UNRAVELING MANAGERIAL DISCOURSE IMPACT ON CIVIL SERVANT-EXAM CANDIDATE: CARTOGRAPHIC ANALYSIS OF MEMES IN CYBERSPACES

JANAÍNA ALVES MORE
UNIVERSIDADE POSITIVO (UP)

BIANCA GOMES LIMA DA ROCHA
TRIBUNAL DE JUSTIÇA DO ESTADO DO PARANÁ

LEONARDO TONON
UNIVERSIDADE TECNOLÓGICA FEDERAL DO PARANÁ (UTFPR)

UNRAVELING MANAGERIAL DISCOURSE IMPACT ON CIVIL SERVANT-EXAM CANDIDATE: CARTOGRAPHIC ANALYSIS OF MEMES IN CYBERSPACES

INTRODUCTION

Contemporary organizations benefit from workers' fear of not achieving their personal goals, and through psychic violence based on paradoxes (Gaulejac, 2007), they take advantage of the suffering and anguish generated by the fear of unemployment and precarious working conditions to occupy spaces in their personal lives, keeping them trapped in the bias of the capitalist logic of perpetual consumption (Bauman, 1999, 2007, 2008a, 2008b; Gaulejac, 2007; Rocha, 2019; Lipovetsky, 2004). It is in the context of Brazilian instability that fear can assume the mobilizing role (Bauman, 2008a) that follows the pursuit of a public job, where stability seems to lead to a "safe haven" (Rocha, 2019, p. 21). In addition to factors related to remuneration and benefits of being in a public position in Brazil, a new paradox emerges: dissatisfaction with solidifying in the public job leads civil servants who passed the competitive exams to seek new approvals in these exams since leaving the stability does not seem like a secure option (Rocha, 2019).

This is the central figure of this study: the civil servant who passed the competitive exams, of any gender, whose social stagnation drives the desire to study again and switch to another public agency: the civil servant-exam candidate (Rocha & Tonon, 2018; Rocha, 2019). This individual is a "child" of the contemporary world and is hyperlinked with the elements of Consumption, Liquidity, Instability, and Ideological Characteristics derived from Management Processes. Thus, these categories are reassessed when analyzed from the perspective of a specific subject, whose singularity is the privilege of job stability as well as a certain and fixed income, elements that place them in a privileged situation compared to most Brazilians. In this paradoxical context of stability and the pursuit of new approvals, a possible phenomenon arises, the instability of stability, analyzed here through the lens of managerialism, as elements of management used in educational organizations called preparatory courses for public service exams can exacerbate such tension, supported by the logic that defines them as business-schools, which prioritize capital over education (Laval, 2019; More, 2022).

Thus, the importance of this article lies in the tension fueled by mechanisms of managerialist management present in the discourses found in memes posted on the social media platforms of the investigated educational organizations. Methodologically, we have chosen to adopt the cartographic method of Deleuze and Guattari (1995) as it proves ideal for tracking the processuality necessary for this qualitative investigation. As contributions, we highlight the use of the cartographic method in cyberspaces to investigate the effects generated by the use of memes as a tool for propagating managerial discourse on the social media platforms of educational organizations called preparatory courses for public service exams.

The article is organized, in addition to this introduction, into three more parts. The second part presents the theoretical framework, which explores aspects of neoliberal influence on the formation of the contemporary individual and their subjectivity, as well as the framework that supports the research - instability, consumption, managerialist management, and liquidity - and the main theme: managerialist discourse converging with the tensions of civil servant-exam candidates. The third part, the methodological path, discusses the application of cartographic methodology in cyberspaces and the cartographic steps for data production. The fourth and final part, discussions and concluding remarks, synthesizes the findings, revealing ideological characteristics of managerialist management in the discourse disseminated in memes on the social media platforms of preparatory courses for public

service exams and in the subjectivity of civil servants who continue to seek new approvals in these exams.

THE REFERENTIAL PLOT: THE EPHEMERAL CONTEXT THAT BUILDS THE SUBJECTIVITY OF THE CIVIL SERVANT-EXAM CANDIDATE

The literature points out that the formation of the subject in the neoliberal context gives rise to an entrepreneurial subject targeted by organizational power (Arruda, Gemelli & Grisci, 2019; Klaus, 2017), which aligns their subjectivity with the activities they engage in, utilizing the sophistication of their means in pursuit of capitalist ends with full worker adherence (Dardot & Laval, 2016; Lipovetsky, 2004). They start working for the company as if they were working for themselves, enticed by a seductive and ambitious management (Dardot & Laval, 2016; Gaulejac, 2007). The neoliberal discourse uses fear as a psychological trap against the worker, who constantly feels at risk due to market instability (Gaulejac, 2007; Dardot & Laval, 2016). The worker embraces the neoliberal belief that progress can solve all problems and succumbs to the imperialist tool that imposes drastic changes on political subjectivation and ways of life in contemporary society (Dardot & Laval, 2016; Parker, 2002; Rolnik, 2006).

The contemporary subject is heavily influenced by the media, which sells the idea that happiness lies in the fulfillment of desires and must be relentlessly and constantly pursued (Bauman, 1999). However, this (false) freedom that enters the subject's imagination is nothing more than a certain freedom directed towards commodities (Dufour, 2005). The result is capitalism producing subjectivity not only in an ideological or signification transmission sense but also appropriating the mentality of consumer society, which seeks emancipation from any obstacles to the fulfillment of its desires for movement and consumption (Gaulejac, 2007). The intensification of consumption goes beyond physical products and reaches ideas such as lifestyles (Moreira, 2016; Tonon, 2014). In this way, the market seduces and mobilizes, nurturing unrealizable desires or desires that remain unfulfilled (Bauman, 2007). The subject seeks their happiness but becomes vulnerable to mechanisms of alienation (Gaulejac, 2007) that capture and fuel desires, while also managing anxieties (Gaulejac, 2007; Misoczky, Abdala, & Damboriarena, 2017). The working subject begins to assign new meaning to work, from the perspective of income, stability, and social status, leading to an incessant pursuit of a job that can meet their momentary contingencies.

