Business Communication Essentials Fundamental Skills for the Mobile Digital Social Workplace 8th edition Bovee Solutions Manual

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CHAPTER 2: Collaboration, Interpersonal Communication, and Business Etiquette

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. This chapter's focus on interpersonal communication within teams addresses how to prepare for and conduct an effective meeting, 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. The importance of business etiquette is stressed, and four key areas in which good etiquette is essential are identified.

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
    - Collaboration Systems
    - Collaboration via Mobile Devices
  - 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

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The Future of Communication: The Internet of Things
What's Your Prediction?
Chapter Review and Activities

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TEACHING NOTES

Communicating Effectively in Teams

Collaboration—working together as a team to meet complex challenges—has become a core job responsibility. Employers expect collaboration in work activities, and the productivity and quality of collaborative efforts depend heavily on communication skills.

A team is a unit of two or more people who share a mission and the responsibility for working to achieve their goal. Some teams meet and work together in person; others are virtual teams, whose members work in different locations and interact through one or more digital channels.

The advantages of successful teamwork include:

- More information and knowledge
- Learning opportunities
- Boldness
- Accountability
- Trust building
- A broader range of viewpoints
- Buy-in for solutions the team creates
- Improved performance
- A sense of community in good times and in bad

Teams need to be aware of and work to counter the following potential disadvantages:

- Groupthink—when peer pressure causes team members to withhold contrary or unpopular opinions and go along with decisions they don't really believe in.
- Hidden agendas—when private motives affect group interaction.
- Cost—coordinating group activities, schedules, etc. can be quite costly.
- Overload—when employees are overloaded with team assignments.

The most effective teams share the following characteristics:

- A shared sense of purpose and compatible values
- A clear and challenging goal
- A belief in the value of the team's efforts
- A well-balanced mix of people.
- Positive behavioral norms that promote psychological safety
- A willingness to put the team's needs ahead of individual needs
- Open and honest communication

Conflict in team settings isn't necessarily bad; diverse points of view can boost creativity and help avoid groupthink. Conflict becomes destructive when it begins to derail the team's efforts. Teams should take proactive steps to avoid conflicts and move quickly if conflict does arise.

Collaborating on Communication Efforts

Teams are often expected to collaborate on reports, websites, presentations, and other communication projects. These guidelines will help teams work together successfully:

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- 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.
- Think carefully about composing 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.

Technology provides a variety of collaboration tools that allow team members to work together. Collaboration tools include group review and commenting features, content management systems, wikis, and dedicated collaboration platforms.

Collaboration systems:
- Content management system
- Wiki
- Shared workspaces

Mobile collaboration systems can now do virtually everything computer-based systems can do. Mobility allows people to collaboration on the go, from wherever they happen to be. An important aspect of mobile collaboration and mobile communication in general is unified communication, which integrates such capabilities as voice and video calling, voice and video conferencing, instant messaging, and real-time collaboration software into a single system.

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.

Making Your Meetings More Productive

Well-run meetings can help companies solve problems, develop ideas, and identify opportunities. However, meetings can also consume lots of time and money, so don't hold a meeting if some other form of communication (like an email) will serve the same purpose.

Preparing for meetings requires:

- Clarifying your purpose
- Selecting participants
- Choosing the venue and time
- Setting and sharing the agenda

An effective leader contributes to the success of a meeting by:

- Keeping the meeting on track
- Following agreed-upon rules
- Encouraging participation
- Participating actively
- Not interrupting
- Using mobile devices respectfully

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- Closing the meeting effectively

After the meeting, action steps and key decisions made should be communicated to all who are affected but couldn't attend. Participants should receive a copy of the minutes as soon as possible after a meeting.

With advances in technology, virtual teams and meetings are becoming more popular. IM and teleconferencing are the simplest forms, while videoconferencing allows attendees to see and hear each other, and telepresence enables realistic meetings that can almost make geographically dispersed people feel like they are in the same room.

Online meetings can save a lot of time and money, but they require extra planning and management steps.

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
- Strength of the evidence
- Validity of the conclusions
- Implications of the message for you and your organization
- Speaker's intentions and motives
- 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 of listening 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 a 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.

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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.

Overcoming interpretation barriers can be difficult because you may not even be aware of them. *Selective perception* leads listeners to mold messages to fit their own conceptual frameworks. Listeners sometimes make up their minds before fully hearing the speaker's message, or they engage in *defensive listening*—protecting their egos by tuning out anything that doesn't confirm their beliefs or their view of themselves.

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 skills are important when you both enter the workforce and when you advance in your career.

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

Developing Your Business Etiquette

Poor business etiquette is a drain on workplace morale and productivity. Long lists of etiquette rules can be difficult to remember, but you can get by in most situations by being aware of your effect on others, treating everyone with respect, and keeping in mind that the impressions you leave behind can have a lasting effect on you and your company.

