Excellence in Business Communication 12th edition Thill Solutions Manual

SKU: 9780134319056-SOLUTIONS

Chapter 2: Collaboration, Interpersonal Communication, and Business Etiquette

Chapter 2 explores multiple aspects of interpersonal communication: communicating in teams, collaborating on communication efforts, making meetings more productive, using meeting technologies, and improving the skills involved in listening, nonverbal communication, and business etiquette.

CHAPTER OUTLINE

Communicating Effectively in Teams
- Advantages and Disadvantages of Teams
- Characteristics of Effective Teams
- Group Dynamics
  - Assuming Team Roles
  - Allowing for Team Evolution
  - Resolving Conflict
  - Overcoming Resistance

Collaborating on Communication Efforts
- Guidelines for Collaborative Writing
- Technologies for Collaborative Writing
  - Collaboration Systems
  - Social Networks and Virtual Communities
  - 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
- Recognizing Nonverbal Communication
- Using Nonverbal Communication Effectively

Developing Your Business Etiquette
- Business Etiquette in the Workplace
- Business Etiquette in Social Settings
- Business Etiquette Online
- Business Etiquette Using Mobile Devices

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LECTURE NOTES

Section 1: Communicating Effectively in Teams

Learning Objective 1: List the advantages and disadvantages of working in teams, describe the characteristics of effective teams, and highlight four key issues of group dynamics.

Collaboration—working together to meet business challenges—has become a core job responsibility for roughly half the U.S. workforce.

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

Problem-solving teams and task forces assemble to resolve specific issues and then disband when their goals have been accomplished.

Such teams are often *cross-functional*, pulling together people from a variety of departments who have different areas of expertise and responsibility.

Diversity of opinions and experiences can lead to better decisions, but competing interests can create tension.

Committees are formal teams that can become a permanent part of the organizational structure.

Advantages and Disadvantages of Teams

Teams are often part of participative management, the effort to involve employees in the company's 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

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- Cost—aligning schedules, arranging meetings, and coordinating individual parts of a project can eat up a lot of time and money

Characteristics of Effective Teams

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

Ineffective teams:

- Get bogged down in conflict
- Waste time and resources pursuing unclear goals

Two common reasons cited for unsuccessful teamwork are a lack of trust and poor communication.

Group Dynamics

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

Productive teams tend to develop positive norms—informal standards of conduct that members share and that guide member behavior.

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-oriented roles are played by those who help the team reach its goals.

As teams grow and evolve, they generally pass through a variety of stages, such as these five:

- Orientation
- Conflict
- Brainstorming

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- Emergence
- Reinforcement

Another common 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 power or status doesn't entitle one party to impose a solution

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Conflict can be resolved through:

- Proactive management: deal with minor conflict before it becomes major conflict
- Communication: get those involved with the conflict actively involved in 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 each other

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

Class discussion question: Describe a time that you experienced some form of team conflict during a class project. What were the sources of conflict, and how did the team resolve it? How did the conflict affect the team's work output?

Section 2: Collaborating on Communication Efforts

Learning Objective 2: Offer guidelines for collaborative communication, identify major collaboration technologies, and explain how to give constructive feedback.

When teams collaborate, the collective energy and expertise of the various members can lead to results that transcend what each individual could do otherwise.

However, collaborating on team messages requires special effort.

Guidelines for Collaborative Writing

In any collaborative effort, team members coming from different backgrounds may have different work habits or priorities, for example:

- 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

Remember that the ways in which team members differ in writing styles and personality traits can complicate the creative nature of communication.

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To collaborate successfully, follow these guidelines:

- Select collaborators carefully (if you have that option).
- Agree on project goals before you start.
- Give your team time to bond before diving in.
- Clarify individual responsibilities.
- Establish clear processes.
- Avoid 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.

Technologies for Collaborative Writing

Collaboration technologies range from simple features such as commenting and revision or change tracking to collaboration solutions such as content management systems that organize and control the content for many websites (particularly larger corporate sites).

A wiki is a website that allows anyone with access to add new material and edit existing material.

Key benefits of wikis include:

- Simple operation
- Freedom to post new or revised material without prior approval

This approach is quite different from a content management system in which both the organization of the website and the *workflow* are tightly controlled.

Chapter 12 addresses wikis in more detail.

Groupware is an umbrella term for systems that let people simultaneously:

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

Cloud computing expands the ways in which geographically dispersed teams can collaborate.

Shared workspaces are "virtual offices" that:

- Give everyone on a team access to the same set of resources and information
- Control which team members can read, edit, and save specific files
- Often can be set to allow only one person at a time to work on a given file or document to avoid getting edits out of sync
- May include presence awareness so teams can see who is available to interact

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The terms *intranet* (restricted internal website) and *extranet* (restricted, but with outside access for selected parties) are still used in some companies.

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

Virtual communities or *communities of practice* link employees with similar professional interests throughout the company and sometimes with customers and suppliers as well.

Social networking can also help a company maintain a sense of community even as it grows beyond the size that normally permits a lot of daily interaction.

Mobile brings a new dimension to collaboration by connecting employees and business partners who work part- or full-time outside conventional office environments.

Giving—and Responding to—Constructive Feedback

Constructive feedback, sometimes called *constructive criticism*, focuses on the process and outcomes of communication, not on the people involved.

Destructive feedback delivers criticism with no guidance to stimulate improvement.

When you give feedback, try to:

- Avoid personal attacks
- Give the person clear guidelines for improvement

When you receive constructive feedback, try to:

- Resist the urge to defend your work or deny the validity of the feedback
- Disconnect emotionally from the work and see it simply as something that can be made better
- Step back and consider the feedback before diving in to make corrections
- Don't assume that all constructive feedback is necessarily correct

Section 3: Making Your Meetings More Productive

Learning Objective 3: List the key steps needed to ensure productive team meetings.

Well-run meetings can help you:

- Solve problems
- Develop ideas
- Identify opportunities

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Meetings are unproductive when they:

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

Preparing for Meetings

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 venue and 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?

Conducting and Contributing to Efficient Meetings

Ensure a productive meeting by:

- Keeping the discussion on track
- Following agreed-upon rules, including parliamentary procedure if appropriate
- Encouraging participation
- Participating actively
- Closing effectively

Putting Meeting Results to Productive Use

The value of a meeting's interaction and discovery usually doesn't (or at least shouldn't) end when the meeting ends.

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

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Section 4: Using Meeting Technologies

Learning Objective 4: Identify the major technologies used to enhance or replace in-person meetings.

Replacing in-person meetings with long-distance, virtual interaction can:

- Dramatically reduce costs and resource usage
- Reduce wear and tear on employees
- Give teams access to a wider pool of expertise

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

Basic teleconferencing involves three or more people connected by phone simultaneously.

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

More-advanced telepresence systems create interaction 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.

