

Università di Cagliari



Corso di Laurea in Economia e Gestione Aziendale

Corso di Laurea in Economia e Finanza

Lingua Inglese

Luisanna Fodde

Olga Denti

Caterina Cambosu

M. Antonietta Marongiu

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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

authority

Leadership

- ◆ **Ruthless:** cruel, with no compassion or pity
- ◆ **Failing:** an act of loosing
- ◆ **Subordinates:** working under a more senior member of staff
- ◆ **Skills:** A developed talent or ability
- ◆ **key people:** people who have a key role
- ◆ **Successful:** Having a favorable outcome

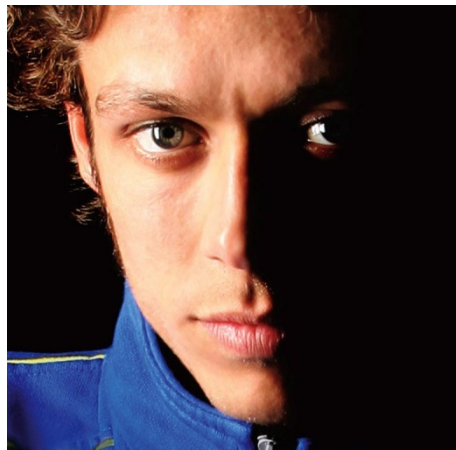
LEADERSHIP

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** saridy, 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>



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'θɒrətɪ/
- /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
- director
- delegate
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- subordinate
- enterprise
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- manager
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B

- /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)

