



# **GENRE ANALYSIS OF STANFORD UNIVERSITY BROCHURES**

## **JOURNAL ARTICLE**

**Submitted in Partial Fulfillment of the Requirements  
for the Degree of *Sarjana Sastra* (S.S.)  
in English Language**

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**2013**

## GENRE ANALYSIS OF STANFORD UNIVERSITY BROCHURES

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### ABSTRACT

*This journal presents Genre Analysis of Stanford University Brochure. It has three objectives. First, it is aimed at finding out the social function, the second finding out the schematic structure and the last finding out the linguistic features on the brochure of Stanford University. The researcher followed some steps to analyze the data, namely: reading all the texts of the brochures, segmenting sentences into clauses, describing the social function, schematic structure, and linguistic features, and the last one is drawing the conclusion. The results of the analysis on Stanford University Brochure show that out of two brochures, the social function is to inform and promote the program of Stanford University. The dominant schematic structures in the brochures made by Stanford University are 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. Relational and Material process becomes the dominant process. The researcher covers that simple present tenses is the most dominant tenses. The declarative mood type is used in each brochure.*

**Key words:** *brochure, Stanford, social function, schematic structure, linguistic features*

*Jurnal ini menyajikan Analisis Genre dari Brosur Universitas Stanford. Terdapat tiga tujuan dalam jurnal ini. Yang pertama, untuk mengetahui fungsi sosial, kedua mengetahui susunan umum dan yang terakhir mengetahui unsur linguistik pada brosur dari Universitas Stanford. Peneliti melakukan beberapa langkah untuk menganalisis data, yakni: membaca semua brosur, memecah kalimat menjadi klausa, menjelaskan fungsi sosial, susunan umum, dan unsur linguistik, serta menentukan kesimpulan. Hasil dari Brosur Universitas Stanford menunjukkan bahwa dari kedua brosur yang dianalisis memiliki fungsi sosial untuk menginformasikan dan mempromosikan program dari Universitas Stanford. Susunan umum yang mendominasi dalam brosur yang dibuat oleh Universitas Stanford adalah 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. Proses relasional dan Material menjadi proses yang paling dominan. Peneliti menyimpulkan bahwa simple present tense adalah tenses yang paling mendominasi. Kalimat deklaratif dan imperatif ditemukan dalam setiap brosur.*

**Kata kunci :** *brosur, Stanford, fungsi sosial, susunan umum, unsur linguistic*

## INTRODUCTION

In social life, communication is an important and meaningful thing for everybody in the world. Communication is transfer of information from one person to another. It has some functions, as information function, command or instructive function, influence or persuasive function and interrogative function. When somebody wants to share information to other people, they use language as a media to connect the information to others.

Communication is defined by de Valenzuela (Wikipedia:1992) as “any act by which one person gives to or receives from another person’ information about that person's need, desires, perceptions, knowledge, or affective states. Communication may be intentional or unintentional, may involve conventional or unconventional signals, may take linguistic or nonlinguistic forms, and may occur through spoken or other modes.” In communication there are three aspects that must be fulfilled. The first is sender, the second is message and the third is receiver.

Gumperz in Wardhaugh (1992: 15) stated the definition of communication as follows:

Communication is a social activity which requires coordinated efforts of two or more individuals. Communication deals with social activity which involves more than one person. It usually occurs between the speaker and the hearer (receiver).

Based on the theory, communication process happens between two or more parties. It is two-way process of reaching mutual understanding. Communication involves mutuality of understanding between Sender and Receiver. The communication process is complete when the receiver has understood about message from the sender.

There are two types of communication, verbal communication and non-verbal communication. Verbal communication is further divided in Oral Communication and Written Communication. In oral communication spoken words are used, it includes face-to-face conversations, speech, telephonic conversation, video, radio, television, and others. Although in written communication signs or symbols are used to communicate. In written communication message can be transmitted via email, letter, report, memo, and others. Communication other than oral and written, such as gesture, body language, posture, tone of voice or facial expressions, is called nonverbal communication. Written communication used written language to express. Usually people know written language as a text. Study about text means study about context of the text usually called as genre.

Genre is used to refer to particular text-types. It is not only talk about kinds of the text but also talk about social function, schematic structure and linguistic features. Each of text types are used for different purposes and follow a different style or structure.

