



Inclusive Leadership Communication and Public Trust: A Discourse-Historical Analysis of Zohran Mamdani's Victory Speech and Its Implications for Education Management

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Abstract: This study analyzes inclusive leadership communication and public trust in Zohran Mamdani's victory speech after being elected mayor of New York City. The speech, published by The Guardian, was selected because it constructs strong messages of affordability, working-class dignity, immigrant belonging, and democratic hope. This research aims to examine how leadership discourse represents social actors, builds legitimacy, and creates a sense of collective belonging through Ruth Wodak's Discourse-Historical Approach. This study uses a qualitative discourse analysis method by focusing on four discursive strategies: nomination, predication, argumentation, and perspectivation. To strengthen analytical validity, the study also includes a limited comparative reading of Barack Obama's 2008 election-night remarks and Jacinda Ardern's 2019 Christchurch statement as secondary comparative discourse sources. The findings show that Mamdani's speech constructs workers, immigrants, minorities, tenants, and volunteers as legitimate political actors, while elite power is represented as a structure that must be challenged. The comparative reading indicates that inclusive leadership discourse across different contexts commonly builds public trust through recognition, collective identity, moral legitimacy, and shared hope. This study concludes that inclusive leadership communication can strengthen public trust by recognizing marginalized voices, building collective identity, and transforming political messages into ethical and socially responsive leadership discourse. The

findings offer implications for education management, especially in developing inclusive, culturally responsive, and trust-building communication in educational institutions.

Keyword: Inclusive Leadership Communication, Public Trust, Discourse-Historical Approach, Education Management, Political Discourse.

INTRODUCTION

Leadership communication plays a central role in shaping how people understand authority, legitimacy, trust, and collective identity. In contemporary public life, leadership is not only performed through policy decisions, but also through discourse. Words can build solidarity, frame social problems, construct belonging, and influence how communities understand their position within institutions. From a communicative perspective, leadership is not merely a personal trait possessed by an individual leader, but an ongoing process constructed through interaction, meaning-making, and social relationships (Fairhurst, 2007; Fairhurst & Connaughton, 2014; Tourish, 2014). Therefore, leadership discourse deserves serious attention because it can shape public trust and institutional legitimacy.

In management studies, leadership communication is closely related to inclusion, trust, and stakeholder engagement. Inclusive leadership emphasizes the importance of belongingness, recognition, psychological safety, and the valuing of diverse identities within organizations (Nembhard & Edmondson, 2006; Randel et al., 2018; Shore et al., 2011). Leaders who communicate inclusively do not only deliver information; they recognize people, acknowledge different experiences, and create a sense that individuals and groups are valued. This is especially important in diverse societies and institutions where people come from different ethnic, cultural, religious, social, and professional backgrounds.

The issue of inclusive communication is also relevant to education management. Educational leaders are expected to build institutions that are not only administratively effective, but also socially just, culturally responsive, and human-centered. School and university leaders need to create learning environments where students, teachers, families, and communities feel recognized and respected (Bush, 2020; Hallinger, 2011; Khalifa, 2018; Shields, 2010). In this context, communication becomes a strategic instrument of leadership. It can support trust, participation, and belonging, or, conversely, reproduce exclusion and silence certain groups.

For postgraduate students, understanding political and leadership discourse is important because higher education is not only expected to produce academic knowledge, but also critical awareness, social responsibility, and the capacity to educate society. A postgraduate student is trained not only to read texts literally, but also to analyze how language constructs power, identity, public trust, and social change. This is relevant to the broader mission of education in preparing individuals who are able to think critically, care about social conditions, and contribute to national and global development. In educational contexts, self-efficacy, social support, and mental health literacy are also important because they help learners and educators manage stress, adapt to complex environments, and respond more meaningfully to social challenges (Yentür, 2023; Yulianti et al., 2021; Yusriani et al., 2025).