Managerialism fuels capital and, inseparable and consolidated, it controls psychic instances, produces subjectivities, and appropriates them to exert increasing control over social life and production (Arruda et al., 2019). Anything that is external to capitalism ends up being incorporated by it, including education and public service exams (Fontainha et al., 2014; Laval, 2019; Lipovetsky & Serroy, 2015; More, 2022). The literature suggests that public service exams serve the market (Fontainha et al., 2014; Rocha, 2019) and that the pursuit of a public position is justified by the precariousness of private sector work, the economic crises that perpetuate social insecurity, and the valorization of public servants, driven by expectations of good remuneration and the meritocracy imaginary (Anjos & Mendes, 2015; Fontainha et al., 2016; Nogueira, 2015).

The managerialist ideology is propagated through discourse and acts to mobilize the subject's psyche and affect their lifestyles, capable of transcending the boundaries of the management field (Arruda et al., 2019; More, 2022; Numata, 2022). Memes are elements that amplify the reach and impact of discourse on social media platforms, as their visual and concise nature facilitates the assimilation and rapid transmission of information, encouraging active participation from the public (Shifman & Thelwall, 2022). Educational organizations

utilize this tool due to its inherent ability to attract the attention of their followers (Shifman & Thelwall, 2022).

Finally, the civil servant-exam candidate, a Brazilian public servant who has career stability and continues to study for new public service exams, believes that passing a new exam is a means of obtaining a better life (Rocha, 2019; Rocha & Tonon, 2018). Additionally, there are other factors that lead the civil servant to become an exam candidate again, such as suffering from work monotony, feelings of confinement, disconnection between their field of education and the function they perform, lack of career advancement prospects, and absence of a career plan (Costa & Mazzilli, 2001). The civil servant-exam candidate seeks movement but not at the expense of their stability.

THE CARTOGRAPHIC JOURNEY

The essence of cartography is movement. To follow movement is to create meanings in a more liberated experimentation that goes beyond limitations, rather than simply proposing the unveiling of findings: from *hodos* to *meta* (Passos et al., 2009; Rolnik, 2006). This research method is increasingly being refined as a possibility in studies on work (Scherer & Grisci, 2022), especially in Organizational Studies (Domingues & Saraiva, 2022). Being a methodology that delves into intensities, focusing on work and subjectivity (Scherer & Grisci, 2022), it is ideal for investigating the dynamics that amplify the tensions of civil servant-exam candidates, due to the processuality identified both in the studied field - cyberspace - and in the interchangeable, mutating, and multiple construction of subjectivity of individuals when observed in interactions on social media - as followers of Brazilian educational organizations specialized in public service exams (Margarites & Sperotto, 2011; Rocha, 2019).

Regarding cyberspace, traditional forms of study take on a new dynamic in relation to space, now without boundaries, and time, promoting instant encounters, all enhancing the emergence of new habits and places, as well as different languages and interactions (Margarites & Sperotto, 2011). Therefore, by mapping the Instagram social network of Brazilian educational organizations specialized in exams for entry into the public service and analyzing the managerialist discourse in their memes, this research aims to delve into the ability of social media to reach, impact, and influence individuals (Dobzon & Kenezevic, 2017), in this case, individuals who are stable in their employment, who continue to invest energy towards a new approval - their panacea - under the promise of improving their lives through a new stable public career.

To accomplish this, the production of research data occurred, initially, through the exploration of territories - cyberspaces. As cartographers, attentive to the signs and forces that permeate the field (Kastrup & Barros, 2015), we sought to understand the scenario of preparation for public service exams, the formation of groups on social media, the organization of discussions, and the characters involved. This moment, which is distinct from the actual data collection, but rather as the detection of signs (Passos et al., 2009), was divided into 5 moments that allude to the flight of an aircraft, as shown in Table 1 below:

Table 1
First moment of research data production

Moments	Cartographic gaze	Initial findings and preliminary observations
Taxiing	Observation of field construction: research from secondary sources (blogs, internet, articles)	Brazilian private educational organizations specializing in public service exams, structured as school-companies (Laval, 2019; More, 2022), have moved away from physical spaces equipped with classrooms, study areas, and libraries and transitioned to the computer network, which has allowed the expansion of these companies by connecting exam candidates and teachers from various locations. The

		online interaction among students has led to the creation of discussion groups.
Takeoff	Visiting the social media platforms Facebook and WhatsApp	Discussion groups exist on both social media platforms. The process begins with the request to join a Facebook group, as most of them are closed groups. Upon approval, the student gains access to multiple WhatsApp group links, which do not require approval for entry.
Overflight	Monitoring the discussions generated over the course of one month	There are voluntary discussions among Brazilian students in the groups, which reveal feelings of anguish, doubts, and fears related to the approval process. When the cartographers identified themselves as researchers on the topic, the students' conversation became mechanical, and they started providing direct and formal responses.
Landing	Analysis of the feasibility of conducting research on social media platforms	The chosen social media platforms have proven to be suitable for achieving the objectives of this research. We have identified tensions in the lives of Brazilian exam candidates, contradictions in their statements, and spontaneous discussions about their intimate feelings, such as fear, doubt, and insecurity. Additionally, we have observed the motivation provided by professionals dedicated to preparing for public service exams.
Deboarding	Facilitating reflective exercises and fostering engagement within groups	Grouping together all the findings from this first moment of research data production, we have identified rhizomatic characteristics in the social media networks that, as conceptualized by Deleuze and Guattari (1995), have no beginning or end. We prompted reflections in a WhatsApp group with 250 members, questioning if there were exam candidates present and if they would continue studying if they were approved in the public service exam that the group was named after. We observed the memes shared among the students and identified the pages of educational organizations specialized in public service exams as the creators of these memes.

