

EXPRESSIONS OF LEADERSHIP IN J.C. MAXWELL'S *THE 360° LEADER*

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Abstract. Artikel ini membahas studi tentang kohesi leksikal konsep 'leadership' dalam teks non-fiksi John C. Maxwell berjudul *The 360° Leader*. Studi ini meneliti berbagai ungkapan leksikal dari konsep 'leadership' yang membangun koherensi. Analisis kohesi leksikal menunjukkan bagaimana efek kohesif dicapai melalui pilihan kosakata. Penelitian deskriptif kualitatif ini didasarkan konsep kohesi (Halliday dan Hasan, 1976), yang membagi kohesi leksikal menjadi dua bagian besar: reiterasi dan kolokasi. Selanjutnya reiterasi dibagi atas: perulangan, sinonim, antonim, hiponim dan kata umum. Hasil penelitian menunjukkan bahwa 'leadership' diungkapkan setidaknya dalam enam (6) jenis hubungan kohesi leksikal: perulangan (repetisi penuh dan sebagian), sinonim, antonim, hiponim, kata umum dan kolokasi. Studi ini juga menemukan bahwa perulangan sebagian menunjuk kepada tokoh (sosok) dan tindakan seorang 'leader'; sinonim menunjuk kepada tindakan 'leader'; antonim mengacu kepada tantangan dan kesulitan dan jenis 'leader' yang buruk; kata umum mengacu kepada unsur 'leader', sementara kolokasi menunjuk kepada karakteristik, tindakan, tantangan dan kesulitan dalam 'leadership'. Hasil penelitian menunjukkan bahwa teks dipilih dan diorganisasikan secara seksama untuk menyatakan konsep dan pesan teks dan bagaimana konsep ini dikembangkan ke dalam topik-topik yang relevan.

Keywords: *lexical cohesion, cohesive devices, non-fictional text*

INTRODUCTION

Studies in discourse analysis which have increased since it was first introduced in the 1970s has been concerned with translating the notion of structure from the level of the sentence, i.e., grammatical relations such as subject-verb-object, to the level of longer text. Discourse analysis of written text aims to make explicit those implicit norms and rules for the production of language, and is particularly interested in the way that discourse consists of sets of hierarchical units which make up discursive structures. Discourse analysis has provided a range of tools for describing the structures and functioning of language within utterances, and it has forced many mainstream and traditional linguists to shift their attention from words in isolation to words within context. Discourse analysis mainly focuses on finding basic principles that structure texts or known as *textuality*. Textuality helps readers in recognizing where texts

start, where they end and how to perceive a text as an entity.

An ideal discourse shows some features that makes it a good text: coherence and cohesion. Coherence is the connection which is brought about by something outside the text. Coherence can be defined as when sentences, ideas, and details fit together clearly, read easily, and the writing is coherent. The key to the concept of coherence is not something which exists in the language, but something which exists in people. This means that it is people who make sense of what they read or hear, they try to arrive at an interpretation which is in line with their experience of the way the world is. Therefore, it is an abstract concept. On the other hand, cohesion is the connection which results when the interpretation of a textuality element is dependent on another element in the text. Cohesion is more textual than coherence because it can be

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identified by using cohesive devices. These cohesive devices help readers identify the link created by language aspects that makes the text cohesive and coherent.

Cohesion is expressed partly through the grammar and partly through the vocabulary. Halliday and Hasan (1976:5) identify two types of cohesion: grammatical cohesion and lexical cohesion, while the language items indicating the relations are called *cohesive devices*. Grammatical cohesion devices include reference, substitution, ellipsis, conjunction, while lexical cohesion is shown in formal relations such as full or partial repetition and semantic relations such as synonymy, antonymy, hyponymy, general word and collocation. The present study focuses on the lexical cohesion.

