

CHAPTER 2: MASTERING TEAM SKILLS AND INTERPERSONAL COMMUNICATION

CHAPTER SUMMARY

Building from Chapter 1, this chapter focuses on improving team skills, listening, and nonverbal communication. These interpersonal skills are critical in business today. Students learn about the advantages and disadvantages of teamwork and collaborative writing. The chapter's team focus addresses how to prepare for and conduct an effective meeting, as well as how to be an effective meeting member. The chapter explains the listening process and addresses obstacles to effective listening. Students also receive sound strategies for improving their listening skills. Students are introduced to various interpretations of nonverbal communication, with emphasis on major categories, such as facial expression, gesture and posture, vocal characteristics, personal appearance, touching behaviour, and the use of time and space. Students are also presented with suggestions on how to improve their nonverbal communication. Finally, the chapter explains the significance of business etiquette and applies etiquette to telephone use, mobile devices, and other business settings.

CHAPTER OUTLINE

Communicating Effectively in Teams

- Advantages and Disadvantages of Teams
- Characteristics of Effective Teams
- Conflict Resolution in Team Settings

Collaborating on Communication Efforts

- Guidelines for Collaborative Writing
- Technologies for Collaborative Writing
- Giving—and Responding to—Constructive Feedback

Making Your Meetings More Productive

- Preparing for Meetings
- Conducting and Contributing to Efficient Meetings
- Putting Meeting Results to Productive Use
- 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

- Workplace Etiquette
- Telephone Etiquette
- Mobile Device Etiquette

- Online Etiquette
- Business Etiquette in Social Settings

Chapter Review and Activities

TEACHING NOTES

Communicating Effectively in Teams

Collaboration is a core job responsibility in a wide range of professions.

A team is a unit of two or more people who share a mission and the responsibility for working to achieve their goal. Communication skills are particularly important for virtual teams, who often struggle with physical separation.

Teams are crucial to participative management, which involves employees in company decision making.

Benefits of Teams

Some advantages of teams include:

- More information and knowledge
- More learning opportunities
- Boldness
- Accountability
- Trust building
- A broader range of viewpoints
- Buy-in for team-created solutions
- Improved performance
- A sense of community

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 groups activities and schedules can be costly in time and money
- Overload—some organization are overloading employees with team assignments

The most effective teams have a shared sense of purpose, include a well-balanced mix of talents and personalities, communicate openly and honestly, reach decisions by consensus, think creatively, stay focused, and know how to resolve conflict.

Conflict in team settings isn't necessarily bad. It can be constructive if it boosts creativity and forces issues into the open. It can be destructive when it derails the team's purpose, sapping energy, destroying morale, and dividing the members. Teams must be proactive to avoid conflict and must resolve it promptly if it does arise.

Collaborating on Communication Efforts

Teams often are asked to collaborate on reports, websites, presentations and other projects. For best results, team members must be flexible and must focus on shared objectives rather than on individual priorities.

Guidelines for Collaborative Writing

- Allocate roles to best apply the team's strengths
- Agree on project goals before you start
- Allow time for collaborators to bond before you begin writing
- Clarify individual responsibilities
- Establish clear processes
- Think carefully about composing as a group
- Ensure tools and techniques are compatible
- Check in to see how things are going

Technologies for Collaborative Writing

To collaborate on writing projects, teams can use basic tools that support commenting and revision tracking. They can also use helpful technological tools, such as the following:

- Content management systems, which organize and control website content
- Public or private wikis, which allow users to add and edit content
- Groupware, collaboration platforms, and shared workspaces, which facilitate communication and file sharing (may be intranets or extranets)

Mobile collaboration systems allow users to do virtually everything they can do with fixed-web systems, but with greater flexibility. Unified communication, an important aspect of mobile collaboration, integrates voice and video calling, voice and video conferencing, instant messaging, and collaboration software in a single system.

Giving—and Responding to—Constructive Feedback

Constructive feedback focuses on the process and outcomes of communication, not on the people involved. *Destructive feedback* delivers criticism without effort to stimulate improvement.

