Chapter 2 LECTURE NOTES AND TEACHING SUGGESTIONS

Professionalism: Team, Meeting, Listening, Nonverbal, and Etiquette Skills

CHAPTER SYNOPSIS

This chapter emphasizes the importance of soft skills and why they are becoming increasingly important in our knowledge-based economy. Soft skills include oral and written communications, listening proficiency, nonverbal communication, the ability to work in teams, and etiquette expertise. By developing soft skills, students will increase their ability to succeed in today's competitive work environment. With the increased use of teams in the workplace, it's particularly important for students to understand the roles of team members and how to contribute to the productivity of the team. This chapter also describes effective practices for planning and participating in virtual meetings. To familiarize students with technologies used to connect employees around the globe, chapter 2 also describes the tools used to connect virtual teams, including voice conferencing, videoconferencing, Web conferencing, instant messaging, blogs, and wikis.

Because listening is usually the least developed areas of communication, the chapter describes effective listening techniques and stresses that effective listening skills are essential for workplace success. Finally, the chapter stresses the importance of paying attention to and interpreting the meaning of what others are saying, both verbally and nonverbally, and gaining a competitive edge by demonstrating professionalism and business etiquette skills.

LEARNING OBJECTIVES

1. Explain the importance of professionalism, soft skills, and teamwork in today's workplace.
2. Understand how you can contribute positively to team performance, including resolving workplace conflicts, avoiding groupthink, and reaching group decisions.
3. Discuss effective techniques for planning and participating in face-to-face workplace meetings.
4. Describe effective practices and technologies for planning and participating in virtual meetings.
5. Explain and implement active listening techniques.
6. Understand how the functions and forms of nonverbal communication can help you advance your career.
7. Enhance your competitive edge by developing professionalism and business etiquette skills.

WHAT'S NEW IN THIS CHAPTER

- Focused chapter on professional workplace skills to help students make a smooth transition from the classroom to the business world.
- Revised three-part opening case study to reflect the current economic downturn and importance of professional skills and teamwork.
- Distinguished between face-to-face and virtual meetings, emphasizing the latter because virtual meetings reduce travel costs, lessen employee fatigue, and connect remote workers.
- Added instructions and Web screenshot illustrating the use of digital calendars to schedule meetings so that students will know how to use this electronic tool.
- Added Web screenshot to illustrate e-mail meeting summary template so that students see how savvy companies are using digital tools to summarize key points and note action items to monitor.
- Provided many tips and specific ground rules on how to plan and interact professionally during virtual meetings.
- Emphasized the importance of soft skills and professionalism in regard to being hired and promoted.
- Changed nearly 40 percent of the end-of-chapter activities to offer instructors fresh, relevant, and practical exercises for students to apply chapter content.

LECTURE OUTLINE

I. Becoming a Team Player in Professional Groups (p. 39)

- Hard skills refer to the technical skills in your field. Soft skills include both oral and written communication skills. Soft skills also include other competencies such as listening proficiency, nonverbal behavior, and etiquette expertise. Employers also value employees who are team players.

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II. Preparing to Work With Groups and Teams (p. 40)

A. Why Form Groups and Teams?
- Better decisions
- Faster response
- Increased productivity
- Greater "buy-in"
- Less resistance to change
- Improved employee morale
- Reduced risks

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      B. Examples of Effective Teams
- Teams are effective in solving workplace problems and developing new products.

      C. Virtual Teams

      Definition: *Virtual teams* are groups of people who work interdependently with a shared purpose across space, time, and organization boundaries using technology.

      D. Four Phases of Team Development
- Forming—members get to know each other and establish rules for working together
- Storming—members define their roles and plans for achieving goals; conflict may arise
- Norming—tensions subside, roles are clarified, and information is exchanged
- Performing—team reaches a state of high performance

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Let's Discuss

Four employees of a design firm have formed a team to plan a new business presentation to a prestigious client. The employees represent four areas of the business: design, production, finance, and marketing. The finance manager and marketing manager have a heated disagreement about the objectives of the presentation and the cost of the proposed marketing plan. Tension is so high that the team leader steps in to help address the conflict.

What stage of team development is this team experiencing?

This team is demonstrating characteristics of a team in the *storming* phase of development where conflict about the team's goals and members' roles may erupt. When this occurs, a good team leader will step in to set offer suggestions for getting the team back on track and progressing toward its goals.

      Figure 2.1 Why Teams Fail: Typical Problems, Symptoms, and Solutions

      E. Analyzing Positive and Negative Team Behavior
      A team player showing positive behavior:
- Willingly establishes rules and abides by them
- Analyzes tasks and defines problems.
- Offers information and tries out their ideas on the group
- Listens actively
- Involves silent members
- Helps resolve differences and encourages a supportive environment

      A team player showing negative behavior:
- Insults and criticizes others

- Wastes time by talking about irrelevant topics
- Disrupts with inappropriate comments and disruptive tactics
- Withdraws and refuses to participate in discussions

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Figure 2.2 Positive and Negative Team Behaviors

F. Six-Step Procedure for Dealing with Conflict
1. Listen.
2. Understand the other's point of view.
3. Show a concern for the relationship.
4. Look for common ground.
5. Invent new problem-solving options.
6. Reach an agreement based on what is fair.

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Let's Discuss
How should a manager address conflict that is a result of differences in culture, gender, age, or experience?

The more diverse the workplace becomes, the greater potential for conflict based on differences. Managers need to become more active listeners as opposed to just barking out orders. In addition to the strategies listed in the chapter, active listeners should ask open-ended questions such as, "Ty, when Jake suggested we send letters to all our customers about the cell phone recall, what was your reaction?" Then, the manager should let Ty speak without assuming she knows his answer and without passing judgment. (Steve Adubato, "Asking Right Questions Can Help With Conflict," *The Star-Ledger,* April 8, 2007. Retrieved May 22, 2007 from http://www.gale.com/BusinessRC/.)

G. Avoiding Groupthink

Definition: *Groupthink* describes faulty decision-making processes by team members who are overly eager to agree with one another. Effective teams can avoid groupthink by adhering to the following:
- Strive for team diversity—in age, gender, background, experience, and training.
- Encourage open discussion.
- Search for relevant information.
- Evaluate many alternatives.
- Consider how a decision will be implemented.
- Plan for contingencies in case the decision doesn't work out.

Let's Discuss
What are the advantages and disadvantages of groupthink in organizations?

Advantages: Groupthink reflects the team's desire for cohesiveness and harmony, a desirable trait for teams working toward a shared purpose.

Disadvantages: (a) Group members are reluctant to express opinions resulting in poorer decisions; and (b) group members fail to check alternatives, are biased in collecting information, and fail to develop a contingency plan.

