CHAPTER IV

DATA ANALYSIS

This chapter tells about the results of the data analysis in order to answer the problem of this research. The framework used to analyze the data is proposed by Gerot and Wignell (1994: 192). The statements of the problem are addressed to find out what kinds of social function, what kinds of schematic structure, and what kinds of lexicogrammatical described in genre.

4.1 The Findings of Stanford University Brochures

In this research, the researcher had 2 Stanford University Brochure as the data. The data of this research were taken from Stanford University Brochure especially Stanford Graduate School of Business. There are two brochures from two programs in Stanford Graduate School of Business. They are Advanced Leadership Program for Asian-American Executives and Executive Program for Women Leaders. Each of Stanford University Brochures has similarity in form.

The following table 4.1 covers the parts of each brochure. It can be seen in table 4.1 below:

Table 4.1 Parts of Stanford University Brochures

Parts of Brochure	Stanford University Brochures	
	1	2
Headlines	✓	✓
Supplementary information	✓	✓
Introduction the product	✓	✓
Justifying the product	✓	✓
Establishing credentials	✓	-
Reader Attraction	✓	✓
Targeting the market	✓	✓
Describing the product	✓	✓
User endorsement	✓	✓
Additional Information	✓	✓
Value of the product	✓	✓
Soliciting response	✓	✓

From the table above, checkmark shows the parts or structure of each brochure. The researcher covers parts into Headlines ^ Supplementary information ^ Introduction the product ^ Justifying the product ^ Establishing credentials ^ Reader Attraction ^ Targeting the market ^ Describing the product ^ User endorsement ^ Additional Information ^ Value of the product ^ Soliciting response

For linguistics features, the researcher focused on process types, mood types, and tenses. After the data were divided into clauses, the researcher found 70 clauses from two brochures. Halliday as cited in Gerot and Wignell (1994: 54), asserts that there are seven different process types; material, behavioral, mental, verbal, relational, existential, and meteorological.

The following table 4.2 shows the process types of the data which is total 70 clauses, it would be analyzed and mention more detailed for each process type. It can be seen on the table 4.2 below:

Table 4.2 Process type of Stanford University Brochure

Process Types	Stanford University Brochure		Total	%
	1	3		
Material	15	19	34	48.57%
Relational	17	15	32	45.71%
Mental	0	1	1	1.43%
Behavioral	1	2	3	4.29%
Total	33	37	70	100%

From the table above, it can be determined that there are only four processes found in the brochures. The five processes are *material, relational, mental and behavioral*. The researcher covers that the most dominant process in the brochures is material process which is happen 34 times and the percentage is (48.57%). Material process can be decided as the dominant process, because verb is

indicated by process of doing. Process of material can be seen from several verbs: grow, put, learn, mix, apply, analyze, etc. The other occurrence of process types are relational process occurs 32 times (45.71%), mental process occurs 1 times (1.43%), and the last is behavioral process which is occurs also 3 times (4.29%).

The following table 4.3 covers the tenses of the data which is total 65 sentences analyzed and followed by more detailed for each tenses type. It can be seen in table 4.3 below:

Table 4.3 Classifying Tenses on Stanford University Brochure

Tenses	Stanford University Brochure		Total	%
	1	3		
Simple Present	20	30	50	76.92%
Simple Past	2	1	3	4.61%
Simple Future	3	2	5	7.69%
Past Continuous	0	1	1	1.54%
Present Perfect	3	3	6	9.24%
Total	28	37	65	100%

From the table above, it can be determined that there are only five tenses found in all linguistic features in 2 of Stanford University Brochure. The tenses used in this text are simple present, simple past, simple future, past continuous, present perfect. The researcher covers that simple present tenses is the most

dominant tenses in the brochure which occurs 50 times and the percentage is (76.92%). Simple present tense can be identified as a dominant tense, because it express action or state in the present time and is used to say something happens all the time or repeatedly, or that something is true in general. Simple present can be seen from several verbs, which is used the simple form of verb [am/is/are] + [V1= future verb]: *include, build, comprise,* etc.

The other occurrence of tenses are simple past occurs 3 times (4.61%), simple future occurs 5 times (7.69%), past continuous once (1.54%), and present perfect 6 times (9.24%).

The findings of each Stanford University Brochure which mention as follow:

4.2 The discussion of first Stanford University Brochure (Advanced Leadership Program for Asian-American Executives)

4.2.1 Social function of Advanced Leadership Program for Asian-American Executives Brochure

The social function of the brochure is to inform and promote Advanced Leadership Program for Asian-American Executives, which would be arranged on October 20-25, 2013, this is one of programs from Stanford Graduate School of Business Executive Education Programs. This program has purpose to prepare Asian executives for senior leadership roles, so in advance the companies address tomorrow's challenges and seize global business opportunities.