When you give feedback, avoid personal attacks and offer clear guidelines for improvement. Similarly, when you receive feedback, keep an open mind. Don't defend your work or argue with the feedback. Good feedback provides an opportunity to learn.

Making Your Meetings More Productive

Preparing for Meetings

Ensure the meeting is necessary and then plan accordingly.

- Clarify the purpose of the meeting: informational or decision-making.
- Select participants: invite only those who must be involved.
- Choose the venue and time: online meetings help connect people in multiple locations. For onsite meetings, check the facility to be sure it's satisfactory. Morning meetings often are more productive.
- Set and share the agenda: presenters and participants need to be prepared, and everyone needs to know how long the meeting will last and what actions or outcomes are needed.

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Conducting and Contributing to Efficient Meetings

To ensure productive meetings, be sure to do the following:

- Keep the meeting on track
- Follow agreed-upon rules
- Encourage and moderate participation
- Participate actively
- Don't interrupt
- Use mobile devices respectfully
- Close effectively

Putting Meeting Results to Productive Use

Written minutes provide a summary of important information presented and decisions made. As soon as possible after a meeting, participants should receive a copy of the minutes.

Using Meeting Technologies

Virtual teams and meetings have become common. Videoconferencing (combining audio communication with live video) and telepresence (enabling participants to seem to be in the same room) help companies work collaboratively effectively.

Web-based meeting systems combine real-time communication, shared workspaces, and videoconferencing with other technologies such as virtual whiteboards and instant polling, plus the ability to record the meeting for later viewing and sharing.

Online and teleconference meetings require extra planning and management to ensure everyone will stay engaged and has the opportunity to contribute. Equally, participants need to stay focused.

Improving Your Listening Skills

Effective listening is one of the most important workplace skills, but most people don't do it as well as they assume they do.

Recognizing Various Types of Listening

- Content listening—used to understand and retain the speaker's message
- Critical listening—used to understand and evaluate the meaning of the speaker's message
- Empathic listening—used to understand the speaker's feelings, needs, and wants
- Active listening—used by effective listeners in any mode to turn off filters and biases to truly hear and understand the speaker

Understanding the Listening Process

Listening well requires effort and attention. To listen effectively involves completing the following five steps:

1. Receiving
2. Decoding
3. Remembering
4. Evaluating
5. Responding

Overcoming Barriers to Effective Listening

Good listeners recognize and overcome obstacles such as

- Selective listening
- Thinking faster than the speaker can talk
- Selective perception
- Defensive listening

Pay attention to the factors you can control.

Improving Your Nonverbal Communication Skills

Nonverbal communication is the process of sending and receiving information, both intentionally and unintentionally, without written or spoken language. Nonverbal communication can strengthen, weaken, or replace a verbal message, and paying attention to it will enhance your ability to communicate in the workplace. This form of communication is complex. Some nonverbal signals are controllable, but the meaning of nonverbal signals can be ambiguous.

Six types of signals are particularly important:

- Facial expressions
- Gestures, posture, and gait
- Vocal characteristics
- Personal appearance
- Touch
- Time and space

Effective listeners pay attention to nonverbal cues as well as the words spoken. If you want to make a good impression, adopt the style of the people you want to impress and don't let your signals undermine your efforts to succeed.

Developing Your Business Etiquette

Etiquette is now considered an essential business skill. Be aware of your effect on others, treat others with respect, and be mindful of the impression you leave.

Workplace Etiquette

Proper etiquette helps to create a pleasant, productive workplace.

- Respect others' time.
- Don't interrupt.
- Watch your language.
- Dress appropriately.
- Pay close attention to cleanliness.
- Avoid eating at your desk.
- Respect other people's personal space.
- Don't gossip.
- Don't come to work when you're sick.
- Keep noise levels down.
- Don't discuss strongly emotional issues.

Telephone Etiquette

Follow these tips for phone use at work:

- Be conscious of the sound of your voice.
- Be courteous when calling others.
- Convey a positive, professional attitude when answering a call.
- End calls politely and clearly.
- Use voicemail features to help people who call you.
- Be considerate when you leave voicemail messages for others.