Source: Research data (2023).

In the second moment, the data production of this research considered the Clues of the Cartography Method developed by the research group of Passos et al. (2015). Although the methodology does not allow for a fixed structure or rigidity, it is essential for the cartographers to have a well-defined focus (Deleuze & Guattari, 1995; Rolnik, 2006). From that point, it was possible to define four paths to be pursued in this research: 1) **Analysis**, through observation and active participation, of comments, discussions, and images (memes) on the platforms Facebook and WhatsApp (observing exam candidates) and Instagram (observing educational organizations specialized in public service exams); 2) **Understanding**, to grasp the value attributed by the exam candidates to the Brazilian public service, observing signs of fluidity, instability, consumption, and managerial ideology in their comments; 3) **Provocation**, through discussions within the chosen social media groups, aiming to reveal the impact that the ideas propagated by the educational organizations specialized in public service exams and the aspects present in the neoliberal society have on the desire for a new approval; 4) **Questioning**, to complement the previous three paths, the administration of a semi-open questionnaire, made available on social media, which received two hundred and sixteen responses.

CARTOGRAPHING: FROM OVERFLIGHT TO MAP CONSTRUCTION

Narratives on social media: The seduction of approval

The cartographic journey revealed, within the ephemeral context of pursuing a new approval in a Brazilian public service exam, how students, whether already in public service

or not, are subjected by educational organizations in this field (Luiz & Silva, 2008; Rocha, 2019). There are seduction mechanisms towards approval, in which students are exposed to a high amount of information in cyberspaces through memes, which have a wide reach and influence on the target audience's thinking (Deus et al., 2022; Dobzon & Kenezevic, 2017). Since the exam preparation environment plays a role in the formation of subjectivity (Luiz & Silva, 2008), the publications, which carry financial, family, leisure, and career appeals, clearly convey the idea of seduction surrounding approval in a public service exam. These publications demonstrate how students immersed in the cyberspaces of educational organizations specialized in public service exams receive stimuli that lead to effects converging towards the seduction of success in these exams (Rocha, 2019).

According to current literature (Chawki & Doring, 2022; Chen, 2020; Shifman & Thelwall, 2022), memes have the ability to construct online identities, where users can share memes that express their interests, values, beliefs, and reinforce a sense of belonging to a specific community, in this case, the community of students preparing for public service exams. In Tables 2, 3, 4 and 5, we present schematically some memes (figure 01, 02, 03 and 04) published by educational organizations specialized in public service exams, along with image and content descriptions, follower comments, and the analysis by the cartographers. The aim is to reveal the type of content that exam candidates receive daily when connected to the social media platforms of these educational organizations.

Figure 01
The meme 01 illustrates the contrast between ideas of monetary scarcity and financial prosperity.

Source: Research data (2023).

Table 2
Meme 01 used by specialized educational organizations in public service exams on their social media platforms

Content and description	Followers' Comments	Cartographers' Analysis
The statements "what I have as a concurseiro" and "what I will have when I am appointed" are complemented by the images of a hand holding coins and a globe in the palm of hands, respectively.	"Money isn't the point, it's about the life I want to have"; "It brought tears to my eyes!"; "That's what dreams are all about, huh?"; "From trash to luxury."	The opposition between the ideas of monetary scarcity (few coins in hand) and financial prosperity (the globe in hands) suggests that approval in a public competition will bring grandeur, such as prosperity, power, success, and consumption. The content of these memes revolves around financial, familial, and career-related appeals, enticing students to pursue success in public exam competitions.

Source: Research data (2023).

Figure 02

The meme 02 represents the allure of increased purchasing power

Quando você é servidor(a) público e alguém diz: débito ou crédito?

Você: Débito.

Curtido por **profandersonferreira** e outras 2.603 pessoas

direcaoconcursos Que isso aconteça ainda em 2019. Se você profetiza, deixa o seu like!

#motivacaonosestudos

Source: Research data (2023).

Table 3

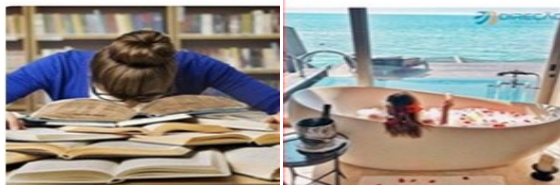*Meme 02 used by specialized educational organizations in public service exams on their social media platforms*

Content and description	Followers' Comments	Cartographers' Analysis
The statement "when you are a public servant and someone asks: debit or credit? You: debit" is reinforced by the image of a Lulu Pomeranian dog wearing designer glasses and a scarf in a luxurious setting.	"I'm already a public servant (thank God), but I aspire to higher-paying positions"; "I dream about that moment (laughs)"; "(Laughs) I can't wait to say that (laughs)"; "I believe it."	The meme represents luxury, wealth, and the power of consumption that the (new) appointment will bring to the public servant. There is a significant emphasis on the concept that approval is the path to consumption, evidenced by the idea of increased purchasing power on display (debit). In a financial appeal, the concept is associated with the glamorous image of a purebred dog. The comments from followers reflect their emotional engagement with the meme. They express sentiments of aspiration, emotional connection, and anticipation for the depicted outcomes. These comments illustrate the significance of the portrayed desires and their resonance with the followers' aspirations.

