SOLUTIONS MANUAL

5th Edition

**Business
Communication
Essentials**

A Skills-Based Approach to Vital Business English

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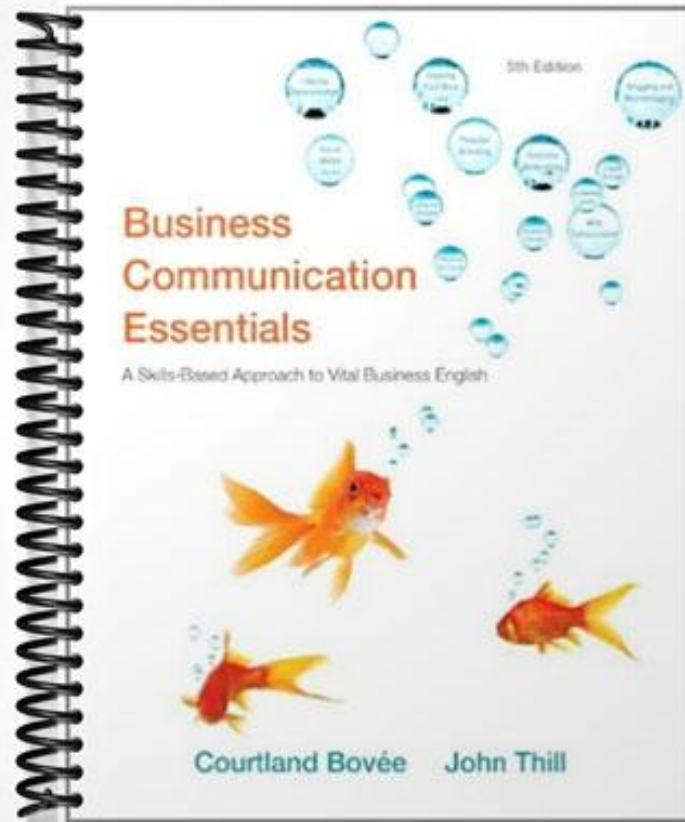
CHAPTER 2: MASTERING TEAM SKILLS INTERPERSONAL COMMUNICATION

CHAPTER SUMMARY

Building on material presented in Chapter 1, this chapter focuses on improving interpersonal skills that are critical in business. Students learn about the advantages and disadvantages of teamwork and collaborative writing. The chapter's focus on interpersonal communication within teams addresses how to prepare for and conduct an effective meeting as well as how to be an effective meeting member and abide by etiquette standards in teams and social settings and how to effectively use meeting technologies. The chapter explains the various types of listening, the listening process, and sound strategies for improving students' listening skills. Students are introduced to six categories of nonverbal communication: facial expressions, gesture and posture, vocal characteristics, personal appearance, touch, and the use of time and space. Students are also presented with suggestions for improving their nonverbal communication skills.

CHAPTER OUTLINE

Communicating Effectively in Teams
      Advantages and Disadvantages of Teams
      Characteristics of Effective Teams
Collaborating on Communication Efforts
      Guidelines for Collaborative Writing
      Technologies for Collaborative Writing
      Social Networks and Virtual Communities
      Giving—and Responding to—Constructive Feedback
Making Your Meetings More Productive
      Preparing for Meetings
      Conducting and Contributing to Efficient Meetings
      Using Meeting Technologies
Improving Your Listening Skills
      Recognizing Various Types of Listening
      Understanding the Listening Process
      Overcoming Barriers to Effective Listening
Improving Your Nonverbal Communication Skills
Developing Your Business Etiquette
      Etiquette in the Workplace
      Etiquette in Social Settings
      Business Etiquette Online
Chapter Review and Activities

TEACHING NOTES

Communicating Effectively in Teams

A team is a unit of two or more people who share a mission and the responsibility for working to achieve their goal.