H. Reaching Group Decisions
- Majority
- Consensus
- Minority
- Averaging
- Authority rule with discussion

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I. Characteristics of Successful Teams
- Small size, diverse makeup
- Agreement on purpose
- Agreement on procedures
- Ability to confront conflict
- Use of good communication techniques
- Ability to collaborate rather than compete
- Acceptance of ethical responsibilities
- Shared leadership

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III. Checklist for Developing Team Effectiveness (p. 47)
- Establish small teams.
- Encourage diversity.
- Determine the purpose, procedures, and roles.
- Acknowledge and manage conflict.
- Cultivate good communication skills.
- Advance an environment of open communication.
- Encourage collaboration and discourage competition.
- Share leadership.
- Create a sense of fairness in making decisions.
- Lighten up.
- Continually assess performance.

IV. Planning and Participating in Face-to-Face Workplace Meetings (p. 48)

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A. Deciding Whether a Meeting Is Necessary
- Only call for a meeting if the topic is important, can't wait, and requires an exchange of ideas.
- The real expense of a meeting is the lost productivity of the people attending.

B. Selecting Participants
- Decision-makers
- Those with information needed to make a decision
- Those responsible for implementing the decision

Figure 2.3 Meeting Purpose and Number of Participants

C. Distributing Advance Information
- Date and place of meeting
- Start time and end time
- Brief description of each topic, in order of priority, including the names of individuals who are responsible for performing some action
- Proposed allotment of time for each topic
- Any premeeting preparation expected of participants

Figure 2.4 Typical Meeting Agenda

D. Using Digital Calendars to Schedule Meetings
- Schedule meetings
- Check availability of attendees
- Keep track of daily activities
- Receive reminders of meeting times

Figure 2.5 Using Calendar Programs

E. Getting the Meeting Started
- Goal and length of the meeting
- Background of topics or problems
- Possible solutions and constraints
- Tentative agenda
- Ground rules to be followed

F. Moving the Meeting Along
- Encourage equal participation among participants.
- Avoid digressions and generate a "Parking Lot" list.
- Adhere to the time schedule and agenda.
- Summarize key decisions and check on agreement.

G. Participating Actively and Productively
- Arrive early.
- Come prepared.
- Bring a positive attitude.
- Contribute respectfully.
- Wait for others to finish.
- Keep your voice calm and pleasant, yet energetic.
- Give credit to others.
- Put the cell phone and laptop away.
- Help summarize.
- Express your views IN the meeting.
- Follow up and complete the assigned actions.

H. Handling Conflict in Meetings
- Encourage full discussion of issues.
- Reach consensus on a direction to follow.

I. Ending and Following Up
- End on time.
- Summarize decisions.
- Agree on who is responsible for action items and by what time.
- Distribute minutes within a couple of days after the meeting.

Figure 2.6 E-Mail Meeting Minutes

V. Checklist for Planning and Participating in Productive Meetings (p. 57)

Before the Meeting
- Consider alternatives.
- Invite the right people.
- Distribute an agenda.
- Use a calendaring program.
- Train participants on technology.

During the Meeting
- Start on time and introduce the agenda.
- Appoint a secretary and a recorder.
- Encourage balanced participation.
- Confront conflict frankly.
- Summarize along the way.

Ending the Meeting and Following Up
- Review meeting decisions.
- Distribute minutes of meeting.
- Remind people of action items.

VI. Using Effective Practices and Technologies in Virtual Meetings (p. 53)

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A. Audioconferencing
- *Audioconferencing* involves one or more people in a work area using an enhanced speakerphone to confer with others by telephone.

B. Voiceconferencing
- *Videoconferencing* combines video, audio, and communications networking technologies for real-time interaction.
- Videoconferencing reduces travel expenses, travel time, and employee fatigue.

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Let's Discuss
What are the advantages and disadvantages of videoconferencing?

Advantages:
1. Videoconferencing allows people who are geographically spread out to collaborate and reach a decision.
2. Videoconferencing is more effective than conference calls because it allows participants to view facial expressions and body language.
3. Breakthroughs in video, audio, and broadband technologies create meeting experiences that are so lifelike that participants who are thousands of miles apart look like they're in the same room.
4. Videoconferencing reduces travel time, travel expenses, and employee fatigue.

Disadvantages:
1. Videoconferencing systems are expensive. Conventional videoconference rooms may cost $5,000–$80,000 per room.
2. Videoconferencing is still not better than face-to-face meetings.

C. Web Conferencing
- *Web conferencing* allows attendees to access an online virtual meeting room where they can present PowerPoint slides or share spreadsheets or Word documents, just as they might do in a face-to-face meeting.

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Figure 2.7 Web Conferencing
Figure 2.8 WebEx Conferencing on iPhone
Figure 2.9 Web Conferencing in Practice

D. Planning Virtual Meetings and Interacting Professionally

Premeeting Considerations:
- Decide which technology will be used
- Coach participants on using technology

- Set the time of the meeting using Coordinated Universal Time
- For global meetings, decide which language will be used.
- Distribute materials in advance

Ground Rules for Virtual Meetings:
- Explain how questions may be asked and answered.
- Turn off cell phones and smartphones.
- Don't multitask while participating in a virtual meeting.

Techniques for Collaborating Successfully in Virtual Meetings
- Be precise, give examples, and use simple language.
- Recap and summarize often.
- Confirm your understanding of what is being discussed.
- As a presenter, project an upbeat and strong voice.
- Encourage dialogue by asking questions and inviting responses.
- Allow time before or after the meeting for small talk.

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VII. Listening in the Workplace (p. 58)

A. Poor Listening Habits
Poor listening habits result from the following:
- Lack of training
- Competing sounds and stimuli
- Ability to process speech faster than others speak

Let's Discuss

Former Xerox CEO David Kearns learned that he should have listened to his employees before the company's disastrous launch of a new copier. "We could have told you it was a piece of junk," said one employee, "but you never asked our opinion." Why is it important to listen to colleagues and teammates in the workplace?

In the workplace, listening to teammates and colleagues vastly improves your ability to make good decisions. By listening to others, you tap into their experiences and insights about workplace issues resulting in better choices and decisions. (Fred Green, "Our Biggest Management Challenge: Communication," *Indianapolis Business Journal*, March 26, 2007. Retrieved May 22, 2007 from http://www.gale.com/BusinessRC/.)

B. Types of Workplace Listening
- Listening to superiors
- Listening to colleagues and teammates
- Listening to customers

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Figure 2.10 Listening to Customers: Comparing Trained and Untrained Listeners

VIII. Improving Workplace Listening

A. Ten Keys to Building Powerful Listening Skills
1. Control external and internal distractions.
2. Become actively involved.
3. Separate facts from opinions.
4. Identify important facts.
5. Avoid interrupting.
6. Ask clarifying questions.
7. Paraphrase to increase understanding.
8. Capitalize on lag time.
9. Take notes to ensure retention.
10. Be aware of gender differences.

