

Università di Cagliari



Corso di Laurea in Economia e Gestione Aziendale

Corso di Laurea in Economia e Finanza

Lingua Inglese

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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

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

Leadership

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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....



Leaders



Elizabeth II,
Queen of the
United Kingdom



Mother Teresa of Kolkata,
awarded the Nobel Peace Prize
in 1979



**Boris
Johnson,**
British Prime
Minister and
leader of the
Conservative
Party

Bebe Vio,
Italian wheelchair
fencer, World and
Paralympic champion



Pope Francis,
head of the
Catholic Church



Donald Trump,
current president
of the USA

Leaders



Sergio Mattarella,
the Italian President



Martin Luther King Jr.,
Leader of the
Civil Rights Movement



**David
Maria
Sassoli,**
President
of the EU
Parliament



Giuseppe Conte,
President of the Council
of Ministers of the
Italian Republic



**Samantha
Cristoforetti,**
the first Italian woman
to get into space

**Barack Hussein
Obama II,**
Former president
of the USA



Two questions that can change your life

<http://vimeo.com/8480171>

<https://elearning.efis.unica.it/mod/scorm/player.php>

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

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

How?



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 careless 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...



Synonyms

1 Match the words from the text with similar meanings.

- | | | | |
|---|-------------|---|-----------|
| 1 | inspire | a | technique |
| 2 | fire | b | terror |
| 3 | fear | c | motivate |
| 4 | defeat | d | employee |
| 5 | upset | e | sack |
| 6 | subordinate | f | failure |
| 7 | tactic | g | hurt |
- 

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| 7 | tactic | _____ | g | hurt |
-

Terrorising the talent



LEADERSHIP

- motivate staff
- develop talent
- management style
- to delegate to subordinates
- to use authority
- to control

Keynotes

The role of a leader is to **inspire** and **motivate** staff and to **develop talent** within an organisation. The **management style** of leaders varies: some prefer to **delegate** responsibility to **subordinates** whereas others prefer to use their **authority** to control operations directly.

Fear and management

When to terrorise talent

The football dressing room remains the last refuge of old-style management techniques.

The nation was in shock. David Beckham, Britain's most beautiful (and skilful) footballer emerged from his house on Monday morning to allow the world to photograph a wound above his left eye. Sir Alex Ferguson, manager of his then team Manchester United, had lost his temper after a defeat and kicked a football boot, which hit the Beckham eyebrow.

PARA I:

- ***to allow*** means
to let, to permit, to enable

- The antonym of ***defeat*** is
accomplishment, success, victory,

- Synonym of: ***lose one's temper*** is ...
get angry, lose control

PARA II:

In sports, more than in most businesses, the management tactics are out in the open for all to see. Not many managers try to strangle their subordinates – as Bobby Knight, a former basketball coach at Indiana University, once did. But the ability to inspire fear has always been an essential tool of management.

- The expression **... out in the open for all to see** means....
exposed so that everybody can see them

- ... **inspire fear** means ... **provoke scare**
- A synonym for **tool** is ... **instrument**

PARA III:

Lots of successful chief executives rule by terror. None, it must be said, reaches the standard set by John Patterson, who built NCR early in the 20th century. "When a man gets indispensable, let's fire him," he would apparently say. One NCR executive discovered he had been fired when he found his desk and chair in flames on the company lawn. Modern laws on constructive dismissal and employee harassment have put an end to such fun.

- the word ***success-ful***, is ...?

Write other similar words: ***use-ful***,
resent-ful, ***care-ful***

- the word ***dismissal*** means ...?

... *discharge, layoff, redundancy*

- and ***harassment***?

... vexation, annoyance

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.