Advantages and Disadvantages of Teams
    The advantages of successful teamwork include:
      Increased information and knowledge
      Increased diversity of views
      Increased acceptance of a solution
      Higher performance levels

    Teams need to be aware of and work to counter the following potential disadvantages:
      Groupthink—when individuals go along with everyone else on the team, even though everyone else is wrong.
      Hidden agendas—when private motives affect group interaction.
      Cost—coordinating group activities, schedules, etc. can be quite costly.

The most effective teams share the following characteristics:
      Have a clear sense of purpose
      Communicate openly and honestly
      Reach decisions by consensus
      Think creatively
      Know how to resolve conflict

Collaborating on Communication Efforts

Guidelines for Collaborative Writing
    Teams are often expected to collaborate on reports, websites, presentations, and other communication projects. These guidelines will help teams work together successfully:
      Select collaborators carefully
      Agree on project goals before you start
      Give your team time to bond before diving in
      Clarify individual responsibilities
      Establish clear processes
      Avoid writing as a group
          Verify tools and techniques
          Check to see how things are going along the way
      Technologies for Collaborative Writing
          A variety of writing collaboration tools exist that allow team members to work together. These tools include group review, multiauthor blogs, and content management systems. These systems allow specific team members to read, edit, and save specific files. Revision control goes one step further and allows only one person at a time to check out a document and records all the changes that person makes so that team members' efforts are not duplicated.

Social Networks and Virtual Communities
> Social networking technologies are redefining teamwork and team communication by helping erase the constraints of geographic and organization boundaries.

Giving—and Responding to—Constructive Feedback
> Constructive feedback, sometimes called *constructive criticism,* focuses on the process and outcomes of communication, not on the people involved (see Table 2.1). In contrast, destructive feedback delivers criticism with no effort to stimulate improvement

Making Your Meetings More Productive

Meetings are a primary communication venue for today's businesses. By preparing carefully, conducting meetings effectively, and using meeting technologies wisely, you'll be able to help your company make better use of meeting times. The two most frequently reported problems with meetings are 1) holding a meeting when distributing a message would do the job, and 2) holding a meeting without a specific goal.

Preparing for Meetings
Preparing for meetings requires:
- Clarifying the purpose of the meeting prior to calling one—whether it's an informational or a decision-making meeting
- Selecting participants whose presence is essential—for informational meetings, larger groups can be invited; for decision-making meetings, invite only those who are in a direct position to help the meeting reach its objective.
- Choosing an appropriate time and facility—morning meetings are often more productive
- Setting and following an agenda—productive agendas identify what needs to be done at the meeting to accomplish the goals, which issues will be of greatest importance to all participants, and what information must be available to discuss these issues.

Conducting and Contributing to Efficient Meetings
An effective leader contributes to the success of a meeting by
> Keeping the meeting on track
> Following agreed-upon rules

Encouraging participation
Participating actively
Closing the meeting effectively
Participants should receive a copy of the minutes as soon as possible after a meeting.

Using Meeting Technologies
> With advances in technology, virtual teams and meetings are becoming more popular. Videoconferencing (combines audio communication with live video) and Web-based meeting systems (combines the best of instant messaging, shared workspaces, and videoconferencing) are two other advances that allow employees more flexibility when meeting.

Some companies are also making use of virtual worlds. In this context, professionals can create online versions of themselves (avatars) to participate in meetings, training sessions, sales presentations, and casual conversations with customers.

When conducting meetings online or over the phone, be sure that you've done extra planning, including determining how everyone will stay engaged and has the opportunity to contribute.

Improving Your Listening Skills

Effective listening strengthens organizational relationships, alerts the organization to opportunities for innovation, and allows the organization to manage growing diversity both in the workforce and in the customers it serves.

The goal of content listening is to understand and retain the information in the speaker's message.

The goal of critical listening is to understand and evaluate the meaning of the logic of the speaker's message, including the logic of the argument, the strength of the evidence, the validity of the conclusions, the implications of the message for your and your organization, the speaker's intentions and motives, and the omission of any important or relevant points.

The goal of empathic listening is to understand the speaker's feelings, needs, and wants so that you can appreciate his or her point of view, regardless of whether you share that perspective.