4.2.2 Schematic structure of Advanced Leadership Program for Asian-American Executives Brochure

The schematic structure of this brochure is: <u>Headlines ^ Supplementary information ^ Introduction the product ^ Justifying the product ^ Establishing credentials ^ Reader Attraction ^ Targeting the market ^ Describing the product ^ User endorsement ^ Additional Information ^ Value of the product ^ Soliciting response</u>

1. Headlines

The existence of headlines is important. It shows the term or identity of brochure. That is the reason why headlines is one of the important parts mentioned in brochure. Reading the headlines of the brochure will be clearly to identify the kind of the brochure. In this brochure it can be seen by mentioning of university named and program named that show the identity of the program that offer in this brochure. This stage is seen in the following:

STANFORD
GRADUATE SCHOOL OF BUSINESS

ADVANCED LEADERSHIP PROGRAM
FOR ASIAN-AMERICAN EXECUTIVES

The characteristic of headlines is used a nominal group, it can be seen from the university named of the data "STANFORD GRADUATE SCHOOL OF BUSINESS", the word Stanford become the head word of the phrase and the other words become additional information. From the program named "ADVANCED LEADERSHIP PROGRAM FOR ASIAN-AMERICAN

EXECUTIVES", the word Program becomes the head word of the phrase and the other words become additional information.

2. **Supplementary information**

This part provides information about detail of the product. In this brochure, it shows by mentioning when the program can be offered and how much it costs. This stage is seen in the following:

In partnership with **Ascend** & **Asia** Society
PAN-ASIAN LEADERS

Dates: July 28 – August 2, 2013
Application Deadline: June 24, 2013
Tuition: $10,500

Price subject to change. Tuition includes accommodations, meals, and materials.

The data above shows requirements of the product, it consist of the dates of the program, the tuition fee and the application deadline. This program will be held on July 28th-August 2nd 2013 and the cost is $10,500. If the participants would join in this program they have to send the application before 24th June 2013.

3. **Introduction the product**

This move presents the purpose of the product. From the data the reader can get the illustration about the program that offer in this brochure. This stage is seen in the following:

Designed to accelerate development of global business leadership skills of Asian senior executives working in U.S. companies, the Advanced Leadership Program for Asian-American Executives is the first program to address the apparent gap in effective executive training for high-achieving Asian executives — a gap substantiated by the surprising disparity between Asians in the corporate workforce and those in executive positions.

From the data above, the paragraph explains that Advanced Leadership Program for Asian-American Executives is an executive training program for Asian senior executives.

4. **Justifying the product**

This move offers the product or service to the readers by indicating the importance of the product or need of the product or service. This stage is seen in the following:

Asians are high contributors to U.S. and global business, with a rapidly increasing consumer base. As companies look to Asia for future growth, those that successfully build a leadership pipeline of Asian executives will be best positioned to innovate and grow globally.

In the U.S., the Asian community already comprises 5% of the population, and will triple in size over the next 50 years to 34 million. For many companies, Asian and Asian-American talent is the fastest growing segment of the technical and managerial workforce. However, outside of Asia, Asians have found it difficult to reach the highest levels of organizational leadership, with a resulting gap in the executive pipeline. This program helps companies address tomorrow's challenges and seize global business opportunities by leveraging this key constituency and preparing Asian executives for senior leadership roles.

KEY TAKEAWAYS

- Ways to achieve results through more effective influence and communications
- Strategies for leading in dynamic and uncertain competitive environments
- Frameworks for managing cross-functional teams to succeed on a global scale

The characteristic of justifying the product is by mentioning the important things of the product. Based on the data, the program offer many advantages, such as this program would help companies address tomorrow's challenges, and this program teach strategies for leading in dynamic.

5. **Establishing credentials**

The move serves to impress upon the prospective customers that the company has a well-established reputation in the market by emphasizing the achievements of the company. It is shown by participant companies that

include in this program. There are 19 companies join in this program which shows a good reputation of this program. This stage is seen in the following:

PARTICIPANT COMPANIES INCLUDE

The Boeing Company	HSBC Holdings Plc.	PepsiCo Inc.
Chevron Corporation	IBM Corporation	Pfizer Inc.
Cisco Systems Inc.	Intel Corporation	PG&E Corporation
Deloitte	Johnson & Johnson	Southern California Edison
Ernst & Young	JP Morgan Chase & Co.	Symantec Corporation
General Electric Company	Juniper Networks Inc.	
Google, Inc.	KPMG LLP	

Based on the data, the nineteen companies show that this program has cooperation with great companies. The cooperation indicates that this program has a well reputation and trustworthy program.

6. **Reader Attraction**

This part involves pictures that appear in brochure. Every picture has meaning which want to tell to readers. Picture has function to attract reader attention. In this brochure there is a picture that illustrated as a man which is taking an attention of something. This stage is seen in the following:

The picture illustrated an Asian Executive. It represents the target of the brochure, because the target of the program is mostly an Asian senior

executive. So to attract Asian people attention, this brochure used an Asian man as the model of this brochure.

7. Targeting the market

This part provides who should attend this program. It shows the target of the market. In this brochure, it is shown by mentioning every details for participants who want join. This stage is seen in the following:

WHO SHOULD ATTEND

Program participants will include mostly high-level Asian executives, but the session is open to any person who holds a position representing the highest 3% to 4% of their organization's workforce, typically with job titles such as functional director, vice president, or partner.

The characteristics of targeting the market in this brochure mentions who should attend in this program. Top level management (functional director, vice president) invited to attend this program.