The benefits are compelling, but conducting successful virtual meetings requires extra planning beforehand and more diligence during the meeting in order to overcome potential communication barriers.

Section 5: Improving Your Listening Skills

Learning Objective 5: Identify three major modes of listening, describe the listening process, and explain the problem of selective listening.

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

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Recognizing Various Types of Listening

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 (e.g., 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 one's own filters and biases to truly hear and understand what the other party is saying.

Understanding the Listening Process

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

Overcoming Barriers to Effective Listening

Good listeners look for ways to overcome potential barriers.

Selective listening is one of the most common barriers to effective listening.

Defensive listening—protecting your ego by tuning out anything that doesn't confirm your beliefs or your view of yourself—is even worse.

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.

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- 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 and 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.

Class discussion question: How might smartphones and personal digital devices enhance or impede the listening process, including efforts to retain key information after a conversation is over?

Section 6: Improving Your Nonverbal Communication Skills

Learning Objective 6: Explain the importance of nonverbal communication and identify six major categories of nonverbal expression.

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

Recognizing Nonverbal Communication

Nonverbal communication can be grouped into six general categories:

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

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Using Nonverbal Communication Effectively

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.

If something doesn't feel right, ask the speaker an honest and respectful question.

Class discussion question: Some nonverbal signals, particularly touch and facial expressions, are vulnerable to misinterpretation—such as when a person smiles to be friendly but the other party interprets this as an expression of romantic interest. Given these risks, should you play it safe and avoid sending any signals that could be misinterpreted? Why or why not?

Section 7: Developing Your Business Etiquette

Learning Objective 7: Explain the importance of business etiquette, and identify four key areas in which good etiquette is essential.

Etiquette is now considered an essential business skill.

Poor etiquette can:

- Destroy morale and drain productivity
- Drive away customers, investors, and other critical audiences
- Limit your career potential

Business Etiquette in the Workplace

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
- Dressing modestly and simply
- Paying close attention to cleanliness and avoiding the use of products with powerful scents
- Following company policy regarding hairstyle
- Smiling genuinely at appropriate times

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Telephone etiquette is essential for overcoming the lack of visual contact and feedback:

- Be conscious of how your voice sounds.
- Be courteous when you call someone; take into account that you might be interrupting.
- Convey a positive, professional attitude when you answer the phone.
- End calls with courtesy and a clear notion of what all parties expect to happen next.
- Use your own voicemail features to help callers.
- Be considerate when leaving voicemail messages.

Business Etiquette in Social Settings

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 them until after business is concluded
- Leave business papers under your chair until entrée plates have been removed
- Choose topics of conversation carefully (avoiding politics, religion, 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

Business Etiquette Online

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 hijack threads.
- 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.
- Use strong passwords on all your accounts.
- Ask if this is a good time for an IM chat.

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- Watch your language and keep your emotions under control.
- Avoid multitasking while using IM and other tools.
- Never assume privacy.
- Don't use "reply all" in emails unless everyone can benefit from your reply.
- Don't waste others' time with sloppy, confusing, or incomplete messages.
- Respect boundaries of time and virtual space.
- Be careful with online commenting mechanisms that are linked to your social network profiles.

Business Etiquette Using Mobile Devices

The way you use your mobile devices sends a message—positive or negative—about your professionalism and respect for others. Avoid these pitfalls:

- Selecting obnoxious ring tones
- Talking loudly in open offices or public places
- Using your phone right next to someone else
- Making excessive or unnecessary personal calls during work hours
- Invading someone's privacy by using your camera phone without permission
- Taking or making calls in restrooms and other inappropriate places
- Texting while someone is talking to you
- Allowing incoming calls to interrupt meetings or discussions
- Using voice commands or voice dictation in ways that interrupt other people

Class discussion question: As mobile devices become more commonplace in business settings around the world, do you think etiquette standards will gradually relax regarding what is and isn't acceptable behavior? Be prepared to explain your answer.

HIGHLIGHT BOX: COMMUNICATING ACROSS CULTURES

Whose Skin Is This, Anyway?

Students will no doubt have a range of opinions on this matter, and those opinions will be influenced by their experiences as employees and consumers, and by their relative depth of perspective in matters of business. Any response to this question needs to include context and common sense, however. For example, one would be hard-pressed to mount a strong defense for body art and other appearance choices that openly clash with the brand image and customer experience that a company is spending thousands or millions of dollars to create and protect. Employees who choose to work in customer-facing positions are "constrained" in other ways as well (they most likely aren't allowed to swear or smoke in front of customers, for example), so on the face of it, having stricter standards of appearance for these employees does not seem unreasonable.

This question is more nuanced that the previous issue, but again, it comes down to a matter of context and common sense. A building supplies wholesaler and a bank might both cater to a clientele fond of body art, but brand message and customer experience mean two different things to these two businesses.

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ON THE JOB: SOLVING COMMUNICATION DILEMMAS AT CEMEX

1. You rely heavily on CEMEXpedia, the wiki that contains technical and business information about the company's operations. As you've become more experienced in your job, you have also become a frequent contributor to the wiki. Lately you've noticed one particular employee from the Cemex office in Madrid, Spain, 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, even though you have never met her. 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 whom 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 customer accounts managers 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 healthy teams routinely handle, from helping each other 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 will help you 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 account management 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?

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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 customer account manager 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. While 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 music 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 calmly manage the relatively simple process of a job interview suggests he would struggle mightily with the complexities of helping customers.
   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 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

2.1. **Visit MyBCommLab for suggested answers. [LO-1] AACSB: Interpersonal relations and teamwork**

2.2. **Visit MyBCommLab for suggested answers. [LO-2] AACSB: Information technology**

2.3. 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

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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. **[LO-3], [LO-6] AACSB: Written and oral communication**

2.4. **Visit MyBCommLab for suggested answers. [LO-7] AACSB: Interpersonal relations and teamwork**

2.5. **Visit MyBCommLab for suggested answers. [LO-7] AACSB: Information technology**

PRACTICE YOUR SKILLS

Message for Analysis

Here is one way of reorganizing and rewording the information provided to create a well-organized agenda:

AGENDA
Budget Committee Meeting
December 12, 2016, 9:30 a.m.
Conference Room 3

I. Call to Order

II. Approval of Minutes from Previous Meeting (5 minutes)

III. Director Reports

A. Real Estate Director's Report: A closer look at cost overruns on Greentree site (10 minutes)

B. Finance Director's Report on Quarterly Revenues and Expenses (15 minutes)

IV. New Business

A. Discussion of Cost Overrun Issues (20 minutes)

B. Discussion of Additional Quarterly Budget Issues

C. Presentation of Divisional Budget

V. Announcements

VI. Adjournment

Exercises

2.6. 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 agreed upon content, organization, and other aspects. **[LO-1], [LO-2] AACSB: Interpersonal relations and teamwork**