No matter what mode listeners are using, they should always try to engage in active listening and make a conscious effort to turn off their own filters and biases to truly hear and understand what the other party is saying.

Most of us listen at or below at 25 percent efficiency rate, remember only about half of what's said during a 10 minute conversation, and forget half of that within 48 hours.

The listening process involves five steps:
>Receiving—physically hearing and acknowledging the message
>Decoding—assigning meaning to sounds
>Remembering—storing information for future processing before
>>acting on it
>Evaluating—applying critical thinking skills to the speaker's
>>message
>Responding—reacting to the message

>Good listeners recognize and overcome barriers such as
>Selective listening—allowing your mind to wander while others are speaking
>>We think faster than people speak. Most people process information
>>>at up to 500 words per minute; yet, most people speak at a
>>>rate of 120 to 150 words per minute.

>>Prejudgment—making up your mind before truly hearing what a
>>>person has to say

Selective perception—molding a message to fit what listeners
already believe about a given subject

Improving Your Nonverbal Communication Skills

Nonverbal communication is the process of sending and receiving information, both
intentionally and unintentionally, without using written or spoken language.

Nonverbal communication can strengthen a verbal message, weaken a verbal
message, or replace words entirely.

Nonverbal communication can be grouped into six general categories:
Facial expressions
Gesture and posture
Vocal characteristics
Personal appearance
Touch
Time and space

Developing Your Business Etiquette

Etiquette is now considered a vital business skill and is important for getting along
with team members and while you are out in public.

Business Etiquette in the Workplace
Proper etiquette in the workplace helps you appear polished, professional, and
confident. Proper etiquette also helps you put others at ease so they are
comfortable enough to do business with you.

Factors that influence etiquette in the workplace include:
Your personal appearance
Your personal grooming
Your smile
Your mobile phone use

Business Etiquette in Social Settings
Since you represent your company when you are out in public, follow these
steps:
Make sure your appearance and actions are appropriate to the situation.
Get to know the customs of the culture when you meet new people.
When introducing yourself, include a brief description of your role in the company.
When introducing two people, speak both their first and last names clearly and offer some
information about each person to ease them into a conversation.
Introduce the lower-ranking person to the senior-ranking person.
When you've been introduced to someone, repeat that person's name as soon as possible.
Business is often conducted over meals. Remembering these steps will help you be more
effective in these situations:
Choose foods that are easy to eat
If appropriate, order an alcoholic beverage only at the end of the meal
Do not discuss politics, religion, or any other topic likely to stir up emotions during

dinner

Remember that you represent your company whenever you're online as well so think carefully when posting information about yourself on social networking sites or leaving comments on blogs.

Business Etiquette Online

Using electronic media effectively requires knowing the basics of good etiquette. To represent your company well online, follow these tips:

Avoid personal attacks.

Stay focused on the original topic.

Don't present opinions as facts; support facts with evidence.

Follow basic expectations of spelling, punctuation, and capitalization.

Use virus protection and keep it up to date.

Ask if this is a good time for an IM chat.

Watch your language and keep your emotions under control.

Avoid multitasking while using IM or other tools.

Never assume you have privacy.

Don't use "reply all" in e-mail unless everyone can benefit from your reply.

Don't waste others' time with sloppy, confusing, or incomplete messages.

Respect boundaries of time and virtual space.

OVERCOMING DIFFICULTIES STUDENTS OFTEN FACE

Some members of your class will have limited experience working in teams designed specifically to make decisions. Include team assignments related to the chapter to help them improve team communication skills. A number of the Apply Your Knowledge exercises can be completed using teams. The fifth Practice Your Skills activity offers students the opportunity to analyze an agenda for a meeting. A brief review of parliamentary procedure can also be tied to the meeting agenda exercise since students may have some misconceptions of what is and is not correct parliamentary procedure.

Students will all be able to cite examples of meetings that accomplished nothing other than wasting the participants' time; however, they may not know what could have been done to turn things around so that the goals of the meeting could be accomplished. Not every student will recognize that all the attendees may need to take some responsibility for an ineffective meeting. If possible, have students observe a meeting of a group or team known for its efficiency and effectiveness. Have students discuss the responsibilities of both participants and leaders.

