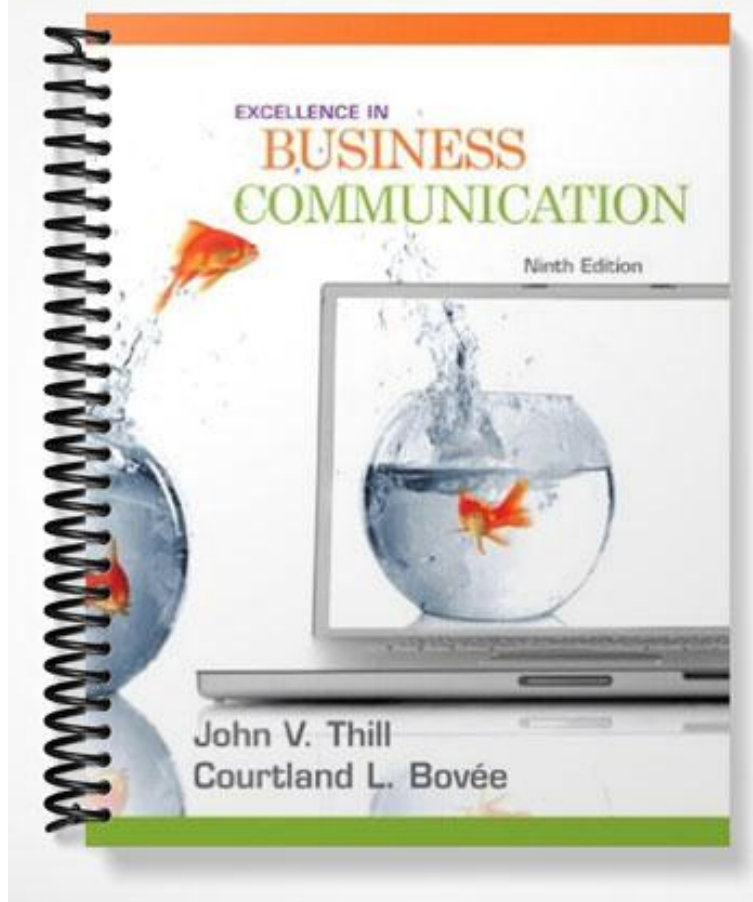


SOLUTIONS MANUAL



CHAPTER 2: MASTERING TEAM SKILLS AND INTERPERSONAL COMMUNICATION

IMPORTANT CHANGES IN THIS EDITION

- New learning objective on meeting technologies and business applications of social networking
- New vignette and simulation featuring Rosen Law Firm, which uses a wiki to promote team communication
- New section: “Social Networks and Virtual Communities”
- New section: “Business Etiquette Online”
- Streamlined the organization of “Communicating Effectively in Teams” and “Improving Your Nonverbal Communication Skills”
- Four new figures: Using a Wiki for Collaborative Communication (Figure 2.1), Shared Workspaces (Figure 2.2), Web-Based Meetings (Figure 2.6), and Virtual Meetings in a Virtual World (Figure 2.7)
- New table: Business Uses of Social Networking Technologies (Table 2.2)
- New exercises on virtual meetings and social networking in business

CHAPTER OUTLINE

Communicating Effectively in Teams

Advantages and Disadvantages of Teams

Characteristics of Effective Teams

Collaborative Communication

Guidelines for Collaborative Writing

Technologies for Collaborative Writing

Group Dynamics

Assuming Team Roles

Allowing for Team Evolution

Resolving Conflict

Overcoming Resistance

Social Networks and Virtual Communities

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

Recognizing Nonverbal Communication

Using Nonverbal Communication Effectively

Developing Your Business Etiquette

- Business Etiquette in the Workplace
- Business Etiquette in Social Settings
- Business Etiquette Online

LECTURE 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 a common goal.

Informal teams (such as a task force or problem-solving team) disband once they reach their goal. Such teams are cross-functional and pull together people from a variety of departments with different areas of expertise and responsibility.

Formal teams (such as committees) become a part of the organization's permanent structure and typically deal with recurring tasks.

Participative management is the effort to involve all employees in decision making.