Follow these tips to ensure a pleasant and productive workplace:

Factors that influence etiquette in the workplace include:

- Respect other people's time.
- Don't interrupt people.
- Watch your language.
- Dress appropriately for the situation.
- Pay attention to cleanliness.
- Avoid eating at your desk.
- Respect other people's personal space.
- Don't gossip.

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- Don't come to work when you're sick.
- Keep the noise level down.
- Don't discuss religion, politics, or other potentially emotional issues.

Telephone Etiquette Tips:
Be conscious of how your voice sounds.
Be courteous when you call someone.
Convey a positive, professional attitude when answering phone.
End calls with courtesy and clarity.
Use your own voicemail features to help callers.
Be considerate when leaving voicemail messages.

Mobile Device Etiquette Tips:

- Don't select obnoxious ringtones.
- Don't forget to mute your phone during meetings.
- Don't talk loudly in open offices or public places.
- Don't talk on your phone right next to someone else.
- Don't make unnecessary personal calls during work hours.
- Don't use your phone camera to take someone's picture without permission.
- Don't make calls from restrooms or other inappropriate places.
- Don't text during a meal or when someone is talking to you.
- Don't allow incoming calls to interrupt meetings or discussions.
- Don't use voice recognition to the extent that it disrupts others.

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.
- Watch your language and keep your emotions under control.
- Avoid multitasking while using IM or other tools.
- Never assume you have privacy.
- Don't waste others' time with sloppy, confusing, or incomplete messages.
- Respect boundaries of time and virtual space.
- Be careful of online commenting mechanisms.

Business Etiquette in Social Settings: As you represent your company when you are 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.

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- 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.

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.
- Don't complain about work, don't ask deeply personal questions, avoid profanity, and be careful with humor.

The Future of Communication: The Internet of Things

The Internet of Things (IoT) refers to the billions of devices now connected to the Internet and the networking potential of having all these gadgets communicate with each other, feed data into vast information warehouses, and interact with people and the physical environment. These "things" range from simple sensors that measure temperature, location, and other parameters all the way up to robots and other complex systems. People and animals with Internet-capable sensors (such as implanted chips) or devices also qualify as things in this model. By relying on networked IoT devices for such communication functions as observing, measuring, and reporting, these enhanced systems can supplement or replace communication flows that were previously carried out by human participants. IoT is poised to reshape many business processes on a scale that some experts compare to the Industrial Revolution of the 19th century.

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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 ask students to follow those instructions (for example, 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 2-20), which asks them to track their listening skills improvements over a number of days.

To begin a discussion of nonverbal communication, 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.

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SUGGESTED CLASSROOM EXERCISES

1. *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 accounting club (or let students choose a particular student organization). 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 Skills 2-20). 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.

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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

2-1. The six characteristics of effective teams include: understanding their purpose, communicating openly and honestly, building consensus, thinking creatively, staying focused, and resolving conflict. (LO 2.1; AACSB Tag: Written and oral communication)

2-2. Groupthink occurs when peer pressure causes members to withhold contrary opinions and to go along with decisions they don't really believe in. (LO 2.1; AACSB Tag: Interpersonal relations and teamwork)

2-3. 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. (LO 2.3; AACSB Tag: Written and oral communication)

2-4. Answers to starred discussion items not provided.

2-5. The three main types of active listening are content listening, empathic listening, and critical listening. (LO 2.4; AACSB Tag: Written and oral communication)

2-6. The six main categories of nonverbal signals are facial expressions, gestures and postures, vocal characteristics, personal appearance, touch, and the use of time and space. (LO 2.5; AACSB Tag: Written and oral communication)

2-7. Answers to starred discussion items not provided.

APPLY YOUR KNOWLEDGE

2-8. Answers to starred discussion items not provided.

2-9. Answers to starred discussion items not provided.

2-10. Students should acknowledge the employees' feelings, but explain that at work they are not the customer. The customer's level of informality does not mean that employees should follow suit. It's important to dress appropriately to convey a sense of confidence

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and professionalism. It's not a question of mindlessly conforming or surrendering your individuality; it's a question of showing respect for an organizational culture that is bigger than you. (LO 2.5; AACSB Tag: Written and oral communication)

2-11. Answers to starred discussion items not provided.

2-12. Answers to starred discussion items not provided.

PRACTICE YOUR SKILLS

2-13. 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. (LO 2.1; AACSB Tag: Written and oral communication)

2-14. Students should know that while some conflict can be helpful, conflict becomes destructive when it starts to derail the team's efforts. If members feel their voices are not being heard and their input is unwanted, this could lead to problems. It's important for the team leader to take proactive steps to avoid conflicts. Since the member claims that he is trying to move the team toward its goals, explain that his behavior could be counterproductive since members are not likely to be on board with decisions made without their input. If this is his actual goal, he should refrain in the future from rushing the team forward. (LO 2.1; AACSB Tag: Written and oral communication)

2-15. 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. (LO 2.2; AACSB Tag: Written and oral communication)

2-16. 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. (LO 2.2; AACSB Tag: Written and oral communication)

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, 2018, 9:30 a.m.