8. Describing the product

This move offers the product and gives information to the readers about the most essential details of the product like how this program would going on. This stage is seen in the following:

SAMPLE DAILY SCHEDULE

Breakfast
Full breakfast at Schwab
Residential Center

Morning Session I
Scaling the Top Management Team

Morning Session II
Harnessing Collective Intelligence

Morning Session III
Building Power and Influence I

Lunch
Buffet lunch with optional patio dining

Afternoon Session I
Building Power and Influence II

Afternoon Session II
Generating a Personal Action Plan

Dinner
Reception followed by a served dinner

Evening
Group discussion

TYPICAL PARTICIPANT MIX

MANAGEMENT FUNCTION

10%	Finance/Accounting
29%	General Management
3%	Human Resources
5%	Information Technology
8%	Operations/Production
32%	Research/Development
13%	Sales/Marketing

INDUSTRY

3%	Agriculture/Food/Beverages
18%	Computer/Peripherals
3%	Consulting
3%	Electronics
24%	Financial Services/Insurance
3%	Health Care Services
5%	Manufacturing
5%	Petroleum/Oil/Gas
3%	Pharmaceuticals/Medical Devices
16%	Software
12%	Telecom/Information Services
5%	Utilities

REGION

16%	Asia
84%	North America

Two parts above show details of the program. The first part show the example of daily schedule from this program and the second part show the difference participants who can join in this program, they come from different management function, industry and region.

9. User endorsement

This move involved information which is told by people who ever used the product or service. People who ever join in this program give their comments how this program going on, and what the advantages after they join in this program. This stage is seen in the following:

"The one-week Advanced Leadership Program has been a great venue to revisit leadership attributes and growth with the Asian context. The high-power presentations, panel discussions, and in particular the work group discussions were most insightful. The networking with peers from other companies has truly been a bonus."

Director
IBM

"This is not a program where you put yourself on autopilot and coast. Each day involved a packed agenda, and during the evenings we had opportunities to hear from and dialogue with C-suite Asian executives and senior HR professionals to get their perspectives on what we need to consider and to act on to advance our careers."

Vice President
Pfizer

This stage has a specific characteristic, it use past tenses because this part show the comment from people who ever joint in this program. Past tense just found in this stage.

10. Additional Information

This part serves complement information from the product. It has function as additional information to explain the product more detail. This stage is seen in the following:

FACULTY DIRECTORS

Hayagreeva Rao, the Atholl McBean Professor of Organizational Behavior and Human Resources at the Stanford Graduate School of Business, is an expert in social and cultural causes of organizational change. His recent work investigates the role of social movements as motors of organizational change in professional and organizational fields.

Seungjin Whang, the Jagdeep and Roshni Singh Professor of Operations, Information and Technology at the Stanford Graduate School of Business, is an expert in supply chain management and the economics of information systems. He is the codirector of the Stanford-National University of Singapore Executive Program in International Management.

OTHER STANFORD GRADUATE SCHOOL OF BUSINESS FACULTY

Steven Callander
Associate Professor of Political Economy

Francis J. Flynn
Paul E. Holden Professor of Organizational Behavior; Hank McKinnell-Pfizer Inc. Director of the Center for Leadership Development and Research

Margaret A. Neale
Adams Distinguished Professor of Management

Charles A. O'Reilly III
Frank E. Buck Professor of Management

Joel C. Peterson
Consulting Professor of Management; Director of the Center for Leadership Development and Research

Jeffrey Pfeffer
Thomas D. Dee II Professor of Organizational Behavior

Carole Robin
MBA Class of 1978 Lecturer in Organizational Behavior; Director of the Arbuckle Leadership Fellows Program

Baba Shiv
Sanwa Bank, Limited, Professor of Marketing

The data above shows the faculty directors and other Stanford graduate school of business faculty. This brochure mentions faculty directors to show that this program has competent persons joint in the program, so people can believe and want to join it.

11. Value of the product

This part gives information about the value of the program and tells the readers about the essential of the program, such as how the program gives advantages to the participants.

EXPERIENCE THE STANFORD DIFFERENCE

Stanford Graduate School of Business Executive Education programs offer executives from around the globe an extraordinary opportunity to immerse themselves in an intensive, collaborative learning environment where the focus is continually on the future. Taught by Stanford's world-renowned faculty and supplemented by guest speakers, participants acquire the knowledge, vision, and skill to bring innovative leadership to their organizations while advancing their personal and professional growth.

From the data above, it can be seen that the paragraph explain about the value of the program. Participants who joint in Advanced Leadership Program for Asian-American Executives would get knowledge and experience to increase their ability that would be applied in their companies.

12. Soliciting response

This move functions to encourage the readers or prospective customers to continue further information. The move may appear in the form of a specified telephone number and/or the name of the person who can be contacted to enquire about the product or service. This stage is seen in the following:

TAKE THE NEXT STEP

For more information, or to apply to the Advanced Leadership Program for Asian-American Executives, please contact Courri Brady, Associate Director, Programs and Marketing.

Phone: 650.721.9471
Email: brady_courri@gsb.stanford.edu

The characteristic of soliciting response is a contact person that mentioned. It has function to make participants who want to join in this program easier to contact the Courri Brady as the Associate Director, Programs and Marketing.