Genre is a media of communication which has purpose when it is made. According to Swales (1981, 1985, 1990) and Bhatia, “a genre is a recognizable

communicative event characterized by a set of communicative purpose(s) identified and mutually understood by the members of the professional or academic community in which it regularly occurs” (Bhatia, 1993:13).

One kind of genre is brochure. Brochure used as the medium of communication to attract people to know the message from the brochure. Brochures are advertising pieces used to introduce a company or organization, and inform about products or services to a target audience. There are many kinds of brochure, like tourism brochure which informs a popular vacation destination and other kinds of brochure is school or university brochure that give information about that school or university.

In this research, the researcher chooses Stanford University Brochure as the data because the researcher is interested in analyzing the genre on university brochures. Brochure as a media of communication has function to deliver a message from university to people who want to get information. The researcher chooses the study about genre because it becomes important to know what social function, schematic structure, and linguistic features are from the university brochures.

In this analysis, the researcher is challenged to analyze Genre of Stanford University Brochure, because the data is eligible to analyze in genre, aspects in genre such as social function, schematic structure and linguistic features possibility to be found in this data. The researcher takes two brochures from two programs in Stanford Graduate School of Business. The first is Advanced Leadership Program for Asian-American Executives, and the second Executive Program for Women Leaders,

## **METHOD**

### **Research Design**

The research method to analyze the problem in this study was descriptive qualitative method. It is the method to describe the subject or the object of the research based on the fact or reality. Qualitative method in which data collected is qualitative data in the form of Stanford University Brochures. The results of the data described qualitatively.

### **Data**

The source of the data of this study was the brochures from Stanford University. There were two brochures from two programs in Stanford Graduate School of Business. They were Advanced Leadership Program for Asian-American Executives and Executive Program for Women Leaders. The researcher analyzed the data by using theory which is proposed by Gerot and Wignell (1994: 192) and it was focused on the genre analysis of the text.

### **Unit of Analysis**

The unit of analysis of the study was every clause found in the Stanford University Brochures. The researcher analyze the genre from every clause of Stanford University Brochure

## **Data Collection**

The data of this study were collected by using the following steps: Firstly, getting the Stanford University Brochures from the internet; the researcher went to [www.stanford.edu](http://www.stanford.edu) in the internet. And then filled her own self data as the procedure to download the brochures. Then the researcher downloaded all the brochures. Secondly, reading the brochures; the researcher read all nineteen brochures from Stanford Graduate School of Business one by one to know the content of every text. After reading the brochure, the researcher chose two brochures randomly to become the data for research.

## **Data Analysis**

In analyzing the data, the researcher used the following steps: Firstly, reading all the texts one by one; the researcher read two brochures one by one to know the content of each brochure. Secondly, segmenting sentences into clauses; the sentences in two brochures were segmented into clause. Then, the researcher described the social function, schematic structure, and linguistic features of the text based on Gerot and Wignell's theory (1995: 192). The last step is drawing the conclusion. The researcher concluded the social function, schematic structure and linguistics features of the brochures.

## **FINDINGS AND DISCUSSION**

### ***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.

### ***Schematic structure of Advanced Leadership Program for Asian-American Executives 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:



ADVANCED LEADERSHIP PROGRAM  
FOR ASIAN-AMERICAN EXECUTIVES

The characteristic of headlines is used a nominal group, it can be seen 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:



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 28<sup>th</sup>-August 2<sup>nd</sup> 2013 and the cost is \$10,500. If the participants would join in this program they have to send the application before 24<sup>th</sup> 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	TYPICAL PARTICIPANT MIX
<b>Breakfast</b> Full breakfast at Schwab Residential Center <b>Morning Session I</b> Scaling the Top Management Team <b>Morning Session II</b> Harnessing Collective Intelligence <b>Morning Session III</b> Building Power and Influence I <b>Lunch</b> Buffet lunch with optional patio dining <b>Afternoon Session I</b> Building Power and Influence II <b>Afternoon Session II</b> Generating a Personal Action Plan <b>Dinner</b> Reception followed by a served dinner <b>Evening</b> Group discussion	<b>MANAGEMENT FUNCTION</b> 10% Finance/Accounting 29% General Management 3% Human Resources 5% Information Technology 8% Operations/Production 32% Research/Development 13% Sales/Marketing <b>INDUSTRY</b> 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 <b>REGION</b> 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 Arthur McLean Professor of Organizational Behavior and Human Resources at the Stanford Graduate School of Business, is an expert in strategic change management and the economic and information systems. He is the codirector of the Stanford-National University of Singapore Executive Program in International Management.



