

# Università di Cagliari



Corso di Laurea in Economia e Gestione Aziendale

Corso di Laurea in Economia e Finanza

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# Leadership



Brain storming...



What words come to your mind when thinking about **Leadership**?



# Leadership

Managers      leaders      lead      charisma  
Power      responsibility      responsible  
Liability      liable      trust  
                         trustworthy



# Leadership

develop talent

Inspire authority

management styles delegate

types of leadership change motivate

Ruthless successful v failing

Skills aggressive key people

complementary qualities

Experience subordinates

# Leadership

| <b>ADJECTIVES<br/>/NOUNS</b> | <b>DEFINITIONS</b>                          |
|------------------------------|---|
| <b>Ruthless</b>              | a developed talent or ability               |
| <b>Failing:</b>              | having a favorable outcome                  |
| <b>Subordinates</b>          | an act of loosing                           |
| <b>Skills</b>                | people who have a key role                  |
| <b>key people</b>            | cruel, with no compassion or pitty          |
| <b>Successful</b>            | working under a more senior member of staff |

# Leadership

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|------------------------------|---|
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| <b>Subordinates</b>          | working under a more senior member of staff |
| <b>Skills</b>                | a developed talent or ability               |
| <b>key people</b>            | people who have a key role                  |
| <b>Successful</b>            | having a favorable outcome                  |

# LEADERSHIP

WHAT MAKES A GREAT LEADER?

**Leaders and Managers: IS IT THE SAME?**

What qualities, skills, experience for leadership?

Great World leaders from different areas:  
POLITICS, EDUCATION, SPORT, ARMED FORCES,  
BUSINESS....



# Two questions that can change your life

<http://vimeo.com/8480171>

The surprising truth about what motivates us...

## Drive

- push, boost, force; provide the power to operate (a machine).
- urge or force to move in a specified direction.
- induce to act in a particular way: *he was driven by ambition, by motivation*

# Two questions that can change your life

<http://vimeo.com/8480171>

## **1- What's my sentence?**

CREATE YOUR OWN SENTENCE AND USE IT TO  
NAVIGATE YOUR LIFE

## **2- Was I better today than I was yesterday?**



# LEADERSHIP

(p. 15-16)

## Role of a leader

- To inspire and motivate (staff, players, pupils, students, subordinates)
- To develop talent

## How?

- **delegate** responsibilities
- Use **authority** to **control** operations



# LEADERSHIP STYLES

- ◆ By delegating responsibility
- ◆ By directly controlling all operations
- ◆ By giving example
- ◆ By inspiring respect/affection
- ◆ By inspiring fear/terror
- ◆ By providing financial reward
- ◆ By providing non-financial reward (status, respect, etc.)

# LEADERSHIP

- Which adjectives below describe positive aspects of someone's character?
- Which describe negative aspects?

decisive open passionate energetic balanced  
charismatic ruthless impulsive straight careful  
motivating informal flexible accessible  
thoughtful adventurous uncaring lunatic  
moderate aggressive



# LEADERSHIP

## PEOPLE AT WORK:

**management:** coach (v.+n.), CEO (chief executive), director, head, supervisor, chairman, president, boss, manager, faculty.....

**Subordinates,** staff, workers, employees:  
clerk, secretary, janitor...



# Reading Comprehension

## ***When to terrorise talent*** (p. 17)

### PARA I:

- ***to allow*** means ....

***to let***

- The antonym of ***defeat*** is .....

***accomplishment, success, victory,***

- The synonym of: ***lose one's temper***  
is ...

***get angry, lose control***



## Reading Comprehension

### ***When to terrorise talent (p. 17)***

#### **PARA II:**

The expression ... ***out in the open for all to see*** means....

***Exposed so that everybody can see them***

The expression ... ***inspire fear*** means  
... ***provoke scare***

A synonym for ***tool*** is ...  
***instrument***



# Reading Comprehension

## ***When to terrorise talent*** (p. 17)

### **PARA III:**

- the word ***successful***, is ...?