4.2.3 Linguistics Features of Advanced Leadership Program for Asian-American Executives Brochure

4.2.3.1 Process found of first brochure (Advanced Leadership Program for Asian-American Executives Brochure)

Table 4.4 Process found in Advanced Leadership Program for Asian-American Executive Brochure

No	Type of Process	Total	%
1	Material	15	45,45%
2	Relational	17	51,52%
3	Behavioral	1	3,03%
Total		**33**	**100%**

Processes are realized by verbs. Traditionally verbs have been defined as 'doing words'. But the above list indicates that some verbs are not doing words at all, but rather express states of being or having. In this analysis the researcher found 3 types of processes: material, relational, and behavioral.

The researcher covers that relational process is the most dominant process in the first brochure, which occurs 17 times and the percentage is 51.52%. Relational process can be identified as the dominant process, because verb is indicated by process of being mostly. Relational process has function to give information about the program, and it gives appeal for participant to take this program.

1. Material Process

There are 15 material process found in the first brochure. The examples of material process are:

a. *This program **helps** companies address tomorrow's challenges and seize global business opportunities* (4th line in second paragraph of justifying the product)

This clause shows the material process, it can be seen from a verb **helps** in the clause. It means that the material process constructs process of doing. The verb **helps** explain that Advanced Leadership Program for Asian-American Executives gives advantages companies in address tomorrow's challenges.

b. *His recent work investigates the role of social movements as motors of organizational **change** in professional and organizational fields* (3rd line of additional information)

This clause shows the material process, it can be seen from a verb **change** in the clause. It means that the material process constructs process of doing. The verb **change** tells that recent work of Hayagreeva Rao get the differences after he made an investigation, the role of social movements as motors of organizational become different in organizational fields.

c. *Where you **put** yourself on autopilot and coast* (1st line of user endorsement)

This clause shows the material process, it can be seen from a verb **put** in the clause. It means that the material process constructs process of doing and happening. The verb **put** explain Advanced Leadership Program for Asian-American Executive is not the program that you just stay yourself and not doing anything. In this program, you can explore your skills and your ability.

2. Relational Process

There are 17 material process found in the first brochure. The examples of relational process are:

a. *Tuition **includes** accommodations, meals, and materials* (5th line of supplementary information)

This clause gives an example of relational process produces. It covers that the letter produces relational-attributive process. The verb **includes** explain that tuition covers all things like accommodation, meals and also materials.

b. *The Advanced Leadership Program for Asian-American Executives **is** the first program to address the apparent gap in effective executive training for high-achieving Asian executives* (1st line of introduction the product)

This clause gives an example of relational process produces. It covers that the letter produces relational-attributive process. It is indicated by applying finite **is**. The finite explains that Advanced Leadership Program for Asian-American Executives is an executive training program for Asian senior executives.

c. *This **is** not a program* (1st line of user endorsement)

This clause gives an example of relational process produces. It covers that the letter produces relational-attributive process. It is indicated by applying finite **is**. The finite explains that Advanced Leadership Program for Asian-American Executive is the program which is not only a program that you just stay and listened to the coach but also program that can increase skills and ability.

3. Behavioral Process

a. *As companies **look** to Asia for future growth* (2nd line of justifying the product)

The example above shows behavioral process, a process of psychological behavior. It can be seen from the verb **look**. In the clause, companies always watch to Asians which is high contributors to U.S and Asian is one of the best increasing of consumer base in the future.

4.2.3.2 Mood Types found of first brochure (Advanced Leadership Program for Asian-American Executives Brochure)

Table 4.5 Mood Types found in Advanced Leadership Program for Asian-American Executive Brochure

No	Mood Types	Total	%
1	Declarative	32	96.96%
2	Imperative	1	3.04%
3	Interrogative	0	0
Total		**33**	**100%**

Mood in English is realized by the position in the clause of the subject and finite. Indicative mood is realized by the features subject + finite. The order of the subject and finite realizes declarative and interrogative. The dominant mood type of the clauses is declarative mood because the clauses tell about the program that promote in brochure. Moreover, the structure of every sentence in this brochure is started by subject then followed by finite.

1. *The one-week Advanced Leadership Program has been a great venue to revisit leadership attributes and growth with the Asian context.* (1st line of user endorsement)

According to the statement above, the sentence show declarative mood. It can be seen that the program gives statement by saying. *The one-week Advanced Leadership Program has been a great venue to revisit leadership attributes and growth with the Asian context.* It means that Advanced Leadership Program for Asian-American that would be arranged for one week would be a great experience to all participants which can increase their leadership attribute and also growth their knowledge about Asian. Declarative mood here uses present perfect tenses.

2. *Please contact Courri Brady. Associate Director, Programs and Marketing.*

According to the statement above, the sentence show imperative mood. It can be seen that the program gives statement by saying. *Please contact Courri Brady. Associate Director, Programs and Marketing.* It means that if participant want to get more information or to apply this program they have to contact Coury Brady as Associate Director, Programs and Marketting. Imperative mood here uses present perfect tenses.