Discourse studies provide a useful lens for examining how leadership communication works. Critical Discourse Analysis views language as a social practice connected to power, ideology, and social relations (Fairclough, 1992; Van Dijk, 2006, 2009). Among the approaches within Critical Discourse Analysis, Ruth Wodak's Discourse-Historical Approach is particularly relevant because it emphasizes the importance of historical context, social problems, intertextuality, and discursive strategies (Reisigl & Wodak, 2005, 2009; Wodak, 2004; Wodak & Meyer, 2015). Wodak's approach argues that discourse cannot be understood

in a vacuum. Political and institutional texts must be analyzed by considering the historical background, social actors, ideological conflicts, and power relations surrounding them.

Recent studies show that the Discourse-Historical Approach remains useful for analyzing political and ideological discourse. Nagy (2023), for example, examined ideologies in the speeches of Turkish presidents through Wodak's approach and showed how political discourse constructs legitimacy and power. Yeo et al. (2025) also provided a retrospective view of Discourse-Historical Approach studies and highlighted its continuing relevance in examining social and political discourse. These studies indicate that DHA is not only useful for linguistic analysis, but also for understanding how discourse constructs identities, legitimizes authority, and shapes social relations.



Source: Screenshot from The Guardian article on Mamdani's victory speech (November 5, 2025)

Figure 1. Zohran Mamdani delivering his victory speech after being elected mayor of New York City

This study analyzes Zohran Mamdani's victory speech after being elected mayor of New York City, published by The Guardian on November 5, 2025. The speech is relevant because it strongly emphasizes affordability, working people, immigrant communities, democratic hope, and resistance to elite domination (Guardian staff, 2025). Rather than presenting victory as an individual political achievement, the speech constructs a collective narrative of workers, immigrants, tenants, minorities, volunteers, and marginalized communities as legitimate political actors. It also presents New York as a city that should belong not only to the wealthy and well-connected, but also to the people who build, serve, and sustain it.

This article argues that Mamdani's speech offers an important case of inclusive leadership communication. Through nomination, the speech names marginalized groups and makes them visible. Through predication, it assigns dignity and moral value to workers and immigrants. Through argumentation, it justifies political change through the logic of justice, affordability, and democratic ownership. Through perspectivation, it speaks from the viewpoint of people who have often been ignored by elite-centered politics. These strategies are important not only for political communication, but also for management and education because they show how leaders can use discourse to build trust, recognition, and belonging.

In education management, the relevance of this study lies in the need for leaders who can communicate inclusively across social, cultural, and institutional differences. Educational institutions are increasingly diverse, and leaders must be able to recognize different voices, reduce exclusion, and build shared commitment. Inclusive leadership communication can help educational leaders strengthen trust among students, teachers, families, and communities. This is also connected to the author's lived experience as an Indonesian living with an expatriate family in Europe, where issues of language, belonging, recognition, adaptation, and social trust are part of everyday life. Such experience reinforces the importance of discourse that does not merely speak about people, but makes people feel seen, respected, and included.

Based on this background, this study is guided by one main research question: How does Zohran Mamdani's victory speech construct inclusive leadership communication and public trust through Wodak's Discourse-Historical Approach, and what are its implications for education management? By answering this question, this study aims to contribute to the discussion of leadership communication, public trust, and inclusive education management through a qualitative discourse analysis of political speech.

METHOD

This study employed a qualitative discourse analysis design using Ruth Wodak's Discourse-Historical Approach. This method was selected because the study aims to examine how leadership communication constructs social actors, public trust, collective identity, and belonging through language. Wodak's approach is suitable for this study because it emphasizes that discourse cannot be separated from historical context, social problems, ideology, and power relations (Wodak, 2004; Reisigl & Wodak, 2009; Wodak & Meyer, 2015).

The research object of this study was Zohran Mamdani's victory speech after being elected mayor of New York City, published by The Guardian on November 5, 2025. The speech was selected purposively because it contains strong themes of inclusive leadership communication, including affordability, working-class dignity, immigrant belonging, public trust, and resistance to elite domination (Guardian staff, 2025). Since this study is document-based qualitative research, it did not involve human participants, population, or sample respondents. The unit of analysis consisted of words, phrases, sentences, and discourse patterns that represent social actors, leadership values, political legitimacy, and educational implications.