Source: Research data (2023).

Figure 03

The meme 03 represents the idea that sacrifice will be rewarded

EU NO CARNAVAL DE 2019 | **EU NO CARNAVAL DE 2020**

2.167 curtidas

direcaoconcursos Quem concorda levanta a mão 👆

#motivacaonosestudos

Source: Research data (2023).

Table 4
Meme 03 used by specialized educational organizations in public service exams on their social media platforms

Content and description	Followers' Comments	Cartographers' Analysis
The meme presents two paradoxical images: a woman immersed in a pile of books during Carnival 2019, and the same woman relaxing and enjoying a beautiful view in a foam-filled bathtub, drinking champagne during Carnival 2020.	"I've been in the 2019 carnival since 2016"; "Just like last year"; "Never giving up"; "It's the same thing every year"; "This is my 4th carnival like this."	The text conveys the fundamental idea that the sacrifices made by the students will be rewarded with approval. This idea is reinforced by the hashtag "study while they sleep" used by the educational organization. The icons within the meme allude to the increased purchasing power provided by the future approval. The cartographers' analysis highlights the psychological impact of these memes on students. They demonstrate the alignment between the desires portrayed in the memes and the students' own aspirations. The meme serve as motivational tools that fuel determination and reinforce the belief in the transformative power of achieving success in public competitions.

Source: Research data (2023).

Figure 04
The meme 04 and the hope

Ela perdeu a mãe, a filha, o marido, o pai, foi demitida, morou de favor na casa de uma amiga, estudou apenas pelo celular e foi aprovada em 1° lugar na SEDF!

GRAN

Concurseira   Concursada

Curtido por iamhenriqueluizz e **outras pessoas**

grancursosonline Esta é a história de uma guerreira! Ela perdeu a mãe, a filha, o marido, o pai, foi demitida, morou de favor na casa de uma amiga, estudou apenas pelo celular e foi aprovada em 1° lugar na SEDF.

Table 5
Meme 04 used by specialized educational organizations in public service exams on their social media platforms

Content and description	Followers' Comments	Cartographers' Analysis

The meme features a lengthy verbal text: "She lost her mother, daughter, husband, father, was fired, stayed at a friend's house, studied only using her cellphone, and got ranked first in the SEDF!". The accompanying images depict a concurseira woman studying solely with her cellphone and, in parallel, the same woman as a successful candidate, now a teacher in a classroom. The phrase "everyone can do it" is written on the chalkboard.	"We have to stop looking for excuses and take action!" "I realize that we don't have obstacles, it's about doing what needs to be done!" "We are a reflection of our efforts.'Difficulty builds character', I really believe in that phrase." "The definitions of 'warrior' have been updated." "She had every reason to give up."	The persuasive text of this meme nurtures in students the hope that "everyone can," emphasizing the notion that any difficulties the student faces in achieving their goals are mere excuses, as illustrated by the case of the woman, now a public servant, exploited for persuasion, revealing extreme pains such as the loss of a daughter, which did not prevent her from continuing to study and achieving approval. The comments from followers and the analysis conducted by the cartographers demonstrate the influence of these memes in shaping the students mindset and fostering a sense of purpose and determination in their pursuit of success. The meme effectively create a sense of community among the followers, as they relate to and share similar aspirations and experiences.

Source: Research data (2023).

It should be emphasized that, according to Chen (2020), memes can shape attitudes and perceptions towards activities, such as leisure, as well as influence their choice and how they are experienced. Therefore, the selection of everyday activities related to consumption and leisure in the creation of memes by the educational organizations investigated in this research, still based on Chen's study (2020), has the ability to create a shared culture, such as the idea that the preparatory process for studying for a public exam should be prioritized over fun and rest. This contributes to the construction of a collective cultural memory (Peck, 2020), in which the exam candidate is the one who sacrifices in the present in order to achieve success in the future and, through discourse, mobilizes more people to join preparatory courses and embrace the lifestyle of an exam candidate, which involves sacrifice (Tonon, 2014; Moreira, 2016).

Throughout the cartography process, we were also exposed to the seductive messages from educational organizations specialized in public exams, and through the dynamic nature of this methodology, we were able to direct our attention to the invitation sent to our personal mobile phone: "It's not just about the R$7,000, it's about family, those long-awaited trips, it's about providing better conditions for professional growth, helping others... there are so many reasons! I want to remind you that TODAY is the last day to get the complete material for TJPR at a friendly price!" The message, with its financial, family, and even leisure and career appeals, clearly embodies the seductive idea surrounding the approval in a public exam (Rocha, 2019), and it demonstrates how students immersed in the cyberspace of these specialized educational organizations receive stimuli that have "the power to contribute to seduction" towards exam success. But what do the exam candidates themselves have to say?

The struggles and challenges faced by exam candidates

After the stage of the cartographic process, which involved immersions in observing behaviors and thoughts that linguistically manifested themselves in the cyberspaces of the selected social networks in this research, and compelled by the logic of multiplicity, alterity, and necessary mobility for the cartographic journey (Scherer & Grisci, 2022), the collected evidence throughout the process served to develop a semi-structured questionnaire divided

into four sections: socioeconomic, with seven questions regarding the respondents' profile; student-related, consisting of four questions to clarify the participants' relationship with the exams; type of connection, serving as a questionnaire filter; and finally, the Civil Servant-Exam Candidate section, containing thirteen questions formulated based on the conducted theoretical discussion, leading the research to its final conclusions.