Conference Room 3

I. Call to Order
II. Approval of Minutes from Previous Meeting

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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

(LO 2.3; AACSB Tag: Written and oral communication)

2-18. This exercise gives students the opportunity to 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. (LO 2.3; AACSB Tag: Written and oral communication)

2-19. 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 importantly, 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. (LO 2.3; AACSB Tag: Written and oral communication)

2-20. The objective here is to stimulate self-analysis. The following list of traits of ineffective listeners should spark discussion:

- Listening passively
- Taking no notes or ineffective notes
- Issues with eye contact
- Allowing one's mind to wander
- Failing to paraphrase
- Failing to give nonverbal feedback
- Interrupting
- Assuming they already know everything that's important to know

(LO 2.4; AACSB Tag: Written and oral communication)

2-21. This assessment provides students with information about their empathic 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. (LO 2.4; AACSB Tag: Written and oral communication)

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2-22. 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 the 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. (LO 2.5; AACSB Tag: Written and oral communication)

2-23. 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. (LO 2.6; AACSB Tag: Written and oral communication)

2-24. Students should express their understanding of etiquette and its importance in the workplace—including social functions associated with work. As students complete this exercise, they should remember to focus on conveying the positive outcomes of practicing proper etiquette and how those outcomes affect not only the company, but their own careers as well. (LO 2.6; AACSB Tag: Written and oral communication)

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EXPAND YOUR SKILLS

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. (LO 2.1; AACSB Tag: Written and oral communication)

Sharpen Your Career Skills Online: This exercise calls upon students to use Bovée and Thill's Business Communication Web Search to research information on an essential skill related to teamwork, collaborative writing, listening, nonverbal communication, or business etiquette. Students will summarize the content of this source in an email to the instructor. The summary should clearly and effectively convey the information that was learned. (LO 2.1, 2.5, 2.6: AACSB Tag: Written and oral communication)

IMPROVE YOUR GRAMMAR, MECHANICS, AND USAGE

Level 1: Self-Assessment—Pronouns

2-25. ___whom___ To which retailer will you send your merchandise? (AACSB Tag: Written and oral communication)

2-26. ___them___ Have you given Javier and Nancy a list of parts? (AACSB Tag: Written and oral communication)

2-27. _them_ The main office sent the invoice to Mr. and Mrs. Litvak on December 5. (AACSB Tag: Written and oral communication)

2-28. ___its___ The company settled the company's accounts before the end of the year. (AACSB Tag: Written and oral communication)

2-29. ___whose___ Which person's umbrella is this? (AACSB Tag: Written and oral communication)

2-30. The sales staff is preparing guidelines for ___its___ (their, its) clients. (AACSB Tag: Written and oral communication)

2-31. Few of the sales representatives turn in ___their___ (their, its) reports on time. (AACSB Tag: Written and oral communication)

2-32. The board of directors has chosen ___its___ (their, its) officers. (AACSB Tag: Written and oral communication)

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2-33. Johnstone and Koseff have told _____their___ (his, their) clients about the new program. (AACSB Tag: Written and oral communication)

2-34. Each manager plans to expand his or her_____ (his, their, his or her) sphere of control next year. (AACSB Tag: Written and oral communication)

2-35. Has everyone supplied his or her_____ (his, their, his or her) Social Security number? (AACSB Tag: Written and oral communication)

2-36. After giving every employee __a_____ (his, their, a) raise, George told ____them__ (them, they, all) about the increased workload. (AACSB Tag: Written and oral communication)

2-37. Cherise and Tim have opposite ideas about how to achieve company goals.__Who__ (Who, Whom) do you think will win the debate? (AACSB Tag: Written and oral communication)

2-38. City Securities has just announced ___whom_ (who, whom) it will hire as CEO. (AACSB Tag: Written and oral communication)

2-39. Either of the new products would readily find its____ (their, its) niche in the marketplace. (AACSB Tag: Written and oral communication)

Level 2: Workplace Applications

2-40. 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. (AACSB Tag: Written and oral communication)

2-41. 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. (AACSB Tag: Written and oral communication)

2-42. Just between you and me, the new "customer-centric" philosophy seems confusing. (AACSB Tag: Written and oral communication)

2-43. Podcasting effectively distributes messages to a widespread audience, but you must pay close attention to the demands of an audio medium. (AACSB Tag: Written and oral communication)