2.7. 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

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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. **[LO-1] AACSB: Interpersonal relations and teamwork**

2.8. 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] AACSB: Interpersonal relations and teamwork**

2.9. This exercise gives students the opportunity to imagine their responses to an uncomfortable situation when they probably have little personal or positional power to deal with it. This group is clearly dysfunctional, so students need to consider this larger context as well—do they really want to fit in with this group, or perhaps just "go along to get along" long enough to find another position? Looking for opportunities to quietly lead by better example is another avenue to consider. There is also the important matter of compromising one's personal values, given that at least one of the behaviors described (taking credit for others' ideas) is unethical. A workable solution under the circumstances could be to take a bolder and more aggressive approach to being heard, without compromising one's ethics or resorting to rudeness. **[LO-3], [LO-7] AACSB: Interpersonal relations and teamwork**

2.10. 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 notes he or she takes. What is obvious to one person may be worth noting to another. Similarly, poor listeners tend to take superficial notes. **[LO-3] AACSB: Written and oral communication**

2.11. 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 using presentation slides. Most important, since this communication challenge surely exists outside formal meetings, students may suggest working closely with the person to explore ways to help him or her contribute to the department's workflow. **[LO-3] AACSB: Diverse and multicultural work environments**

2.12. 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 teams should look beyond simple textual instructions or static maps and explore options such as video, animation, or even GPS waypoints. **[LO-4] AACSB: Interpersonal relations and teamwork**

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

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selective listening, prejudgment, and selective perception. **[LO-5] AACSB: Interpersonal relations and teamwork**

2.14. 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. **[LO-6] AACSB: Written and oral communication**

2.15. 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.

[LO-7] AACSB: Written and oral communication

ASSISTED GRADING QUESTIONS (accessed in MyBCommLab)

2.26. **Visit MyBCommLab for suggested answers.**

2.27. **Visit MyBCommLab for suggested answers.**

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Chapter 2

Collaboration, Interpersonal Communication, and Business Etiquette

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Learning Objectives (1 of 3)

1. List the advantages and disadvantages of working in teams, describe the characteristics of effective teams, and highlight four key issues of group dynamics.
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)

3. List the key steps needed to ensure productive team meetings.
4. Identify the major technologies used to enhance or replace in-person meetings.
5. Identify three major modes of listening, describe the listening process, and explain the problem of selective listening.

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Learning Objectives (3 of 3)

6. Explain the importance of nonverbal communication and identify six major categories of nonverbal expression.
7. Explain the importance of business etiquette, and identify four key areas in which good etiquette is essential.

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Communicating Effectively in Teams

(LO 1) List the advantages and disadvantages of working in teams, describe the characteristics of effective teams, and highlight four key issues of group dynamics.

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Advantages of Teams

- Increased Information and Knowledge
- 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	Shared Purpose
Full Engagement	Consensus Decision Making
Creativity and Technical Skills	Communication

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Collaborating on Communication Efforts

(LO 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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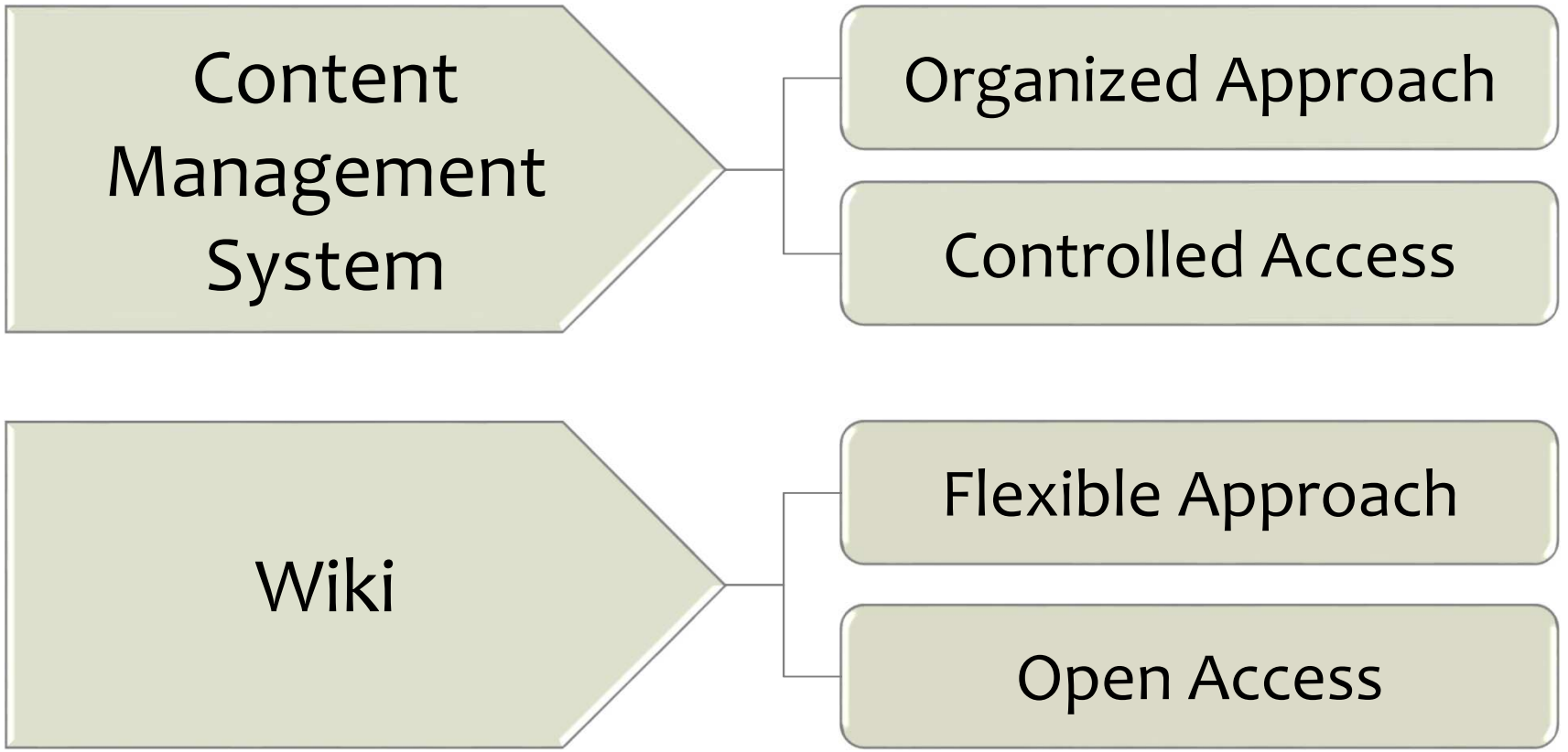
Guidelines for Collaborative Writing (2 of 2)