There have been a number of similar studies in cohesion and cohesive devices, including cohesive devices in comic strips (Dian Nugraheni, 2005), lexical cohesion in W.S. Maugham's short stories (Firdaus Ma'wa, 2011) and cohesion in academic writing (Grace Bastian, 2013). The present study focuses on a lexical cohesion analysis in the non-fictional, motivational book, written by Maxwell (2011) entitled *The 360° Leader: Developing Your Influence from Anywhere in the Organization*. Specifically the study will examine the lexical cohesive devices expressing the concept of 'leadership' in the text. The problem of study is formulated as follows: What kinds of lexical cohesion devices indicating the expressions of 'leadership' are found in John C. Maxwell's *The 360° Leader: Developing Your Influence from Anywhere in the Organization*? The study is expected to give further insights on text organization.

RESEARCH METHOD

The study adopts qualitative approach, which tends to focus on observations as qualitative research that builds analysis

words in natural setting (Creswell, 1998:15), and concern with collecting data in attempt to describe as subject as accurately as possible Bogdan (1982:28). The data source is John C. Maxwell's *The 360° Leader: Developing Your Influence from Anywhere in the Organization* (2011). The data include 311 sentences, and the analysis is focused on nouns and noun phrases; verbs and verb phrases; and adjectives that show various meaning relationships with the basic notion of 'leadership.'

RESULT AND DISCUSSION

Lexical cohesion analysis of this non-fictional text shows that the text adopts the two general types of lexical cohesion: reiteration and collocation. The lexical cohesive devices which are found within the non-fictional text deal with both reiteration and collocation. The study found that the data containing expressions of leadership in the form of reiteration in the data are 673 items, consisting of 259 expressions of repetition (both full and partial), 30 expressions of synonymy, 135 expressions of antonymy, 243 expressions of hyponymy, and 6 expressions of general words. The study also found 422 collocations.

Reiteration

The 259 full and partial repetitions of the term *leadership* occur as the head of the noun phrases (1) and modifier of a noun phrase (2):

- (1) *Leadership* is dynamic, and the right to lead must be earned individually with each person you meet (data 11: 4.1.1).
- (2) People who have no *leadership* experience have a tendency to overestimate the importance of a leadership title (data 20:7.5.1).

In partial repetition, the word leadership is partially repeated as *leader(s)* (noun), *to*

lead (verb, including *to be leading*, *be lead* (passive)), *leading* (adjectival). Partially repeated as a noun, the word leader(s) may function as the head of a noun phrase (3), the main verb (4) or infinitive (5).

- (3) Many of the middle leaders I meet are frustrated, tense, and sometimes tempted to quit (data 46:15.1.2).
- (4) He is leading up and ours is a relationship where we add value to each other, and that's what 360-Degree Leadership is really all about (data 198:82.1.4).
- (5) Learning to lead will blow the lid off of your potential (data 37:10.3.7).

Next, there are 30 synonyms of the term leadership. Morphologically, *leadership* is derived from the verb *lead* by multiple affixation (*lead+-er+-ship*). In synonymy, the verb *lead* either as infinitive or a main verb has the same meaning of the term leadership. The first two synonyms of the verb *lead* are (*to gain influence* and *to invest with authority* in their infinitive functions (6).

- (6) Instead of working to build relationships with others on the team and *to gain influence* naturally, they wait for the positional leader *to invest* them *with authority* and give them a title (data 9:3.3.3).

The verb *lead* also shows the synonymy relation with the following five expressions: *empower them to succeed*, *blow the lid off of your potential*, *command*, and *have some power and authority* and *delegate*, all of which occurs as the main verb.

- (7) Good leaders go to their people, connect, find common ground, and *empower them to succeed* (data 35: 10.1.3).
- (8) Learning to lead will *blow the lid off of your potential* (data 37: 10.3.7).
- (9) While poor leaders demand respect, competent leaders *command respect* (data 95: 49.2.1).

- (10) As a leader, you *have some power and authority* (data 56: 16.1.2).

- (11) Leaders at the top can *delegate* (data 116: 56.1.2).