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IX. Checklist for Improving Listening (p. 62)
- Stop talking.
- Work hard at listening.
- Block out competing thoughts.
- Control the listening environment.
- Maintain an open mind.
- Paraphrase the speaker's ideas.
- Listen between the lines.
- Distinguish between facts and opinions.
- Capitalize on lag time.
- Use memory devices.
- Take selective notes.

Let's Discuss

According to Thomas Friedman, author and foreign affairs columnist for *The New York Times,* "It's not just what you hear by listening that is important. It is what you *say* by listening that is important. It's amazing how you can diffuse a whole roomful of angry people by just starting your answer to a question with the phrase, 'You're making a legitimate point' or 'I hear what you say' and really meaning it."

Why do these phrases reduce barriers to communication?
Never underestimate how much people just want to feel that they have been heard. Once you demonstrate you have listened to them and respect their opinions, barriers come down and they become more willing to continue a healthy dialogue with you. Commencement address at Williams College Williamstown, Massachusetts, USA. Retrieved June 5, 2005, from http://www.humanity.org/voices/commencements/speeches/index.php?page=friedman_at_williams)

X. Communicating Through Nonverbal Messages (p. 63)

A. Functions of Nonverbal Communication
- To complement and illustrate
- To reinforce and accentuate
- To replace and substitute
- To control and regulate
- To contradict

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B. Forms of Nonverbal Communication
- Eye contact—maintain direct but not prolonged eye contact
- Facial expression—express warmth with frequent smiles
- Posture and gestures—convey self-confidence with erect stance
- Time—be on time; use time judiciously
- Space—maintain neat, functional work areas
- Territory—use closeness to show warmth and to reduce status differences
- Appearance of business documents—product careful, neat, well-organized messages
- Appearance of people—be well groomed, neat, and appropriately dressed

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Figure 2.11 Four Space Zones for Social Interaction
Figure 2.12 Sending Positive Nonverbal Signals in the Workplace

XI. Checklist for Techniques for Improving Communication Skills in the Workplace (p. 67)
- Establish and maintain eye contact.
- Use posture to show interest.
- Reduce or eliminate physical barriers.
- Improve your decoding skills.
- Probe for more information.
- Avoid assigning nonverbal meanings out of context.
- Associate with people from diverse cultures.
- Appreciate the power of appearance.
- Observe yourself on videotape.
- Enlist friends and family.

XII. Developing a Competitive Edge With Professionalism and Business Etiquette Skills (p. 68)

A. Professionalism Leads to Success

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Figure 2.13 Projecting Professionalism When You Communicate

B. Gaining an Etiquette Edge

- Use polite words.
- Express sincere appreciation and praise.
- Be selective in sharing personal information.
- Don't put people down.
- Respect coworkers' space.
- Rise above others' rudeness.
- Be considerate when sharing space and equipment with others.
- Choose the high road in conflict.
- Disagree agreeably.

Lecture Transparencies
(available in a separate packet and at http://www.meguffey.com)

Answers to Chapter Review Questions

1. **List seven reasons that explain why organizations are forming groups and teams. (Obj. 1)**

   Organizations are forming groups and teams for (1) better decisions, (2) faster response, (3) increased productivity, (4) greater buy-in, (5) less resistance to change, (6) improved employee morale, and (7) reduced risks for individuals.

2. **What are virtual teams, and how can misunderstandings among participants be reduced? (Obj. 1)**

   Virtual teams are groups that work interdependently with a shared purpose across space, time, and organizational boundaries using technology. Misunderstandings can be reduced by building credibility and trust in the beginning, establishing responsibilities, keeping track of information, and being patient and positive in responding to e-mail messages.

3. **Compare and contrast positive and negative team behavior. (Obj. 2)**

   Positive team behavior includes setting rules and abiding by them, analyzing tasks and defining problems, contributing information and ideas, showing interest by listening actively, encouraging members to participate, and synthesizing points of agreement. Negative behavior involves blocking the ideas and suggestions of others, insulting and criticizing others, wasting the group's time, making inappropriate jokes and comments, failing to stay on task, and failing to participate.

4. **What is *groupthink,* and how can it be avoided? (Obj. 2)**

   Groupthink describes faulty decision making reached by teams who are overly eager to agree. Teams suffering from groupthink fail to examine alternatives, are biased in collecting and evaluating information, and ignore the risks of the preferred choice. Groupthink can be avoided by choosing diverse team members, encouraging open discussion, searching for relevant information, and evaluating many alternatives.

5. **Why are team decisions based on consensus generally better than decisions reached by majority rule? (Obj. 2)**

   Consensus means that all members must agree to the decision. Although this method may require more discussion and more team time, it generally results in a fair decision that members are willing to implement. Decisions reached by majority rule leave some team members who object and who may sabotage the decision.

6. **If you are considering organizing a meeting, what should you do before the meeting? (Obj. 3)**

You should (a) decide whether a meeting is necessary, (b) decide who needs to attend, (c) consider using a calendaring program to establish a schedule, and (d) distribute advance information including an agenda.

7. **List five behaviors you consider most important in participating actively in workplace meetings. (Obj. 3)**

Students should select from among the following: (1) Arrive early, (2) come prepared, (3) bring a positive attitude, (4) contribute respectfully, (5) wait for others to finish, (6) keep your voice calm and pleasant yet energetic, (7) give credit to others, (8) put the cell phone and laptop away, (9) help summarize, (10) express your views IN the meeting and not afterwards, and (11) follow up on your assigned tasks.

8. **How is videoconferencing different from Web conferencing? (Obj. 4)**

Videoconferencing combines video, audio, and communications networking technologies for real-time interaction. It is usually done in special videoconferencing rooms, some of which are very expensive. Web conferencing is similar to videoconferencing, but it is done from individuals' computers and may not involve video transmission.

9. **What techniques can make virtual meetings as effective as face-to-face meetings? (Obj. 4)**

Effective virtual meeting techniques include (a) making sure all participants can use the technology; (b) establishing a uniform time, perhaps using Coordinated Universal Time (UTC); (c) distributing necessary materials in advance; (d) explaining how questions may be asked and answered; (e) controlling background noise; (f) avoiding multitasking during the meeting; (g) giving examples and using precise language; and (h) using "round the table" to encourage each participant to speak.

10. **According to experts, we ignore, forget, distort, or misunderstand 75 percent of everything we hear. Why are we such poor listeners? (Obj. 5)**

Poor listening habits may result from lack of training, as well as the large number of competing sounds and stimuli that interfere with concentration. In addition, we are poor listeners because our minds are able to process speech much faster than people can speak.