Many students may think they are good listeners. Convincing them that each of us can benefit from polishing our listening skills may be a challenge. You might also wish to read a passage in a text and ask students to summarize it or answer questions related to it. This activity helps students understand that most of us listen at a 25 percent efficiency rate. You could also give students a set of instructions orally and all at once and ask students to follow those instructions (e.g., tell students to draw a three inch triangle in the upper right corner of the paper, a one inch square in the center, a circle in the lower right corner of the paper, and a star in the lower left corner). After you've given students time to follow the instructions, invite them to

share their interpretations of your instructions; this exercise also illustrates that we are not all good listeners all the time.

Before students identify ways to improve their listening skills, have them review the bad listener habits in the textbook. You may also want to have students complete the listening skills self-assessment (Practice Your Skills, #8), which asks them to track their listening skills improvements over a number of days.

To begin a discussion of nonverbal communication, have students complete the analysis of body language activity at the end of the chapter (Practice Your Knowledge, #8). Some class members may think that they always interpret nonverbal communication correctly. Ask students to observe a short film clip (with no audio) and take notes about the nonverbal communication and then have students share their observations with the rest of the class. This activity helps students understand that nonverbal communication can mean different things to different people. Provide some examples of different meanings for various gestures in different cultures. Invite class members who have spent extensive time in another culture to share examples of different interpretations of nonverbal messages.

The concept of vocal characteristics, use of space, and use of time as components of nonverbal communication may be new or even difficult for some students to grasp so be sure to provide examples during the nonverbal communication discussion. Examples from different cultures will enhance student understanding. To further enhance their understanding of these items as components of nonverbal communication, you may want your students to conduct secondary research to find examples of how different cultures interpret the use of space and time.

SUGGESTED CLASSROOM EXERCISES

1.   *Planning Effective Meeting Agendas.* Assign students to work in teams of 2-3. Tell students they must plan the agenda for the monthly meeting of the accounting club (or let students choose a particular student organization). They may wish to examine the agenda illustrated in Figure 2.1. Using the agendas the teams prepare, discuss the need for successful meetings, the part an agenda can play, when participants should receive the agenda, and other responsibilities of the meeting leader and individual attendees.

2.   *Listening for Facts.* Ask a student to stand and provide some personal background information about him- or herself. Or, if you prefer, you may wish to give some background about yourself. Plan to talk for approximately 2 minutes. Ask students to write down the facts the speaker shared about him- or herself. Have students compare answers; point out any incorrect restatements of fact to emphasize that effective listening is hard work and that we all have room for improvement.

3.   *Analyzing Listening Skills*. Have students complete the Listening Skills Self-Assessment (Practice Your Knowledge, #9). Ask them to identify one area in which they note room for improvement and to plan a strategy for improving that particular listening skill. You could also ask students to document their efforts to improve that

skill over 21 days—the time needed to break a habit.

4.   *Emphasizing Various Meanings of Nonverbal Communication.* The Public Broadcasting System's website features compelling examples of how political candidates are able to manipulate messages using nonverbal communication components discussed in this chapter. As a class or individually, visit the following link and watch the original commercial, the commercial for the candidate, and the commercial against the candidate:
http://www.pbs.org/30secondcandidate/tricks_of_the_trade/.
After watching all three spots, discuss the impact of nonverbal communication on a message.

5.   *Developing Effective Handshakes.* As students enter the classroom, shake hands with each one. Have each student shake hands with another member of the class. Direct the students to write a brief phrase describing the handshake. Next, have the students repeat the activity by shaking hands with at least five other classmates. Review effective and ineffective handshake characteristics, such as the firm business handshake, the "limp fish" handshake, the "two- or three-fingered claw" handshake, and the "power" handshake. Discuss why an effective business handshake is an important nonverbal skill to develop. Also discuss who should shake hands and when in the business environment. Students typically enjoy this activity, and it provides an interesting way to emphasize that both men and women need to develop firm business handshakes. You may want students to repeat their handshakes at the end of the discussion and evaluate whether they note any differences. This activity can also segue into a discussion of different forms of business greetings in other cultures.