A successful team can provide advantages, such as

- Increased information and knowledge
- Increased diversity of views
- Increased acceptance of a solution
- Higher performance levels

Teams can also have disadvantages, such as

- Groupthink—occurs when peer pressures cause individual team members to withhold contrary or unpopular opinions.
- Hidden agendas—private, counterproductive motives that undermine someone else on the team.
- Cost—aligning schedules, arranging meetings, and coordinating individual parts of a project can eat up a lot of time and money.

To be an effective collaborator in a team setting, individuals must

- Recognize that each individual brings valuable assets, knowledge, and skills to the team.
- Be willing to exchange information, examine issues, and work through conflicts that arise.
- Trust one another and work toward the greater good of the team and organization rather than focusing on personal agendas.

The most effective teams

- Have a clear objective and a shared sense of purpose.
- Communicate openly and honestly.
- Reach decisions by consensus.
- Think creatively.
- Know how to resolve conflict.

Unsuccessful teamwork can

- Waste time and money.
- Generate lower-quality work.
- Frustrate both managers and employees.

Lack of trust and poor communication are the most common reasons for failure in teams.

Collaborative writing and presenting efforts

- Allow the collective energy and expertise of the various members to produce results that transcend what each individual could do otherwise.
- Require special effort.

To collaborate effectively, identify

- A technical expert to focus on accuracy and scientific standards
- An editor to be more concerned about organization and coherence
- A manager to focus on schedules, cost, and corporate goals
- The ways in which team members differ in writing styles and personality traits—two factors that can complicate the creative nature of communication

To collaborate successfully, follow these guidelines:

- 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.
- Make sure tools and techniques are ready and compatible across the team.
- Check to see how things are going along the way.

Collaborative writing technologies can help you manage complex projects.

Content management systems organize and control the content for Web sites. Each of these tools addresses specific needs, but none offers quite the level of direct collaboration as the wiki.

Wikis are Web sites that allow anyone with access to add new material and edit existing material.

Benefits of wikis include:

- Simple operation
- Freedom to post or revise material immediately, without authorization

Enterprise wikis extend the wiki concept with additional features for business use that ensure information quality and confidentiality without losing the speed and flexibility of a wiki.

Groupware is an umbrella term for systems that let people simultaneously

- Communicate
- Share files
- Present materials
- Work on documents

Shared workspaces are “virtual offices” that

- Give everyone on a team access to the same set of resources and information.
- Are accessible through a web browser.
- Let teams organize files into a collection of electronic folders.
- Control which team members can read, edit, and save specific files.
- Allow only one person at a time to work on a given file or document.
- May include presence awareness.

To maintain security, shared workspaces and other team resources are hosted on *intranets* (restricted-access Web sites open to employees only) or *extranets* (restricted sites available to employees and to outside parties by invitation only). [Note that Web sites with these capabilities aren’t always called intranets or extranets by the people who use them.]

Group dynamics are the interactions and processes that take place among members in a team.

Productive teams tend to develop norms (informal standards of conduct that members share and that guide member behavior) that are conducive to business.

Group dynamics are influenced by

- The roles assumed by team members
- The current phase of team development
- The team’s success in resolving conflict
- The team’s success in overcoming resistance

Team members can play various roles:

- Self-oriented roles are played by those motivated mainly to fulfill personal needs; these individuals tend to be less productive than other members.
- Team-maintenance roles are played by those who help everyone work well together.
- Task-facilitating roles are played by those who help the team reach its goals.

As teams grow and evolve, they generally pass through five phases:

- Orientation
- Conflict
- Brainstorming
- Emergence
- Reinforcement

Another commonly cited model, proposed by Bruce Tuckman:

- Forming
- Storming
- Norming
- Performing
- Adjourning

Conflict in team activities can result from

- Competition for resources
- Disagreement over goals or responsibilities
- Poor communication
- Power struggles
- Fundamental differences in values, attitudes, and personalities

Conflict is not necessarily bad.

Conflict can be constructive if it

- Forces important issues into the open
- Increases the involvement of team members
- Generates creative ideas for the solution to a problem

Conflict can be destructive if it

- Diverts energy from more important issues
- Destroys morale of teams or individual team members
- Polarizes or divides the team

Destructive conflict can lead to *win-lose* or *lose-lose* outcomes, in which one or both sides lose, to the detriment of the entire team. If you approach conflict with the idea that both sides can satisfy their goals to at least some extent (a *win-win strategy*), you can minimize losses for everyone.