11. **What are ten techniques for improving workplace listening? Be prepared to describe each. (Obj. 5)**

(1) Control external and internal distractions, (2) become actively involved, (3) separate facts from opinions, (4) identify important facts, (5) don't interrupt, (6) ask clarifying questions, (7) paraphrase to increase understanding, (8) take advantage of lag time, (9) take notes to improve retention, and (10) be aware of gender differences.

12. **List five functions of nonverbal communication. Provide an original example of each. (Obj. 6)**

    (1) To complement and illustrate. *Example:* Holding your hands apart to show the size of your netbook computer. (2) To reinforce and accentuate. *Example:* Clapping your hands to show approval. (3) To replace and substitute. *Example:* Yawning and covering your mouth to show boredom. (4) To control and regulate. *Example:* Letting your voice drop at the end of a statement signaling the completion of a thought. (5) To contradict. *Example:* Stating that you love your friend's new fragrance but holding your nose.

13. **List ten techniques for improving nonverbal communication skills in the workplace. Be prepared to discuss each. (Obj. 6)**

    (1) Establish and maintain eye contact, (2) use posture to show interest, (3) reduce or eliminate physical barriers, (4) improve decoding skills, (5) probe for more information, (6) avoid assigning nonverbal meanings out of context, (7) associate with people from diverse cultures, (8) appreciate the power of appearance, (9) observe yourself on videotape, and (10) enlist friends and family to provide feedback on your body language.

14. **Compare and contrast examples of professional and unprofessional behavior in regard to workplace speech habits and e-mail. (Obj. 7)**

    Unprofessional speech habits include speaking in uptalk, using *like* to fill in mindless chatter, substituting *go* for *said*, relying on slang, and letting profanity slip into your conversation. Professional speakers avoid anything that sounds uneducated, crude, or adolescent. Unprofessional e-mail behavior involves writing messages with incomplete sentences, misspelled words, IM slang, and senseless chatting. Professional e-mail messages are concise, correct, and concrete. They avoid sloppiness.

15. **What five specific behaviors do you think would be most important in giving you an etiquette edge in your business career? (Obj. 7)**

    Students will choose five from among the following: (1) use polite words, (2) express sincere appreciation and praise, (3) be selective in sharing personal information, (4) don't put people down, (5) respect coworkers' space, (6) rise above others' rudeness, (7) be considerate when sharing space and equipment with others, (8) choose the high road in conflict, and (9) disagree agreeably.

Answers to Critical Thinking Questions

1. **Harvard professor and team expert J. Richard Hackman claims that research "consistently shows that teams underperform despite all their extra resources."[i] How would you, as a critical thinker, respond to this statement? (Obj. 1)**

    A critical thinker might question a general statement claiming that "research shows" something. How many studies were involved? Who conducted the research? What is the

writer's definition of *underperform*? What is meant by *extra resources*? Teams are generally thought to produce better results than individuals. Why would "research" show something contrary? If it is true that teams underperform, why do companies continue to form teams to investigate and recommend solutions to problems? A critical thinker could find much to dispute in this statement.

2. **Evaluate the following statement: "Technical proficiency has never been enough for professionals to grow beyond the staff level." Do you agree or disagree, and why? (Obj. 1)**

Although the author, David Maturo, writing in *The Pennsylvania CPA Journal*, is referring to job candidates in technical fields, the statement is also true for nearly all job candidates. Employers are looking for "soft" skills that include communication, interpersonal, and team skills. In the accounting and other technical fields, a staff position is only a foot in the door. One writer observed that in technical fields, state-of-the-art knowledge has the half life of a gnat! (N. Johnson, "The Hard Truth About Soft Skills," *Computerworld*, March 20, 1999, p. 33). Technical skills in every field are short-lived because technology is constantly evolving; new programs, new tools, and new competencies are required.

3. **Why do executives and managers spend more time listening than do workers? (Obj. 5)**

Before they can make decisions, executives must listen to feedback from supervisors, specialists, and others. They also listen to their bosses—boards of directors and owners—and they might also need to listen to customers, especially when handling serious complaints. Minds are like parachutes; they work well only when open. All three levels of workers should have good listening skills; but because the decisions coming from executives' listening may be more critical, their skills should perhaps be most highly developed.

4. **What arguments could you give for or against the idea that body language is a science with principles that can be interpreted accurately by specialists? (Obj. 6)**

Although few would argue that body language does send silent messages, no scientific principles have evolved explaining exactly what those messages mean. Most researchers agree that nonverbal cues contain much information, but specifically what those cues mean is unknown. Authors Hickson and Stacks said, "The nonverbal message by itself may be ambiguous; in almost every instance it needs the verbal message to complete the process of communication" [(1993). *Nonverbal Communication.* Brown and Benchmark, p. 8]. Julius Fast, author of the precedent-setting *Body Language* [(1971). New York: Pocket Books, p. 14], stated that "nonverbal language is partly instinctive, partly taught and partly imitative." But it is not a science with principles that always hold true. Most communicators tend to believe nonverbal messages over verbal messages when the messages are in conflict. The Chinese have a profound proverb: "Be wary of the man whose belly does not move when he laughs." People who are sincerely laughing show it with their entire bodies, not just their faces.

5. **Ethical Issue: Rochelle is a good member of your team. However, you are disturbed that she is constantly promoting her Arbonne beauty products to other members of the team. She shows catalogs and keeps a supply of samples ready to distribute during lunch or after hours. Her desk smells like a perfume counter. During team meetings, she puts an order form on the table. As a team member, what should you do? What if Rochelle were selling Girl Scout cookies?**

Selling for-profit items on company property is probably forbidden by your company. Rochelle is taking advantage of a captive audience. Even though most of the activity is taking place during lunch or after work hours, the activity could carry over into work time and could disrupt productivity. It would be wise for you to report the situation to your team leader, manager, or human resources representative. You should also check to see what the company's policy is on selling nonprofit items such as Girl Scout cookies.

Activities

2.1   **Soft Skills: Identifying Personal Strengths (Obj. 1)**

Your students should submit a list of four categories of soft skills. Encourage them to frame statements that will be useful when they prepare a résumé later in the course. For example, under "Thinking/problem solving," a student might write, "Learned new spreadsheet program and prepared cost projection for remodeling office," or "Learn new software applications quickly and with little training."

2.2   **Team Effort: Denny's Hopes to Rock With All-Nighter Program (Obj. 1)**

In persuading the marketing vice president that a team effort is needed to consider expanding Denny's All-Nighter program to the Southwest, students might mention some of the following points:
* A team of managers would bring wider experience to the decision. They would contribute more expertise and different perspectives.
* Should the decision be made to implement the program, the company would experience greater buy-in if the managers who approved the plan were the ones to implement it.
* The All-Nighter program would generate less resistance to change if the managers were involved in the decision.
* Overall morale among managers would be enhanced if they were invited to participate in this major decision.
* Responsibility for the decision is diffused, thus carrying less risk for a single individual making the decision.