**Sauganik Misra**, the Joseph and Neelan Singh Professor of Operations, Information and Technology at the Stanford Graduate School of Business, is an expert in supply chain management and the economic and 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 Cullander**  
Associate Professor of Political Economy

**Francis J. Flynn**

Paul E. Hixon Professor of Organizational Behavior,  
Frank M. Johnson, Pfizer Inc., Director of the Center for  
Leadership Development and Research

**Margaret A. Neale**

Adams Distinguished Professor of Management

**Christina 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. Lee II Professor of  
Organizational Behavior

**Carole Robbin**

MBA Class of 1979 Lecturer in Organizational  
Behavior; Director of the Arthur C. Leadership  
Fellowship Program

**Rana Siva**

Sarvesh Blank, 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.

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

**Table 1. 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%
<b>Total</b>		<b>33</b>	<b>100%</b>

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.

**Table 2. 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
<b>Total</b>		<b>33</b>	<b>100%</b>

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.

**Table 3. Tenses found in Advanced Leadership Program for Asian-American Executive Brochure**

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

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.

### ***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.

### ***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:



EXECUTIVE PROGRAM FOR  
WOMEN LEADERS

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.

### 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:

Dates: May 5 – 10, 2013  
Application Deadline: April 5, 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 May 5<sup>th</sup>-10<sup>th</sup> 2013 and the cost is \$10,500. If the participants would join in this program they have to send the application before 5<sup>th</sup> 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
<b>Breakfast</b> Full breakfast at Schwab Residential Center <b>Morning Session I</b> Women and Leadership <b>Morning Session II</b> The Experience of Power <b>Morning Session III</b> Dominance and Complementarity in Social Relations <b>Lunch</b> Buffet lunch with optional patio dining <b>Afternoon Session I</b> Power and Relationships <b>Afternoon Session II</b> Negotiation exercise and debrief <b>Dinner</b> Cocktail reception followed by a served dinner <b>Evening</b> Guest speaker	<b>MANAGEMENT FUNCTION</b> 10% Finance/Accounting 38% General Management 9% Human Resources 9% Information Technology 8% Operations/Production 10% Research/Development 16% Sales/Marketing  <b>INDUSTRY</b> 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  <b>REGION</b> 3% Africa 7% Asia 3% Australia/New Zealand 11% Europe 3% Middle East 69% North America 4% South 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.

## 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: Astonary* (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 expect 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. Hodes Professor of Organizational Behavior;  
Hank McKinnel-Pfizer Inc. Director of the Center for Leadership Development and Research

**Sarah A. Soule**  
Morgenthau 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.

*Linguistics Features of Executive Program for Women Leaders Brochure*  
**Table 4. Process found 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
<b>Total</b>		<b>37</b>	<b>100%</b>

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.

**Table 5. Mood Types found of Executive Program for Women Leaders Brochure**

No	Mood Types	Total	%
1	Declarative	47	100%
2	Imperative	0	0
3	Interrogative	0	0
<b>Total</b>		<b>47</b>	<b>100%</b>

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.

**Table 6. Tenses found of Executive Program for Women Leaders Brochure**

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

The tenses used in this text are simple present tenses, simple past tenses, simple future tenses, present perfect tenses, and past progressive 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.*

## CONCLUSION

1. The social function on brochure is to inform and promote a product and service to the readers.
2. The schematic structure on brochure is not the same; all of them have the different form. The dominant schematic structure of 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
3. The process that occurs in the texts are material process, relational process, mental process, and behavioral process. Material and Relational process becomes the dominant process because the process describes processes of doing and being. It expresses the notion that some entity physically does something-which may be done to some other entity. Relational process has function to give information about the program, and it gives appeal for participant to take this program. Material process has function to persuade and attract people to join this program. The tenses that occur simple present tense, simple past tense, simple future tense, past continuous tense, and present perfect tense. Simple present tense can be identified as a dominant tense in the text, because it expresses 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. Dominant clauses using a declarative mood type.

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