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

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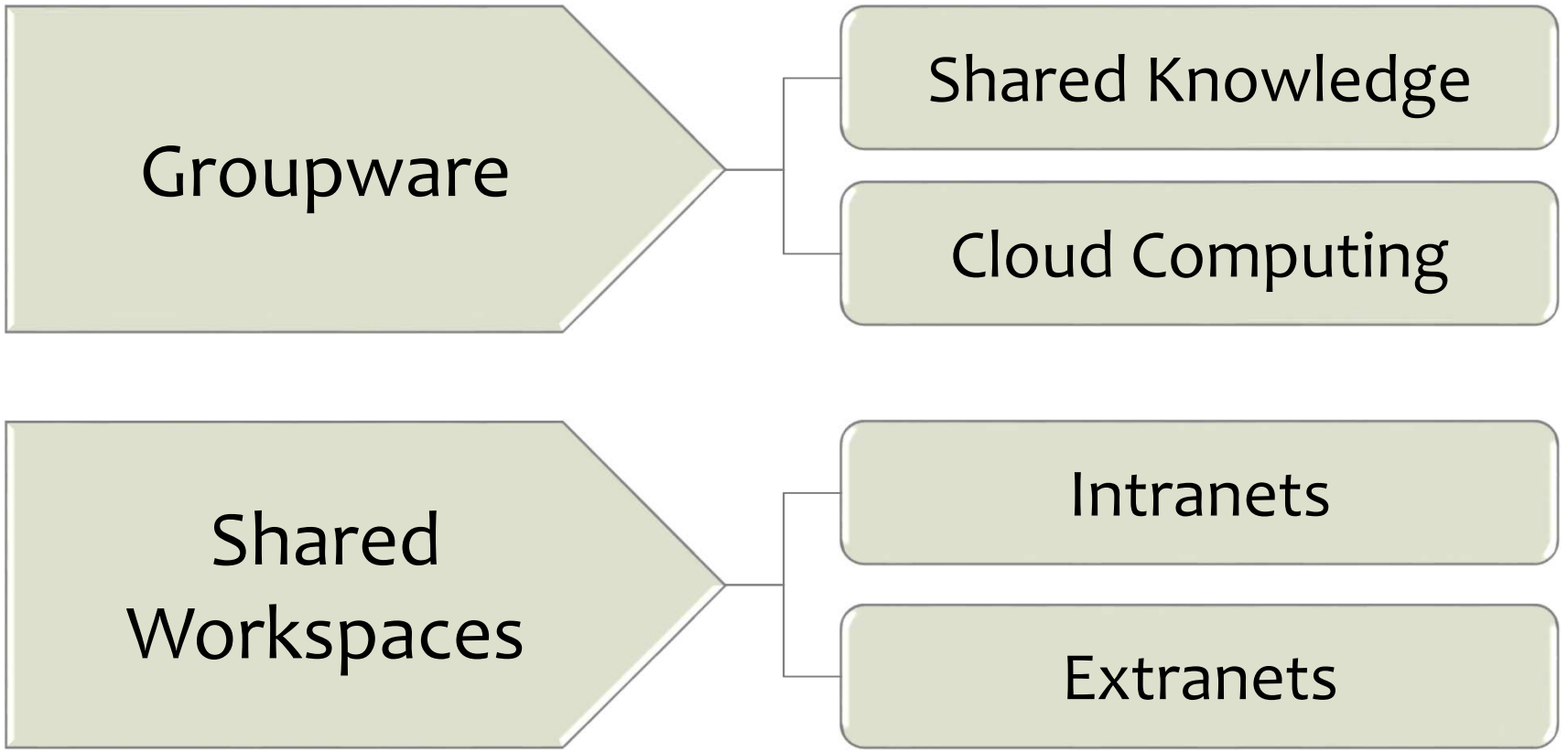
Technologies for Collaborative Writing (1 of 2)



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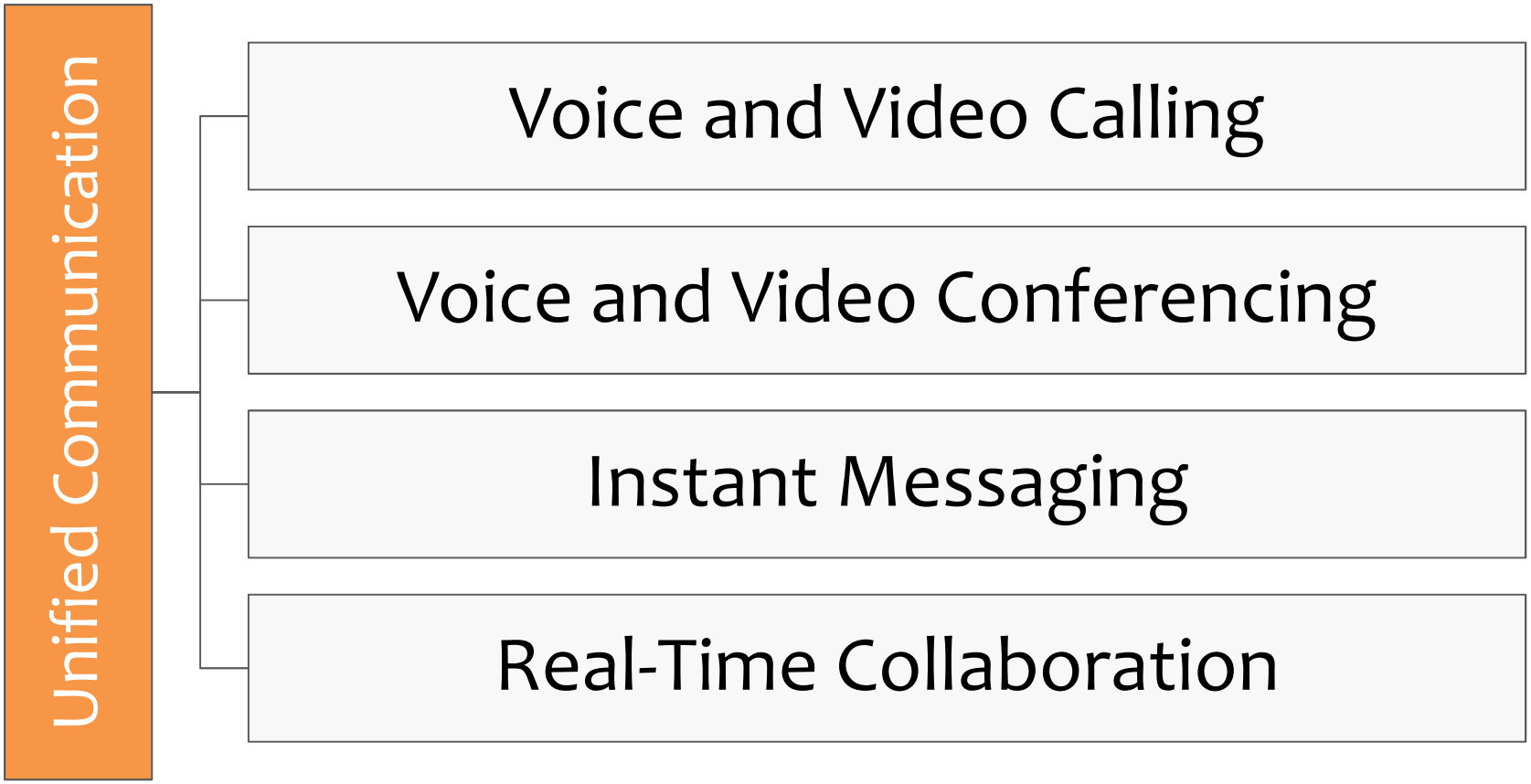
Technologies for Collaborative Writing (2 of 2)



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Collaboration via Mobile Devices



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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 improve the quality of your work.