The questionnaire, administered via Google Forms, preserved the names and data of all participants. It was shared on social networks between May 27th and June 5th, 2019, and was circulated among students, teachers, researchers, and journalists. We obtained 216 responses, of which 44 were from Civil Servant-Exam Candidates: the majority consisted of women (32), unmarried (26), from the state of Paraná (10), holding positions at the middle level (27), competing for general vacancies (30), studying for a single career (29), with postgraduate education (23), aged between 30 and 39 (23), and with a monthly income between R$ 4,000.00 and R$ 7,000.00 (30%). The data were systematized through the dynamic approximation found in the responses.

Initially, we sought to understand why the Civil Servant-Exam Candidates participating in the research started studying for public exams and why they continue to pursue a career in the public sector, despite wanting to change jobs, positions, or careers. Stability, or rather job security, was revealed as the primary motive for their persistence, appearing with greater frequency among the obtained responses. As indicated by Oliveira et al. (2021), stability holds more positive than negative factors, such as security, and is heavily emphasized by educational organizations in their memes. Additionally, some issues encountered in the private sector were highlighted, such as age discrimination, hiring through connections, unemployment, job interviews, salary instability, the need for experience, low wages, fewer benefits, and a lack of quality of life. These aspects, often depicted in memes on social networks, align with the results of Pereira, Santos, Orellana, and Aragón's research (2022), which shows that young people, due to their limited experience and shorter study periods, are the most affected by the current Brazilian economic recession. In this way, territoriality, through stability, becomes a means to distance oneself from the uncertainties of the liquid-modern context and its threats (Bauman, 1999; 2007).

Furthermore, we discussed the reasons for seeking new approvals, with "position," "career," and "remuneration" being the most frequently mentioned aspects by the Civil Servant-Exam Candidates. These desires reflect their main aspirations, aiming for better positions, careers, and the opportunity to work in their preferred fields. Behind these aspirations, the respondents expressed a search for personal satisfaction, including the need for increased salaries, assuming more managerial responsibilities, receiving remuneration commensurate with their level of education, and achieving higher-level positions. Others expressed dissatisfaction with their current organization/position, citing dislike for the position and/or the work environment, lack of career development opportunities within the organization, and dissatisfaction with their field of work. This argument is reinforced by the notion that contemporary society perpetuates dissatisfaction (Bauman, 2007), a concept that can be explored through a meme like the one about a purebred dog (meme 02).

When asked about the potential impact of a new job approval on their lives, the majority mentioned "quality of life." They believed that their financial situation would improve, allowing them to support their family (parents and children) and feel more secure in their future planning. This aligns with meme 01, about having the world in their hands, and meme 03, portraying the ability to plan for future events like Carnival. In line with these perspectives, one of the observed educational organizations shared a meme stating: "Study to improve your life and the lives of those you love. Love will motivate you more than anything!" Additionally, a considerable number of respondents expressed a desire to relocate to be closer to their family and friends.

Regarding how the Civil Servant-Exam Candidates managed their time for preparation, the responses highlighted the following aspects: "schedules," "time," "work," "planning," "activities," "leisure," and "family." These responses revealed that the respondents prioritize certain moments at the expense of others, as "the pursuit of 'more and more' leads them to renounce the joy of the present moments" (Gaulejac, 2007, p. 240). According to the interviewees, they could establish schedules with well-defined timetables, allocate fixed study hours, and maintain a routine.

Many indicated utilizing all their free time for studying, without engaging in any other activities, as they believed that preparing for exams demanded a significant amount of time and attention. This belief is reinforced by memes shared among students on WhatsApp, such as "How can I work, study, watch video lessons, stay fit, be social, take care of the house... and still get 8 hours of sleep each night?" and "Behind dreams are sacrifices that people don't know about!"

Thus, we asked whether the Civil Servant-Exam Candidates were sacrificing anything in their pursuit of approval. The responses indicated that "leisure," followed by "time" and "family," were the aspects most frequently mentioned. Due to the need to balance studies with their public-sector jobs, leisure time becomes scarce, leading to the sacrifice of activities such as celebrating Carnival (meme 03). Many respondents acknowledged that it was a requirement of their preparation, particularly when the exam date approaches. They believed that they could have spent these study hours on more enjoyable activities, such as hobbies, courses, music, art, ceramics, movies, series, and physical exercise. However, as another meme shared on WhatsApp by students suggests, they believe in the future outcome: "I will still laugh at all of this, with stability and money in my pocket!" Meanwhile, desires are put on hold, such as living abroad, spending more time with family, getting more sleep, and attending parties, reinforcing the ideological notion that shapes their lifestyles into a here-and-now perspective, often distant from the hedonistic possibilities projected into the future, such as the next Carnival.

Given the above, we asked whether working in the private sector was not an option. We inquired about the differences between a public servant and a person working in the private sector who perform the same activities. The responses varied, but the most frequently mentioned justifications were "remuneration," "insecurity," "stability," "pressure," and "salary." The questionnaire revealed significant salary discrepancies, with public sector salaries generally being higher. In the public sector, there is also greater autonomy, flexibility, and recognition, whereas the private sector is associated with more pressure, insecurity, harassment, precariousness, interference, and limited freedom of action.