For the win-win strategy to work, everybody must believe that

- It's possible to find a solution that both parties can accept.
- Cooperation is better for the organization than competition.
- The other party can be trusted.
- Greater status doesn't entitle one party to impose a solution.

Conflict can be resolved through

- Proaction: deal with minor conflict before it becomes major conflict.
- Communication: get those involved with the conflict actively involved in the resolution.
- Openness: get feelings out into the open before dealing with main issues.
- Research: get the facts before attempting a resolution.
- Flexibility: don't let anyone lock into a position before considering all possible solutions.
- Fair play: insist on a fair outcome that doesn't hide behind rules.
- Alliance: unite the team against an "outside force" instead of one another.

When attempting to overcome irrational resistance, try to

- Express understanding.
- Bring resistance out into the open.
- Evaluate others' objections fairly.
- Hold your arguments until the other person is ready for them.

Social networking technologies are

- Redefining teamwork and team communication by helping erase the constraints of geographical and organizational boundaries
- Enabling and enhancing teamwork; social networks have numerous other business applications and benefits

The two fundamental elements of social networking technology are

- Profiles (the information stored about each member of the network)
- Connections (mechanisms for finding and communicating with other members)

Making Your Meetings More Productive

Well-run meetings can help you

- Solve problems.
- Develop ideas.
- Identify opportunities.

Meetings are unproductive when they

- Wander off the subject
- Lack an agenda
- Run too long

To increase the productivity of meetings, prepare carefully:

- Identify your purpose—whether you need an informational or a decision-making meeting.
- Select participants whose presence is essential.
- Choose the time and prepare the facility.
- Set the agenda.

An effective agenda answers three questions:

- What do we need to do in this meeting to accomplish our goals?
- What issues will be of greatest importance to all participants?
- What information must be available in order to discuss these issues?

Ensure a productive meeting by

- Keeping the discussion on track
- Following agreed-upon rules
- Encouraging participation
- Participating actively
- Closing effectively

In formal meetings, one person is appointed to record the minutes.

In small meetings, attendees often make their own notes on their copies of the agenda.

The minutes of a meeting summarize

- The important information presented
- The decisions made
- The people responsible for follow-up action

You can expect to use a variety of meeting-related technologies throughout your career.

Virtual teams have members who work in different locations and interact electronically through virtual meetings.

Teleconferencing enables three or more people to connect by phone simultaneously.

Videoconferencing combines live audio and video letting team members see one another, demonstrate products, and transmit other visual information.

Telepresence is the most advanced feature in which the interaction feels so lifelike that participants can forget that the person “sitting” on the other side of the table is actually in another city.

Web-based meeting systems combine the best of instant messaging, shared workspaces, and videoconferencing with other tools, such as virtual whiteboards, that let teams collaborate in real time.

Technology continues to create intriguing opportunities for online interaction.

- Online brainstorming allows companies to conduct “idea campaigns” to generate new ideas from people across the organization.
- Virtual worlds, most notably Second Life, are also being used in the workplace so that employees can create their own character (known as avatars) and can attend meetings, training sessions, sales presentations, and other activities.

Improving Your Listening Skills

Effective listening

- Strengthens organizational relationships
- Enhances product delivery
- Alerts the organization to opportunities for innovation
- Allows the organization to manage growing diversity
- Gives you a competitive edge
- Enhances your performance and influence within your company and industry

You will become a more effective listener by learning to use several methods of listening:

- Content listening emphasizes information and understanding, not agreement or approval.
- Critical listening emphasizes evaluating the meaning of the speaker’s message on several levels (logic of the argument, strength of evidence, validity of conclusions, implications of the message, intentions of the speaker, and omission of any important or relevant points).
- Empathic listening emphasizes understanding a speaker’s feelings, needs, and wants (without advising or judging).

- Active listening means making a conscious effort to turn off your own filters and biases to truly hear and understand what the other party is saying.

Most people aren't very good listeners—in general, people

- Listen at or below a 25 percent efficiency rate.
- Remember only about half of what has been said in a 10-minute conversation.
- Forget half of that within 48 hours.
- Mix up the facts when questioned about material they've just heard.