2-44. Among the specialties of Product Marketers International are promotional efforts for clients, including presence on the Internet, radio, and television. (AACSB Tag: Written and oral communication)

2-45. The introduction to this report includes an overview of a typical marketing plan, to give you an idea of what such a plan contains. (AACSB Tag: Written and oral communication)

2-46. Subsidiary rights sales can be a discrete source of income and complement your overall sales. (AACSB Tag: Written and oral communication)

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2-47. Special events ranging from author breakfasts and luncheons, to awards programs and receptions, offer a great way to make industry contacts. (AACSB Tag: Written and oral communication)

2-48. 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.] (AACSB Tag: Written and oral communication)

2-49. 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. (AACSB Tag: Written and oral communication)

2-50. Two leading business consultants, Tadashi Son and Carla McNeil, will share their insights on how specialty stores can effectively compete in a world of corporate superstores. (AACSB Tag: Written and oral communication)

2-51. One of the big questions we need to address is "How does buying affect inventory levels"? (AACSB Tag: Written and oral communication)

2-52. The closing of many industry digital entities has greatly affected the perception of e-books as a viable platform. (AACSB Tag: Written and oral communication)

2-53. A competent, motivated, enthusiastic staff can be a manager's most important asset in a competitive marketplace. (AACSB Tag: Written and oral communication)

2-54. Come by the Technology Lounge, where you can log on to computers, plug into laptops, and check out demos of sponsors' websites. (AACSB Tag: Written and oral communication)

Level 3: Document Critique

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

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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. 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.

(AACSB Tag: Written and oral communication)

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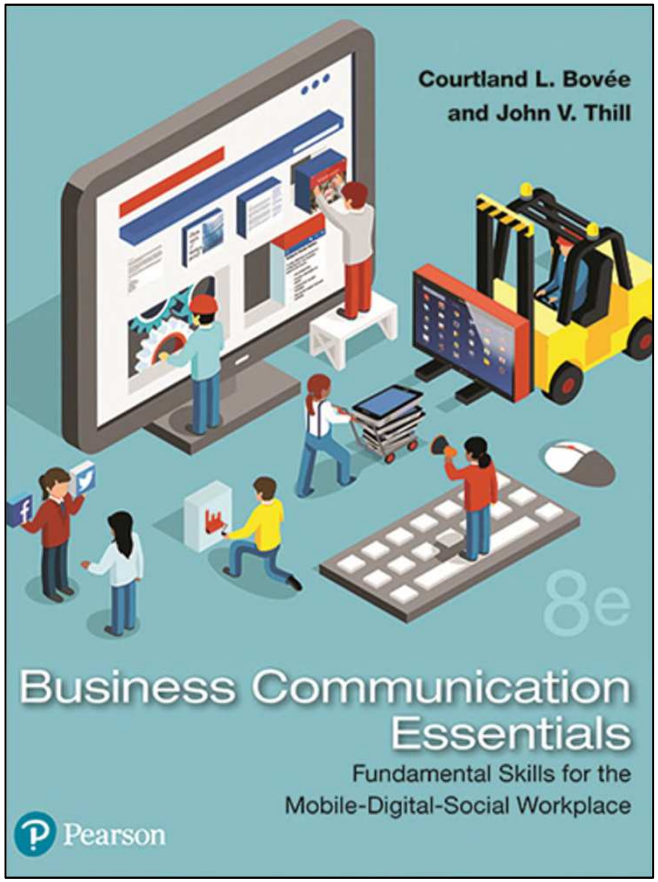
Business Communication Essentials

Eighth Edition



Chapter 2

Collaboration, Interpersonal Communication, and Business Etiquette

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Learning Objectives (1 of 3)

2.1 List the advantages and disadvantages of working in teams, and describe the characteristics of effective teams.

2.2 Offer guidelines for collaborative communication, identify major collaboration technologies, and explain how to give constructive feedback.

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Learning Objectives (2 of 3)

2.3 List the key steps needed to ensure productive meetings, and identify the most common meeting technologies.

2.4 Identify the major types of listening, describe the listening process, and explain how good listeners overcome barriers at each stage of the process.

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Learning Objectives (3 of 3)

2.5 Explain the importance of nonverbal communication, and identify six major categories of nonverbal expression.

2.6 Explain the importance of business etiquette, and identify three key areas in which good etiquette is essential.

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Communicating Effectively in Teams

- **LO 2.1** List the advantages and disadvantages of working in teams, and describe the characteristics of effective teams.