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Making Your Meetings More Productive

(LO 3) List the key steps needed to ensure productive team meetings.

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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.
- Use mobile devices respectfully.
- Close the meeting effectively.

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Sample Meeting Agenda

The agenda title clearly identifies the scope of the meeting.

The clear and concise outline format identifies the topics that will be addressed and the order of discussion, which helps participants plan questions and suggestions.

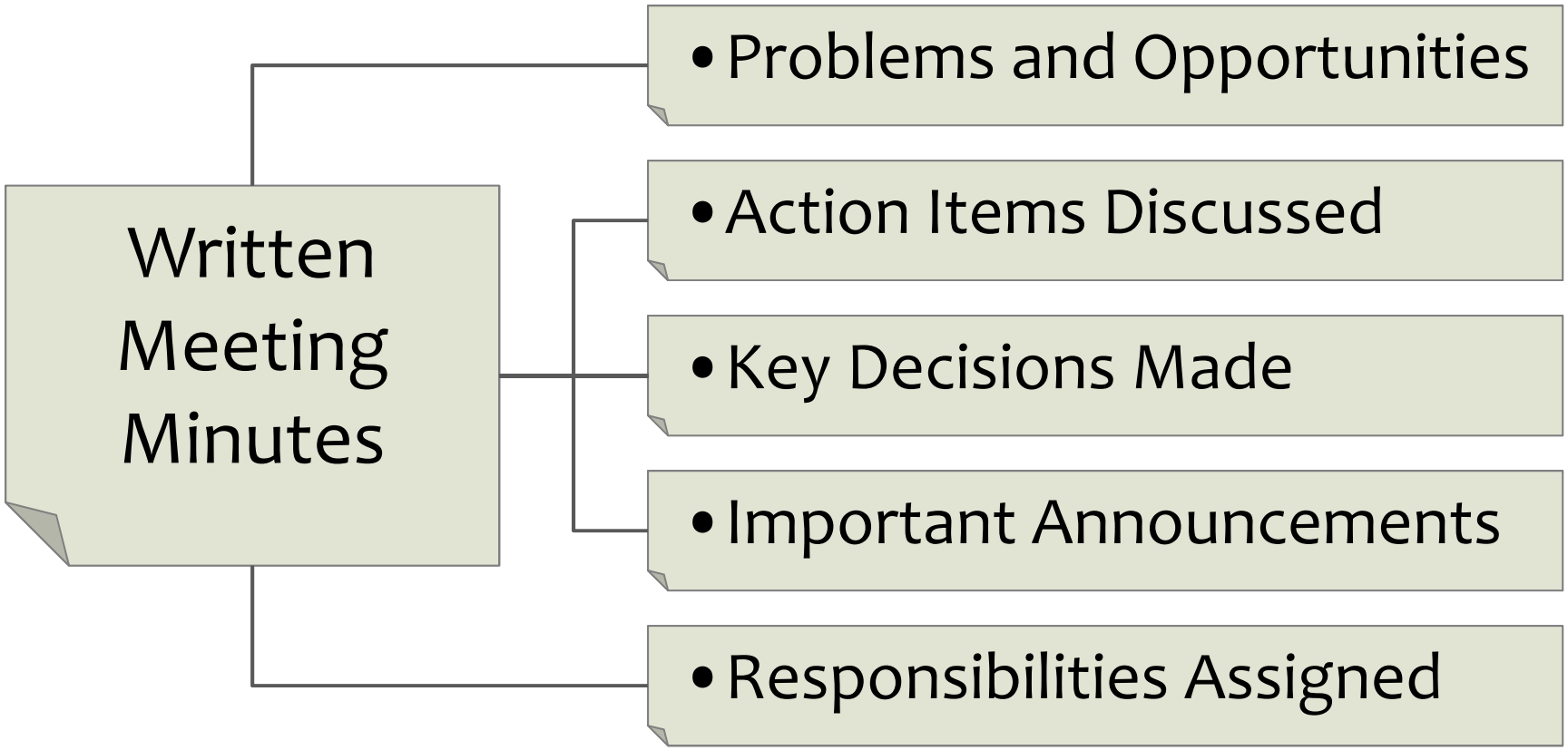
Establishing a time limit for each section helps keep the meeting on track and ensures that time will be available for every topic.



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Putting Meeting Results to Productive Use