6.   *Researching Nonverbal Communication Components.* Assign students to work in teams of two or three. Assign each team one of the following nonverbal communication components to research: facial expression (including eye contact), gesture and posture, vocal characteristics, personal appearance, touching behavior, and use of time and space. You may also want the teams to research intercultural aspects of these components. Ask each team to share their findings in class. This should stimulate some interesting class discussion about nonverbal communication.

7.   *Nonverbal Communication and Color.* Assign students to work in teams of two or three. Ask students to research nonverbal responses to colors. Discuss how various colors project a definite message. You might even extend your discussion to various situations where it would be appropriate to avoid or select certain colors, including:
    Résumés
    Job interviews
    Speaking engagements
    Sales presentations

TEST YOUR KNOWLEDGE (p. 44)

 1. The five characteristics of effective teams include: having a clear sense of purpose, communicating openly and honestly, reaching decisions by consensus, thinking creatively, and knowing how to resolve conflict.

2. Constructive feedback, sometimes called constructive criticism, focuses on the process and outcomes of communication, not on the people involved. In contrast, destructive feedback delivers criticism with no effort to stimulate improvement.

3. An agenda makes meetings more successful in several ways. People who will be presenting information need to know what is expected of them, nonpresenters need to know what will be presented so they can prepare questions, and everyone needs to know how long the meeting will last. In addition, the agenda is an important tool for guiding the progress of the meeting.

4. The listening process consists of receiving (actually hearing the message), decoding (assigning meaning), remembering (storing the message for future reference), evaluating (weighing the ideas), and responding (reacting to the message).

5. An individual can communicate nonverbally through facial expressions, gestures and postures, vocal characteristics, personal appearance, touch, and the use of time and space.

APPLY YOUR KNOWLEDGE (p. 44)

1. Answers will vary, but students should recognize the opportunity to turn the conflict into a constructive means for bringing important issues into the open, increasing the involvement of other team members, and generating creative ideas for solving a problem.

2. Students should list remarks that take the boss's point of view into consideration and that avoid any confrontational or accusatory statements. Students should draw on what they've learned about message receptivity to phrase everything in a tone and style that will make their comments easy for any boss to hear and accept.

3. This exercise helps students explore ways to improve listening. Students not only review the suggestions listed in the book but also are also encouraged to come up with their own suggestions and to think about how they would present this information diplomatically to a fellow worker.

4. This situation invites students to acknowledge that gestures can be just as important as facial expressions since they can also influence the reception of a message. Since communication is a simultaneous process, the fact that the audience can see the speaker but the speaker can't see the audience allows for a potential breakdown since the speaker is unable to receive the audience's nonverbal reactions to his or her message.

5. This exercise asks students to focus on two issues: the importance of nonverbal communication and conducting meetings. One effective way to explain this policy is to focus on the important of personal appearance and how clothing impacts that factor of nonverbal communication. Students should also decide on the channel for addressing

these concerns: Does a meeting need to be held or will an employee memo suffice? If a meeting is to be held, will it be informational or decision making? Who should attend? What will the agenda look like?

PRACTICE YOUR SKILLS (p. 45)

1. In the presentation, students should discuss challenges such as how to ensure that employees present a positive image of the organization through the messages they send. The exercise provides a good opportunity to analyze how the team negotiated the process of developing the presentation and agreeing upon content, organization, and other aspects.

2. This exercise challenges students to prepare and deliver arguments in support of their viewpoints, and then set those viewpoints aside in order to evaluate all of the arguments objectively. Emphasize the process of dealing with conflict in constructive ways without allowing it to hinder the progress of the team.

3. In addition to providing an opportunity for collaboration, this exercise encourages students to take an audience-centered approach to a topic with which they are likely to be very familiar. The greatest challenge is likely to be putting aside all of the landmarks and other characteristics of the campus that they take for granted.