Regarding this theme, we asked if the respondents would accept a job offer from a private company that offered everything that motivates them to continue studying for approval in public exams. Only 15% categorically stated that they would resign from their public-sector jobs to accept a position in the private sector. The prominent reason behind this number was "stability," which appeared once again as a justification. Among those who would accept a private sector position, some responded that stability is the only advantage of the public sector, while others believed that stability does not guarantee a good job. As for those who would not accept, their justifications were based on fear of unemployment, insecurity, economic crises in Brazil, instability, fluctuating job opportunities, and the uncertainties characteristic of this insecure society (Bauman, 2007). A significant majority (86.36%) responded that external factors would influence their decision to seek new approval. This is because, as with the previous question, the economic crisis, which is always present in Brazilian society, again emerged as a crucial factor influencing the choice to remain in the public sector.

We asked in what ways the respondents' current jobs impacted their lifestyles. The responses varied in this aspect, but they revealed that Brazilian civil servants have the privilege of being able to organize their lives due to the guaranteed income at the end of each month, which enables them to experience pleasure and a good quality of life. Thus, public employment is associated with financial security through guaranteed income and stability, enabling them to pay monthly bills and fulfill desires such as owning a home. Additionally, many respondents mentioned that their salaries allow them to invest in more study materials, highlighting certain circularity in the reinforcement between working and consuming to continue studying.

Finally, we asked about the impact of a new approval on their lifestyles, and the majority responded "quality of life." It became clear that the Civil Servant-Exam Candidates place their happiness in the future outcome, in the future approval, believing that it will allow them to spend more time with family, pursue hobbies, engage in more leisure activities and travel, have children, buy a house, have more career growth opportunities, work shorter hours closer to home. In other words, they project onto the next approval the chance to achieve all their personal and professional aspirations. It is evident that contemporaneity is fluid, and desire remains seductive until it is achieved/discard. However, even when achieved, it is often replaced by something new that is useful for maintaining control under capitalism (Bauman, 2007; Dufour, 2005).

EXPLORING REFLETIVE POSSIBILITIES: MATERIALIZING THE CARTOGRAPHIC MAP IN CYBERESPACES

The process of cartography involves more than just exploring and observing. It also requires engaging in discussions and considering reflective possibilities. Through the cartographic approach, we engage in a comprehensive exploration of diverse perspectives, interpreting data and constructing meaning. Throughout the methodological journey, the impact of the managerialist discourse propagated by educational organizations on their social media platforms became evident, specifically ingraining in the minds of exam candidates the belief that achieving a new approval will bring them satisfaction and happiness, resolving their problems and anxieties. This discourse proved to be strongly interconnected with the elements of Consumption, Fluidity, Instability, and Ideological Characteristics derived from Management Processes. Within it, a movement composed of various social threads was observed, propelling and reinforcing the imagination of these individuals who are employed in stable positions that public sector approval is a liberating force from tensions and anxieties exacerbated by consumer society, revealing how fluidity drives change. This intensifies the feeling of dissatisfaction, provokes new desires, and fuels frantic searches for promises that are not always feasible (Bauman, 2007), such as happiness through approval.

Instability emerges in the discourse of exam candidates when two paradoxical aspects are highlighted: the fear of job instability, which leads them to remain in the public service, and the fear of career stagnation, of having their societal impetus restricted, prompting the need for a new approval to change position/organization. This is because mobility is perceived as a requirement in a society oriented towards the ephemeral, intense, where lifestyles do not allow for solidification but rather flexibility (Gaulejac, 2007; Lipovetsky, 2004). Consequently, the need for movement aligns with desires for consumption, as there is the belief that a new approval will lead to increased purchasing power. "The result is the production of subjectivities by capitalism, through ideologies that employ machinic systems capable of connecting consumption to a managerial logic" (Rocha, 2019, p. 177).

Another point observed was the dynamics of contemporary Brazilian society as a factor that directly impacts exam candidates, who find themselves held hostage by their

stability. In this regard, fluidity feeds their frustrations and fears while simultaneously fueling their desire for change and increased consumption, as it is a vocation (Bauman, 2008b). On the other hand, the private sector is not an option, as the high instability inherent in capitalism torments those who value stability in their public sector careers and the security of planning their lives. Moreover, the idea of occupying a private position evokes distress due to the ideology present in managerialist management and the belief in less autonomy, more pressure, unemployment, precarious employment, and harassment.

Managerialist management was also identified in the preparation for exams, where the discourse of educational organizations encourages result-oriented control, the pursuit of efficiency, and instills belief in the effectiveness of specialized educational organizations for public sector exams. This occurs because the rationality embedded in managerialism leads to the reproduction of market logic in all dimensions of life (Misoczky et al., 2017). Furthermore, the discourse of these educational organizations is laden with techniques capable of seducing, docilizing, capturing ambitions, and fueling desires. There is a concerted effort in service of capital, where "the individual's imagination becomes the main object of management" (Gaulejac, 2007, p. 125). For this reason, the possibility of consuming more is sold alongside the dream of (new) approval, in exchange for greater profits from the sales of preparatory courses, coaching services, and the production of lifestyle models aligned with management.

The processuality revealed that the tensions identified converge the core of our research (instability, fluidity, consumption, and managerialist management) into a set of techniques to seduce and docilize students and to achieve greater profits from the sales of preparatory courses. They use aspects related to remuneration (meme 01), overcoming challenges (meme 04), stability, family, and professional growth in their discourses, primarily through memes, to create an ideal of unshakable happiness following approval. False needs (meme 02) are created and legitimized by the conformity and consumer passivity (Lipovetsky, 2004) of those exposed to such content (meme 03).