The listening process involves five separate steps:

- Receiving
- Decoding
- Remembering
- Evaluating
- Responding

To become a good listener, recognize and overcome potential barriers throughout the listening process:

- Avoid interrupting or creating nonverbal distractions that make it hard for others to pay attention.
- Avoid selective listening, in which you pay attention only to those topics in which you have an interest.
- Focus on the speaker (because people think faster than they speak, their minds tend to wander).
- Avoid prejudgment, and listen with an open mind.
- Avoid misinterpreting messages because of the lack of common ground.
- Don't rely on your memory.

To remember material, you must first capture it in short-term memory, then successfully transfer it to long-term memory.

Use four techniques to store information in long-term memory:

- Associate new information with something closely related.
- Categorize new information into logical groups.
- Visualize words and ideas as pictures.
- Create mnemonics.

Improving Your Nonverbal Communication Skills

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

Nonverbal cues affect communication in three ways:

- Strengthen a verbal message
- Weaken a verbal message
- Replace a verbal message

Nonverbal communication can be grouped into six general categories:

- Facial expression
- Gesture and posture
- Vocal characteristics
- Personal appearance
- Touch
- Time and space

To be a better speaker and listener, pay closer attention to nonverbal cues in every situation:

- Be aware of the cues you send when you're talking.
- Be aware of the cues you send when you're not talking (through clothing, posture, and so on).
- Be aware of the cues you receive when you're listening.

Developing Your Business Etiquette

Etiquette is now considered an essential business skill.

Poor etiquette can

- Drive away customers, investors, and other critical audiences.
- Limit your career potential.

Workplace etiquette includes a variety of behaviors, habits, and aspects of nonverbal communication.

Personal appearance may be thought of as an element of etiquette and sends a strong signal to managers, colleagues, and customers. Personal appearance guidelines include

- Matching your style of dress to the situation
- Observing others and not being afraid to ask others for advice
- Dressing modestly and simply
- Paying close attention to cleanliness and avoid using products with powerful scents
- Following company policy regarding hairstyle
- Smiling genuinely at appropriate times

Mobile phones can be disruptive, and some employers have banned or restricted their use.

When meeting people, learn about their cultural customs beforehand.

When introducing yourself, include a brief description of your role in the company.

When introducing two other people, remember to

- Speak both their first and last names clearly.
- Offer some information to help them ease into a conversation.
- Introduce the lower-ranking person to the senior-ranking person.

When conducting business over a meal, be sure that you

- Choose foods that are easy to eat.
- Avoid ordering alcoholic beverages or save it until after business is concluded.
- Leave business papers under your chair until entrée plates have been removed.
- Avoid using your cell phone in public.
- Choose topics of conversation carefully (avoid politics, religion, and other emotional topics).
- Avoid going overboard when chatting about personal interests.
- Don't complain about work.
- Avoid profanity.
- Avoid deeply personal questions.
- Be careful with humor.

Learn the basics of professional online behavior to avoid mistakes that could hurt your company or your career. Here are some guidelines to follow:

- Avoid personal attacks.
- Stay focused on the original topic.
- Don't present opinions as facts, and 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.
- Never assume 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.

SHARPENING YOUR CAREER SKILLS (p. 52)

Sending the Right Signals

1. Students should recognize that the boss's smile and averted glance could have any one of several meanings, and the employee would likely need to look for additional evidence before reaching a correct conclusion. For instance, the boss might have been planning to give the employee a raise next month and now has to decide whether to announce the good news immediately or wait as originally planned. Or the boss might be impressed with the employee's initiative at asking for a raise but is unable to provide one, so glancing away is an opportunity to buy a few seconds to formulate a sympathetic response. At the other extreme, the boss might be trying to suppress a laugh at the impudence of an employee who clearly doesn't deserve a raise.
2. Eye contact is an important and expected nonverbal behavior in many business cultures, including that of the United States. However, constant staring makes most people extremely uncomfortable and might be a sign of someone with limited social skills and limited potential for compatibility within an organization.