4.2.3.3 Tenses found of first brochure (Advanced Leadership Program for Asian-American Executives Brochure)

Table 4.6 Tenses found in Advanced Leadership Program for Asian-American Executive Brochure

No	Tenses	Total	%
1	**Simple Present**	20	71,43%
2	**Simple Past**	2	7,15%
3	**Simple Future**	3	10,71%
4	**Present Perfect**	3	10,71%
	Total	**28**	**100%**

The tenses used in this text are simple present tenses, simple past tenses, simple future tenses, and present perfect tenses. The researcher covers that simple present tense is the most dominant tense in the brochure which occurs 20 times and the percentage is 71,43%. Simple present tenses can be identified as the dominant tenses, because it express action or state in the present time and it is used to say something happens all the time or repeatedly, or that something is true in general. Simple present can be seen from several verbs, which is used the simple form of verb [am/is/are] + [V1= future verb]: *include, build, comprise,* etc.

1. **Simple present tense** expresses an unchanging, repeated, or reoccurring action or situation that exists only now. It can also represent a widespread truth. With the simple form of the verb [am / is / are] + [verb]

   a. *This programs **helps** companies address tomorrow's challenges*
   b. *Who **holds** a position representing the highest 3% to 4% of their organization's workforce*

2. **Simple past tense** expresses an action or situation that was started and finished in the past. Most past tense verbs end in –ed. With the simple form of the verb [verb + ed]

   a. *The high-power presentations, panel discussion, and in particular the work group discussions **were** most insightful.*
   b. *And during the evenings we **had** opportunities to hear from and dialogue with C-suite Asian executives and senior HR professionals to get their perspectives on what we need to consider and to act on to advance our careers*

3. **Simple future tense** expresses an action or situation that will occur in the future. This tenses is formed by using will/shall, with the simple form of the verb [will] + [verb1]

   a. *a leadership pipeline of Asian executives **will be best positioned** to innovate and grow globally*
   b. *Program participants **will include** mostly high-level Asian executives*

4. **Present perfect tense** is tells something about the present. It is used to give information or to announce a recent happening. The simple form of verb [have/has] + a past participle.

   a. *Asians **have found** it difficult to reach the highest levels of organizational leadership*
   b. *The one-week Advanced Leadership Program **has been** a great venue to revisit leadership attributes and growth with the Asian context.*

4.3 The discussion of second Stanford University Brochure (Executive Program for Women Leaders)

4.3.1 Social function of Executive Program for Women Leaders Brochure

The social function of the brochure is to inform and promote Executive Program for Women Leaders, which would be arranged on May 5-10, 2013, this is one of programs from Stanford Graduate School of Business Executive Education Programs. This program has purpose to gives women executives opportunities, to explore frameworks and tactics to achieve their goals in dynamic work environment.

4.3.2 Schematic structure of Executive Program for Women Leaders Brochure

The schematic structure of this brochure is: Headlines ^ Supplementary information ^ Introduction the product ^ Justifying the product ^ Establishing credentials ^ Reader Attraction ^ Targeting the market ^ Describing the product ^ User endorsement ^ Additional Information ^ Value of the product ^ Soliciting response

1. Headlines

The existence of headlines is important. It shows the term or identity of brochure. That is the reason why headlines is one of the important parts mentioned in brochure. Reading the headlines of the brochure will be clearly to identify the kind of the brochure. In this brochure it can be seen by

mentioning of university named and program named that show the identity of the program that offer in this brochure. This stage is seen in the following:

The characteristic of headlines is used a nominal group, it can be seen from the university named of the data "STANFORD GRADUATE SCHOOL OF BUSINESS", the word Stanford become the head word of the phrase and the other words become additional information. From the program named "EXECUTIVE PROGRAM FOR WOMEN LEADERS", the word Program becomes the head word of the phrase and the other words become additional information.

2. **Supplementary information**

This part provides information about detail of the product. In this brochure, it shows by mentioning when the program can be offered and how much it costs. This stage is seen in the following:

The data above shows requirements of the product, it consist of the dates of the program, the tuition fee and the application deadline. This program will be held on May 5th-10th 2013 and the cost is $10,500. If the participants

would join in this program they have to send the application before 5th April 2013.

3. Introduction the product

This move presents the purpose of the product. From the data the reader can get the illustration about the program that offer in this brochure. This stage is seen in the following:

As they face the challenges of managing their careers to achieve professional and personal goals, women often struggle with how to develop their own leadership style and enhance their power, status, and effectiveness within their organization. To reach the highest levels of management, women must recognize, understand, and transform common business challenges into career-building opportunities. Led by Stanford's world-renowned business faculty, this unique program gives women executives opportunities to explore frameworks and tactics to achieve their goals in dynamic work environments.

From the data above, the paragraph explains that Executive Program for Women Leaders gives women executives opportunities, to explore frameworks and tactics to achieve their goals in dynamic work environment.

4. Justifying the product

This move offers the product or service to the readers by indicating the importance of the product or need of the product or service. This stage is seen in the following:

Through a rigorous combination of lectures, interactive exercises, and leadership diagnostics, the Executive Program for Women Leaders explores the critical areas of negotiation, team effectiveness, power and relationships, social networks and influence, and communication, empowering participants with the latest strategies and tools for navigating complex management issues.