Write other similar words:

***useful, resentful, careful***

(Morphological structures: suffixes,  
slides 19 & 31)



# WORD FORMATION

**AFFIXES** are meaningful, dependent elements added both before and after the base form:

1. **PREFIXES** precede the base form;
2. **SUFFIXES** follow the base form.

# DERIVATIONAL SUFFIXES

## Adjectives from Nouns

- ed** pointed, blue-eyed
- esque** Kafkaesque
- ful** useful, successful
- ic** atomic, Celtic
- (i)al** editorial, accidental
- ish** foolish, Swedish
- less** careless, childless
- ly** friendly, cowardly
- ous** ambitious, desirous
- y** hairy

## Adjectives from Verbs

- able** drinkable, washable
- ive** attractive, explosive

# Reading Comprehension

## ***When to terrorise talent*** (p. 17)

### **PARA IV**

-If ***workers are scarce***.. they are ...

-The verb ***to handle*** comes from the noun...,  
therefore it means...

### **Collocations**

*handle with care*      *put it*      *shape up*

***-80-85% ... had better shape up fast ...***

paraphrase ...



# COLLOCATIONS

- ◆ Combinations of words commonly used together (*make a mistake*),
- ◆ Combinations that 'just sound right' to native English speakers (*take a chance*),
- ◆ They include phrasal verbs (*back s.o. up*), noun phrases (*the eight-year-old boy*) and stock phrases (*the rich and famous*)

# COLLOCATIONS

- ◆ Do your best
- ◆ Break the law
- ◆ Take a chance
- ◆ Make progress
- ◆ Catch the bus
- ◆ Pay attention to ...
- ◆ Keep calm
- ◆ Save time
- ◆ Go out of business

# Reading Comprehension

## When to terrorise talent (p. 17)

### PARA V

- Finite and non-finite verbs:

*Fear can provide the emotional kick needed to meet a challenge*

*Taking risks*

*Meet a challenge*



# Verb Finiteness

We usually classify verbs into 2 broad types, based on the contrast in meaning they express:

**FINITE FORMS:** define verb number, tense, person or mood.

In combinations of verbs, the finite one is always in first position:

I was being asked; He hadn't done it;  
They did not understand the problem.

# Verb Finiteness

**NONFINITE FORMS** do not limit the verb.

When a non-finite form is used (-ing; -ed; infinitive), the verb can refer to any number, tense, person, mood.

A non-finite form of the verb stays the same in a clause, regardless of the grammatical variation taking place:

I'm leaving / They're leaving / He was leaving / He might be leaving.

# Verb Finiteness

Some examples of verbal groups in which the finite element is indicated by the symbol "f", and non-finite elements by the symbol "nf", and the verbal group has been underlined.

SHE WORKS (f) IN A BANK

SHE HAS (f) WORKED (nf) IN A BANK

SHE HAD (f) BEEN (nf) WORKING (nf) IN A BANK

I AM (f) HAVING (nf) A HOLIDAY

I USED (f) TO WORK (nf) IN A BANK

# Reading Comprehension

## When to terrorise talent (p. 17)

### PARA VI

- What is the *board of a large firm*?  
the *board of directors*
- A synonym for *to argue*  
*to hold / to state / to assert*

### PARA VII

- Find two opposites as: *win ... lose*  
*succeed ... fail*



# Reading Comprehension

## When to terrorise talent (p. 17)

### PARA VIII

-What is the *driving fear of failure*?

-A synonym for *self-employed ...*

*Entrepreneur*

-What is: "*I'm self-afraid*"?

-here *to manage* means ...

<https://youtu.be/7t-FsHq5FSk>

<https://www.youtube.com/watch?v=9tBd5AUF5BA>

do / make / meet / take / set / have / lose

1. Managers inspire workers when they \_\_\_\_\_ a good example.

2. We can't \_\_\_\_\_ the deadline. It's unrealistic.

3. I think we'll \_\_\_\_\_ a profit this year.

4. Most managers \_\_\_\_\_ their tempers when their team loses.



do / make / meet / take / set / have / lose

1. Managers inspire workers when they **SET** a good example.
2. We can't **MEET** the deadline. It's unrealistic.
3. I think we'll **MAKE** a profit this year.
4. Most managers **LOSE** their tempers when their team loses.