Mobile Device Etiquette

Your use of your mobile device communicates nonverbally. Avoid disrespectful choices.

- Don't use obnoxious ringtones.
- Be sure to mute your phone in situations where it may be interruptive.
- Don't speak loudly on your phone when you're close to others.
- Don't use your phone unnecessarily at work.
- Don't use your phone's camera without permission.
- Don't use your phone in inappropriate spaces.
- Avoid using voice recognition apps in situations where you might disrupt others.

Recognize that older people in the workplaces may have different perspectives about mobile devices than younger people have.

Online Etiquette

Avoid mistakes that could hurt your reputation or your organization's.

- Avoid personal attacks.
- Stay focused on the topic in messages and threads.
- Don't present opinions as facts.
- Follow basic conventions of spelling, punctuation, and capitalization.
- Use and maintain virus protection.
- Watch your language and keep your emotions in check.
- Avoid multitasking.
- Never assume you have privacy online.
- Don't waste people's time with badly composed messages.
- Respect boundaries.
- Be careful with online commenting.

Business Etiquette in Social Settings

Ensure your appearance and actions are appropriate when you're doing business. Introduce people effectively, and learn how to shake hands comfortably. Ensure you know basic dining etiquette and stay on task. Avoid emotionally hot conversational topics such as politics and religion, and be careful with humour—don't offend others.

OVERCOMING DIFFICULTIES STUDENTS OFTEN FACE WITH TOPICS IN CHAPTER 2

PREPARING, CONDUCTING AND ATTENDING MEETINGS

Some members of the class will have limited experience working in teams 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 student teams. The fourth Practise Your Skills activity offers students the opportunity to organize an agenda for a meeting. In MyBCommLab, watch the Perils of Pauline video entitled “Conducting a Meeting.”

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.

LISTENING TO OTHERS

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. Read a passage in a text and ask students to summarize it or answer questions. Play the old children’s game of “telephone” where a message is whispered around a circle, and then spoken aloud at the end. Inevitably the message has changed! Help students understand that most of us listen at a 25 percent efficiency rate. Give a set of instructions and ask students to complete them; 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. Have students complete the listening skills self-assessment or have them track their listening skills improvements over a number of days. In MyBCommLab, watch the Perils of Pauline video entitled “Listening Skills” to generate discussion.

USING TELEPHONES AND VOICEMAILS

A majority of your students will probably have mobile phones. Because they use these devices so extensively, they may assume that they have effective skills in this area. However, many students are reluctant to talk on the phone for business purposes. Emphasize that effective business skills related to telephone calls and voicemail may differ from the etiquette and skills for personal calls and phone messages. If phones are available, have students simulate business calls to help them identify effective and ineffective communication habits. Common errors will include failure to identify themselves, unorganized messages, failure to provide a return contact number, poor message taking, and so forth.

While many students may have voicemail for their personal phones, they may have little experience using business voicemail. Have students simulate voicemail messages to help them identify effective and ineffective communication habits. Have students call your office voicemail and leave a brief message that you review with them. Such simulations should generate some lively class discussion and emphasize the need for certain skills. This activity can also lead to a lively discussion of the voicemail messages that a company and its employees provide for callers.

UNDERSTANDING NONVERBAL COMMUNICATION

To begin a discussion of nonverbal communication, have students complete the analysis of body language activity at the end of the chapter (Practise Your Skills, Activity 9). 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. Have students share their observations with the rest of the class; this activity will help 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. In MyBCommLab, watch the Perils of Pauline video entitled “Verbal–Nonverbal Communication” to stimulate discussion.