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Advantages of Teams

- Increased Information and Knowledge
- Learning Opportunities
- Boldness
- Accountability

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Advantages of Teams

- Trust Building
- Increased Diversity of Viewpoints
- Increased Acceptance of Solutions
- Increased Levels of Performance

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Disadvantages of Teams

- Groupthink
  - Pressure to Conform
  - Affects Decision Quality
- Hidden Agenda
  - Restricts Interaction
  - Limits Productivity
- High Cost
  - Aligning Schedules
  - Arranging Meetings

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Characteristics of Effective Teams

- Clear Objective
- Full Engagement
- Creativity and Technical Skills
- Mix of Skills and Abilities
- Open and Honest Communication
- Shared Purpose
- Consensus Decision Making
- Communication
- Psychological Safety
- The Needs of the Team First

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Summary of Discussion (1 of 6)

- In this section, we discussed the following:
  - Advantages of Teams
  - Disadvantages of Teams
  - Characteristics of Effective Teams
- The next section will cover **Collaborating on Communication Efforts**.

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Collaborating on Communication Efforts

- **LO 2.2** Offer guidelines for collaborative communication, identify major collaboration technologies, and explain how to give constructive feedback.

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Guidelines for Collaborative Writing (1 of 2)

- Select Collaborators Carefully
- Agree on Goals Before You Start
- Give the Team Some Time to Bond
- Clarify Individual Responsibilities

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Guidelines for Collaborative Writing (2 of 2)

- Establish Clear Group Processes
- Avoid Writing as a Group
- Use Compatible Technologies
- Seek Feedback from the Team Often

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Technologies for Collaborative Writing (1 of 2)

- Content Management System
  - Organized Approach
  - Controlled Access
- Wiki
  - Flexible Approach
  - Open Access

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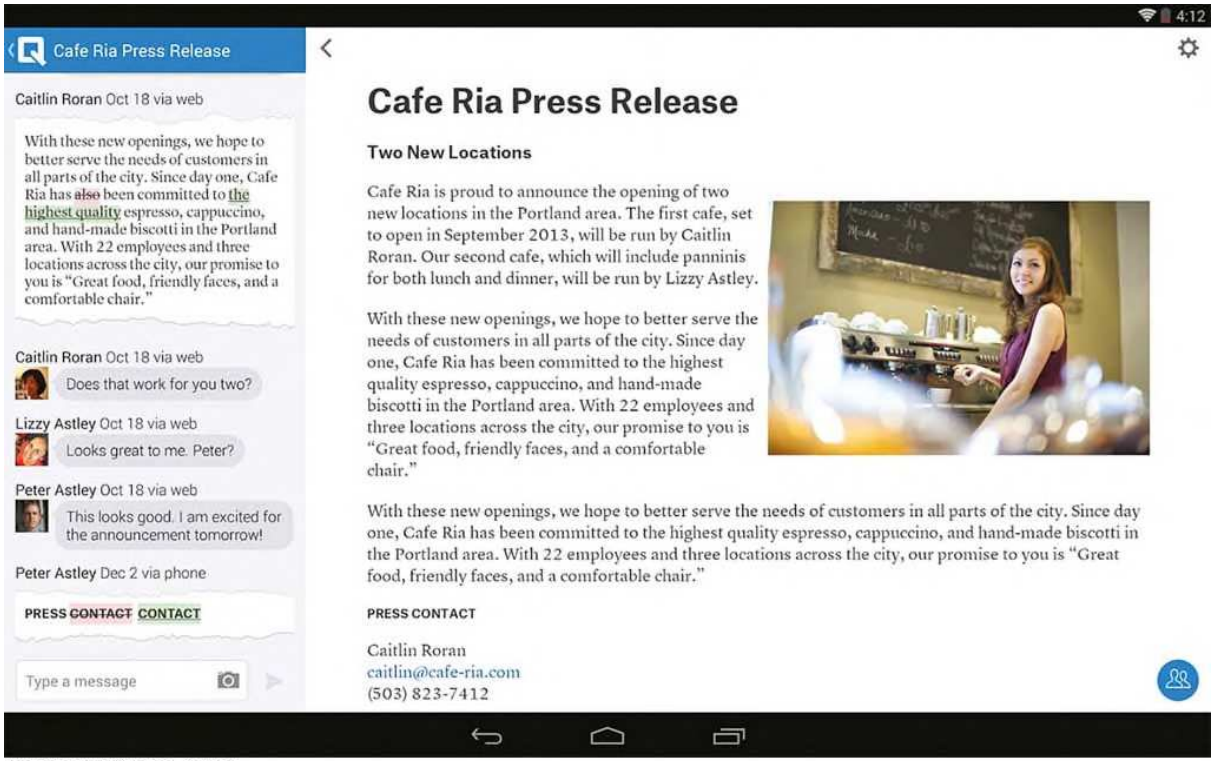
Technologies for Collaborative Writing (2 of 2)

- Groupware
  - Shared Knowledge
  - Cloud Computing
- Shared Workspaces
  - Intranets
  - Extranets



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Collaboration via Mobile Devices

Unified Communication

- Voice and Video Calling
- Voice and Video Conferencing
- Instant Messaging
- Real-Time Collaboration

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Giving and Responding to Constructive Feedback

- Offering Constructive Criticism
  - Focus on the process and outcomes.
  - Provide clear guidelines for improvement.
- Receiving Constructive Criticism
  - Don’t get defensive or deny the feedback’s validity.
  - Use the feedback to accept the quality of your work.