4. Encourage students to implement the guidelines for effective collaborative writing listed in the chapter. At least one team is likely to attempt writing as a group. If so, having them describe the experience is a helpful way for everyone in the class to gain a better understanding of the challenges associated with attempting to do so.

5.   Students should examine the sample agenda in Figure 2.1 and then reorganize and reword the information provided in the exercise to create a well-organized agenda. Here's one suggested agenda:

AGENDA
Budget Committee Meeting
December 12, 2011, 9:30 a.m.

Conference Room 3

I.   Call to Order
II.   Approval of Minutes from Previous Meeting
III.   Director Reports
A.   Greentree Site Director's Report on Cost Overruns
B.   Finance Director's Report on Quarterly Revenues and Expenses
IV.   New Business
A.   Discussion of Cost Overrun Issues
B.   Discussion of Additional Quarterly Budget Issues
C.   Presentation of Divisional Budget
V.   Announcements
VI.   Adjournment

6. This exercise gives students the opportunity practice listening, observe nonverbal cues, and critique a group in action in an actual setting. To answer the questions, students will have to pay careful attention to a number of things occurring at the meeting. The purpose of comparing notes with a partner is to show students that a person's own background and listening skills influence the type and content of the notes taken. What is obvious to one person may be worth noting to another. Similarly, poor listeners tend to have superficial notes.

7. Students should try to be as inclusive as possible, without making the situation unreasonably uncomfortable. Consider two options: 1) They might ask the speech-impaired person to team up with one or more other employees and let that team report as a unit, or 2) they might provide an alternative way for this person to communicate during meetings, such as overhead slides or flip charts. Most important, since this communication challenge surely exists outside formal meetings, students may suggest working closely with the person to explore ways to help him or her contribute to the department's work flow.

8. The objective here is to stimulate self-analysis. The following list of listening problems should spark discussion:
   - Prejudging the subject as boring
   - Reacting to a speaker's style
   - Overreacting to certain ideas or words
   - Listening only for facts
   - Trying to take notes on everything
   - Faking attention
   - Succumbing to distractions
   - Tuning out difficult material
   - Planning a rebuttal while the speaker talks
   - Jumping ahead of the speaker; presuming the next point

9. This assessment provides students with information about their listening skills. If you choose to discuss the results of the self-assessments in class, be sure to ask students to identify instances of selective listening, prejudgment, and selective perception.

10. Students will discuss how nonverbal messages need not be human gestures as nonverbal cues also include the appearance of written messages. Students will consider how quality of letters and other written messages are often judged first by overall appearance. You may want to refer students to Appendix A for a discussion of the importance of formatting business documents.

11. Many of these movements can be interpreted several ways, but the exercise leads students to think more clearly about how nonverbal cues influence their communication attempts. Particularly, the list should give students more insight into how they can learn from watching their audience while speaking. They might interpret the movements as follows:
   a. May indicate nervousness, discomfort with what's being said, or boredom
   b. Usually a nervous reaction

    c. Conveys a lack of respect—for the speaker and for oneself
    d. Skepticism, doubt, disbelief, or in some cases, an exaggerated
    e. negative commentary on a speaker's message, perhaps as a
    f. display for the benefit of others
    g. Lack of confidence, shyness, weakness

Students may also elaborate with a general discussion of the ways in which such nonverbal cues sometimes reinforce a speaker's words and meaning and how they sometimes offer conflicting and therefore confusing signals. Students might also mention that our response to nonverbal cues is often unconscious; that is, we interpret them almost as automatically as we express them. Thus differing cultural norms of nonverbal behavior can easily cloud communication.

12. This exercise encourages students to practice planning and making actual phone calls that could be helpful to them. Students should leave a simple, clear message that explains the request for the delayed move that includes the student's contact number during the weekend.

13. In completing this exercise, students should seek out examples of blog posts that clearly violate the guidelines for online etiquette presented in the chapter. For example, they might find examples of personal attacks, opinions presented as facts (and/or facts unsupported with evidence), inappropriate language, out-of-control emotions, or sloppy, confusing messages.