do / make / meet / take / set / have / lose

5. Sorry, but I don't \_\_\_\_\_ time to help.

6. It's too risky. We can't \_\_\_\_\_ a chance like this.

7. Would you \_\_\_\_\_ me a favour?



do / make / meet / take / set / have / lose

5. Sorry, but I don't **HAVE** time to help.

6. It's too risky. We can't **TAKE** a chance like this.

7. Would you **DO** me a favour?



**Change the form of the word in brackets and complete these sentences. For example:**

He manages one of the biggest football clubs in the country.  
(manage)

The new manager improved moral in the department. (manage)

Increasing salaries is only one way to increase  
\_\_\_\_\_ . (motivate)

Fear of \_\_\_\_\_ is another way to inspire staff.  
(fail)

Many managers believe \_\_\_\_\_ cannot be trusted.  
(employ)

I have \_\_\_\_\_ with my six subordinates today.  
(appraise)



**Change the form of the word in brackets and complete these sentences. For example:**

He manages one of the biggest football clubs in the country. (manage)

The new manager improved moral in the department. (manage)

Increasing salaries is only one way to increase **MOTIVATION** (motivate)

Fear of **FAILURE** is another way to inspire staff. (fail)

Many managers believe **EMPLOYEES** cannot be trusted. (employ)

I have **APPRAISAL** with my six subordinates today. (appraise)



**Change the form of the word in brackets and complete these sentences.**

Did you hear about the basketball  
\_\_\_\_\_ who strangled a  
subordinate? (coach)

We're in danger of setting our  
\_\_\_\_\_ too high. (expect)

The board of \_\_\_\_\_ meets  
four times a year. (direct)



**Change the form of the word in brackets and complete these sentences.**

Did you hear about the basketball **COACH** who strangled a subordinate? (coach)

We're in danger of setting our **EXPECTATION** too high. (expect)

The board of **DIRECTORS** meets four times a year. (direct)



## Word formation: adjectives ending in *-ing* and *-ed*

Use the word given in brackets to form a word that fits in the space

- ◆ *Scream* was probably the most ..... (frighten) film I've ever seen.
- ◆ I get so ... (embarass) when my dad starts singing.
- ◆ As the day of the exam approached, Karen became ... (increase) nervous
- ◆ a. I think I'll go straight to bed. It was a very ... (tire) journey.  
b. Yes, you must be ... (exhaust)

## Word formation: adjectives ending in *-ing* and *-ed*

Use the word given in brackets to form a word that fits in the space

- ◆ Scream was probably the most ***frightening*** film I've ever seen.
- ◆ I get so ***embarrassed*** when my dad starts singing.
- ◆ As the day of the exam approached, Karen became ***increasing*** nervous
- ◆ a. I think I'll go straight to bed. It was a very ***tiring*** journey.  
b. Yes, you must be ***exhausted!***

- ◆ I didn't really enjoy the film. The special effects were OK but the plot was rather dull and ... (bore)
- ◆ Johnny Depp is not one of my favourite actors but he gave a ... (surprise) good performance in *Sleepy Hollow*
- ◆ You look a little ... (confuse). Don't you understand what you have to do in this exercise?
- ◆ It was quite ... (annoy) to read so many negative reviews of the film. Critics wrote that the main characters weren't ... (convince), but personally, I was very ... (impress) by the quality of the acting.

- ◆ I didn't really enjoy the film. The special effects were OK but the plot was rather dull and ***boring***.
- ◆ Johnny Depp is not one of my favourite actors but he gave a ***surprising*** good performance in *Sleepy Hollow*.
- ◆ You look a little ***confused***. Don't you understand what you have to do in this exercise?
- ◆ It was quite ***annoying*** to read so many negative reviews of the film. Critics wrote that the main characters weren't ***convincing***, but personally, I was very ***impressed*** by the quality of the acting.