2.3   **Reaching Group Decisions: Majority, Consensus, or What? (Obj. 2)**

More than one strategy may be appropriate for these situations. The author's recommendations follow.

a. Majority would work, but consensus would be better.

b. Majority

c. Authority rule with discussion

d. Consensus

e. Majority

f. Minority

g. Majority would work, but consensus would be better.

h. Minority

2.4   Resolving Workplace Conflicts: Apply a Plan (Obj. 2)

Students should apply the following six-step procedure: (1) Listen to each person's position. (2) Understand the other's point of view. Ask questions and paraphrase what you hear. (3) Show a concern for the relationship. Show an understanding of the other person's situation and needs. (4) Look for common ground. Strive to achieve a solution to which both sides can agree. (5) Invent new problem-solving options, if necessary. (6) Reach an agreement based on what's fair. Encourage students to role-play two or more of the scenarios.

2.5   Groupthink: Fastest Decision May Not Be Best (Obj. 2)

a.   This group seemed too eager to make a quick decision. It failed to consider alternatives, and the chair was too invested in his recommendation.

b.   The following conditions can lead to groupthink: team members with similar backgrounds, a lack of methodical procedures, a demand for a quick decision, and a strong leader who favors a specific decision.

c.   Groups can avoid groupthink by striving for team diversity in age, gender, background, experience, and training. They should encourage open discussion, search for relevant information, evaluate many alternatives, consider how a decision will be implemented, and plan for contingencies in case the decision doesn't work out.

2.6   Lessons in Teamwork: What We Can Learn From Geese (Objs. 1, 2)

a.   Lesson: Teams working as a unit can accomplish more than individuals working alone.

b.   Lesson: Team members who recognize the effectiveness of team goals, procedures, and assignments strive to stay "in formation" because they realize that teamwork requires less energy and has better results than flying solo.

c.   Lesson: Shared leadership and interdependence give each team member a chance to lead as well as an opportunity to rest. Team members should be prepared to lead when necessary.

    d. Lesson: Team members can motivate leaders and fellow members with encouragement. Teammates need to make sure their "honking" is encouraging rather than discouraging.

    e. Lesson: We all may need help from time to time. We should stand by our teammates in difficult times.

2.7   Evaluating Meetings: Effective or Ineffective? (Obj. 3)

Students may analyze the meeting by using the following template to conclude whether the meeting succeeded or failed.

Getting Ready for the Meeting

    a. Was the meeting truly necessary?
    b. Were the right people there according to the purpose of the meeting?
    c. Was an agenda distributed?

Conducting the Meeting

    a. Did the meeting start on time?
    b. Did the meeting chair open with an introduction of the topic, a summary of topics, possible solutions, a tentative agenda, and/or a review of ground rules?
    c. Did the chair provide suggestions for moving the meeting along?
    d. Was conflict dealt with successfully? Did the chair keep control of the meeting? Did committee members making their points without attacking each other?
    e. Was the decision made by consensus or by vote? Were minority views encouraged and tolerated?
    f. Did the meeting end on time or whenever consensus was reached, according to the ground rules agreed on?

Ending the Meeting and Following Up

    a. Were decisions reviewed, action items discussed, and/or schedule for completion established?
    b. Were committee members reminded to follow through on action items?

2.8   Virtual Meetings: Improving Distance Meeting Buy-In (Obj. 4)

    a. Setting a more reasonable start time for the Seattle office would have shown courtesy to the West Coast participants.
    b. Asking participants to log on early helps to avoid delays in starting a virtual meeting.
    c. Reminding participants of ground rules such as turning off or muting cell phones and not checking e-mail during a virtual meeting encourages people to focus and be more involved.
    d. Using interactivity helps prevent group members from losing interest. A technique such as "round the table" would have elicited more active participation and discouraged multitasking on the other end.

e. Distributing materials prior to a virtual meeting allows participants to prepare questions and be more involved during the session.

2.9   Web Conferencing: Take a Quick Tour

This engaging video makes Web conferencing sound simple and easy.

Step 1. Schedule a meeting by using Outlook, the WebEx site, or IM.
Step 2. Meet your participants online. They do not need to have WebEx to join. They merely click a link in your announcement e-mail or IM. They can join the teleconference by computer or phone.
Step 3. Show and tell involves sharing your desktop with participants. You can show documents, presentations, or applications. Everyone sees the same thing at the same time.

Students may question whether WebEx is the best choice for small conferences. Perhaps other programs should be investigated such as Skype.

2.10   Rating Your Listening Skills (Obj. 5)

This listening quiz focuses attention on good listening techniques as presented in the textbook. Although some of the answers are obvious, an interactive quiz presents an alternative learning mode that can pique student interest and reinforce good habits.

2.11   Listening: Recognizing Good Habits (Obj. 5)

Students should be able to name five good and five bad listening behaviors. They should clearly identify the situation and participant for each item on their lists. This activity presents an excellent opportunity for you to make students more conscious of how listening habits differ in people around them. You should also be able to discuss techniques for improving poor listening habits.

2.12   Listening: Skills Required in Various Careers (Obj. 5)

Student teams should generate lists of listening and nonverbal cues that include some of the following: good eye contact, avoiding being distracted by others while listening, not interrupting, taking notes, paraphrasing instructions, asking pertinent questions in a nonthreatening manner, leaning forward, and showing empathy and compassion. *Critical listening* involves judging and evaluating what you are hearing. *Discriminative listening* is necessary when you must identify main ideas and understand an argument. Teams should generate different cues and behavior reflecting these forms of listening in relation to the professional role they are analyzing.

2.13   Nonverbal Communication: Recognizing Functions (Obj. 6)

Students should be able to list several examples for each of the following nonverbal functions:

- To complement and illustrate
- To reinforce and accentuate
- To replace and substitute
- To control and regulate
- To contradict

2.14 Nonverbal Communication: How to Be More Influential (Obj. 6)

At meetings you should sit at the end of the table if possible. If that is not possible, sit where you can make eye contact with the majority of the group. Make frequent eye contact with those at the meeting. Provide positive feedback to speakers through eye contact, nodding, and asking clarifying questions. In interacting with colleagues, you can make a good impression and become more influential with nonverbal signals such as eye contact; warm facial expressions; erect posture; being on time; maintaining a neat, functional work area; and being well-groomed, neat, and appropriately dressed.