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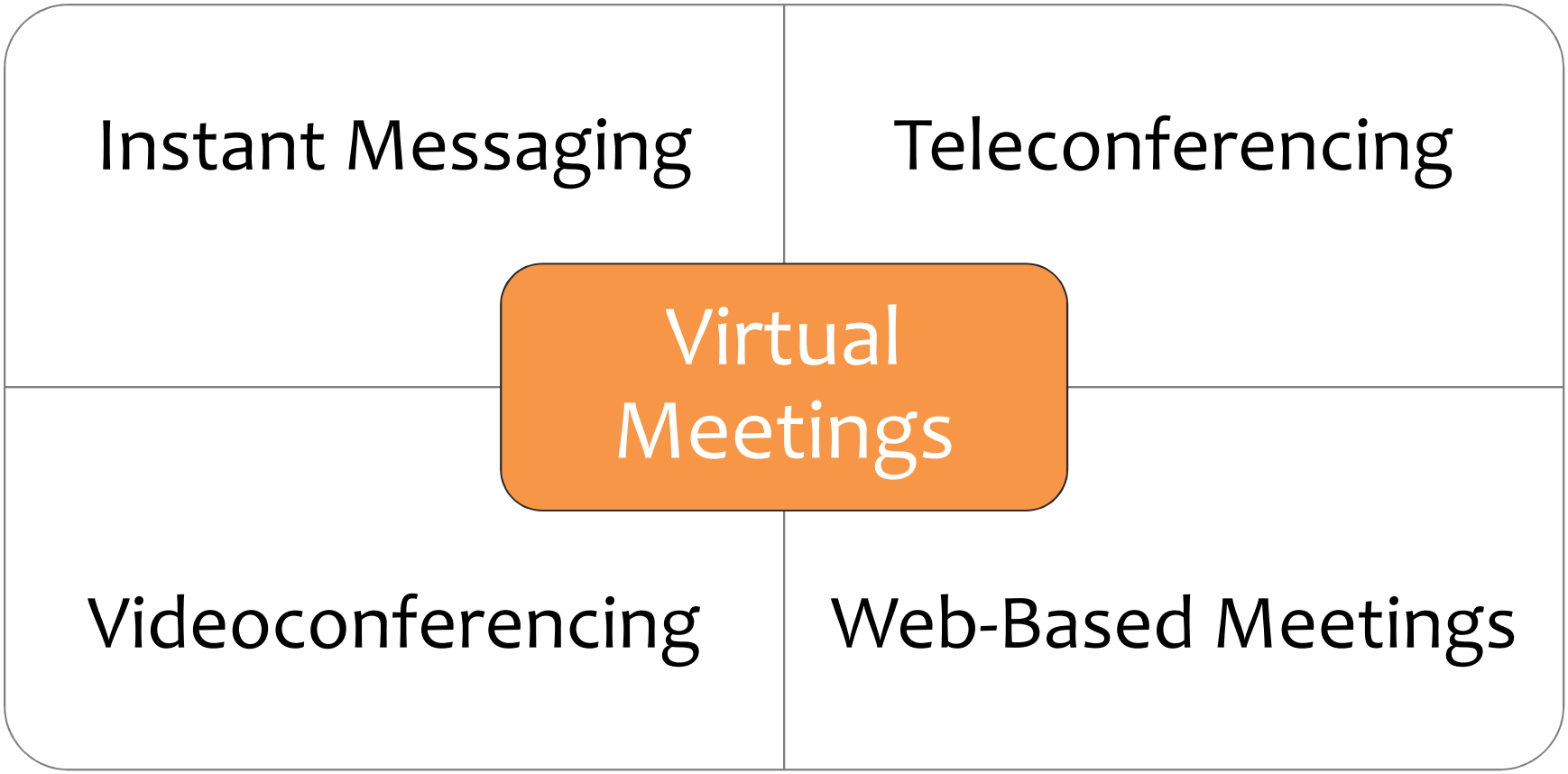
Using Meeting Technologies

(LO 4) Identify the major technologies used to enhance or replace in-person meetings.

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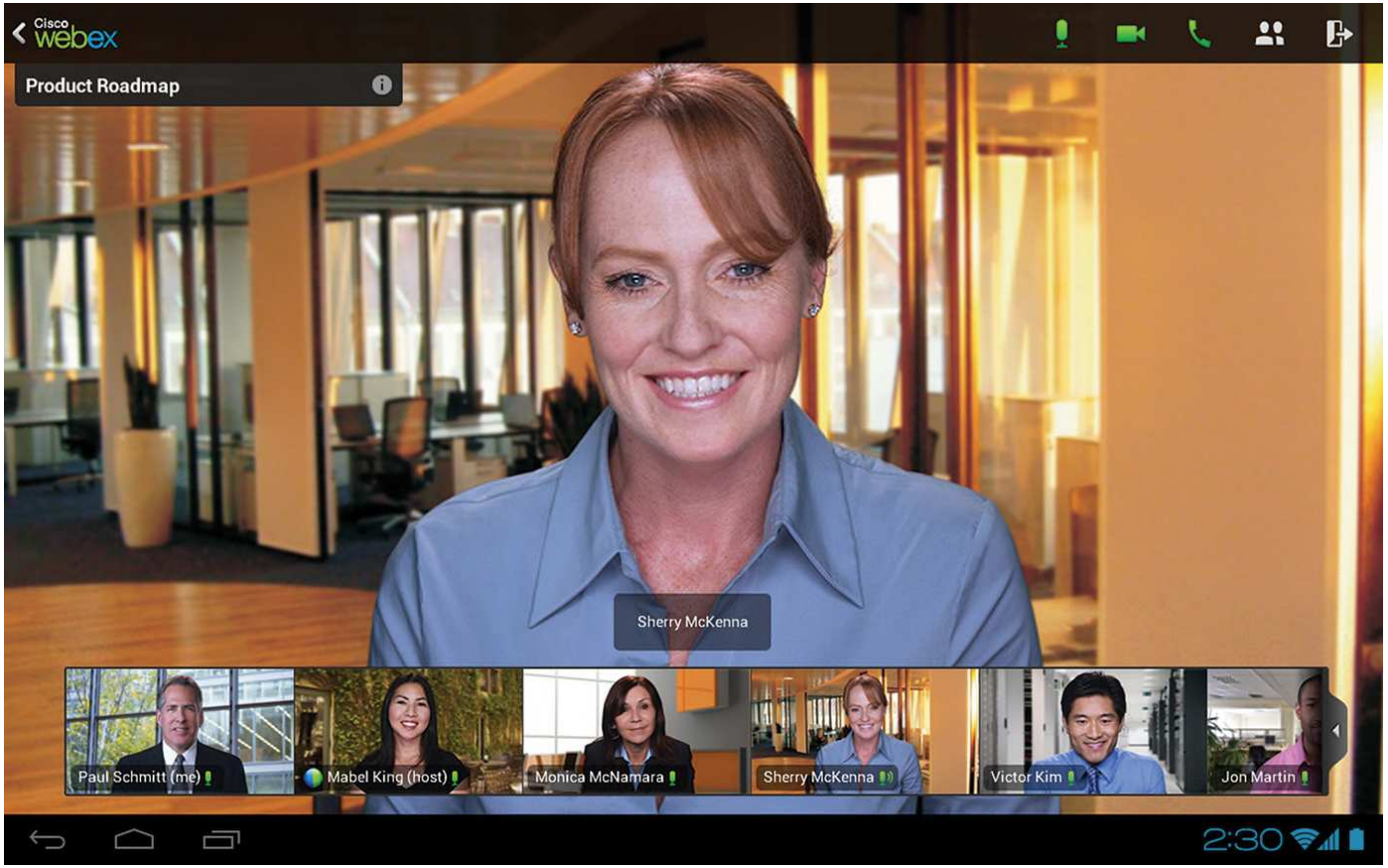
Meeting Technologies



