

# 11

## Learning objectives: Unit 11

**People skills** Analyzing attitudes to stress in the workplace; Identifying techniques for managing stress; Fluency: Helping a staff member in a stressful situation

**Reading** Article on helping colleagues manage stress

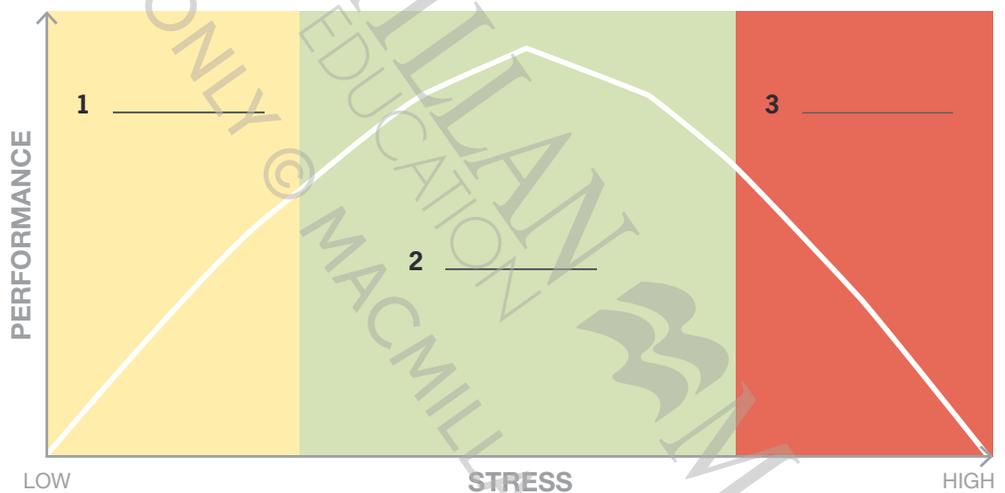
**Listening** Talk on stress management; Eight managers counselling their staff

# Stress

- 1 Look at the cartoon and answer the questions.
  - a How would you describe the woman's behaviour in the cartoon?
  - b How does the man feel about the woman and her problem?
  - c What are their attitudes to stress?



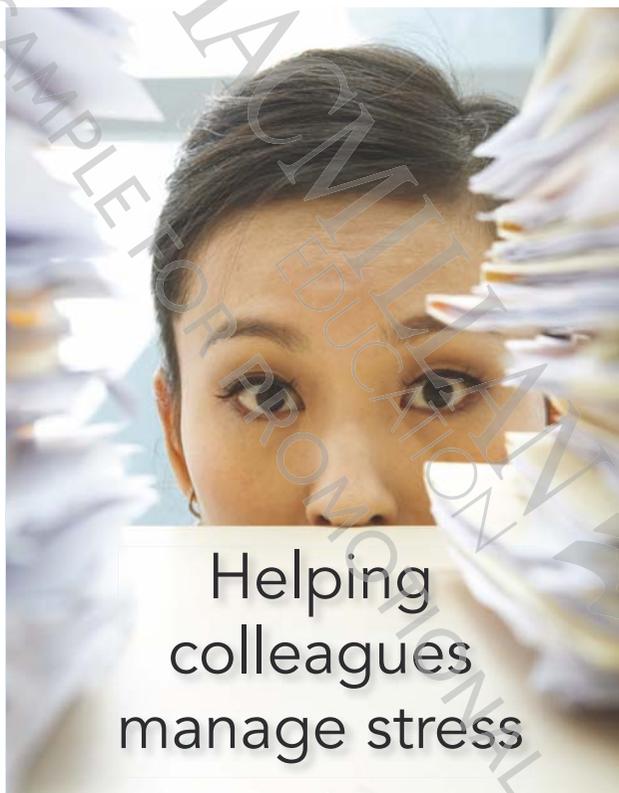
- 2 What attitudes to stress have you encountered in different workplaces?
- 3 What does the chart below show? Compare your ideas with a partner.



- 4 2.36 Listen to an extract from a talk about stress management and label the three coloured areas on the chart.
- 5 2.36 Listen again and match the work environments in the photos on the left to the levels of stress on the chart.
- 6 The speaker mentions 'the symptoms of distress' – what do you think they are? Consider the effects on the body, the mind and on behaviour. Compare your ideas with a partner.
- 7 How do you manage your own stress? Do you have any techniques or tips that would help colleagues or team members to manage their stress?