The concept of voice characteristics, use of space, and use of time as nonverbal communication components may be new or even difficult for some students to grasp. 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

- *Planning Effective Meeting Agendas.* Assign students to work in teams of two or three. Tell students they must plan the agenda for the monthly meeting of the club of their choice. They may wish to examine the agenda in Figure 2.3. 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.
- *Listening for Facts.* Ask a student to stand and give some personal background information. 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 you shared about yourself. 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.
- *Placing and Receiving Telephone Calls.* Bring two inexpensive telephones to class. Ask students to role-play each of the following situations. Invite the other class members to constructively critique the conversation of both the person who placed the call and the person who answered the call. These situations could also be used to simulate voicemail messages.
 - Calling the instructor to ask for clarification about a homework assignment
 - Calling a dentist’s office to change (or make) an appointment
 - Calling a credit card company to inquire about a late charge on your current monthly statement
 - Calling customer service to determine the status of your order
 - Calling customer service to arrange the return of a product
 - Calling a company to obtain the name of the person to whom you should send your résumé

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- Calling fellow organization members to arrange work times for the upcoming fund- raising event
- Calling a customer to notify him or her of a change in service date

You could also ask students to do this activity in small groups using their own mobile phones.

- *Developing Effective Handshakes.* As class members 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.
- *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 behaviour, and use of time and space. You may also want the teams to research intercultural aspects of these components. Ask each team to share findings in class. This should stimulate some interesting class discussion about nonverbal communication.

TEST YOUR KNOWLEDGE (p. 53)

- 2-1 The characteristics of effective teams: having a shared sense of purpose and compatible values, a clear and challenging goal, a belief in the value of the team’s effort, a well-balanced mix of people, positive behavioural norms, a willingness to put the team’s needs first, and open and honest communication.
- 2-2 Groupthink occurs when peer pressure causes individuals to go along with decisions they don’t support and to withhold their dissenting perspectives. It can lead to bland, boring work or to serious organizational problems.
- 2-3 An agenda makes meetings more successful by allowing presenters and participants to prepare and to know what is expected of them. An agenda guides the meeting and informs everyone how long the meeting will last.
- 2-4 Different business situations may require different forms of active listening. The key is to turn off our personal filters to hear and understand what the other party is really saying.

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- 2-5 The three types of active listening are content, critical, and empathic listening.
- 2-6 The six main categories of nonverbal communication are facial expressions, gestures and posture, vocal characteristics, personal appearance, touch, and the use of time and space.
- 2-7 Your use of mobile devices signals nonverbally how much respect you have for the people around you.

APPLY YOUR KNOWLEDGE (p. 53)

- 2-8 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 generative creative ideas for solving a problem.
- 2-9 Students should be able to talk about nonverbal indicators for turn taking, accenting, and regulating participating. These may include the audible intake of breath; acknowledgment of speakers through hand gestures, face, and eyes; nodding and shaking the head; manipulation of voice quality and volume; and posture (leaning in, leaning away).
- 2-10 This scenario reminds students that dress is an important element of impression management and invites students to connect the idea of professionalism (from Chapter 1) to the nonverbal communication of clothing. Organizations want to make a positive, professional impression on customers. Encourage students to explain the policy by drawing on what they've learned in this chapter about teams, listening, and nonverbal communication. An explanation of the policy should emphasize that business dress is a deliberate expression of professionalism and respect (for the organization and its customers) and is something members of the sales team can control. You may want to mention that people respond more favourably to others who are well dressed and well groomed, and that you want the team to be recognized for its people and their work, not for their clothing.
- 2-11 Students who have grown up using digital media may forget that a real person exists behind an online persona. Review the etiquette pointers on page 50, emphasizing the features of anonymity and immediacy that may undercut people more typical interpersonal communication norms.
- 2-12 This question should generate robust conversation. Some organizations have policies around mobile-device use in small-group settings. If not, the speaker must be brave enough to confront the topic directly and ask for attention, or to ask that mobile devices be put away temporarily. The speaker might emphasize the desire for feedback or could underline the need for careful listening. The speaker may also choose to ignore the people using the mobile devices in the hope that the presentation will be sufficiently engaging to lure those people in.

PRACTISE YOUR SKILLS (p. 54)

- 2-13 Students should reflect on the genuine challenges of working in groups or teams and should acknowledge the stages required to make a team productive, including the work involved to manage conflict constructively. If something has gone awry during the

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preparation of the presentation, students should be able to identify how they resolved the issue and how they might prevent similar issues in the future.