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Virtual Meetings



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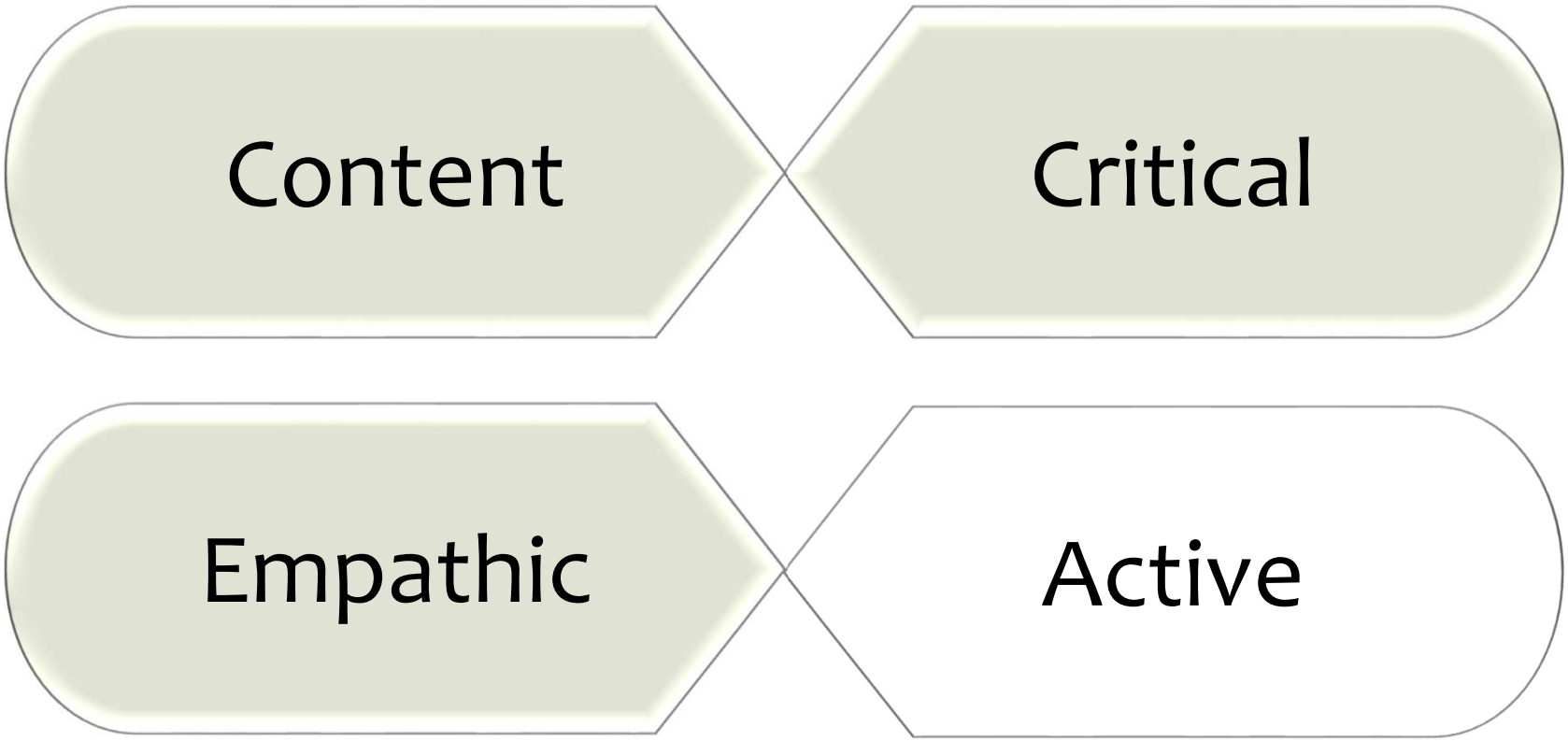
Improving Your Listening Skills

(LO 5) Identify three major modes of listening, describe the listening process, and explain the problem of selective listening.

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Recognizing Various Types of Listening



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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

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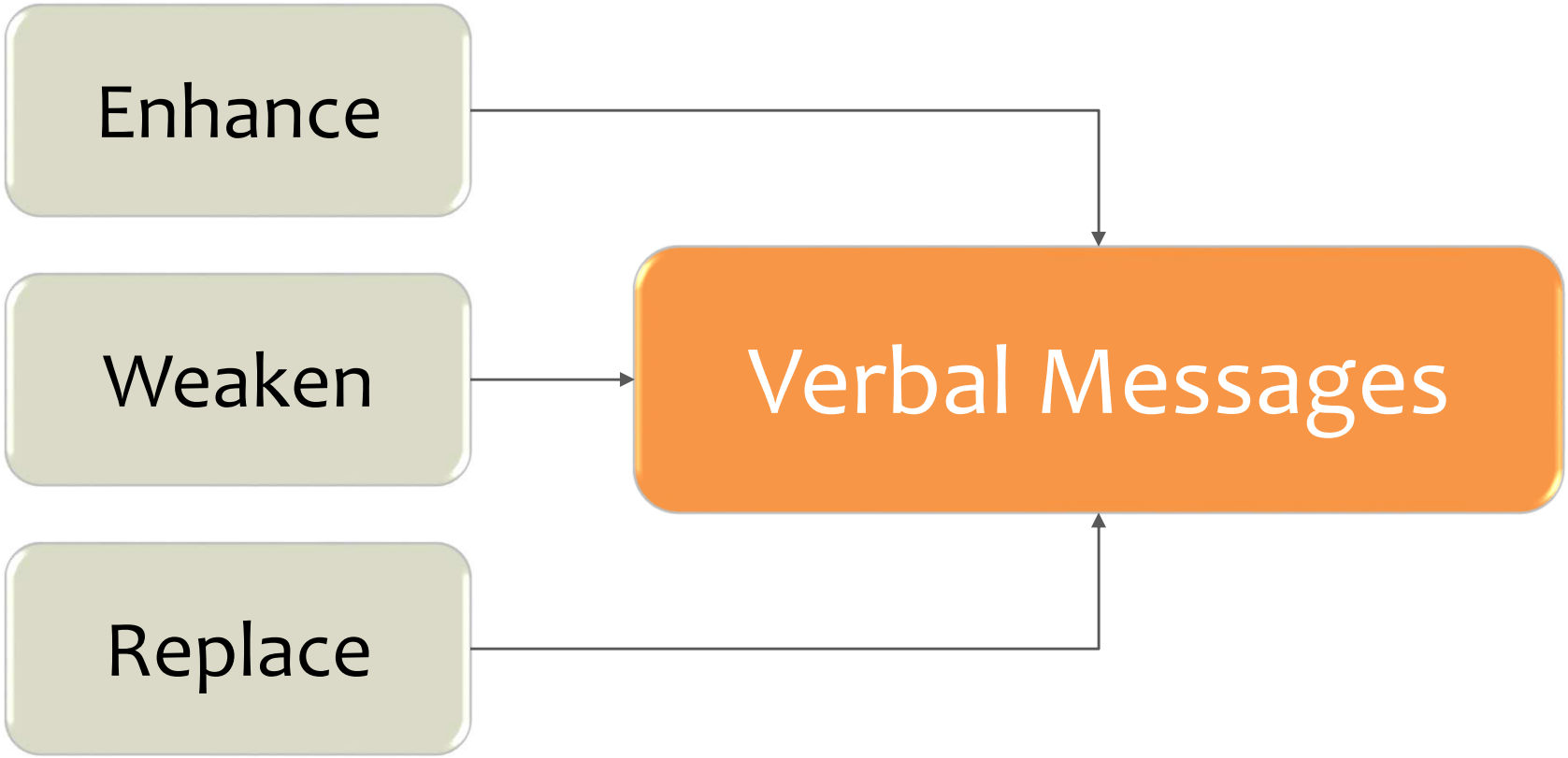
Improving Your Nonverbal Communication Skills

(LO 6) Explain the importance of nonverbal communication and identify six major categories of nonverbal expression.