EXPAND YOUR SKILLS (p. 47)

Critique the Professionals: In completing this exercise, students should cite specific suggestions, concepts, and guidelines from the chapter in their evaluations. Encourage students to comment on what they view as the primary purpose of the posts on each of the pages they select, and to determine whether or not they believe the celebrities themselves actually authored them. If they do not, they could discuss the potential risks celebrities face in having their publicist (or another employee) manage their Facebook page. In addition, the exercise also offers an opportunity to discuss the advantages and disadvantages of Facebook as a medium for professional communication.

IMPROVE YOUR GRAMMAR, MECHANICS, AND USAGE (p. 47)

Level 1: Self-Assessment—Pronouns (p. 45)

1.   <u>whom</u>   To <u>which retailer</u> will you send your merchandise?

2.   <u>them</u>   Have you given <u>John and Nancy</u> a list of parts?

3.   <u>It / them</u>   The <u>main office</u> sent the invoice to <u>Mr. and Mrs. Litvak</u> on December 5.

4. _____its_____ The company settled the company's accounts before the end of the year.

5. _____whose_____ Which person's umbrella is this?

6. The sales staff is preparing guidelines for _____its_____ (their, its) clients.

7. Few of the sales representatives turn in _____their_____ (their, its) reports on time.

8. The board of directors has chosen _____its_____ (their, its) officers.

9. Gomez and Archer have told _____their_____ (his, their) clients about the new program.

10. Each manager plans to expand _____his or her_____ (his, their, his or her) sphere of control next year.

11. Has everyone supplied _____his or her_____ (his, their, his or her) Social Security number?

12. After giving every employee _____a_____ (his, their, a) raise, George told _____them_____ (them, they, all) about the increased workload.

13. Bob and Tim have opposite ideas about how to achieve company goals. _____Who_____ (Who, Whom) do you think will win the debate?

14. City Securities has just announced _____whom_____ (who, whom) it will hire as CEO.

15. Either of the new products would readily find _____its_____ (their, its) niche in the marketplace.

Level 2: Workplace Applications (p. 48)

1. Anita Doig from Data Providers will outline the company's data interpretations as they relate to industry trends; additionally, Ms. Doig will comment on how the data should be used.

2. We have received your order for 2,000 Mylar bags; please note that orders of fewer than 5,000 bags get only a 20 percent discount.

3. Just between you and me, the new "customer centric" philosophy seems confusing.

4. Podcasting effectively distributes messages to a widespread audience, but pay close attention to the demands of an audio medium.
5. Among the specialties of Product Marketers International are promotional efforts for clients, including presence on the Internet, radio, and television.

6.   The introduction to this report includes an overview of a typical marketing plan, to give you an idea of what such a plan contains.

7.   Subsidiary rights sales can be a discrete source of income and complement your overall sales.

8.   Special events ranging from author breakfasts and luncheons to awards programs and receptions offer a great way to make industry contacts.

9.   We will show you how to meet not only the challenges of information-rich material but also the challenges of electronic distance learning. [*Or:* We will show you how to meet the challenges of not only information-rich material but also electronic distance learning.]

10.   To cite just one problem, the reason that the market is in such a state of confusion is the appalling lack of standards, whether for hardware, software, or metadata.

11.   Two leading business consultants, Doug Smith and Carla McNeil, will share their insights on how specialty stores can effectively compete in a world of corporate superstores.

12.   One of the big questions we need to address is "How does buying affect inventory levels"?

13.   The closing of many industry digital entities has greatly affected the perception of e-books as a viable platform.

14.   A competent, motivated, enthusiastic staff can be a manager's most important asset in a competitive marketplace.

15.   Come by the Technology Lounge, where you can log on to computers, plug into laptops, and check out demos of sponsors' websites.

Level 3: Document Critique (p. 48)

Each line of the original example is followed by a version with suggested revisions:

Marketing Pro's: Are You're Messages Truthful and non-Deceptive?!
Marketing Pros: Are Your Messages Truthful and Non-Deceptive?