COMMUNICATION DILEMMAS AT ROSEN LAW FIRM (pp. 56–57)

1. You're an enthusiastic contributor to the Rosen wiki, but one particular employee keeps editing your pages on the wiki, often making changes that appear to add no value, as far as you can see. She doesn't seem to be editing other employees' pages nearly so often, so you are beginning to wonder if she has a personal grudge against you. You want to address this uncomfortable situation without dragging your boss into it. How should you handle it?
 - a. No. Responding to destructive behavior with more destructive behavior will only magnify a negative situation and most likely make the situation worse.
 - b. Yes. This keeps the situation private and allows you to get at the underlying cause of the apparent problem.
 - c. No. This would in effect accuse everyone in the firm of inappropriate wiki behavior, creating a negative atmosphere. Moreover, it would stir up the grapevine as people tried to figure out who wrote the message and who the intended target is.
 - d. No. The problem is significant enough to bother you, which means it is surely affecting your productivity and morale. Letting an unsolved problem fester is likely to make it worse.

2. You've been asked to take over leadership of a group of paralegals that once had a reputation for being a tight-knit, supportive team, but you quickly figure out that this team is in danger of becoming dysfunctional. For example, minor issues that functional teams in a law office routinely handle, from helping one another with computer questions to covering the phones when someone has an outside appointment, frequently generate conflict within this group. What steps should you take to help your crew return to positive behavior?
 - a. No. With so much negative behavior already engrained, this team is probably beyond healing itself. At the very least, an outside change agent can accelerate the process. See (b).
 - b. Yes. Leading the "team restoration" project yourself will help avoid any power conflicts that might emerge if the team is left to its own devices.
 - c. No. You might be an extraordinary leader, but that's no guarantee that your mere presence is all that is needed to turn the situation around. This situation requires active intervention.
 - d. No. Demanding that the negative, unprofessional behavior stop immediately could backfire in such a situation because it does nothing to remove the conditions that have allowed the negative behaviors to sprout and grow.

3. After a few weeks with the paralegal team, you notice that team meetings often degenerate into little more than complaint sessions. Workers seem to gripe about everything from difficult clients to the temperature in the office. Some of these complaints sound like valid business issues that might require additional training or other employee support efforts; others are superficial issues that you suspect are simply by-products of the negative atmosphere. How should you handle complaints during the meetings?
 - a. No. People who are upset and believe they have valid complaints will grow even more negative if they feel that their concerns aren't being taken seriously.
 - b. No. This approach simply ignores problems that have evidently been festering for some time. Plus, if people are truly upset, these negative emotions and behaviors are going to find some way to surface—perhaps in more destructive ways than complaints during meetings.

- c. Yes. Tracking each issue immediately sends the message that you care about your employees and their concerns. Moreover, by treating the complaints as problems to be solved, rather than mere criticisms, you can pull the team together and move forward as a more cohesive unit.
 - d. No. This approach would probably just add even more negativity to an already challenging situation. It would also make the meetings even less productive than they've already become. And over time, such a confrontational approach will also discourage open communication, which means that you as the manager may not receive vital feedback.
4. You're in charge of hiring a replacement for a paralegal who recently retired. Four job candidates are waiting outside your office, and you have a few moments to observe them before inviting them in for an initial interview (you can see them through the glass wall but can't hear them). Based on the following descriptions, which of these people seems like the best fit for the firm? Why?
- a. No. This woman doesn't appear to be taking the interview process very seriously. Although Candidate C also commits a fashion faux pas with her sundress and sandals, at least she didn't go barefoot as this candidate did. Moreover, listening to her iPod while waiting to be interviewed suggests that Candidate A is unwilling to engage with the people around her and is unfamiliar with standards of conduct in a professional office setting.
 - b. No. This candidate's inability to manage the relatively simple process of a job interview suggests he would struggle mightily with the complexities of helping customers or participating in the operation of a retail store.
 - c. Yes. This woman's casual dress is a mark against her, to be sure, but dressing appropriately is an easily trainable skill. The positive attributes she has demonstrated, particularly in her helpful, engaging conversation with a complete stranger, shows that she could be a valuable member of the Rosen team.
 - d. No. This candidate appears to have a bit of an attitude problem, particularly for a company that values teamwork and interaction.