The data were collected through document analysis. The primary data source was the full transcript of Mamdani's victory speech published online by The Guardian. To strengthen the analytical validity of the single-speech analysis, the study also used two secondary comparative discourse sources: Barack Obama's 2008 election-night remarks and Jacinda Ardern's 2019 House statement on the Christchurch mosques terror attack. These comparative sources were selected purposively because both speeches demonstrate inclusive leadership communication, collective identity construction, and public trust-building in different political and crisis contexts (Ardern, 2019; Obama, 2008). Supporting sources were taken from relevant literature on Critical Discourse Analysis, Discourse-Historical Approach, leadership communication, inclusive leadership, public trust, self-efficacy, cross-cultural adaptation, and education management. The document analysis was conducted on June 25, 2026, in Grindsted, Denmark, through close reading, note-taking, coding, categorization, and interpretation of discourse features in the speech.

The main research instrument was the researcher, supported by a coding guide based on Wodak's Discourse-Historical Approach. The coding focused on four major discursive strategies: nomination, predication, argumentation, and perspectivation. Nomination was used to identify how social actors were named or categorized. Predication was used to examine the qualities attached to those actors. Argumentation was used to analyze the reasons and justifications used to support political claims. Perspectivation was used to examine the viewpoint or framing through which the speech was delivered (Reisigl & Wodak, 2009; Wodak, 2004).

The analysis was conducted in several stages. First, the speech transcript was read repeatedly to understand its general meaning and context. Second, relevant excerpts were identified based on the themes of leadership communication, public trust, inclusion, and education management. Third, the data were coded using Wodak's discursive strategies. Fourth, the coded data were interpreted by connecting linguistic patterns with historical context, social actors, ideology, and power relations. Finally, the findings were related to education management to explain how inclusive leadership communication can support trust-building,

cultural responsiveness, self-efficacy, social awareness, and adaptive leadership in educational institutions.

To strengthen the trustworthiness of the analysis, this study used repeated reading, theory-based coding, and consistency between data excerpts, analytical categories, and interpretation. The analysis was also supported by previous studies on DHA, leadership communication, inclusive leadership, educational leadership, and self-efficacy in cross-cultural adaptation contexts (Fairhurst, 2007; Fairhurst & Connaughton, 2014; Nagy, 2023; Randel et al., 2018; Yeo et al., 2025; Yusriani et al., 2025). The comparative reading was used not to shift the main object of analysis, but to check whether the trust-building pattern identified in Mamdani's speech also appears in other recognized leadership speeches. This step strengthens the credibility of the interpretation by situating the findings within a broader discourse pattern rather than relying only on one political text.

RESULTS AND DISCUSSION

This section presents the findings of the discourse analysis of Zohran Mamdani's victory speech through Ruth Wodak's Discourse-Historical Approach. The analysis answers the main research question: how does Mamdani's speech construct inclusive leadership communication and public trust through Wodak's DHA, and what are its implications for education management? The findings show that the speech constructs public trust through four major strategies: nomination, predication, argumentation, and perspectivation. These strategies work together to create a discourse of belonging, recognition, justice, and collective hope

Table 1. Summary of Discourse-Historical Analysis of Mamdani's Victory Speech

DHA Strategy	Main Finding	Leadership Communication Meaning	Education Management Implication
Nomination	Workers, immigrants, tenants, minorities, volunteers, and marginalized groups are explicitly named.	The leader gives visibility to social actors who are often ignored.	Educational leaders need to recognize diverse voices in schools and universities.
Predication	Workers and immigrants are described with dignity, courage, sacrifice, and legitimacy.	The discourse builds respect and moral recognition.	Communication should strengthen students' and teachers' sense of value and belonging.
Argumentation	Political change is justified through justice, affordability, democratic ownership, and public need.	Leadership legitimacy is built through moral and social reasoning.	Educational policy should be explained through fairness, access, and learner well-being.
Perspectivation	The speech is framed from the viewpoint of ordinary people and marginalized communities.	The leader speaks with, not merely about, the people.	Education management should be culturally responsive, participatory, and human-centered.