## Unit 2 Leadership

**appraise** v (T) to assess the value of something. Staff are regularly appraised to see if they have met the objectives that they are given: *The department manager will appraise each employee individually.*

stimare – appraisal n [C] stima – appraisee n [C] ciò che viene stimato – appraiser n [C] perito

Collocations annual appraisal, performance appraisal

**authority 1** n [U] the power to impose decisions: *The managers in our company have a great deal of authority.* autorità – authorise v (T) autorizzare – authorisation n [U] autorizzazione – authoritative adj autorevole – authoritarian adj autoritario Collocations lines of authority **2** n [C] a public institution which is in charge of enforcing regulations or administering a government service: *The public health authority.*

**autonomy** n [U] the freedom to make your own decisions without having to request authorisation: *I've always believed that it's best to give staff as much autonomy as possible.* autonomia – autonomous adj autonomo

**coach 1** n [C] person who is responsible for training a team or an individual: *He's a very successful football coach.* formatore **2** v [T] formare to train people to help them to acquire particular skills: *I'm responsible for coaching two new people in the department.*

**delegate** v [T] to give responsibility to someone at a lower level in the hierarchy to enable them to take decisions: *Managers need to delegate more routine tasks to junior members of staff.* delegare – delegation n [U] delega

?

**motivate** v [T] make someone willing to work harder: *He's very good at motivating his sales team.* **motivare** – **motivation** n [U] **motivazione** – **motivational** adj **motivazionale** – **motivated** adj **motivato** **Synonym** **encourage** v [T] **incoraggiare** **Collocations** *highly-motivated, motivational skills, motivation techniques*

**objective** n [C] a goal that has been fixed for people to achieve: *I have a meeting with my line manager to fix my objectives every six months.* **obiettivo** **Synonyms** **goal** n [C] **scopo** **aim** n [C] **mira** **target** n [C] **traguardo** **Collocations** *set / fix / establish / achieve / meet objectives*

**staff 1** n [plural] the employees of an organisation: *The new manager will be joining the staff in November.*  
**staff 2** v [I] to provide workers for an organisation: *Each of our centres is staffed by expert personnel.*  
**Synonyms** **personnel** n [U] **personale** **employees** n [C] **dipendenti** **workers** n [C] **impiegati** **Collocations** *staff morale, staff turnover*

**subordinate** n [C] a person who works under a more senior member of staff: *I have six subordinates that report to me.* **subalterno** – **subordinate** v [T] **subordinare**

**supervise** v [T] to control the work of other people in order to make sure that it is properly done: *We need to supervise the trainees very closely.* **supervisionare** – **supervision** n [U] **supervisione** – **supervisory** adj **di** **supervisione** **Synonym** **manage** v [T] **dirigere**

**task** n [C] a piece of work that has to be done. Tasks are generally assigned to employees at the start of the week. **incarico** **Synonym** **duty** n [C] **dovere** **Collocations** *assign / delegate a task, task-based, task-driven, task force*

?

# Phonetics

Match column A with column B

A

- leadership
- director
- manager
- acquisition
- motivation
- enterprise
- delegate
- subordinate
- staff
- authority

B

- /ɔː'θɒrəti/
- /dɪ'rektə/
- /'delɪgət/
- /,məʊtɪ'veɪʃn/
- /sə'bɔːdnɪt/
- /'entəpraɪz/
- /'lɪːdə(r)ʃɪp/
- /,ækwɪ'zɪʃn/
- /'mænɪdʒə(r)/
- /stæf /stɑːf/

# Phonetics

Match column A with column B

A

- authority
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- delegate
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- /ɔː'θɒrəti/
- /di'rektə/
- /'delɪgət/
- /,məʊti'veɪʃn/
- /sə'bɔːdnɪt/
- /'entəpraɪz/
- /'liːdə(r)ʃɪp/
- /,ækwi'zɪʃn/
- /'mænɪdʒə(r)/
- /stæf /stɑːf/

# Reading Comprehension

## *When to terrorise talent (p. 17)*

### Reading comprehension questions:

#### 1. MOTIVATION TECHNIQUES

- PARA V
- PARA VI
- PARA VII

#### 2. True or False

1. (para I)
2. (para I)
3. (para II)
4. (para III)
5. (para IV)
6. (para V)
7. (para VIII)