8 Read the article quickly and match the headings in the box to the paragraphs.

- Ease the strain    Facilitate change    Identify the source    Share feelings



**Stress is contagious; if not handled carefully, a colleague's distress can quickly ruin your own day. Following a four-step action plan will help keep the whole office on track.**

1 \_\_\_\_\_

First, encourage your stressed-out colleague to talk or even cry; expressing their emotions will provide temporary relief. Don't be judgemental and don't be tempted to force your advice on them; if their frustration is directed at you personally, resist the urge to defend yourself. Simply empathize and help them not to feel guilty about the way they feel.

2 \_\_\_\_\_

Next, ask neutral, open questions to elicit the cause of their distress. Very often a minor annoyance will prove to be the tip of a much bigger iceberg. But don't probe, and don't ask leading questions. Don't minimize the problem, but try to help your colleague keep things in perspective.

3 \_\_\_\_\_

Ask yourself what you can do to take the pressure off. Can you give your colleague more time, or shift some tasks to someone else? A quiet word with other people who are a source of pressure, or small improvements to the work environment, can help overcome that 'out of control' feeling.

4 \_\_\_\_\_

Use counselling techniques like echoing, summarizing and asking hypothetical questions to help your colleague find their own solutions. Don't provide your own answers to their problems; help them take control of their life by making changes or simply learning to live with the problem.

9 Reread the article. How many of the points you discussed in 7 are mentioned?

10 According to the article, you should not do the following things. Why?

- force your advice on colleagues
- defend yourself
- probe
- ask leading questions
- minimize the problem
- provide answers

11 2.37 Listen to eight managers counselling staff members who are suffering from stress. Decide if each manager is doing things right (✓) or wrong (X). Then match the manager to the advice from the article (a-h) that they are following or need to follow.

- a ask what you can do to take the pressure off
- b don't probe, and don't ask leading questions
- c encourage colleagues to express their emotions
- d don't provide your own answers
- e use counselling techniques like echoing, etc
- f help them not to feel guilty
- g don't minimize the problem
- h resist the urge to defend yourself

Manager	✓ / X	Advice
1 Mark		
2 Jacky		
3 Corey		
4 Brett		
5 Jo		
6 Perry		
7 Chris		
8 Georgie		

12 2.37 Complete the useful expressions you heard in 11. Then listen again and check.

- 1 It's \_\_\_\_\_ normal.
- 2 It's better to get it off your \_\_\_\_\_.
- 3 I understand how you \_\_\_\_\_.
- 4 Would it \_\_\_\_\_ if ...
- 5 It could \_\_\_\_\_ to anyone.
- 6 There's no need to feel \_\_\_\_\_ about it.
- 7 What would \_\_\_\_\_ if you didn't ...
- 8 How \_\_\_\_\_ a problem would that be?

13 Work with a partner to practise helping a staff member in a stressful situation. Speaker A see page 118. Speaker B see page 136.

# C

**Learning objectives:**  
**Management scenario C**

**Business communication skills**

Identifying effective pitching techniques; Using Cialdini's six principles of influence; Fluency: Pitching a new project

**Reading** Article on building donor circles

**In company in action**

C1: A failed pitch;

C2: An effective pitch

# Pitch and persuade



- 1 Who is the most persuasive person you know? How do they get people to do what they want them to do?
- 2 Read the article below that Cassie sent to her boss, Peter, and mark the statements *T* (true), *F* (false) or *D* (doesn't say).

*Peter - thought you might find this useful for the E. India project.  
Cass.*

## Use social media to build donor circles

In today's difficult giving environment, the best place to look for new funding is with your current donors. Put their loyalty and social media contacts to work for your organization.

Forget about mass mailshots and advertising campaigns; new donors are no longer recruited in batches of hundreds or thousands but through small circles of friends, one at a time. Many of your loyal donors are active social media users. Invite them to leverage their willingness to promote your cause by recruiting new supporters from their own circles of friends. Give them the tools to build new donor circles from among their Facebook friends and Twitter followers and organize events to promote your projects. Soon your new supporters will go on to build their own donor circles.

The power of social media lies in its almost unlimited numbers of connections. When you build high-quality relationships with your followers, your donor circles can multiply indefinitely.