APPLY YOUR KNOWLEDGE (pp. 59–60)

1. Nonverbal communication can reinforce the points you're trying to make in the meeting (or it can interfere if it clashes with your words). For example, a meeting leader might reinforce a call to order by standing up to say, "Let's begin." Other nonverbal signals include using hand gestures and changing voice tone to emphasize topics, nodding to show approval, or raising an eyebrow to indicate reservations. Nonverbal signals also regulate the flow of conversation. For example, to discourage an out-of-turn speaker, depending on the culture, such signals might include facially expressing interest or boredom, covering lips with a finger, or frowning. At the same time, a motion of the hand or widening curious eyes could encourage a speaker to continue.
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. Conflict is constructive when it improves the quality of decisions, stimulates creativity and innovation, encourages interest and curiosity among group members, provides a forum for airing problems and releasing tension, and fosters an environment of self-evaluation. In addition, constructive conflict can force important issues into the open, speed up their resolution, and be a catalyst for change. Conflict frequently becomes bad or disruptive when there is a strong polarization of opinions. In this case, conflict can retard communication, reduce group cohesiveness, and stifle the generation and creativity of new ideas. Sometimes a group whose culture is high in avoidance will suppress or avoid conflict. This avoidance can result in poor decisions because they stand unquestioned.
4. In the e-mail, students should discuss the benefits of social networking (e.g., connecting people across organizational boundaries) and how networking technology is an essential element of the network organizational structure.
5. You face two decisions here, actually: one is quite simple, but the other is not. The first decision is whether to ask the other person to take steps to avoid sending these inadvertent messages. You should emphasize that these messages are disruptive and potentially damaging to your colleague's career, as well as the careers of other team members (including yours). The second decision is whether you should take any action regarding the home-based business. If running such a business is not a violation of company policy, then it's a moot point as long as the colleague is still meeting his company responsibilities. However, if the possibility of an ethical violation does exist, then you face a decision about how to respond. This person's actions could be damaging to the company and therefore indirectly damaging to you personally. If you decide to take action, your first step should probably be to share your concerns with this person, making sure that your manner is respectful and nonthreatening. If the colleague has a reasonable explanation, then simply drop the issue. If it becomes clear that the colleague is acting against company policy and refuses to comply, then most employers would say that you were obligated to report the violation through whatever channels the company has provided for such purposes.

PRACTICE YOUR KNOWLEDGE (pp. 60–61)
Message for Analysis (p. 60)

Students should examine the sample agenda in Figure 2.4 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, 2010, 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

Exercises (pp. 60–61)

- 2.1 This exercise gives students an opportunity to practice listening, observing nonverbal cues, and critiquing a group in action. To answer the questions, students will have to pay attention to a number of things occurring at the meeting. By comparing notes with a partner, students will see that a person's own background and listening skills influence the type and content of the notes he or she takes. What is obvious to one person may be worth noting to another. Similarly, poor listeners tend to have superficial notes.
- 2.2 Students should try to be as inclusive as possible, without making the situation unreasonably uncomfortable. Consider two options: 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, they might provide an alternative way for this person to communicate during meetings, such as overhead slides or flip charts. Most important, because 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.
- 2.3 Now that students are familiar with the win-win process for resolving conflict, this question should stimulate discussion of how to approach the situation differently and resolve the conflict by considering the other person's needs in addition to their own.
- 2.4 Although this member's response indicates he wants to be seen as playing a task-facilitating role, he actually seems to be playing a self-oriented role. Students may offer a variety of ways to deal with this situation. For example, next time the member calls for a vote prematurely, the student—who is the leader—can politely intervene and suggest that the vote be postponed until all members have had their say.
- 2.5 Before writing the blog posting to remind everyone in the department that it's important to stay on topic with blog comments, students should first consider why some people might be wandering off topic. Employees may feel that they have no other means of communicating with one another, so they're misusing the blog because it's the only channel at their disposal. They might be frustrated about something in the department or on the project. More likely, however, employees are just being careless with their posts (a common problem with participatory media). The reminder message should stress that the student doesn't want to discourage open communication, but that in order to keep the blog productive and useful for all, everyone involved needs to stay focused on the posted topics. A small amount of effort and attention from each member of the project will make sure the blog benefits everyone. The message could also include an invitation to contact you directly if any employees feel they have an important issue to raise that is beyond the scope of the blog.
- 2.6 This Web site describes the capabilities and benefits of electronic whiteboards. You may want to lead a discussion on the concept of using technology to assist group discussion. For example, effective use of technology means that the participants can focus on the meeting rather than on keeping records or taking notes.