Thus, the research findings are relevant to the proposed discussion and reveal the main characteristics: 1) Present a set of beliefs and thoughts that approval is a panacea, the solution to all problems, strengthened by instruments and procedures typical of managerialist management that disguise a power play in service of capital. 2) Reveal a pursuit of legitimization through the discourse of specialized educational organizations for public sector exams, claiming the presence of meritocracy in these exams, the importance of stability in an economically, financially, and socially fluid society for both a secure life and mental health, and the idea that approval symbolizes a social, cultural, and economic ascent that propels the student to the level of economic and intellectual elite. 3) Show the adoption of a productive and instrumental lifestyle by students, now managers of themselves, in relation to study time, consumed materials, the number of exams registered for, and tools capable of maximizing their performance. 4) Highlight the stimulation to transform all free time into useful and productive time, at the expense of leisure, fraternal interactions, and rest, supported by a belief in becoming, placing everything below approval in terms of priority, including life and death. 5) Emphasize the maximization of consumer desires instigated by contemporary society, which believes it is a requirement for achieving happiness and personal fulfillment. 6) Expose the mobilization of individuals towards consensus and the naturalization that any means and actions employed in the pursuit of approval are valid and guarantee some form of power. 7) Highlight the search for social acceptance and recognition from close individuals: friends, family, and peers.

Thus, the managerialist discourse adopted by specialized educational organizations for public sector exams legitimizes the belief that being a civil servant is the key to achieving stability in an unstable society, acquiring purchasing power in a capitalist society that

constantly generates new desires, and attaining complete happiness in a fluid society where the concept of happiness is reinvented at every moment (Lipovetsky, 2004). Through these ideas, exam candidates become trapped in their stability, sacrificing moments of pleasure, rest, and family interactions in pursuit of yet another approval that can enhance what they already have due to their privilege of being civil servants: money and consumption. Approval thus becomes a desired and desirable commodity (Bauman, 2008b).

This collection of findings prompts us to consider the existence of a possible ideology behind the revealed characteristics in this field. Ideology is closely linked to power and domination, influencing how individuals perceive themselves, others, and the world around them (Gaulejac, 2007). This ideology, which we can refer to as the ideology of approval, should be investigated in future studies as a driving mechanism behind the tireless pursuit of approval—even if it means sacrificing leisure time with family, making more sacrifices, and having fewer interactions with people outside of social media or study groups. As Gaulejac (2007) asserts, ideologies are socially constructed and function as devices that mask the contradictions and inequalities present in society. Additionally, according to the author, individuals are shaped by ideological discourses, which can influence identities, behaviors, and interpersonal relationships (Gaulejac, 2007), as demonstrated throughout this article.

It is worth noting that the main limitation encountered in the research occurred when the researchers revealed themselves as cartographers in the field. The subjects being investigated, when aware of their participation in the research, lost their naturalness and exhibited a lower level of abstraction. On the other hand, the novelty of the connection between the core of the research (instability, fluidity, consumption, and managerialist management) and the exam candidate who experiences the tensions of contemporary society invites further research in this rich field of experiences and insights, which unveils ideational elements that have been relatively underexplored, such as the potential existence of the ideology of approval. Furthermore, the cyberspaces, which served as a convergence point for exam candidates' reflections, discussions, and diverse exchanges, were utilized by the cartographers to gather clues that reinforced these characteristics. Indeed, it was possible to reinforce the potential use of cartographic methodology in the field of organizational studies and contribute to this research field, enabling a deeper exploration of the processuality of social phenomena. More specifically, as a contribution to the field of organizational studies, this article offers critical insights into the topics of subjectivation, managerialist discourse, contemporary tensions, and cartographic methodology. These insights have the potential to enrich academic discourse, provide a foundation for further research, and stimulate reflective thinking in the field.

Specifically, the article contributes to the following areas: 1) Understanding processes of subjectivation: Through an analysis of the formation of subjectivity among students engaged in public service exam preparation, the article unveils the influence of managerialist discourses and practices on their subjectivity. This contributes to a deeper understanding of subjectivation processes within the organizational context. 2) Critical analysis of managerialist discourse: By examining the impact of managerialist discourse in educational organizations and exam preparation, the article offers a critical evaluation of these practices and ideologies. This contributes to a broader reflection on the consequences and implications of managerialist discourse in the organizational field. 3) Exploration of contemporary tensions: The article sheds light on the tensions experienced by students in a contemporary context, such as the pursuit of stability, the pressure for consumption, and the relentless pursuit of exam approval. This provides valuable insights into the social, economic, and cultural dynamics prevalent in organizations and society at large. 4) Cartographic methodology: The discussion on the application of cartographic methodology in organizational research demonstrates its potential for understanding complex and processual

phenomena within the field of organizational studies. This may inspire other researchers to explore innovative and collaborative methodological approaches, such as the utilization of cartography in cyberspaces, which was demonstrated in this research.

REFERENCES

Arruda, J. R., Gemelli, C. E., & Grisci, C. L. I. (2019). Ideologia gerencialista, gerenciamento familiar e a proliferação do ensino de programação para crianças e adolescentes. Revista de ciências da Administração, 21(54), 161-173.

Bauman, Z. (2008a). *A sociedade individualizada*. Tradução: José Gradel – Rio de Janeiro: Jorge Zahar Ed.

Bauman, Z. (2008b). *Vida para consumo*. Rio de Janeiro, Jorge Zahar Ed.

Bauman, Z. (2007). *Vida líquida*. Rio de Janeiro: Jorge Zahar Ed.

Bauman, Z. (1999). *Globalização*: as consequências humanas. Rio de Janeiro, Jorge Zahar Ed.

Chawki, Y., & Döring, A. K. (2022). Memes Speak Louder Than Words: Political Memes as Rhetorical Devices on Social Media. *Communication Research and Practice*, 8(1), 80-97.