Source: Research analysis by the authors (2026)

The table shows that the speech does not only deliver a political message, but also constructs a model of inclusive leadership communication. Through the four DHA strategies, Mamdani creates a discourse that recognizes marginalized groups, challenges elite domination, and builds trust through collective identification. This finding supports Wodak's view that discourse must be understood historically and socially because language is always connected to power, ideology, and social relations (Reisigl & Wodak, 2009; Wodak, 2004; Wodak & Meyer, 2015).

Comparative Strengthening Of The Data Sources

Following the editor's suggestion to strengthen the discussion through broader data sources, this study adds a limited comparative reading of two additional leadership speeches. Barack Obama's 2008 election-night remarks were selected because the speech constructs collective identity by naming diverse social groups and translating political victory into shared democratic hope (Obama, 2008). Jacinda Ardern's 2019 Christchurch statement was selected because the speech constructs public trust through empathy, recognition of victims, and a national discourse of solidarity after a crisis (Ardern, 2019). These speeches are not treated as equal primary data; rather, they function as secondary comparative discourse sources to validate and enrich the interpretation of Mamdani's inclusive leadership communication.

Table 2. Comparative discourse sources used to strengthen the validity of the findings

Speech / Leader	Shared DHA pattern	Validity contribution	Education management insight
Zohran Mamdani's victory speech (Guardian staff, 2025)	Names workers, immigrants, tenants, minorities, and volunteers; assigns dignity and legitimacy; justifies change through justice and affordability.	Primary case showing how inclusive political discourse constructs belonging, public trust, and collective hope.	Educational leaders should recognize diverse stakeholders and connect policy communication with fairness, access, and well-being.
Barack Obama's election-night remarks (Obama, 2008)	Names diverse citizens across age, class, party, race, ethnicity, sexuality, and ability; frames difference within shared national identity.	Supports the finding that nomination and perspectivation can transform diverse publics into a collective political community.	Inclusive school and university communication should build unity without erasing diversity.
Jacinda Ardern's Christchurch statement (Ardern, 2019)	Frames victims and Muslim communities as part of the national 'us'; uses empathy and moral clarity to reject hatred and exclusion.	Supports the finding that predication and perspectivation can humanize marginalized groups and restore trust during crisis.	Educational leaders should communicate with empathy, ethical sensitivity, and cultural responsiveness during sensitive institutional moments.

Source: Research analysis by the authors (2026)

The comparative reading shows that Mamdani's speech shares a broader leadership discourse pattern with Obama's and Ardern's speeches. All three speeches use nomination to make social actors visible, predication to assign positive moral value, argumentation to justify leadership action, and perspectivation to build identification between leader and public. However, Mamdani's speech is distinctive because it connects inclusive identity directly with affordability, tenants' rights, immigrant belonging, and urban public policy. This comparison strengthens the validity of the findings by showing that the four DHA strategies do not operate as isolated textual features, but as recurring mechanisms through which leaders construct recognition, legitimacy, public trust, and collective hope across different contexts.

For education management, this comparison reinforces the argument that inclusive leadership communication should be understood as a transferable institutional practice. Just as political leaders build trust by recognizing the lived experiences of citizens, educational leaders can strengthen trust by recognizing the diverse experiences of students, teachers, parents, and communities. The comparative evidence therefore supports the implication that schools and universities need communication practices that are historically aware, culturally responsive, ethically sensitive, and committed to social inclusion.

The first finding concerns nomination. Mamdani's speech repeatedly names specific social actors, such as working people, immigrants, tenants, volunteers, taxi drivers, nurses, line

cooks, bodega owners, mothers, Muslims, Jewish New Yorkers, Black women, and members of the trans community (Guardian staff, 2025). This naming strategy is important because it transforms abstract political audiences into visible social groups. Instead of speaking only about “the public” or “citizens” in general, the speech identifies concrete groups who experience social, economic, and political struggle.

In Wodak’s DHA, nomination is not a neutral act. The way social actors are named shapes how they are represented and understood in discourse (Reisigl & Wodak, 2009). In Mamdani’s speech, nomination functions as recognition. It gives symbolic space to groups that are often placed at the margins of elite political discourse. This finding is consistent with studies showing that political discourse can construct identity and legitimacy through the naming of social actors (Nagy, 2023; Yeo et al., 2025). By naming marginalized groups, Mamdani constructs them not as passive recipients of policy, but as legitimate participants in the democratic life of the city.

