence members to change their mindsets about change.

By drawing the parallelism between the discomfort of wearing their watches on their wrists which they do not normally wear their watches on and the association with the discomfort of embracing change, the speaker effectively influences members to adopt a more open attitude towards change.

5.4.3 Summary

Appropriating the discourse of pain is an effective way to change the mindsets of organisational members. By equating pain to eventual gain or survival helps members to adopt a more positive mindset. The effective use of the analogy about eagles and the use of parallelism of the exercise on the wearing of wristwatches serve to concretise in the minds of members that although change is a painful process, it brings with it tremendous benefits. The feelings of pain or discomfort in the initial phase are transient. Members therefore are positioned to adopt this line of thinking and have to negotiate their negative thoughts and misgivings about change.

5.5 Discourse of involvement

Yet another discourse that is appropriated in the discourse of transformation is the discourse of involvement. Involvement denotes participation, contribution, association, interest and concern. All these meanings are conveyed to organisational members through the ‘Sharing Sessions’, articles and memoranda. Through the articles in the newsletters, members are continually reminded about the reality that the company is being faced with. The need for and the inevitability of change (refer to ‘Discourse of change’ in Section 6.2 in Chapter 6) is emphasised. Organisational members are encouraged to be involved in the discussions on the management structure of KCUC as well as the processes of change.

Discourse of involvement is effectively dealt with particularly in Text 9 on ‘Ownership’. The speaker starts the presentation by sharing facts about the impending end of concession with the government in 2011 after fifteen years. The company with its focus essentially in engineering has been awarded government projects to build and repair roads in Malaysia, conduct soil testing, propose landslide mitigation measures and other such projects for more than fifteen years. The speaker in addressing this fact shares his thoughts and the reasons as to why he has to “push the transformation process” ahead. The connotation of the word “push” is significant as the speaker is aware that not all the organisational members understand the need for change and may silently resist the change initiatives. So the word connotes control over members as they are in a subject position.

Excerpt 40: Text 9: line 7-11

10	I insisted that actually (xxx) sharing some of the thoughts that I have and the rationale why I want to push the transformation process and the err (...) err...it's not that I discourage the others but actively deliver my thinking across (.....) it's good that I deliver my thinking across that you understand the subject matter also
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The choice of words in line 10-11, "... it's good that I deliver my thinking across that you understand the subject matter also" suggests inclusiveness. He is allowing the members to be privy to his thoughts. In understanding the "subject matter" the speaker who is the Managing Director of the company wishes to make known the facts of the scenario so that all the organisational members know and take heed of the impending changes. Such inclusiveness can be seen as implicating unobtrusive control. Members will be persuaded to understand the stance the Managing Director is taking to effect changes for the profitability of the company as a whole.

In line 31 he says, "... we want you to come forward to be part of the change ...". He invites members to be involved in the change process. The word "forward" suggests contribution towards the company and can be seen as control. In coming forward and being part of the change, members are inculcated and encouraged to identify with the organisation. This strong identification with the organisation implicates unobtrusive control.

i. Use of pronouns

The use of the pronoun "everyone" and "every" single one used repeatedly in this text (Text 9) is one of inclusiveness. No one is exempted from getting involved in the

processes of change. One of the instances of the use of pronouns is shown in Excerpt 41. The repetition serves to stress that all members have to be involved.

Excerpt 41: Text 9: line 67-72

70	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. (.) so that's why (..) I believe that err (..) whatever you hear today I want you to pass down and practise to a very much lower level (.) level one, level two, level three, level four (...) get <u>every</u> single one of you (...) everyone of the staff involved. (.)
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ii. Use of examples

He gives the example of KCUC where “all the heads of the departments, Deans, VPs (.) all the senior lecturers” were involved in the transformation process in determining the management structure of KCUC (Excerpt 42).

Excerpt 42: Text 9: line 297-304

300	the sense of ownership can be developed through involvement (....) the word involvement is a powerful word (...) I need to get you involved (.) I <u>need you to be involved</u> in the decision process (...) that's why coming back to the KCUC transformation process (.....) before we develop the level one management team (.) we get all the heads of the departments, Deans, VPs (.) all the senior lecturers to get involved to come in (...) so we get you involved (...) we let you contribute your ideas (...) you may have different ideas (...) the last two weeks many people came up with many new different ideas (...)
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The sense of involvement gives rise to a sense of pride as “every single one” feels that she or he has been consulted. He gives further examples of events which promote the sense of involvement, “... the sharing sessions, sports, games, family day all those are involvement ...” (line 319).