2.15 Nonverbal Communication: Body Language (Obj. 6)

The following body movements do not necessarily mean the same thing when used by different individuals. Remember that to a certain degree nonverbal communication can be culture or subculture specific, and context always plays a major role when you interpret this type of communication. Students may have other interpretations, but these body movements can be construed to mean the following:

a. Whistling, wringing hands: nervousness or fear
b. Bowed posture, twiddling thumbs: boredom
c. Steepled hands, sprawling sitting position: contemplative or relaxed
d. Rubbing hand through hair: frustration or nervousness
e. Open hands, unbuttoned coat: relaxed
f. Wringing hands, tugging ears: upset or nervous

2.16 Nonverbal Communication: Universal Sign for "I Goofed" (Obj. 6)

This is a good exercise for teams. Suggest that team members take turns demonstrating each of the nonverbal messages described here. They should then discuss how effective each would be. Of course, some would be quite dangerous if they require taking your hands off the steering wheel. Be sure to discuss with students the difficulty of cultural implications. Although a gesture might be effective in one country, it might not work in another.

2.17 Verbal vs. Nonverbal Signals (Obj. 6)

Although this is a neat trick, it hardly proves that nonverbal signals are ALWAYS more meaningful than verbal signals. The truth is that nonverbal signals nearly always depend on context. That is, the situation, setting, and accompanying verbal signals are necessary to interpret nonverbal signals appropriately. Much nonverbal communication is

ambiguous without verbal explanation to explain and interpret it. One conclusion that might be drawn from this demonstration is that visual aids (gestures demonstrating an action) can help or hinder a listener in following instructions.

2.18   Nonverbal Communication: Signals Sent by Business Casual Dress (Obj. 6)
This activity can be expanded into a research paper topic. A variation on this activity relies on student experiences. Instead of conducting interviews in the community, they can conduct a forum among students who work, asking them to comment on casual-dress policies in the jobs they have had. Activity 7.5 in Chapter 7 also relates to casual dress.

2.19   Body Art: A Butterfly on Her Neck (Obj. 6)
Acceptance of tattoos depends on many factors such as the office environment, the company, the geographic area, one's position within the company, the expectations of the company's management team, and the company's clientele. However, a career-conscious, ambitious person would probably advise a friend not to display the tattoo. Colleen Abrie, an image consultant, gave this advice: "If I worked in an administrative office and I got a tattoo and I was proud of it, I would go to the most senior person I could find and simply ask, 'Is it okay if I let it show?' I would go to my direct supervisor and find out if it's appropriate." [McCarty, M. (2007, January/February). Tattoos: Not just for sailors anymore. *OfficePro,* p. 26.]

2.20   Nonverbal Communication: Defining *Business Casual* (Obj. 6)
Team reports defining "business casual" will probably include some of the following information: Women should wear skirts, slacks, blouses, and jackets. Skirts should be no shorter than 2 inches above the knee. Hosiery should be worn in the fall and winter. No sandals or open-toed shoes, jeans, shorts, or hats. Men may wear khakis, dress slacks, polo shirts, button-down shirts, and jackets and ties (optional). Women should avoid leggings, spandex pants, casual and short shorts, ultrashort skirts, camisoles, sportswear T-shirts, jeans, sweats, athletic shoes, and thonglike flip-flop sandals. Men should avoid garish print sport shirts, sportswear T-shirts, sport team jackets, jeans, sweats, athletic "tube" socks, hiking boots, athletic shoes, and sandals. Activity 7.16 in Chapter 7 also relates to casual dress codes.

2.21   Nonverbal Communication Around the World (Obj. 6)
Students should be able to find a number of gestures and their meanings discussed at various Web sites. Here is one example: "The fingertip kiss, in which the tips of the thumb and fingers are kissed and quickly moved forward away from the face, is a sign of affection and may be used as a greeting in Sicily and Portugal. The fingertip kiss is not used often in Italy and the British Isles, but it is common in France, Germany, Greece, and Spain to signify praise" (J. S. Martin and L. H. Chaney, *Global Business Etiquette*, Praeger, 2006, p. 53).

2.22   Guide to Business Etiquette and Workplace Manners: Sharpening Your Skills (Obj. 7)
Students are encouraged to take the pretest and study the 17 business etiquette topics presented at the student Web site at **www.meguffey.com.** Instructors will find a complete

discussion guide titled "Workplace Etiquette Teaching Module" plus three posttests under *Teaching Modules* in the instructor's materials at **www.meguffey.com** To see the 17 student exercises, go to the student site and click "Business Etiquette Guide."

2.23   Business Etiquette: Mind Your Manners or Mind Your BlackBerry? (Obj. 7)

(a) Short policy statement:
   In using a smartphone or other wireless device, be professional. Respect others.
(b) More complete policy:
   - Turn your smartphone off or on vibrate. Keep it off the meeting table.
   - Don't look at it during a meeting or conversation.
   - Don't respond to a call, e-mail, or text during a meeting or conversation.
   - If you are expecting an important call, let the person or meeting facilitator know in advance.
   - Leave the room if you must take a call or respond to an e-mail.
   - Shut the door quietly when you exit and enter the room.
   - Apologize if you do interrupt the meeting.
   - Use your e-mail "out of office" assistant and change your voice message to let people know you are not available.
   - Post a sign if the organization has a "no cell phone" area or zone.
     [Based on Harr, M. (n.d.). Smart phone etiquette—How smart are you? Retrieved June 25, 2009, from http://ezinearticles.com]

ZOOMING IN Part 1:
FedEx Office

Critical Thinking

1. **In what ways do employee work teams benefit organizations?**

   Employee work teams benefit organizations by bringing together people with different skill sets to solve problems. Teams may be able to respond faster and make better decisions than individuals. Team members, who may be closer to customers than managers, often bring practical, customer-oriented suggestions for improving productivity. Decisions that are arrived at by teams usually bring greater buy-in than those made by individuals. Organizations also benefit from improved employee morale when teams collaborate to solve problems and boost productivity.

2. **Compare and contrast student and corporate work teams. In what ways are they similar and different?**

   Student and corporate work teams are similar in that both are formed with a purpose. Both usually have members with various skills, and both must learn to work together to achieve their purpose. Both require team members to cooperate and perform in their assigned roles.

One major difference is that team members in the workplace are less likely to be tolerated if they fail to perform or if they behave negatively.

3. How could you make a positive contribution to a school or work team?

You can be a good team member by setting rules and abiding by them, analyzing tasks and defining problems, contributing information and ideas, showing interest by listening actively, encouraging members to participate, and synthesizing points of agreement.

ZOOMING IN Part 2:
Fedex Office

Critical Thinking

1. Why do you think workplace meetings are so disliked?

People hate to attend meetings because many are poorly planned and poorly run. They take up a huge amount of time in the workplace, thus preventing attendees from completing tasks that they often feel are more important. Meetings require that attendees listen to others who may be grandstanding, misinformed, or off topic. Meetings swallow chunks of time and may result in nothing concrete or meaningful.

2. Do you think 15-minute stand-up meetings could be effective? Why or why not?

Short stand-up meetings can be effective in achieving specific and usually narrow purposes. They may be less effective in ironing out complex problems and reaching consensus on solutions. The success of any meeting, however, depends largely on the leader and the groundwork laid before the meeting.