KEY TAKEAWAYS

- Knowledge of the dynamics involved in successful negotiation and the skills to develop expertise as a negotiator
- Ability to optimize team effectiveness through analyzing team composition, leveraging information sharing, and resolving leadership issues
- Skills for interpreting the subtle messages of power, identifying and understanding management styles and their organizational impact, and managing meetings involving many individuals with different goals and agendas
- Deeper understanding of social networks and techniques to influence individuals and groups

Influencing Without Authority: The One to the Many

This session covers the importance of exerting influence in small groups, even when there may be little or no authority to do so. Participants will analyze effective influence tactics and develop multiple perspectives on how to gain leverage through dynamic interactions with others.

Acting with Power

The ability to function effectively within a hierarchy is a crucial component of leadership. Yet many women struggle with "authority issues" that make certain hierarchical roles and positions difficult for them. This session draws on the craft of acting and the concepts of psychology to help participants use their own personality to develop the characters who can play these roles effectively.

Communication and the Art of Persuasion

Leaders spend the majority of their time communicating with others, but they usually don't spend much time thinking about the way they communicate — and in the corporate setting, they are unlikely to get honest feedback on the messages they send. Yet the quality of their communications largely determines their effectiveness as leaders. This session helps participants appreciate the nature and complexity of communication and provides guidelines for both improving their own communication style and recognizing the unique styles of others.

The characteristic of justifying the product is by mentioning the important things of the product. Based on the data, the program offers that it has a good lectures and a program. It includes interactive exercise and leadership diagnostics, which can explore the critical areas of negotiation, communication, social networks and team effectiveness for all participants who join in this program.

5. Reader Attraction

This part involves pictures that appear in brochure. Every picture has meaning which want to tell to readers. Picture has function to attract reader

attention. In this brochure there is a picture that illustrated as a women brings a paper who is discussing something with her friend. This stage is seen in the following:

The picture illustrated two women executive. It represents the target of the brochure, because the target of the program is woman executives. So to attract women attention, this brochure used two women as the model of this brochure.

6. **Targeting the market**

This part provides who should attend this program. It shows the target of the market. In this brochure, it is shown by mentioning every details for participant who want join this program. This stage is seen in the following:

WHO SHOULD ATTEND

Designed for functional managers who aspire to positions of greater influence and authority in their organizations as well as those identified as high-potential talent by their organizations, this program offers an excellent development opportunity for women 8 to 12 years into their careers. Newly appointed mid-level and senior-level managers leading teams with direct reports will also benefit, as will women entrepreneurs and women business owners.

The characteristics of targeting the market in this brochure mentions who should attend in this program. Top level management (functional managers) invited to attend this program.

7. Describing the product

This move offers the product and gives information to the readers about the most essential details of the product like how this program would going on. This stage is seen in the following:

SAMPLE DAILY SCHEDULE	TYPICAL PARTICIPANT MIX
Breakfast Full breakfast at Schwab Residential Center	**MANAGEMENT FUNCTION** 10% Finance/Accounting 38% General Management 9% Human Resources 9% Information Technology 8% Operations/Production 10% Research/Development 16% Sales/Marketing
Morning Session I Women and Leadership	
Morning Session II The Experience of Power	**INDUSTRY** 3% Aerospace/Defense 3% Chemicals/Biotechnology 7% Computer/Peripherals 3% Consulting 11% Electronics 16% Financial Services/Insurance 7% Government 5% Manufacturing 6% Pharmaceuticals/Medical Devices 3% Retail/Wholesale 8% Social Welfare 11% Software 10% Telecom/Information Services 3% Transportation 4% Utilities
Morning Session III Dominance and Complementarity in Social Relations	
Lunch Buffet lunch with optional patio dining	
Afternoon Session I Power and Relationships	
Afternoon Session II Negotiation exercise and debrief	
Dinner Cocktail reception followed by a served dinner	**REGION** 3% Africa 7% Asia 3% Australia/New Zealand 11% Europe 3% Middle East 69% North America 4% South America
Evening Guest speaker	

Two parts above show details of the program. The first part show the example of daily schedule from this program and the second part show the difference participants who can join in this program, they come from different management function, industry and region.

8. User endorsement

This move involved information which is told by people who ever used the product or service. People who ever join in this program give their comments how this program going on, and what the advantages after they join in this program. This stage is seen in the following:

"The course content, the quality of the faculty, and the learning from my fellow participants have contributed to an experience that I will keep with me for life. Attending a course at Stanford came at a time in my life when I was looking for something to help me put together my professional experiences and make sense of them for the future."

Saskia Groen-in't-Woud
Assistant to Executive Committee Member
Holcim Group Support Ltd.

"This program has been an incredible, transformative experience. The world-class faculty, research-driven curriculum, and interactive, hands-on approach have given me tremendous new insights into effective management."

Clara Shih
Founder and CEO, Hearsay Labs,
Author, The Facebook Era

This stage has a specific characteristic, it use past tenses because this part show the comment from people who ever joint in this program. Past tense just found in this stage.

9. Additional Information

This part serves complement information from the product. It has function as additional information to explain the product more detail. This stage is seen in the following:

Building strong alliances is critical for today's leader, particularly when the formation and implementation of new strategies depend on allies who may not be subordinates — and who may even seem like natural adversaries. Ultimately, alliances are based on trust and reciprocity.