Excerpt 43: Text 9: line 311-320

every single one of the staff within the school should get involved
in your management structure first (...) every single one in the school must contribute
to what is best for the structure of KCUC (...) so we respect your opinion (...) so
once you come up with the consensus (...) once there is consensus (...) consensus is
315 made then we develop with the involvement of every single one of you and practise
it what you feel (...) (xxx) betul tak? you tend to (...) this idea (...) you will feel
proud because you can say I've been consulted (...) that's why at the level two, three
and four transformation you must get involved (...) so involvement is a powerful tool
for the success of the company (...) the sharing sessions, sports, games, family day
320 all those are involvement (...) must get every single one of you involved (...)

He illustrates what involvement actually means by giving an example of a relationship between a boy and a girl (Excerpt 44). Just telling someone that you love him or her is not enough. One needs to demonstrate or show love by physical demonstration such as hugging or kissing. By doing so, the speaker says that the other party feels involved and understands that she or he is loved.

By extension, he equates this illustration to the sense of involvement that all members need to emulate. Involvement requires understanding and for understanding to take place there must be demonstration through action.

Excerpt 44: Text 9: line 324-332

just tell you like that you won't really understand (...) as an example you propose to
325 your girlfriend you tell her (...) the next time you tell your girlfriend you love her,
tell her I show you something (...) how to show you something (...) I hug you and
kiss you (...) so sorry this is the fasting month (...) just like to show the meaning of
this (..) so you must involve me then I'll understand (.) after you say "I love you"
then you hug and kiss (...) that is something to show, isn't it? (...) I propose to you
330 (...) I involve you (...) you can imagine the word involvement so that you can
understand the whole process (...) you have to get involved so that you can
understand the whole process

The speaker stresses in line 321-322; “ the importance of getting everyone to get involved in the transformation process ...”. The sense of involvement can raise the awareness level among organisational members and they would be easily persuaded to effect changes for the sake of the good of the organisation. In a nutshell:

- It is “involvement that leads to ownership (...)” (line 338)
- it is involvement that is “ a powerful tool” to ensure “success of the company” (line 318-319)
- involvement leads to a sense of ownership which in turn gives rise to a sense of belonging which in turn leads to better performance.
- and better performance spells profits for the company.

5.5.1 Summary

Discourse of involvement is appropriated in the discourse of transformation to persuade organisational members to be accountable to embrace change for the sake of the good of the company. It calls for members to be actively involved in the change processes of the company and to show interest and concern for the reality facing the company.

This is a paradigm shift in the way of thinking about how an organisation operates. It is attuned to a post-bureaucratic organisation (refer to Chapter 1, section 1.3.2 and Chapter 2, section 2.4) with its concomitant characteristics such as a team approach

to work, collaborative relationships, accountability, and empowerment of organisational members.

5.6 Chapter conclusion

The appropriation of the discourses of marketisation, imperatives, pain and involvement set out to do ideological work. Discourse of marketisation sets out to change mindsets that education has to be seen as a business enterprise and that all are to be involved in its marketisation. It is not the sole responsibility of the marketing division in the institution. Academic staff in particular hard-pressed as they are in delivering quality education has to wear the hat of a marketer as well. This notion is rather new to them. Management in the appropriation of discourse effectively sets up the logic that if they do not change their understanding, then the institution is doomed to failure. By implication, if the institution fails, then the livelihoods of the employees are at stake.

Discourse of imperatives serves to exert control over organisational members. Lists of 'dos' and 'don'ts' are replete. It is as if members need to be guided or taught to do the right thing in the execution of their responsibilities. This puts the employees in a subject position receiving orders or directives.

Discourse of pain serves to instil the idea that although change brings pain, it is worthwhile. Members are positioned to think that they need to endure pain and discomfort for the sake of the organisation. The analogy of the eagle which

undergoes a painful process of change in order to survive is a strong case to persuade members to embrace change.

Discourse of involvement sets out to persuade organisational members to involve themselves wholly in the organisation's plans for growth and expansion. It is yet another way to get members to comply with management's efforts to get dedicated, committed and devoted staff. Such devotion, dedication and commitment can lead to over identification with the organisation. This is the dark side of unobtrusive control as outlined in Chapter 3.

In conclusion, the discourses of marketisation, imperatives, pain, and involvement under the umbrella of the discourse of transformation serve to do ideological work in changing mindsets and work orientations of organisational members. They are used to garner support for the organisational change initiatives and persuade members to look upon them as sensemaking, rational, and reasonable and therefore commonsensical. The discourses set out to create an ideological commonsense. Fairclough (2001) defines ideological commonsense as "common sense in the service of sustaining unequal relations of power" (p. 70) and in establishing and consolidating solidarity relations among members of a particular social grouping. Ideologies are embedded in features of discourse which are taken for granted. In propagating this ideological commonsense, alternative worldviews or ways of thinking, being and acting are thus denied. In this way, the organisation is able to exercise unobtrusive control over its members.