- 2-14 Answers will vary, but the core to this question involves redirecting a disruptive behaviour into a constructive behaviour. Suggestions might include complimenting this member's strong listening skills and giving him a role that makes use of his action-oriented listening; emphasizing the importance of process and giving him a role helping to ensure that all views are heard; and modelling the behaviour you want him to emulate through your verbal and nonverbal communication. If necessary, let him know how (negatively) other team members perceive his actions.
- 2-15 In addition to providing an opportunity for collaboration, this exercise encourages students to take an audience-centred approach to a topic with which they are likely to be very familiar. The greatest challenge might be putting aside all of the landmarks and other characteristics of the campus that they take for granted.
- 2-16 Students will need to work as a team to do the research and then to determine criteria by which to decide which tips qualify as the "best." As team members, they will have to put aside their personal preferences and suggestions if the majority makes other choices. They also will write as a team. The team dynamic will be put to the test, and the students should discuss afterward how they reached their mutually agreeable conclusions.
- 2-17 Students should examine the sample agenda in Figure 2.3 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, 2019, 9:30 a.m.	
Conference Room 3	
A.	Call to Order
B.	Approval of Minutes from Previous Meeting
C.	Director Reports
a.	Greentree Site Director's Report on Cost Overruns
b.	Finance Director's Report on Quarterly Revenues and Expenses
D.	New Business
a.	Discussion of Cost Overrun Issues
b.	Discussion of Additional Quarterly Budget Issues
c.	Presentation of Divisional Budget
E.	Announcements
F.	Adjournment

- 2-18 This exercise gives students real-world practice in listening, observing nonverbal cues, and

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critiquing a group in action. 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.

- 2-19 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

This exercise helps students analyze their strengths and weaknesses with regard to listening skills. Encourage them to follow up on areas for improvement by rereading relevant parts of the chapter and looking for opportunities to practise their listening skills.

- 2-20 This exercise asks students to understand the feelings and needs of the speaker. Their emails should demonstrate a basic grasp of what is required to listen empathically. Do they admit to having been critical or having judged the speaker, or do they make a real connection?

- 2-21 The student should use the critical skills presented in this chapter and show an ability to analyze nonverbal messages in a piece of business writing and be able to express that analysis clearly in their own writing. Students will discuss how nonverbal messages need not be human gestures. Students may discuss the importance of formatting and laying out business documents, the presence/absence of colour, the presence/absence of photographs or illustrations, the quality of the paper and the printing, and any other relevant details of the piece's material presentation.

- 2-22 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. The list should give students more insight into how they can learn from watching their audience while speaking. 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 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 behaviour can easily cloud communication.

- 2-23 The stressful nature of the call, as well as its urgency, will test how well students have grasped the guidelines for clear and professional voicemails. They will want to be sure that the irritation they are feeling about the boss's actions doesn't influence the message

that they leave.

- 2-24 The students will enjoy finding reviews that exhibit the mistakes they are learning to avoid as well as demonstrating through their analysis that they have moved beyond delivering such rude, ineffective messages themselves. Their own review should demonstrate that they are able to present constructive criticism focused on achieving outcomes rather than on scoring points.
- 2-25 In their responses, students should draw from the tips provided in the section on business etiquette and should reinforce the themes of respect and consideration for others. Remind the employees that the impressions they make can have lasting consequences both for themselves (and their network) and for the organization. Ensure that the draft email is a teaching document, not a threat or a punishment. Recognize that the students themselves may not be familiar with or may not agree with all the elements of etiquette observed in this section; there may be a need or an opportunity for further conversation on this topic.
- 2-26 This is a fun exercise, allowing students to critique celebrities they admire. Students do need to show that being a fan doesn't blind them to mistakes that a personality might make in social media, however. They should hold the celebrity to the same standards they've learned to insist upon in business.
- 2-27 The self-assessment chart allows students to analyze their own levels of business etiquette and nonverbal communications. Through the chart they can pinpoint their strengths and weaknesses, looking for areas that could be improved.
- 2-28 The most important considerations in this exercise are how well the students can determine the advantages and disadvantages of using this technology and how well they are able to make their case for recommending (or not recommending) its use. Their reasons need to be specific and insightful, based on the guidelines set forth in the chapter.
- 2-29 This exercise tests students' ability to prepare for a meeting and to deliver a clear message to the participants of the meeting's intended goals and outcomes. In your feedback, ensure students organize information well to assure a productive meeting. They should be paying attention to tone as well as structure and content.