FACULTY DIRECTORS

Margaret A. Neale, the Adams Distinguished Professor of Management at the Stanford Graduate School of Business, is known worldwide for her research into distributed team and learning environments. Her research interests include decision making, distributed collaboration, team-based learning, negotiation, and team performance. She is coauthor of Negotiating Rationally (Free Press, 1992).

Deborah H. Gruenfeld, the Moghadam Family Professor of Leadership and Organizational Behavior at the Stanford Graduate School of Business, is a social psychologist whose research shows how social structure affects the working of the mind. Her current research examines the psychological consequences of having power, which include an action orientation, the tendency to objectify others, effects on ideological beliefs, and disinhibited behavior.

OTHER STANFORD GRADUATE SCHOOL OF BUSINESS FACULTY

Jennifer L. Aaker
General Atlantic Professor of Marketing

Francis J. Flynn
Paul E. Holden Professor of Organizational Behavior; Hank McKinnell-Pfizer Inc. Director of the Center for Leadership Development and Research

Sarah A. Soule
Morgridge Professor of Organizational Behavior; Professor of Sociology (by courtesy), School of Humanities and Sciences

The data above shows the faculty directors and other Stanford graduate school of business faculty. This brochure mentions faculty directors to show that this program has competent persons who joint in it, so people can believe and want to join it. In this part also explain about Building Alliances which participants will get if they join it.

10. Value of the product

This part gives information about the value of the program and tells the readers about the essential of the program, such as how the program gives advantages to the participants.

> EXPERIENCE THE STANFORD DIFFERENCE
>
> Stanford Graduate School of Business Executive Education programs offer executives from around the globe an extraordinary opportunity to immerse themselves in an intensive, collaborative learning environment where the focus is continually on the future. Taught by Stanford's world-renowned faculty and supplemented by guest speakers, participants acquire the knowledge, vision, and skill to bring innovative leadership to their organizations while advancing their personal and professional growth.

From the data above, it can be seen that the paragraph explain about the value of the program. Participants who joint in Executives Program for Women Leaders would get knowledge and experience to increase their ability that would be applied in their companies.

11. Soliciting response

This move functions to encourage the readers or prospective customers to continue further information. The move may appear in the form of a specified telephone number and/or the name of the person who can be contacted to enquire about the product or service. This stage is seen in the following:

> TAKE THE NEXT STEP
>
> For more information, or to apply to the Executive Program for Women Leaders, please contact Sara Fernandez, Associate Director, Programs and Marketing.
>
> Phone: 650.724.4882
> Email: fernandez_sara@gsb.stanford.edu

The characteristic of soliciting response is a contact person that mentioned. It has function to make participants who want to join in this program easier to contact the Sara Fernandez as the Associate Director, Programs and Marketing.

4.3.3 Linguistic Features of Executive Program for Women Leaders Brochure

4.3.3.1 Process found of second brochure (Executive Program for Women Leaders Brochure)

Table 4.7 Process found in Executive Program for Women Leaders Brochure

No	Type of Process	Total	%
1	Material	19	51,35%
2	Relational	15	40,54%
3	Mental	1	2,71%
4	Behavioral	2	5,40
Total		**37**	**100%**

Processes are realized by verbs. Traditionally verbs have been defined as 'doing words'. But as the above list indicates, some verbs are not doing words at all, but rather express states of being or having. In this analysis the researcher found 4 type processes: material, relational, mental and behavioral.

The researcher covers that material process is the most dominant process in the second brochure, which occurs 19 times and the percentage is 51.35%. Relational process can be identified as the dominant process, because verb is indicated by process of doing mostly. Material process has function to persuade and attract people to join this program.

1. Material Process

   There are 19 material process found in the third brochure. The examples of material process are:

a. *The executive program for women leaders* **explores** *the critical areas of negotiation, team effectiveness, power and relationship, social networks and influence, and communication*. (1st line of justifying the product)

   This clause shows the material process, it can be seen from a verb **explores** in the clause. It means that the material process constructs process of doing. The verb **explores** explain that this program will increase the ability and capability of all the participants who join in this program.

b. *to help me* **put** *together my professional experiences* (2nd line of user endorsement)

   This clause shows the material process, it can be seen from a verb **put** in the clause. It means that the material process constructs process of doing. The verb **put** tells that Saskia Groen can increase her experience by joining in this program.

c. *This unique program* **gives** *women executives opportunitie* (3rd line of introduction the program)

   This clause shows the material process, it can be seen from a verb **gives** in the clause. It means that the material process constructs process of doing. The verb **gives** tells that participant would get executives opportunities if they joint this program.

2. Relational Process

There are 15 material process found in the third brochure. The examples of relational process are:

a. *While strategic leadership **is** the key theme of the program*

This clause gives an example of relational process produces. It covers that the letter produces relational-attributive process. It is indicated by applying finite **is**. The finite explains that strategic leadership shows the key theme of the program.

b. *and **provides** guidelines for both improving their own communication style and recognizing the unique styles of others*

This clause gives an example of relational process produces. It covers that the letter produces relational-attributive process. It is indicated by applying verb **provides**. The verb **provides** explain that this program would give an improving in communication style and unique style.

c. *Last year's program highlights **included** a talk by Dr. Condoleezza Rice and senior leaders from Sequola Capital and SRI International*

This clause gives an example of relational process produces. It covers that the letter produces relational-attributive process. The verb **included** explain that a talk by Dr. Condoleezza Rice and senior leaders from Sequola Capital and SRI International become the highlights program last year.