From the perspective of leadership communication, this strategy reflects inclusive leadership. Inclusive leadership is not only about formal authority, but also about whether people feel recognized, valued, and included (Nembhard & Edmondson, 2006; Randel et al., 2018; Shore et al., 2011). In management contexts, the act of naming stakeholders is part of building trust because it signals that the leader understands who is affected by institutional decisions. In education management, this is relevant because students, teachers, parents, and communities also need to feel seen by institutional leaders. Educational leaders who communicate inclusively can strengthen participation and belonging across diverse learning communities (Bush, 2020; Khalifa, 2018; UNESCO, 2020).

The second finding concerns predication. Mamdani assigns positive qualities to working people and immigrants. Workers are described through images of labor, sacrifice, and physical struggle, such as bruised fingers, calloused palms, and scarred hands (Guardian staff, 2025). These images give moral dignity to work. The speech does not frame workers as weak or dependent; instead, it represents them as courageous, deserving, and politically legitimate.

Immigrants are also positively represented. Mamdani describes New York as a city built, powered, and led by immigrants. This predication challenges discourses that frame immigrants as outsiders, burdens, or threats. In the speech, immigrants are positioned as central to the city’s identity and future. This is especially meaningful because discourse can either reproduce exclusion or challenge social prejudice (Fairclough, 1992; Van Dijk, 2006, 2009). Through positive predication, the speech reconstructs the meaning of immigrant identity from marginality into belonging.

This strategy has implications for leadership communication and education management. Leaders build trust not only by making promises, but by assigning dignity to the people they serve. In educational institutions, teachers and leaders also need to use language that affirms learners’ identities, abilities, and backgrounds. Culturally responsive school leadership emphasizes the need to recognize students’ cultural identities as resources rather than problems (Khalifa, 2018; Shields, 2010). This is also connected to self-efficacy. When learners feel recognized and supported, they are more likely to develop confidence, motivation, and adaptive capacity (Yentür, 2023; Yusriani et al., 2025).

The third finding concerns argumentation. Mamdani’s speech justifies political change through the logic of justice, affordability, and democratic ownership. The speech argues that working people deserve to live in the city they sustain, tenants deserve protection from exploitative landlords, immigrants deserve recognition, and public services should support ordinary people (Guardian staff, 2025). These arguments are not presented only as technical policy claims, but as moral claims.

In Wodak’s DHA, argumentation refers to the justification of claims, actions, or exclusions (Reisigl & Wodak, 2009; Wodak, 2004). Mamdani’s argumentation constructs political change as necessary and legitimate because the old system is represented as failing ordinary people. This is visible in the speech’s repeated focus on rent, childcare, transportation,

public safety, workers' rights, and government accountability. The speech links leadership legitimacy to the ability to respond to real social problems.

This finding is important for management studies because leadership communication must connect vision with stakeholder needs. Leadership theories emphasize that leaders are expected to provide direction, build commitment, and influence people toward shared goals (Northouse, 2021; Yukl, 2013). However, inclusive leadership adds another dimension: leadership must also be responsive to people who are structurally disadvantaged. In education management, this means that institutional leaders should not communicate only about achievement, performance, and administrative targets, but also about fairness, access, well-being, and support systems. This is aligned with educational leadership studies that emphasize learning, equity, and school improvement (Hallinger, 2011; Leithwood et al., 2020; Shields, 2010).

The fourth finding concerns perspectivation. Mamdani's speech is delivered from the viewpoint of ordinary people, especially those who struggle with housing, work, transport, discrimination, and political exclusion. The speech does not primarily represent the viewpoint of elites, investors, or institutions. Instead, it frames policy through lived experience. Housing affordability is connected to commuters, families, grandparents, tenants, and single mothers. Public transportation is connected to daily survival and access. Immigration is connected to dignity, contribution, and leadership (Guardian staff, 2025).