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Summary of Discussion (2 of 6)

- In this section, we discussed the following:
  - Guidelines for Collaborative Writing
  - Technologies for Collaborative Writing
  - Collaboration via Mobile Devices
  - Giving and Responding to Constructive Feedback
- The next section will cover **Making Your Meetings More Productive**.

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Making Your Meetings More Productive

- **LO 2.3** List the key steps needed to ensure productive team meetings, and identify the most common meeting technologies.

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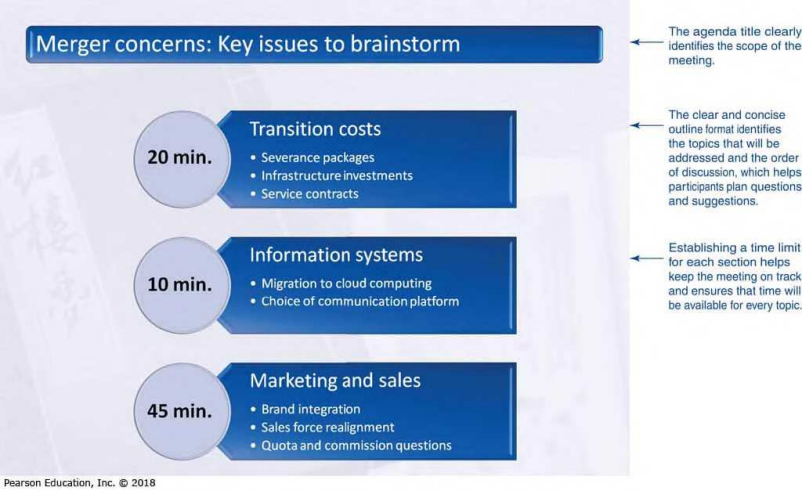
Preparing for Meetings

- Careful Preparation and Planning Tasks
  - Clarify the Purpose of Your Meeting.
  - Select the Participants for the Meeting.
  - Choose the Meeting's Time and Venue.
  - Set and Share the Purpose of the Meeting.



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Conducting and Contributing to Efficient Meetings

- Keep the Discussion on Track.
- Follow Agreed-Upon Rules.
- Encourage Everyone to Participate.
- Participate in an Active Way.
- Don’t Interrupt
- Use Mobile Devices Respectfully.
- Close the Meeting Effectively.

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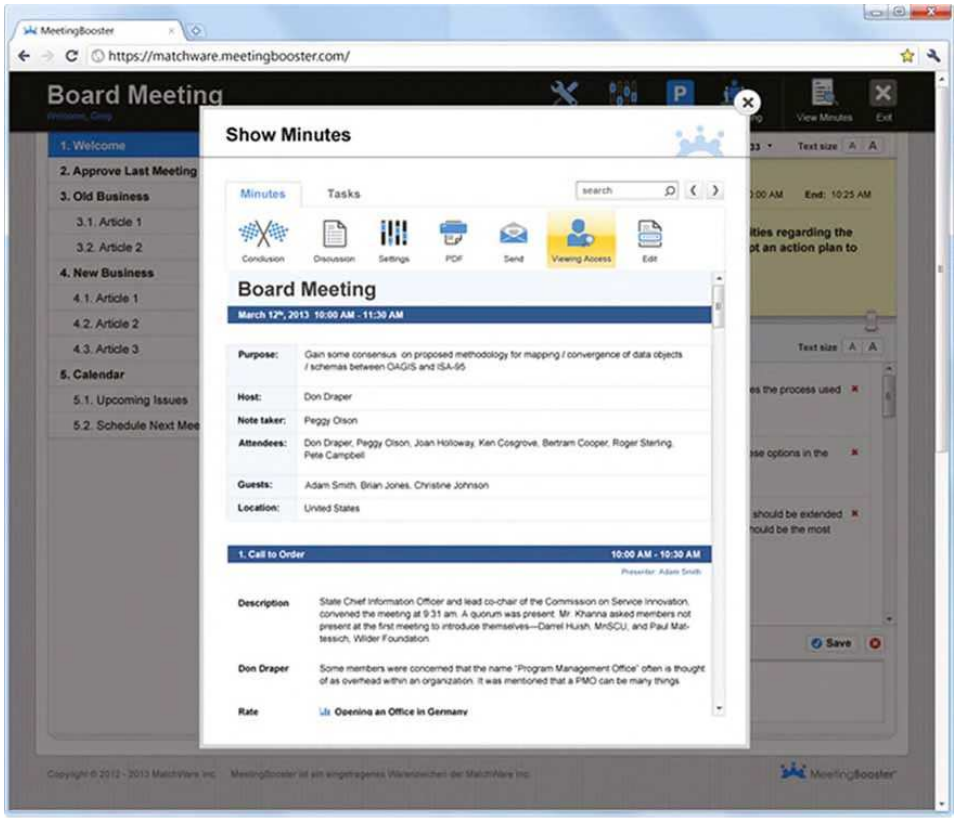
Putting Meeting Results to Productive Use