3. Mental Process

There is only one mental process found in the third brochure. The example of relational process is:

a. Women *understand* common business challenges into carees-building opportunities

The example above shows mental process. It can be seen that produce the verb **understand.** This verb shows how people affect or feel something. In this clause, women have a good common business challenges in opportunities of carees -building.

4. Behavioral Process

There are 2 material process found in the third brochure. The examples of relational process are:

a. when I *was looking* for something

The example above shows behavioral process. It can be seen from a verb **look.** The verb shows behavioral process or process of psychological. This clause explains that Saskia Groen do behavioral process "look" of something.

4.4.3.2 Mood Types found of third brochures (Executive Program for Women Leaders Brochure)

Table 4.8 Mood Types found in Executive Program for Women Leaders Brochure

No	Mood Types	Total	%
1	Declarative	47	100%
2	Imperative	0	0
3	Interrogative	0	0
Total		**47**	**100%**

Mood in English is realized by the position in the clause of the subject and finite. Indicative mood is realized by the features subject + finite. The order of the subject and finite realizes declarative and interrogative. The mood type of all the clauses is declarative mood because the clauses tell about the program that is promoted in the brochure. Moreover, the structure of every sentence in this brochure is always started by subject then followed by finite.

1. *This session covers the importance of exerting influence in small groups even when there may be little or no authority to do so participants will analyze effective influence tactics and develop multiple perspective on how to gain leverage through dynamic interactions with others*

According to the statement above, the sentence shows declarative mood. It can be seen that there is a statement which saying. *This session covers the importance of exerting influence in small groups even when there may be little or no authority to do so participants will analyze effective influence tactics and develop multiple perspective on how to gain leverage through dynamic interactions with others.* It means that in this session, the program offers some activities during the program, like the participants would be invited to analyze effective influence tactics and develop multiple perspective on how to against leverage in dynamic interactions with other people.Declarative mood here uses simple present tenses.

2. *Please contact Sara Fernandez. Associate Director, Programs and Marketing.*

According to the statement above, the sentence show imperative mood. It can be seen that the program gives statement by saying. *Please contact Sara Fernande. Associate Director, Programs and Marketing.* It means that if participant want to get more information or to apply this program they have to contact Sara Fernande as Associate Director, Programs and Marketting. Imperative mood here uses present perfect tenses.

4.4.3.3 Tenses found of third brochures (Executive Program for Women Leaders Brochure)

Table 4.9 Tenses found in Executive Program for Women Leaders Brochure

No	Tenses	Total	%
1	**Simple Present**	30	81,08%
2	**Simple Past**	1	2,71%
3	**Simple Future**	2	5,40%
4	**Present Perfect Tenses**	3	8,10
5	**Past Progressive Tenses**	1	2,71
	Total	**37**	**100%**

The tenses used in this text are simple present tenses, simple past tenses, and simple future tenses. The researcher covers that simple present tense is the most dominant tense in the brochure which occurs 30 times and the percentage is 81,08%. Simple present tenses can be identified as the dominant tenses, because it expresses action or state in the present time and it is used to say

something happens all the time or repeatedly, or that something is true in general. Simple present can be seen from several verbs, which is used the simple form of verb [am/is/are] + [V1= future verb]: *include, build, comprise,* etc.

1. **Simple present tense** expresses an unchanging, repeated, or reoccurring action or situation that exists only now. It can also represent a widespread truth. With the simple form of the verb [am / is / are] + [verb]

    a. *and the concepts of psychology to help participants **use** their own personality to develop the characters*
    b. *this unique program **gives** woman executives opportunities to explore frameworks and tactics to achieve their goals in dynamic work environments*

2. **Simple past tense** expresses an action or situation that was started and finished in the past. Most past tense verbs end in –ed. With the simple form of the verb [verb + ed]

    a. *attending a course at Stanford **came** at a time in my life*

3. **Simple future tense** expresses an action or situation that will occur in the future. This tenses is formed by using will/shall, with the simple form of the verb [will] + [verb1]

    a. *participants **will analyze** effective influence tactics*
    b. *newly appointed mid-level and senior-level managers leading teams with direct reports **will** also **benefit**, as will women entrepreneurs and women business owners*

4. **Present Perfect Tenses** tells something about the present. It is used to give information or to announce a recent happening. The simple form of verb [have/has] + a past participle

   a. *the course content , the quality of the faculty, and the learning from my fellow participants* **have contributed** *to an experience that I will keep with me for life*

   b. *This program* **has been** *an incredible, transformative experience*

   c. *The world-class faculty, research-driven curriculum, and interactive, hands-on approach* **have given** *me tremendous new insights into effective management*

5. **Past Progressive Tenses** is to talk about something which was happening at or around the time of speaking in the past. The simple form of verb [was/were] + V-ing

   a. when I *was looking* for something