- a Cassie tells Peter he should use social media to raise money for a project in India.
  - b Investing in media campaigns and direct mailing is the best way to recruit large numbers of supporters.
  - c Existing supporters are happy to tell their friends about a good cause via social media.
  - d Developing donor circles costs the organization nothing.
- 3 Now watch video C1 to see Peter Neubauer, Marketing Manager at Blue Rock, pitching a new fundraising strategy to Sue Jensen, his CEO. Which of the following are mentioned?
- |                        |                          |  |                          |
|------------------------|--------------------------|--|--------------------------|
| a three-day conference | <input type="checkbox"/> | an important interview                   | <input type="checkbox"/> |
| a budget cut           | <input type="checkbox"/> | an urgent decision                       | <input type="checkbox"/> |
| recruiting new staff   | <input type="checkbox"/> | waste water treatment                    | <input type="checkbox"/> |
| return on investment   | <input type="checkbox"/> | a precedent for non-profit organizations | <input type="checkbox"/> |

4 Watch video C1 again and answer the questions.

- a Why doesn't Sue want to schedule a presentation after the conference call?
- b What is the goal of the Eastern India project?
- c Why is Sue uncomfortable with the concept of multi-level marketing?
- d What major costs does Peter's strategy involve?
- e What two reasons does Sue give for saying no?

In company in action

- 5** Peter makes a number of strategic and tactical mistakes. Match the following phrases to the errors they illustrate.
- |  |   |
|--|---|
| <b>1</b> Couldn't Cassie deal with it?           | <b>a</b> forgetting that a pitch is much shorter than a presentation    |
| <b>2</b> My presentation is in three parts ...   | <b>b</b> not seeing an opportunity for reciprocity                      |
| <b>3</b> So why didn't you say so?               | <b>c</b> using jargon   |
| <b>4</b> I've been there, I know what it's like. | <b>d</b> losing Sue's sympathy by rejecting her objection too directly  |
| <b>5</b> Sorry Peter, you've lost me there.      | <b>e</b> not adapting the pitch to the audience, giving too much detail |
| <b>6</b> No, you don't understand.               | <b>f</b> not explaining the need for new funding                        |

**6** Work with a partner. Discuss how Peter could improve his pitch. Brainstorm a list of dos and don'ts for pitching and persuading.

**7** Complete the emails below with words from the boxes. The first box is for 1–6 and the second box is for a–f. Compare Emma's advice with your own dos and don'ts.

details    discussion    jargon  
overview    specific    structure

Authority    Consistency    Liking  
Reciprocity    Scarcity    Social proof

Hi Emma,  
I still don't understand what went wrong this afternoon; any suggestions?  
Thanks, Peter

Peter,  
Sue really put you on the spot, didn't she? For what it's worth, here are a few thoughts.  
As you know, an elevator pitch isn't the same thing as a presentation. You don't have time for 1) \_\_\_\_\_, your goal is just to give a high-level 2) \_\_\_\_\_ and get your audience interested enough to start a 3) \_\_\_\_\_. So you have to have a very clear, simple 4) \_\_\_\_\_ – e.g. (i) a reason to listen, (ii) the objective, (iii) the problem, (iv) the solution, (v) the benefits, (vi) a call for action. Secondly, be passionate, be lean, be 5) \_\_\_\_\_, and be sincere. Show that you believe in what you're doing, don't use 6) \_\_\_\_\_, keep it clear and simple, and show that you really want that agreement.  
Finally, have you ever heard of Cialdini's six principles of influence?

<b>a</b> _____ – give something first, then people are more likely to return the favour.	<b>d</b> _____ – having the appropriate credentials makes you more persuasive.
<b>b</b> _____ – it's easier to persuade people if there is mutual like and respect	<b>e</b> _____ – a logical sequence of arguments builds pressure to agree.
<b>c</b> _____ – people more often agree if they think they won't get another chance.	<b>f</b> _____ – show that others are already doing it and people will follow their example.

Hope this helps; as you know, Sue always likes to give people a second chance!  
Good luck, Emma



In company in action

**8** Now watch video C2 to see Peter make a second pitch. Which points in Emma's advice do the following phrases illustrate?

- a** Leave them with me. I'll deal with them.
- b** Did you know 68% of social media users will ...
- c** This was Cassie's idea, so she should take the credit.
- d** I know exactly what you mean.
- e** This strategy is already being used very successfully by high-profile nonprofits like ...
- f** I've put all the details in this handout.
- g** If we wait till everybody's doing it, it won't be so effective.
- h** That's why I'm asking you to give the go-ahead ...

**9** After making an unexpected profit, your company has allocated a budget of \$1M for an exceptional project to benefit employees. Among the suggestions are building a gym, setting up a day-care centre for young children, or funding MBA courses. Prepare a two-minute pitch to defend one of these projects or your own idea. Make your pitch and answer the group's questions. Hold a vote to decide who gets the go-ahead.

When you have finished, use the checklists on page 127 to help you evaluate your performance.