Reading Comprehension

When to terrorise talent (p. 17)

PARA IV

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

-The verb ***to handle*** comes from the noun...
hand, therefore it means... ***hold / manage***

Collocations

handle with care *put it* *shape up*

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

paraphrase ... ***improve / progress***



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

Types of Morphemes

FREE MORPHEMES can operate freely in the language, occurring as separate words:

study ; go; yes

BOUND MORPHEMES cannot occur on their own (anti-; -ation; -ment; -s; -ed).

bound morphemes can be **INFLECTIONAL**
or **DERIVATIONAL**

PARA IV

However, terror in the workplace is making a comeback these days. In an economic upswing, fear goes underground. Workers are scarce, and therefore powerful; bosses must handle the talent with care. When times turn tough, the balance of power swings. As Hank Paulson, chairman of Goldman Sachs, put it, in a speech that upset his staff, “in almost every one of our businesses, there are 15–20% of the people that really add 80% of the value.” In other words, 80–85% are largely redundant – and had better shape up fast.

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

-The verb **to handle** comes from the noun... **hand**, and it means...
hold / manage

Collocations ↔ *handle with care - put it - shape up*

-80-85% ... had better shape up fast ...
paraphrase ... **improve / progress**

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
- ◆ Take a risk
- ◆ Make progress
- ◆ Meet a challenge
- ◆ Catch the bus
- ◆ Pay attention to ...
- ◆ Keep calm
- ◆ Save time
- ◆ Go out of business

PARA V

Motivating talent

Does fear really motivate? In sport says Scott Snook, who teaches organizational behaviour at Harvard Business School, “fear can become a barrier to taking risks, yet can provide the essential emotional kick needed to meet a challenge.” Coaches need to strike the right balance (and the right player?) in order to develop talent.

Finite and non-finite verbs:

Fear can provide the emotional kick needed to meet a challenge

Taking risks

Meet a challenge

PARA VI

Yet used in the boardroom, fear can be disastrous. Tony Couchman, a head-hunter at Egon Zehnder in London, recalls the board of a large firm with a chief executive who so dominated his directors that they rarely questioned or challenged him. “Success in such a company depends on having a great leader and a steady market,” he argues.

-What is the *board of a large firm?*

... the *board of directors*

-A synonym for *to argue*

... *to hold / to state / to assert*

Verb Finiteness

FINITE FORMS	NONFINITE FORMS
Define verb number, tense, person or mood.	The verb can refer to any number, tense, person, mood (-ing; -ed; infinitive).
In combinations of verbs, the finite one is always in first position.	The verb does not change in a clause, regardless of the grammatical variation taking place.
I <u>was</u> being asked; He <u>hadn't</u> done it; They <u>did</u> not understand the problem.	I'm leaving / They're leaving/ He was leaving/ He might be leaving.

PARA VII

Jim Collins, author of a book that explains why some firms succeed in making the jump “from good to great” and others fail, found that the approach to fear was a key distinction among firms that he surveyed. He found that in the truly successful firms people were “productively neurotic”. At Microsoft, for example, employees worry all year at the prospect of their annual meetings with Bill Gates, where even being shouted at would not hurt as much as seeming to be an idiot.

Find two opposites as:

win ... lose

succeed ... fail

PARA VIII

The driving fear of failure, points out Mr Collins, is not unique to corporate life. “I’m self-employed, and I live with constant fear,” he says. “But I’m self-afraid.” That kind of fear is common among creative artists and also in professional services where the person is the product and lots of fragile egos have to be managed ■

- What is the *driving fear of failure*?

- A synonym for *self-employed*

Entrepreneur

- What is: “*I’m self-afraid*” ?

-here *to manage*

means ...

Reading Comprehension

When to terrorise talent (*p. 17*)

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

<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'θɒrəti/
• /di'rektə/
• /'delɪgət/
• /,məʊti'veɪʃn/
• /sə'bɔːdnɪt/
• /'entəpraɪz/
• /'lɪːdə(r)ʃɪp/
• /,ækwi'zɪʃn/
• /'mæniɪdʒə(r)/
• /stæf /stɑːf/

Phonetics

Match column A with column B

A

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- director
- delegate
- motivation
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- acquisition
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- staff

B

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