In the United States, the FTC (federal Trade Commission) has the authority
In the United States, the Federal Trade Commission (FTC) has the authority

to impose penalty against advertisers whom violate Federal Standards for
to impose penalties against advertisers who violate federal standards for

truthful advertising. The FTC considers a message to be deceptive, if they
truthful advertising. The FTC considers a message to be deceptive if it

include statements that are likely to mis-lead reasonable customers and
includes statements that are likely to mislead reasonable customers and

the statements are an important part of the purchasing decision. A failures to
the statements are an important part of the purchasing decision. A failure to

include important information are also considered deceptive. Also, the FTC
include important information is also considered deceptive. Also, the FTC

also looks at so-called *"implied claims,?"* Claims you don't explicitly make but
also looks at so-called "implied claims:" claims you do not explicitly make but

that can be inferred from what you do or don't say.
that can be inferred from what you do or do not say.

CHAPTER 2 POP QUIZ

True-False

1. Groupthink is a positive force found in team projects. (False)

2. Before you call a meeting, you should determine the purpose of the meeting and plan to invite only those people whose presence is essential. (True)

3. Meeting agendas should be distributed only to participants who are expected to make a presentation at the meeting. (False)

4. To speed up a meeting and enhance productivity, let one or two key members dominate the meeting to eliminate the need for parliamentary procedure. (False)

5. Effective listening is blocked when you jump to conclusions and close your mind to additional information. (True)

6. Strategies for effective listening include tuning out dry subjects and taking extensive notes. (False)

7. When answering a phone at work, you should answer promptly, identify yourself, ask for the caller's identity, and establish the needs of your caller. (True)

8. When using voice mail effectively, you should always plan to return all necessary calls within 72 hours. (False)

9. Your facial expression reveals both the type and the intensity of your feelings. (True)

10. When others stand too close or too far away, we are likely to feel ill at ease. (True)

Multiple choice

11. Which of the following best describes groupthink?
    a. Some team members have private motives that affect the group's interaction.
    b. **Individuals willingly set aside personal opinions and go along with everyone else, even though everyone else is wrong.**
    c. Some team members don't contribute their fair share, and others notice.
    d. None of the above

12. When conducting and attending meetings, the leader should do which of the following to help ensure a successful meeting?
    a. Keep the meeting on track.
    b. Follow parliamentary procedure.
    c. Encourage participation.
    d. **All of the above**

13. Which of the following correctly describes the sequence of the listening process?
    a. Receiving, remembering, decoding, responding, and evaluating
    b. Responding, evaluating, remembering, receiving, and decoding
    c. **Receiving, decoding, remembering, evaluating, and responding**
    d. None of the above

14. Prejudgment involves
    a. Listening selectively
    b. Taking control of the conversation
    c. **Jumping to conclusions and closing your mind to additional information**
    d. Thinking negatively

15. Which of the following is a habit of a poor listener?
    a. **Tuning out if delivery is poor**
    b. Judging content
    c. Taking limited notes
    d. Avoiding distractions

16. Which of the following would **not** be a good habit to develop when receiving telephone calls?
    a. Answer promptly and with a smile.
    b. Identify yourself.
    c. **Wait to answer until the phone rings at least 3 times.**
    d. Take complete, accurate messages.

17. Which of the following would **not** be a good habit to develop when leaving voice-mail messages?
    a. Keep the message simple.
    b. Don't leave multiple, repetitious messages.
    c. **If you have bad news, call at a time when the other person is likely to be out of the office.**

       d. Sound professional.

18. Which of the following is the primary site for expressing your emotions?
      a. Face
      b. Voice characteristics
      c. Gestures
      d. Eyes

19. Which of the following could be used to assert authority?
      a. Touching behavior
      b. Use of time
      c. Use of space
      d. All of the above

20. Which of the following is not a good tip for improving your nonverbal skills?
      a. Smile genuinely.
      b. Adopt a handshake that matches your personality and intention.
      c. Be aware that people may give false nonverbal cues.
      d. Fake a smile when necessary to avoid the appearance of being negative.