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Understanding Nonverbal Signals in Communication



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Six Important Nonverbal Signals

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

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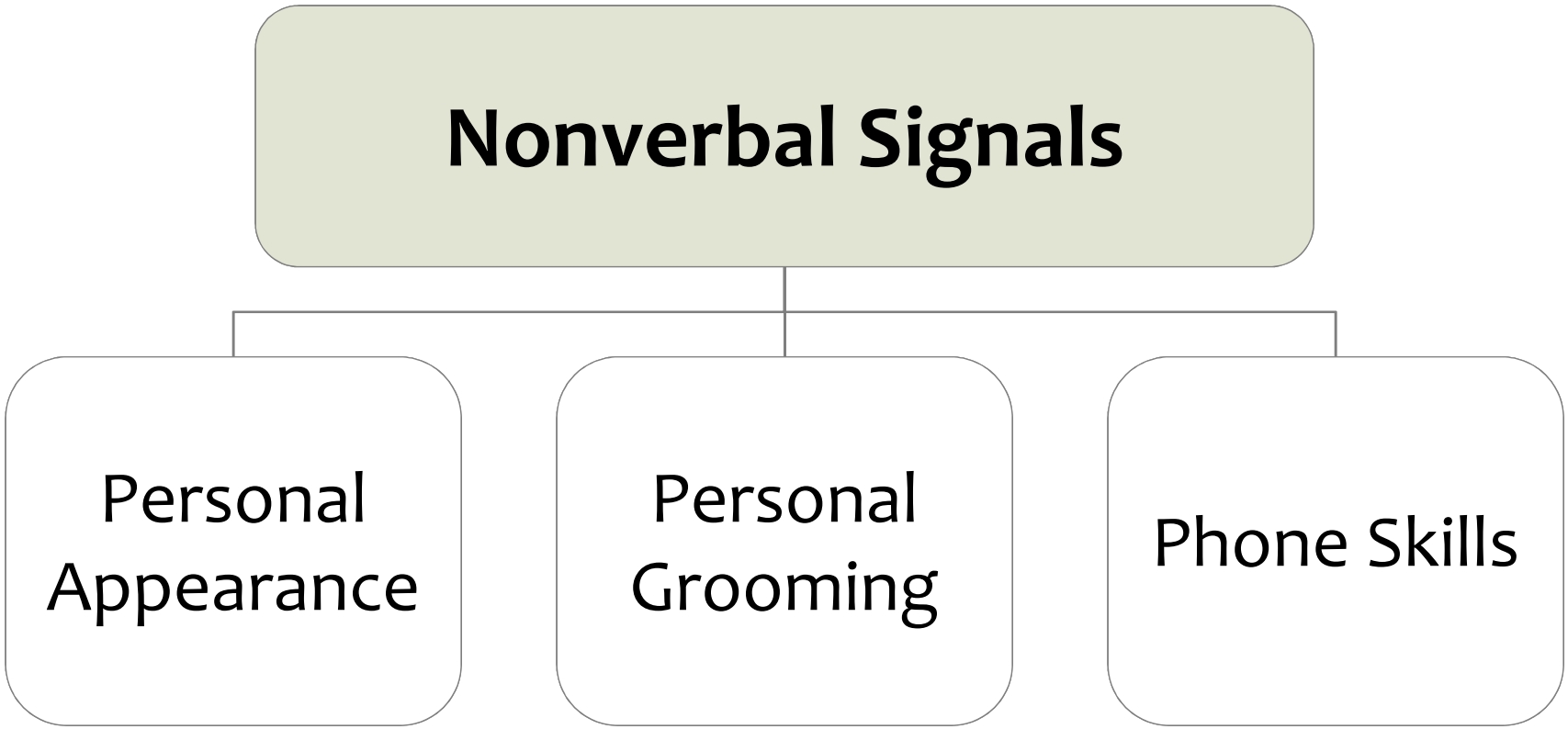
Developing Your Business Etiquette

(LO 7) Explain the importance of business etiquette, and identify four key areas in which good etiquette is essential.

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Business Etiquette in the Workplace



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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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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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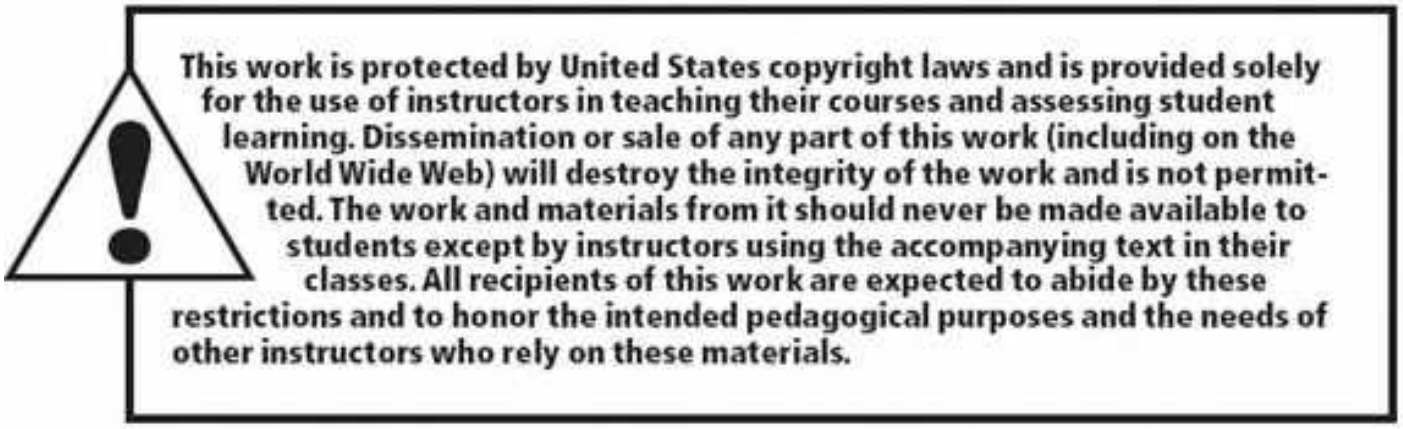
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Business Etiquette Using Mobile Devices

- Personal Mobile Device Habits
- Issues with Virtual Assistants
- Expectations and Policies

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