Perspectivation is important because discourse always comes from a particular viewpoint (Reisigl & Wodak, 2009). In Mamdani's speech, the perspective is inclusive and solidaristic. The repeated use of collective expressions such as "we," "together," and "this city belongs to you" creates a sense of shared ownership. This finding supports the communicative view of leadership, which argues that leadership is constructed through discourse, interaction, and shared meaning rather than through position alone (Fairhurst, 2007; Fairhurst & Connaughton, 2014; Tourish, 2014).

This perspective is highly relevant to education management. Educational institutions are not neutral spaces; they contain diverse students, teachers, families, identities, and social experiences. If educational leaders communicate only from an administrative or top-down perspective, some groups may feel unseen. Inclusive and culturally responsive communication can help strengthen trust, psychological safety, and participation (Khalifa, 2018; Nembhard & Edmondson, 2006; UNESCO, 2020). This is also related to mental health literacy because educators need awareness of learners' emotional, social, and psychological conditions when designing supportive learning environments (Yulianti et al., 2021).

The fifth finding concerns public trust. Mamdani's speech constructs trust through recognition, moral clarity, and collective hope. Public trust is built when people feel that their struggles are acknowledged and that leadership is connected to their lived realities. In the speech, trust is not constructed through technical expertise alone, but through emotional identification and moral commitment. The leader speaks as someone who understands the people's struggle, shares their hopes, and promises to transform their concerns into policy action.

This trust-building process is consistent with inclusive leadership theory. Inclusive leaders strengthen trust when they show openness, accessibility, recognition, and respect for difference (Nembhard & Edmondson, 2006; Randel et al., 2018; Shore et al., 2011). In the speech, public trust is built through the repeated message that the city belongs to the people who work, migrate, care, organize, and hope. This message transforms political discourse into a discourse of belonging.

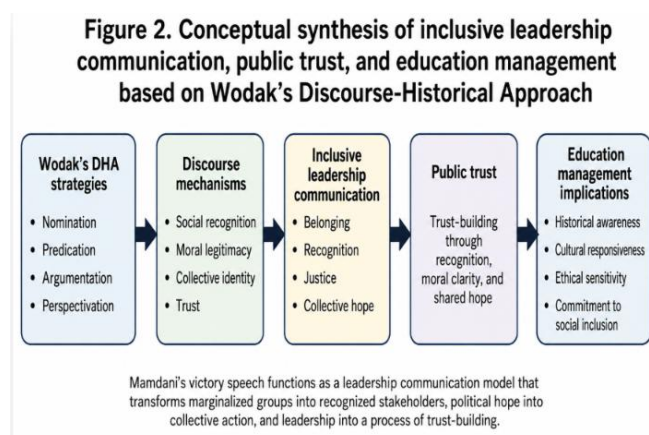
The sixth finding concerns the implication for education management. Mamdani's speech offers a useful lesson for educational leaders: communication should not only inform, but also include, motivate, and build collective confidence. In schools and universities, leaders need to communicate in ways that recognize different student backgrounds, support teacher agency,

and strengthen institutional belonging. Educational leadership should be able to connect policy with human experience, especially in multicultural and socially diverse settings (Bush, 2020; Hallinger, 2011; Leithwood et al., 2020).

The implication also relates to self-efficacy and adaptation. In educational contexts, self-efficacy helps individuals manage challenges, sustain motivation, and develop creativity. Yusriani et al. (2025) show that self-efficacy and social support help international students in Denmark manage stress and foster creativity. This is relevant to the present study because inclusive leadership communication can function as a form of social support. When leaders communicate recognition, trust, and belonging, they may strengthen people's confidence to participate, adapt, and contribute. In this sense, inclusive discourse does not only shape public opinion; it can also support psychological and social resilience.

The author's lived experience as an Indonesian living with an expatriate family in Europe also strengthens the educational relevance of this analysis. Migrant and expatriate life often involves adaptation, language learning, social negotiation, and the search for belonging. From this perspective, Mamdani's speech is meaningful because it shows how public discourse can make migrant communities feel recognized rather than merely tolerated. This reflection does not replace the data analysis, but it helps interpret why inclusive leadership communication matters in multicultural educational and social environments. Education management should not only manage institutions; it should also cultivate empathy, social awareness, and public responsibility.