Costa, S. G., & Mazzilli, C. P. (2001). Programa de demissões voluntárias: uma alternativa ao sofrimento do servidor público? *Revista Eletrônica de Administração*, 7(5).

Dardot, P., & Laval, C.. (2016). *A nova razão do mundo*. São Paulo: Boitempo.

Deleuze, G., & Guattari, F. (1995). *Mil Platôs – capitalismo e esquizofrenia. 3*. Rio de Janeiro: Editora 34 LTDA.

Deus, E. P., Campos, R. D., & Rocha, A. R. (2022). Memes as shortcut to consumer culture: a methodological approach to covert collective ideologies. *Revista de Administração Contemporânea*, 26(4).

Domingues, F. F.; & Saraiva, L. A. S. (2022, maio). Cartografia e Teoria dos Afetos: Um Caminho para os Estudos Organizacionais. In *Anais do 11o Encontro de estudos organizacionais da ANPAD, On-line*.

Dobson, K., & Knezevic, I. (2017). Liking and Sharing'the stigmatization of poverty and social welfare: Representations of poverty and welfare through Internet memes on social media. *tripleC: Communication, Capitalism & Critique.* Open Access Journal for a Global Sustainable Information Society, 15(2), 777-795.

Dufour, D. (2005, abril). O homem neoliberal: da redução das cabeças à mudança dos corpos. *Le Monde Diplomatique Brasil*.

Fontainha, F. de C., Geraldo, P. H. B., Veronese, A., Alves, C. S., Figueiredo, B. H. F. R. de C., & Waldburger, J. (2014). *Processos seletivos para a contratação de*

servidores públicos. Brasil, o país dos concursos? FGV, Rio de Janeiro, Brasil.

Gaulejac, V. de. (2007). *Gestão como doença social*. Aparecida-SP: Ideia e Letras.

Kastrup, V., & Barros, R. B. (2015). Pista 4 - movimentos-funções do dispositivo na prática da cartografia. In E. Passos, V. Kastrup, & L. Escóssia (Orgs.), Pistas do método da cartografia: Pesquisa-intervenção e produção de subjetividade. 76-91. Sulina.

Laval, C. (2019). *A escola não é uma empresa*. Boitempo. 1 ed. São Paulo, Brasil.

Lipovetsky, G. (2004). *Os tempos hipermodernos*. São Paulo. Editora Barcarolla.

Lipovetsky, G., & Serroy, J. (2015). *A estetização do mundo*. 1 ed. São Paulo: Companhia das Letras.

Misoczky, M. C., Abdala, P. R. Z., & Damboriarena, L. (2017). A trajetória ininterrupta da reforma de Estado no Brasil: Continuidades nos marcos do neoliberalismo e do gerencialismo. *Administração Pública e Gestão Social*, 9(3), 184 – 198.

More, J. A. (2022). *Discurso gerencialista como promotor da normalização das relações de poder na empresa-escola*. (Dissertação de Mestrado). Universidade Tecnológica Federal do Paraná, Curitiba, Brasil.

Moreira, A. V. (2016). *O novo espírito do serviço público em Brasília*: O trabalho estranhado e a vocação para o consumo. (Dissertação de Mestrado). Universidade de Brasília, Brasil.

Nogueira, B. O. S. P. (2015). *Concurseiros:* motivos e métodos para ingressar no serviço público. (Dissertação de Mestrado). Universidade de Brasília, Brasília, Brasil.

Numata, L. do N. (2022). Subjetividade e gestão gerencialista: a trajetória da (re)produção da subjetividade gerencialista no modo de vida de jovens profissionais da administração. (Dissertação de Mestrado). Universidade Tecnológica Federal do Paraná, Curitiba, Brasil.

Parker, M. (2002). *Against management*: Polity.

Passos, E., et al. (2015). *Pistas do método da cartografia*. Porto Alegre: Sulina, 17 – 31.

Peck, J. L. (2020). Memes and the Co-Construction of Collective Cultural Memory: Insights from 'This is Fine'. In *Proceedings of the International Conference on Communities and Technologies*, 73-82.

Pereira, N. T., Orellana, V. D. S. Q., & Aragón, J. A. O. (2022). Duração do desemprego do jovem brasileiro. *Revista Brasileira De Economia*, 76(3), 396 - 423.

Rolnik, S. (2006). *Cartografia sentimental.* Porto Alegre: Sulina, Editora da UFRGS.

Rocha, B. G. L., & Tonon, L. (2018, agosto). As tensões vivenciadas por concursados-concurseiros no contemporâneo mundo consumista: ensaio teórico à luz da gestão gerencialista. *Anais do 5o Congresso Brasileiro de Estudos Organizacionais*, Curitiba, PR.

Rocha, B. G. L. (2019). *Entre o sofrimento e o (in)cansável movimento*: as tensões vivenciadas por concursados-concurseiros à luz da contemporaneidade e da gestão gerencialista. (Dissertação de Mestrado). Universidade Tecnológica Federal do Paraná, Curitiba, Brasil.

Scherer, L. A., & Grisci, C. L. I. (2022). Cartografia como Método de Pesquisa para Estudos de Trabalho e Subjetividade. *Revista de Administração Contemporânea*, 26.

Shifman, L., & Thelwall, M. (2022). Memes and Discourse: Definitions, Uses, and Challenges. Journal of Computer-Mediated Communication, 27(1), 38-55.

Tonon, L. *Gestão gerencialista e produção de estilos de vida de executivos*: ruptura (im)possível. (2014). (Tese de Doutorado). Universidade Federal do Rio Grande do Sul, Porto Alegre, Brasil.