Written Meeting Minutes

- Problems and Opportunities
- Action Items Discussed
- Key Decisions Made
- Important Announcements
- Responsibilities Assigned



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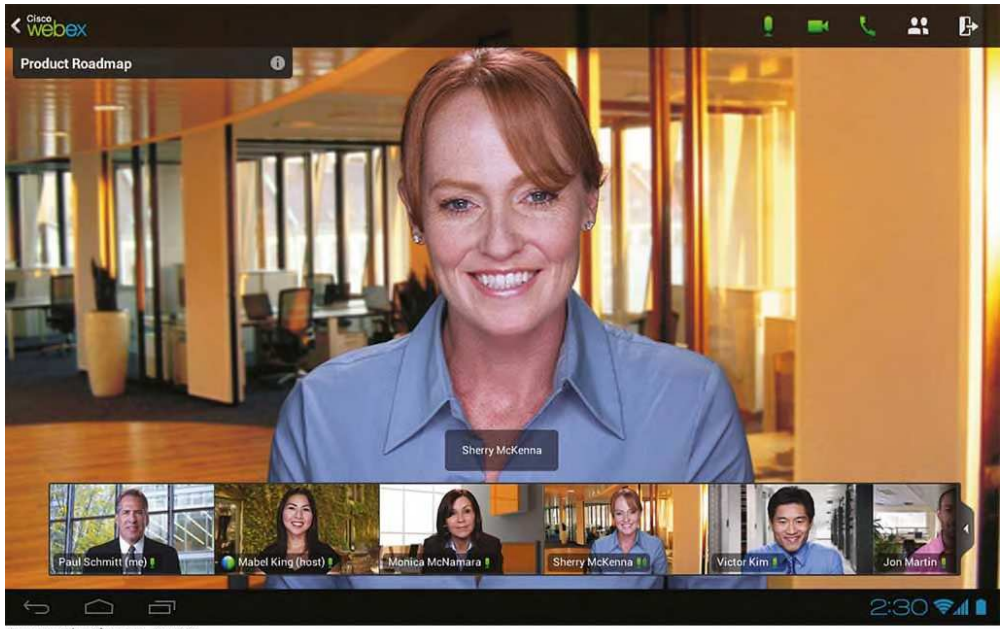
Using Meeting Technologies

- Virtual Meetings
  - Instant Messaging
  - Tele-conferencing
  - Video-conferencing
  - Web-Based Meetings



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Summary of Discussion (3 of 6)

- In this section, we discussed the following:
  - Preparing for Meetings
  - Conducting and Contributing to Effective Meetings
  - Putting Meeting Results to Productive Use
  - Using Meeting Technologies
- The next section will cover **Improving Your Listening Skills**.

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Improving Your Listening Skills

- **LO 2.4** Identify the major types of listening, describe the listening process, and explain how good listeners overcome barriers at each stage of the process.

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Recognizing Various Types of Listening

- Content
- Empathic
- Critical
- Active

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Understanding the Listening Process

1. Receiving or Hearing the Message
2. Decoding or Assigning Meaning
3. Remembering for Future Reference
4. Evaluating the Quality of Information
5. Responding to the Message

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Overcoming Barriers to Effective Listening

- Selective Listening
- Selective Perception
- Language or Experience

TABLE 2.1 Giving Constructive Feedback

How to Be Constructive	Explanation
Think through the implications of your suggested changes.	In documents that discuss complex relationships between ideas, isolated and superficial edits can do more harm than good.
Discuss improvements rather than flaws.	Instead of saying "This is confusing," for instance, explain how the writing can be improved to make it clearer.
Focus on controllable behavior.	The writer may not have control over every variable that affected the quality of the message, so focus on those aspects the writer can control.
Be specific.	Comments such as "I don't get this" or "Make this clearer" don't give the writer much direction.
Keep feedback impersonal.	Focus comments on the message, not on the person who created it.
Verify understanding.	If in doubt, ask for confirmation from the recipient to make sure that the person understood your feedback.
Time your feedback carefully.	Respond in a timely fashion so that the writer will have sufficient time to implement the changes you suggest.
Highlight any limitations your feedback may have.	If you didn't have time to give the document a thorough edit, or if you're not an expert in some aspect of the content, let the writer know so that he or she can handle your comments appropriately.