Figure 2 presents the conceptual synthesis of the findings. It shows that Wodak's DHA strategies work as analytical tools for understanding how inclusive leadership communication constructs public trust and produces implications for education management.



Source: Authors' analysis (2026)

Figure 2. Conceptual synthesis of inclusive leadership communication, public trust, and education management based on Wodak's Discourse-Historical Approach

The conceptual synthesis shows that nomination, predication, argumentation, and perspectivation function as discourse mechanisms. These mechanisms construct social recognition, moral legitimacy, collective identity, and trust. In turn, these elements support inclusive leadership communication. When connected to education management, the findings suggest that leaders in educational institutions should communicate with historical awareness, cultural responsiveness, ethical sensitivity, and commitment to social inclusion.

Although this study has expanded the discussion through secondary comparative discourse sources, its primary empirical focus remains Mamdani's victory speech. Future studies may strengthen the validity and transferability of the findings by analyzing a larger corpus of political and educational leadership speeches across different countries, institutional settings, and crisis situations. Such comparative analysis would allow researchers to examine

whether nomination, predication, argumentation, and perspectivation consistently shape inclusive leadership communication and public trust across broader contexts.

Overall, the results show that Mamdani's victory speech is not only a political text but also a leadership communication model. Through Wodak's DHA, the speech can be understood as a discourse that transforms marginalized groups into recognized stakeholders, transforms political hope into collective action, and transforms leadership into a process of trust-building. For education management, the main lesson is that inclusive communication can help leaders build institutions where people feel seen, valued, and empowered to contribute.

CONCLUSION

This study concludes that Zohran Mamdani's victory speech constructs inclusive leadership communication and public trust through the discursive strategies identified in Ruth Wodak's Discourse-Historical Approach. Through nomination, the speech gives visibility to workers, immigrants, tenants, minorities, volunteers, and marginalized communities. Through predication, it assigns dignity, courage, legitimacy, and moral value to these social actors. Through argumentation, it justifies political change by linking public policy to justice, affordability, democratic ownership, and social responsibility. Through perspectivation, it frames leadership from the viewpoint of ordinary people whose voices are often excluded from elite-centered political discourse.

The findings show that Mamdani's speech is not only a political text, but also a model of inclusive leadership communication. The speech transforms marginalized groups into recognized stakeholders, political hope into collective action, and leadership into a process of trust-building. Public trust is constructed not merely through authority or policy promises, but through recognition, moral clarity, shared hope, and the ability of leadership discourse to make people feel seen, valued, and included.

The implication for education management is that leaders in educational institutions need to communicate with historical awareness, cultural responsiveness, ethical sensitivity, and commitment to social inclusion. Inclusive leadership communication can help strengthen trust, participation, self-efficacy, social awareness, and adaptive capacity among students, teachers, and educational communities. This is especially important in diverse and multicultural learning environments, where institutional communication should not only manage people, but also empower them. Therefore, this study contributes to management science and education management by showing that discourse is a strategic leadership resource for building public trust, collective identity, and inclusive institutional culture.

Acknowledgements

The authors express sincere appreciation to Dr. Oom Rohmah Syamsudin, M.Hum., as the lecturer of Critical Theories in Language and Literature Teaching, for her academic guidance, critical insight, and learning opportunity that inspired the development of this article. The authors also acknowledge the Postgraduate Program of English Education, Universitas Indraprasta PGRI, for providing an academic environment that supports critical inquiry, discourse analysis, and educational reflection. Special appreciation is extended to the authors' families and academic colleagues at Universiti Sains Malaysia, Universitas Terbuka, Sultan Moulay Slimane University, Beni Mellal, Morocco, The LEGO Group community in Denmark, and Universitas Bhayangkara Jakarta Raya for their continuous support during the writing process.

Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this article. This study was conducted independently for academic purposes and knowledge sharing.

No financial, personal, or institutional interests influenced the analysis, interpretation, or conclusion of the study.

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