BUSINESS COMMUNICATION NOTEBOOK (p. 46)

Applications for Success

VIDEOCONFERENCING VERSUS FACE-TO-FACE MEETINGS

Students can find a great deal of information from the articles referenced here to formulate an opinion about videoconferencing.

To focus their findings, students can put themselves in the scenario of working in a communications department at a law firm. They should do a need's assessment first by considering the who, what, why, when, how (and how much) of videoconferencing. Then, they can evaluate the pros and cons of this technology as it might apply to an organization. Alternatively, students could research the issue of using videoconferencing and then hold a mini debate with

each side arguing the disadvantages or advantages to this contemporary communication media or one side arguing the superiority of face-to-face meetings versus teleconferences.

CHAPTER 2 POP QUIZ

True-False

1. Team members bring a variety of perspectives to decision-making tasks. (True)
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 at the beginning of a meeting, not prior to 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. Coming to work even when you're sick shows you're a conscientious, committed team member. (False)
6. Effective listening is blocked when you jump to conclusions and close your mind to additional information. (True)
7. Strategies for effective listening include tuning out dry subjects and taking extensive notes. (False)
8. The mind can process information more than four times faster than the rate of speech. (True)
9. Meeting organizers expect attendees to use their mobile phones for a variety of tasks during the meeting. (False)
10. In introductions, you introduce the higher-ranking person to the lower-ranking person. (False)
11. Your facial expression reveals both the type and the intensity of your feelings. (True)
12. When others stand too close or too far away, we are likely to feel ill at ease. (True)

Multiple Choice

13. Which of the following is the best guideline for appropriate online conduct?
 - a. It's safe to assume that if a person is online, he/she is available to discuss work-related issues.
 - b. Never assume you have privacy.**
 - c. When commenting, follow the diction and tone of the site you're on.

- d. All of the above.
14. 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. **Do all of the above.**
15. Which of the following should you NOT do when leaving a voicemail message?
- a. **Leave multiple messages if your first message isn't returned quickly.**
 - b. Keep the message simple.
 - c. Sound professional.
 - d. Replay your message before leaving the system.
16. Which of the following correctly describes the sequence of the listening process?
- a. Receiving, remembering, interpreting, responding, and evaluating
 - b. Responding, evaluating, remembering, receiving, and decoding
 - c. **Receiving, decoding, remembering, evaluating, and responding**
 - d. None of the above
17. When doing business in English-speaking Canada,
- a. **A firm handshake is expected**
 - b. A crushing handshake is expected
 - c. A hand clasp may be accompanied by cheek kisses
 - d. An increasing number of businesspeople prefer fist bumps to handshakes
18. Which of the following is a habit of a bad or poor listener?
- a. **Tuning out if delivery is poor**
 - b. Judging content
 - c. Taking limited notes
 - d. Avoiding distractions
19. Which statement about collaboration is accurate?
- a. Very few workers are expected to collaborate
 - b. Collaboration is generally an unproductive application of organizational resources
 - c. Collaboration was popular once but is now falling out of favour
 - d. **It's virtually guaranteed that workers will be expected to collaborate for at least some work tasks**
20. Which idea about virtual teams is accurate?
- a. **Physical separation can complicate various team tasks**
 - b. Virtual teams are a bad idea and should be avoided if possible
 - c. Organizations may not take the work of virtual teams seriously
 - d. Everything an in-person team can accomplish is easier with a virtual team