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What Makes an Effective Listener?

TABLE 2.2 What Makes an Effective Listener?

Effective Listeners	Ineffective Listeners
Listen actively	Listen passively
Stay focused on the speaker and the conversation	Allow their minds to wander, are easily distracted, work on unrelated tasks
Take careful notes, when applicable	Take no notes or ineffective notes
Make frequent eye contact with the speaker (depends on culture to some extent)	Make little or no eye contact, or inappropriate eye contact
Keep their emotions under control and don't let their own anxieties hinder the conversation	Allow their emotions to negatively influence the conversation
Mentally paraphrase key points to maintain attention level and ensure comprehension	Fail to paraphrase
Adjust listening style to the situation	Listen with the same style, regardless of the situation
Give the speaker nonverbal feedback (such as nodding to show agreement or raising eyebrows to show surprise or skepticism)	Fail to give the speaker nonverbal feedback
Save questions or points of disagreement until an appropriate time	Interrupt whenever they disagree or don't understand
Engage the other person with questions or encouragement; validate the other person's feelings	Fail to engage; offer no encouragement or expression of understanding
Overlook stylistic differences and focus on the speaker's message	Are distracted by or unduly influenced by stylistic differences; are judgmental
Make distinctions between main points and supporting details	Are unable to distinguish main points from details
Look for opportunities to learn	Assume they already know everything that's important to know

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Summary of Discussion (4 of 6)

- In this section, we discussed the following:
  - Recognizing Various Types of Listening
  - Understanding the Listening Process
  - Overcoming Barriers to Effective Listening
- The next section will cover **Improving Your Nonverbal Communication Skills**.

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Improving Your Nonverbal Communication Skills

- **LO 2.5** Explain the importance of nonverbal communication, and identify six major categories of nonverbal expression.

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Understanding Nonverbal Signals in Communication

- Verbal Messages
  - Enhance
  - Weaken
  - Replace

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Six Important Nonverbal Signals

- Facial Expressions
- Vocal Characteristics
- Touching Behavior
- Gestures and Posture
- Personal Appearance
- Time and Space

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Summary of Discussion (5 of 6)

- In this section, we discussed the following:
  - Understanding Nonverbal Signals in Communication
  - Six Important Nonverbal Signals
- The next section will cover **Developing Your Business Etiquette**.

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Developing Your Business Etiquette

- **LO 2.6** Explain the importance of business etiquette, and identify three key areas in which good etiquette is essential.

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Workplace Etiquette (1 of 2)

- Respect for Time
- Don’t Interrupt
- Watch Language
- Dress Appropriately
- Pay Attention to Cleanliness
- Avoid Eating at Your Desk

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Workplace Etiquette (2 of 2)

- Respect Personal Space
- Don’t Gossip
- Don’t Come to Work if Sick
- Keep the Noise Level Down
- Don’t Discuss Religion or Politics

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Guidelines for Using Phones in the Workplace

- Be Aware of How Your Voice Sounds.
- Be Courteous When Placing Calls.
- Convey a Positive, Professional Attitude.
- End Calls Courteously and Clearly.
- Use Your Own Voicemail to Help Callers.
- Be Considerate When Leaving Voicemails.

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Business Etiquette Using Mobile Devices

- Obnoxious Ringtones
- Mute Your Phone in Meetings
- Talking Loudly in Public Spaces
- Unnecessary Personal Calls at Work
- Invading Privacy
- Taking or Making Calls in Inappropriate Places
- Texting during Meals
- Interrupting Meetings and Discussion

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Business Etiquette Online (1 of 2)

- Avoid personal attacks.
- Focus on the original topic.
- Don’t present opinions as facts.
- Support facts with evidence.
- Follow spelling and punctuation rules.
- Maintain current antivirus protection.
- Ask permission before you start chatting.

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Business Etiquette Online (2 of 2)

- Control language and emotions.
- Avoid multitasking during communication.
- Never assume you have privacy.
- Don’t abuse the “reply all” feature.
- Don’t waste other people’s time.
- Respect boundaries of time and space.
- Be careful with online commenting.

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Business Etiquette in Social Settings

- Meeting Others
  - Representing Your Company
  - Introducing Yourself
  - Introducing Other People
- Business Meals
  - Observing Dining Etiquette
  - Starting Polite Conversations
  - Choosing Appropriate Topics

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Summary of Discussion (6 of 6)

- In this section, we discussed the following:
  - Business Etiquette in the Workplace
  - Guidelines for Using Phones in the Workplace
  - Business Etiquette in Social Settings and Online
  - Business Etiquette with Mobile Devices
- This concludes our discussion of **Chapter 2: Collaboration, Interpersonal Communication, and Business Etiquette**.

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