Another synonym of the verb *lead* which derives into the noun *leaders* occurs in the noun phrase *a winning coach* as illustrated below.

- (12) *A winning coach* or business leader has a much easier time recruiting potential players than someone without a winning track record (data 242:103.3.3).

Antonymy relation of the term *leadership* is found in 135 items, with verbs, nouns, and adjectives that are in opposite meanings to the term *leadership* and its root word *lead*. The lexical items of opposite meanings with the term *lead/leadership* include *oppress*, *to beat your peers*, *misleading*, and *shrink their influence down*.

- (13) These are classic pictures of leadership: William Wallace leading the charge of his warriors against the army that would *oppress* his people and him (data 1: 1.1.1).

- (14) If your goal is to *beat your peers*, then you will never be able to lead across with them (data 245: 105.1.2).

- (15) Yet these pictures can also be *misleading* (data 5: 1.2.2).

- (16) Bad leaders will *shrink their influence down* so that it is actually less than what originally came with the position (data 26: 7.6.5).

Other antonyms of the term *leadership* occur as the kind of leader and their characteristics, in such expressions as *incapable of meeting challenges*, *rarely get it*, *poor leaders demand respect* and *follow(-ers)*. There are also other antonyms which have the opposite meanings of the term leadership such as *disillusioned*, *bitter*, and *cynical*, *lack power*, (*experience*)

pressures that others don't, difficulties and isolated.

Hyponymy relations are shown in 243 items, such as *leadership characteristics* and *leadership ability*.

(17) The desires to innovate, to improve, to create and to find a better way are all leadership characteristics (data 29: 8.1.7).

(18) If you are not continually growing, then it is probably damaging your leadership ability (data 218: 94.5.1).

Other hyponyms of *leadership* that are found in the data include description of the activity and the person in such expressions as *William Wallace leading (the charge of his warriors)* and *an effective 360-Degree Leader, a great leader, the top leader, successful leaders, business leader* and *political leaders*.

Collocation

There are 422 items items indicating collocational relations with the term leadership. They may be classified into five groups: (1) the characteristics of leadership, (2) the activities of a leader, (3) the characteristics of a leader, (4) the leader's challenges and (5) the leader's difficulties.

First, the collocational relation indicating the characteristics of leadership include items such as *organization, team, dynamic, more than management, already good at doing your work and managing processes, really a game of intangibles, a moving target, continually growing and traditionally thought of as a top-down activity*.

(19) Usually, an organization has only one person who is the leader (data 7:1.2.4).

(20) When people who buy into this myth are identified as potential leaders and put on a team, they are very uncomfortable if they have not been

given some kind of title or position that labels them as leaders in the eyes of other team members (data8: 3.3.2).

The characteristics of leadership also mean the characteristics of good leadership. This quality is expressed in such expressions as *is learned in the trenches, the desires to innovate, to improve, to create, and to find a better way, is based on relationships, timing and competitiveness*.

The second type of collocational relation refers to the activities of a leader which are shown in such expressions as *to create, standing before ...challenging, overcome, to improve and get the job done*.

(21) Mary Kay Ash going off on her own to create a world-class organization (data 2: 1.1.4).

(22) Martin Luther King Jr. standing before the Lincoln Memorial challenging the nation with his dream of reconciliation (data 3: 1.1.5).

(23) Mistakes made on a small scale can be easily overcome (data 18: 6.5.5).

(24) The good news is that the desire to improve an organization and the belief that you're capable of doing it are often the marks of a leader (data 28:8.1.4).

Other expressions indicating collocational relation include *more activities that a leader does specifically in the team, such as to build relationships with others on the team, to gain influence naturally, give them a title, go to their people, connect, find common ground, empower them to succeed, rewarding, change people's lives, call the people in your area to action, direct them in their work, pay a price, give up other opportunities, and sacrifice some personal goals*. These expressions show that leaders have to do and try those activities in order to make a good leadership also. By giving other opportunities is a good way to find a new good figure to be a new leader when

the leader does not exist and needs someone to help him.