- 2.7 This scenario should help students recognize the importance of keeping one's emotions under control. The boss's failure to notify employees is thoughtless—and demonstrative of poor project management, to boot—but expressing anger or frustration in the voice-mail message will accomplish nothing. Students should phrase their messages in a way that puts the company's interests above personal frustration or inconvenience. Because the meeting is with an important client, making sure it is successful is clearly in the company's (and the boss's) best interest.
- 2.8 Students will discuss how nonverbal messages need not be human gestures; they also include the appearance of written messages. Students will consider how letter and memo quality is often judged first by overall appearance. You may want to refer students to Appendix A for a discussion of the importance of formatting and laying out business documents.
- 2.9 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 negative commentary on a speaker's message, perhaps as a display for the benefit of others
 - e. Lack of confidence, shyness, and weakness

For the second part of the exercise, students may elaborate with a general discussion of the ways in which such nonverbal cues sometimes reinforce a speaker's words and meaning and 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.

- 2.10 Students' memos should address the following points:
- Etiquette is now considered an essential business skill. Nobody wants to work with someone who is rude to colleagues or an embarrassment to the company.
 - Shabby treatment of others in the workplace can be a huge drain on morale and productivity.
 - Poor etiquette can drive away customers, investors, and other critical audiences—and it can limit one's career potential.
- Students should also include the etiquette advice included in this chapter.
- 2.11 This exercise helps students analyze their strengths and weaknesses with regard to listening skills. Encourage them to follow up on areas needing improvement by rereading relevant parts of the chapter and looking for opportunities to practice their listening skills.

EXPAND YOUR KNOWLEDGE (p. 61)

1. The four questions to ask to determine whether a meeting is necessary or not are:

- Has a goal been set for the meeting?
- Has an agenda been created ahead of time?
- Will the appropriate people be attending?
- Could the information be covered in an e-mail or memo?

2. The following tips are offered to keep meetings starting and ending on time:

If you're the meeting organizer, do the following:

- State that the meeting will begin promptly at the scheduled time and that all participants should be on time.
- Send a reminder e-mail thirty minutes before the meeting begins and encourage meeting participants to arrive on time.
- Ensure that you begin the meeting at the scheduled time. If you've encouraged others to be prompt, don't embarrass yourself by showing up late.
- Close the meeting room doors at the scheduled time. There's nothing like late attendees to disrupt the flow of a meeting! Consider posting a note outside the door stating the meeting's time. This may seem harsh, but it clearly communicates how serious you are about keeping your meetings on time. If the tardy participants don't consider your meeting important enough to arrive on time, perhaps they shouldn't have committed to attend at all.
- If your meeting starts a little late, you should still finish the meeting at the scheduled time. It's inconsiderate to assume the participants' schedules revolve around your meeting, so wrap up the meeting when you promised.
- Consider creating a "latecomer jar" to which meeting participants must contribute one dollar for each minute they arrive late to meetings. At the end of the week, you can buy muffins or donuts for everyone who attended the meeting... courtesy of the latecomers.

If you're attending a meeting, do the following:

- Quickly review the agenda before heading to the meeting. It's a good idea to remind yourself why you're attending the meeting. Reviewing the agenda helps attendees be better prepared for the meeting and, in turn, will help focus the meeting, enable all of the agenda items to be covered and allow the meeting to finish on time.
- Make your way to the meeting ten minutes before it actually begins. This will give you enough time to visit the washroom, pour a cup of coffee, or deal with any issues that may come up along the way. Plus, you'll get the best seat for the meeting.
- Consider speaking up if the meeting organizer shows up late. There are several ways to do this tactfully without insulting anyone. For example, if the organizer consistently arrives 10 minutes late to your weekly meetings, ask him if it would be more convenient to start 15 minutes later next week.
- Try to ask only relevant questions during the meeting. If your comment isn't directly related to the topic at hand, don't mention it. Getting off track is one of the main reasons that meetings go over time. If your group can avoid getting off track, you'll all spend less time in meetings.
- Leave the meeting when it was scheduled to end. When the organizer extended the invitation to meet, he stated when the meeting would finish. It was on this condition

that you accepted the invitation and committed your time. If you have work to which you must attend, politely tell the organizer that you have to leave and excuse yourself from the meeting.

3. A scrum meeting can help teams because they allow groups to keep projects on track, catch problems early, and increase productivity. Because team members must tell their peers what they've accomplished since the last meeting and what they plan to do that day, all members are held accountable for their share of the work.