3. How can the attitude and behavior of attendees affect the success of a meeting?

If meeting attendees come with an unenthusiastic attitude, refuse to participate, and display negative body language, they will surely generate an unsuccessful meeting. When attendees arrive early, come prepared, and contribute respectfully, they contribute to successful outcomes. It's wise to remember that in the workplace, meetings are a reality. You can showcase yourself and boost your career by participating professionally and skillfully.

Zooming In, Your Turn:
FedEx Office

Students are asked to prepare a list of suggestions for planning and interacting at virtual meetings. Instructors may also ask that this assignment be submitted as a memo. Shown here is a possible memo.

Date: Current
To: Daryl Thomas, Senior Manager, Sales Development and Education
From: Student's Name
Subject: Suggestions for Planning Virtual Meetings and Interacting Professionally

As you suggested, I am submitting this memo with suggestions for planning virtual meetings and interacting professionally during the meetings. These suggestions come from textbooks and Internet research into the topic.

Planning Virtual Meetings

- Be sure everyone understands the technology being used and can use it effectively.
- Schedule the meeting at a time convenient to all, regardless of time zones. Avoid spanning a lunch hour, holding someone overtime, or making someone arrive extra early.
- Limit the number participating; usually 12 is the maximum for effective virtual meetings.
- Distribute any documents before the meeting, and be sure participants know how to use online editing tools if documents will be revised.

Participating Professionally

- Take time before the meeting to develop camaraderie with small talk and personal conversation.
- Be precise in presenting ideas; give examples and use simple language.
- Encourage all participants to share in the discussion; don't have the leader do all the talking.
- Take turns. The microphone usually carries only one voice at a time.
- Identify yourself each time you speak.
- Make your points clearly but politely. Avoid the tendency to be overly frank because you don't see the other person.
- Do not multitask during virtual meetings.

I hope these suggestions are helpful in planning and conducting virtual meetings. If you would like to discuss these points or if you require further research, I would be happy to do so.

Discussion Material for CAREER COACH:
Listening to Nonnative Speakers in the Workplace

You can have students take part in this discussion in the class as a whole or in small groups made up of both native and nonnative speakers. Encourage students to share their experiences of communicating in a second language, whether here in the U.S. or while traveling to another country. Also encourage students to share their experiences of communicating with a friend or coworker who speaks English as a second language. This discussion can be very eye opening to students, especially those who speak English as their native language. It is also a good introduction to Chapter 3, "Intercultural Communication."

Discussion Material for CAREER COACH:
Perils of Casual Apparel in the Workplace

Students are asked to debate the proposition that business casual dress be the professional dress standard throughout the United States. To stage a debate, you might wish to follow some of the suggestions made by Dr. James Calvert Scott, "Business Casual Dress," Part 2, *Delta Pi Epsilon Instructional Strategies,* December 1999:

Divide your class into small groups of four to six students, each of which is assigned a number. Each group is given a set amount of time to prepare arguments both for and against the debate proposition. Just before the debate begins, each group selects two representatives to serve as its potential debaters. Two numbers are drawn, with the first corresponding group assigned to support the debate proposition and the second corresponding group assigned to oppose the debate proposition for a specified amount of time. The remaining class members serve as neutral judges, who listen carefully to the arguments offered by each debate team. After the presentations, questioning, and rebuttals, the debaters await the decision of the judges. The judges cast their votes in favor of the debate team that presented the more persuasive case. You can increase student involvement in this activity by having multiple groups debate the proposition either sequentially or simultaneously in different parts of the classroom or in a variety of nearby locations.

Discussion Material for ETHICAL INSIGHTS:
Ethical Responsibilities of Group Members and Leaders

Students should enjoy this discussion because it is a common problem when students work as part of a small team in a classroom to complete a problem. Have students brainstorm about this problem in small groups and report their conclusions back to the entire class. Having this discussion early in the semester can help to avoid similar problems during the remainder of the semester.

Discussion Material for PLUGGED IN:
How to Form and Participate in Effective Virtual Teams

Students discuss the reasons that virtual teams are becoming more popular and the advantages and disadvantages of virtual teams for employees and for employers. They may cover some of the following ideas.

- **Reasons for Popularity**

  The technology exists that makes virtual teams possible.
  They allow people located anywhere in the world to meet synchronously.

- **Advantages and Disadvantages for Employees**

  Advantages: Meetings can occur at any time that best suits the employees. Employees can engage in meetings with others from around the world without the time and expense of travel. Employees can develop their technology skills.

Disadvantages: Virtual meetings require that employees be excellent online communicators, which is not always the case. Employees may not be properly trained to use the technology. Members may experience feelings of isolation. Depending on the technology used, little or no opportunity to analyze nonverbal communication may exist. Members must work harder to develop understanding, commitment, and trust. Messages may be easily misinterpreted.

- **Advantages and Disadvantages for Employers**

   Advantages: Virtual meetings can be very cost-effective. Since traveling to another physical location is not necessary, employees do not have to be away from their offices. Virtual meetings can result in higher productivity and more motivated employees.
   Disadvantages: The initial technology and training costs can be high.

Students may also want to discuss the technological tools that make virtual meetings possible and the requirements for making virtual teams effective.

Ethics Check Solutions

Ethics Check, Page 45
Lazy Team Members, Anyone?
Teamwork is a staple in college classes today and usually works well for students and their instructors. However, occasionally a rogue member will take advantage of a group and barely collaborate. How do you deal with a student who does sloppy work, misses team meetings, and fails to respond to calls or e-mail?

Nonparticipating team members tend to be the most common complaint among students about teamwork. Instructors should establish clear ground rules for dealing with "flaky" group members, but leave the handling of such situations to the team members themselves, so that they may learn how to deal with difficult participants. A gradual approach should be encouraged ranging from warnings to action that is more serious. For instance, a smart policy is to allow the team to "fire" a noncompliant member who then has to work on another project by himself or herself. Gauging the state of the collaboration by asking students to fill out a confidential "teamwork evaluation form" is also helpful. Finally, the larger the student team, the more likely it becomes that someone will ride on the group's coat tails. Hence, it's a good idea to limit team size to 3–4 members. From the beginning, instructors should emphasize to students who form teams of three, for example, that their responsibility for the final document is 300, not 33.3 percent.

Ethics Check, Page 64
Impressing Your Instructor
Projecting a professional image begins in your business communication classroom and in other courses where your instructors evaluate your work and your participation. Imagine how a professor perceives students who skip classes, arrive late, forget homework, yawn with their tonsils showing, chew gum or eat, and doodle during class. What message does such nonverbal behavior send?

Even if told repeatedly, students often don't make the connection between behavioral guidelines they read about in their textbooks and their own practice in the classroom. They also tend to forget that they are being watched and evaluated as they will be in the workplace. Although the classroom is a training ground simulating workplace requirements and behavior, it ought to be taken seriously as a professional environment. Naturally, this means that instructors themselves need to lead by example.