The third collocational relation includes expressions indicating the leader's characteristics. They include *wants recognition, pay more attention to production than to promotion, make the right move at the right moment with the right motive, hand one of the tasks to a go-to player, don't use people so that they can win, has a much easier time recruiting potential players, attentive to ideas*, some of which are illustrated below.

- (25) Effective leaders pay more attention to production than to promotion (data 73: 34.3.1).
- (26) Successful leaders make the right move at the right moment with the right motive (data 203:86.5.1).

Other collocational expressions of common leader's characteristics include *faces common challenges, to make an impact, the busiest people, have "skin in the game", and avoid getting sucked into these easily*.

Meanwhile, top leaders' characteristics include *have limits, running the show, and have control over your list of responsibilities or one's schedule*.

- (27) Being the top leader doesn't mean you have no limits (data 32: 9.3.2).
- (28) If you are not the top leader, you are not running the show, but you may be responsible for it (data 62: 16.2.2).
- (29) Since you are not the top leader, you don't have control over your list of responsibilities or your schedule (data 118: 56.5.2).

The data specifically characterizes a '360-Degree Leaders' characteristics' with expressions include *requires principles and skills, have to pay a price, like eagles: soar, inspire, fly-high, building trust with people, and lead through influence, not position, power, or leverage*.

- (30) Becoming an effective 360-Degree

Leader requires principles and skills to lead the people above, beside, and below you in the organization (data 40:13.3.3).

- (31) To become a 360-Degree Leader, you will have to pay a price (data 135:67.2.3).
- (32) 360-Degree Leaders are like eagles: they soar; they inspire; they fly high (data 251:113.5.2).
- (33) Like every other kind of leadership, becoming a 360-Degree Leader is about building trust with people (data 267:115.3.1).
- (34) Because 360-Degree Leaders are by definition non-positional, they lead through influence, not position, power, or leverage (data 292:129.1.5).

The data also shows a comparison of this characteristic leader with common characteristic of political leaders that the latter tends to *reject any overtures, protect whatever is theirs, and don't want to lose power*.

- (35) If the leaders in the middle who lead up are seen as political or as brownnosers, then their peers may reject any overtures toward leading across (data 227:98.2.5).
- (36) Political leaders protect whatever is theirs because they don't want to lose power (data 266:115.1.2).

The next collocational expressions include challenges to make themselves and their organization better, in expressions such as *struggling to succeed, to become a champion for a vision, and taking on tough jobs*, to change their thinking and *leading up*.

- (37) Perhaps you even feel you have been struggling to succeed where you are (data 51:15.2.2).
- (38) Leading from the middle, however, means that you will be asked to become a champion for a vision other

than your own (data 85:42.1.7).

- (39) Not only does taking on tough jobs earn you respect, but it also helps you become a better leader (data 133:67.1.1).

The last collocational relation show difficulties faced by leadership. The collocational expressions include *not always succeed and not always be rewarded, (your followers) not listen to you, ignore you, won't follow, and like it's uphill all the way.*

- (40) As you seek to grow as a leader, you will not always succeed (data 306:161.2.1).
(41) You will not always be rewarded the way you should be (data 307:161.2.2).

CONCLUSION

In sum, this study has found several types of lexical cohesion in John C. Maxwell's *The 360° Leader*, including 259 full and partial repetitions, 30 synonyms, 135 antonyms, 243 hyponym, 6 general words, 422 collocations. Regarding the functions of lexical cohesive devices the study found that, in general, full and partial repetition of the word *leadership* indicate the real figure or person which is called a leader and the action that leaders do; synonymy expressions indicate the actions which the leaders do; antonymy indicates the leaders' challenges and difficult times and also the bad kinds of leaders; hyponymy indicates the lower class or the small part of leadership itself; general word expression indicates the common word related to leadership; and collocation indicates the characteristics of leadership, the activities of a leader, the characteristics of a leader, the leader's challenges and the leader's difficulties.

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