Photo Essay Solution

Photo Essay, Page 40
Saving lives requires effective teamwork, and the emergency watercraft teams involved in 2009's "Miracle on the Hudson" included FDNY firefighters, NYPD police, Coast Guard personnel, and ferryboat captains. These rescuers were highly trained for water rescue and followed familiar procedures routinely rehearsed in rescue drills. In addition, the team members accepted shared leadership and displayed a strong sense of collaboration, not competition.

Video Resources

Instructors may also show the *Bridging the Gap* video from Video Library 2, *Understanding Teamwork: Cold Stone Creamery.* Instructors will find a complete discussion guide and activity solution for this video presented in this Instructor's Manual.

Chapter Presentation Ideas and Extras

For instructors who have extra class time, we provide the following activity ideas.

1. *Long-Term Group Roles.* To help your students gain a sense of the roles group members can play in a long-term project or task force, you may give them the following guides:

   TEAM PROJECT: JOB DESCRIPTIONS

   1. Manager, small group dynamics expert
   Conducts meetings effectively
   Delegates work appropriately and fairly
   E-mails the CEO (instructor) as required with team progress report or agenda and minutes
   Sets and distributes agenda
   Attends and contributes at all group meetings
   Participates effectively at group presentations
   Completes group assessment documents competently
   Follows up on group decisions

   2. Assistant Manager, small group dynamics expert
   Fills in for the manager
   Secures meeting rooms in a timely fashion
   Informs members of changes in a timely fashion
   Assists manager as needed, especially in following up group decisions

Collects and distributes minutes
Attends and contributes at all group meetings
Participates effectively at group presentations
Completes group assessment documents competently

3. Document Expert, word processing expert
Prepares final copies of documents effectively and on time
Collects copies of all group documents and files
Instructs group in word processing as needed
Attends and contributes at all group meetings
Participates effectively at group presentations
Completes group assessment documents competently

4. Multimedia Specialist, presentation software expert
Prepares audio-visual projects effectively and on time
Collects copies of all presentation software documents and files
Instructs group in presentation software as needed
Attends and contributes at all group meetings
Participates effectively at group presentations
Completes group assessment documents competently

5. Senior Researcher, print, Internet, electronic research expert
Organizes research projects effectively and on time
Ensures that research documents and files have appropriate formatting
Instructs group in research methods as needed
Attends and contributes at all group meetings
Participates effectively at group presentations
Completes group assessment documents competently

2. *Short-Term Group Roles.* When placing students in small, temporary groups in the classroom, assign them the following roles. Encourage students to adopt different roles in different groups or to rotate roles.

SMALL GROUP ROLES

1. Facilitator
Gets the task at hand or project started
Keeps group focused on the purpose
Keeps meeting running smoothly
Keeps members on task

2. Recordkeeper
Keeps a recording of the meeting
Reports the results of the group to the rest of the class

3. Timekeeper
Keeps track of time during the meeting
Helps facilitator keep meeting on track
Ends meeting on time

4. Encourager
Makes sure that all members are participating
Helps members deal with conflicts

3. *Parliamentary Procedure.* To help your students learn how to effectively manage and take place in productive meetings, you should introduce them to the basics of parliamentary procedure. Share the following the guidelines with them:

MINIMUM GUIDELINES FOR USING PARLIAMENTARY PROCEDURE

Running Meetings

1. Call meeting to order.
2. Read minutes of last meeting.
3. Hear reports of treasurer and other officers.
4. Process committee reports.
5. Consider old business.
6. Entertain new business.
7. Introduce program for meeting.
8. Adjourn meeting.

Making Decisions

1. Chair entertains new business in the form of main motion.
2. Member seconds main motion.
3. Main motion is debated with chair controlling discussion.
4. Chair calls for a vote.
5. Motion passes or is defeated.

Protecting Individual Rights

1. Appoint a knowledgeable, objective parliamentarian to enforce the rules.
2. Rise to a point of information if you do not understand discussion at hand.
3. Rise to a point of parliamentary inquiry to ask the parliamentarian about correct procedures.
4. Call for a division of the house if a voice vote is unclear.
5. Appeal the decision of the chair and ask members to vote on whether the chair is right.

GUIDES FOR AGENDAS AND MINUTES
Agenda

1. Specify date, place, starting time, and ending time.
2. Provide a statement of overall mission and purpose of the meeting.
3. Identify who will attend.
4. List the topics to be covered.
5. Identify the approximate amount of time for each topic.
6. Identify the premeeting action or reading expected of each member.
7. Distribute the agenda at least a week ahead of time.

Minutes

1. Provide date, time, and location of the meeting.
2. Maintain an objective tone (no editorializing).
3. Summarize when possible.
4. Express motions and amendments precisely.
5. Record time of adjournment, and if appropriate, the time of the next meeting.

4. *Class Discussion Board.* If you have set up an online discussion board for your class, set up private topic areas for the groups in your class. Here group members can asynchronously discuss group projects and other class assignments among themselves, without the entire class seeing their postings. These private areas also allow an excellent area for group members to share documents with each other outside of class. (See The Technology Link, Chapter 1, for information on discussion boards.)

5. *Listening and Nonverbal Communication Exercise.* The following paper-tearing activity is an interesting way to illustrate how important visual cues are in communicating. Which is more important—visual or spoken messages? What causes miscommunication?

Directions
Ask students to take a sheet of notebook paper (or distribute sheets of 8 1/2 × 11-inch paper). Tell students to follow four simple instructions—without looking at what anyone else is doing. Give the following instructions, and carry them out yourself. Pause just long enough after each command so that students can perform the action.

1. Fold your sheet of paper in half. Tear off the upper right-hand corner.
2. Fold it in half again, and tear off the upper left-hand corner. Fold it in half again, and tear off the lower right-hand corner.

When finished, ask students to hold up their sheets. Show yours as well. (By the way, your sheet will be most dramatic if you tear through several thicknesses with each corner tear command.) After observing the varying results of such simple instructions, lead a discussion focused on the causes of miscommunication. You might begin by saying, "If I'm a good communicator and you're good listeners, our sheets should all be the same. Right?"

What caused the miscommunication? Who is to blame? How could this communication transaction have been improved? To relate this exercise to the workplace, ask how managers giving instructions could improve the likelihood of success. How might listeners improve their comprehension? How should communicators react when miscommunication occurs? Who should be blamed?

Source: "Paper-Tearing Trick Teaches Lesson," *The Prior Report*, July 1992, p. 1.

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[i] Coutu, D., & Beschloss, M. (2009, May). Why teams don't work. *Harvard Business Review, (87),* 5, 98-105. Retrieved June 1, 2009, from Business Source Complete database.