CHAPTER THREE
Meetings

I. Theory and practice

A. Discuss media synchronicity theory with class.

B. Break class into 4 groups of about equal size.

C. Ask each group to choose a single, specific group for analysis (jury, work group, etc.). Apply media synchronicity theory to a virtual version of the chosen group. Consider pros and cons of each version of the chosen group using the theory for analysis.

D. Report group conclusions to the entire class. Make a list on the board of group conclusions.

II. Text-messaging: Pros and cons

A. Break class into groups of 5-7 members.

B. Have each group discuss the advantages and disadvantages of text-messaging communication.

C. What difficulties emerge when more than two individuals are involved in a text-message conversation?

D. Report group conclusions to entire class and discuss.

III. Text-messaging, audio conferencing, and videoconferencing activity

A. Discuss text material on text-messaging, audioconferencing, and videoconferencing with the class.

B. Break class into groups of 5-7 members. Have each group discuss individual experiences that either support or contradict the research findings about these three versions of virtual groups.

IV. Zoom Fatigue

A. Break class into small groups.

B. Discuss Zoom fatigue. What causes it? Have group members experienced it?

C. What can be done to diminish Zoom fatigue?

V. "Virtual versus In-Person Group Comparison" **exercise**

A. Purposes:

1. To demonstrate typical challenges posed by problem solving in a virtual environment.
2. To illustrate whether accuracy is easier and more reliable in an in-person group

B. Time required: approximately 30 minutes (including processing)

C. Instructions:

1. Divide the class into four groups of about equal size (5-7 per group). Term groups work well for this exercise.
2. Designate two of the groups to work on the test for fifteen minutes (no discussion between groups) as in-person groups and two other groups to work on the test virtually (Zoom format). A Zoom invitation should be set up in advance so the two groups that will work virtually can access the Zoom meeting before the exercise commences. Make certain that group members have access to laptops or other computer devices so they can easily log onto the Zoom meeting.
3. If the classroom itself is fairly small, playing classical or "elevator" music, ocean sounds, birds chirping, whale songs, etc. at moderate volume will keep groups from hearing answers from each other. Instruct all groups to whisper when working on the task. (You may have to remind them of this several times.)
3. Distribute the test to each member of the in-person groups and attach a document with the test so Zoom meeting group members can access the test.
4. Allow exactly **15 minutes** for completion of the test once you signal GO! *Make sure that Zoom groups have accessed the test before beginning*. Periodically indicate how much time remains during the test.

D. Processing the exercise

1. Compare the results of the two types of groups. Did the in-person groups perform better under time pressure than the Zoom groups?
2. What difficulties, if any, did the Zoom groups encounter that the in-person groups did not?
3. Apply the research on virtual groups and typical challenges that must be faced when working in a virtual environment.
4. What reactions did in-person members have to the activity versus Zoom group members?

VARIATION: Conduct the exercise entirely online and discuss the difficulties and challenges that emerge under time pressure.

TEST

1. A two-cycle gasoline engine is

    a. one with two pistons
    b. one which combines diesel and unleaded gasoline
    c. one with only two valves
    d. one which uses a mixture of gasoline and oil

2. A balk is

    a. a legal hesitation or checked swing of a bat in baseball
    b. a penalty kick in soccer
    c. an illegal pitching motion in baseball
    d. a windup used by the bowler in cricket

3. Selvage is a sewing term that refers to

    a. the edge of woven fabric finished to prevent raveling.
    b. the hem of a dress
    c. remnants of fabric once the pattern has been cut
    d. lining used to reinforce fabric

4. Roux is a cooking term that refers to

    a. a mixture of flour and eggs
    b. a cooked mixture of flour and butter
    c. a cooked mixture of flour and corn starch
    d. a mixture of brown sugar and egg whites

5. A woman bought a chair for $110 and sold it for $120. She later bought the same chair back for $130 and sold it again for $140. What was the net result of her transactions?

    a. She lost $10
    b. She broke even
    c. She made $10
    d. She made $20

6. *Disingenuous* means

    a. naive
    b. lacking in virtue
    c. lacking in candor
    d. lacking magical powers

7. *Superfluous* means

    a. unnecessary
    b. outstanding
    c. outrageous
    d. highly liquefied

8. *Plebeian* means

    a. a high ranking military officer during the reign of Julius Caesar
    b. a common person
    c. a person who exercises authority over others
    d. another name for a hustler

9. A *portmanteau* means

    a. a word derived from a blend of two or more words, such as *murse* (man purse)
    b. an expensive bottle of wine
    c. an exclusive port-of-call for expensive sailboats and yachts
    d. a French word for a special dessert

10. You have flipped a coin five times and heads or tails has come up in the following sequence: H H T T T. What is the probability that the next coin flip will come up Tails?

    a. 1 in 5 (20%)
    b. 1 in 4 (25%)
    c. 1 in 6 (16.67%)
    d. 1 in 2 (50%)

Each familiar equation below contains the initials of words that will make it correct. Find the missing words. For example: 60 = M in an H is minutes in an hour.

11. 12 = D of C _____

12. 100 = C in a M _____

13. 90 = D in a RA _____

14. 13 = BD _____

15. Bitter sweet is an example of

    a. dangling participle
    b. spoonerism
    c. oxymoron
    d. alliteration

Interpret the following:

16. STAND = _____
    EYE

17. ZERO = _____
    PhD
    MA
    BA

18. CYCLE = _____
    CYCLE
    CYCLE

19. /R/E/A/D/I/N/G = _____

20. The number 1194 in Roman numerals is _____

21. Here is the number: IX. By the addition of one line, how can you make it into a 6?

In the example below, the first two nouns are related in some way. Discover the relationship, then determine the same relationship between the next pair of nouns.

Example: Ford is to automobile as Cessna is to airplane.

22. DEED is to CIVIC as POP is to:

    a. Road
    b. Divot
    c. Madam
    d. Load

23. Jeweler is to Vivid as Silicic is to:

    a. Coincident
    b. Carat
    c. Mythology
    d. Quartz

24. A woman gives two buckets marked 7 gallons and 4 gallons (but no other markings) to her friend and tells him to get EXACTLY ten gallons of water from the river. He asks how he is supposed to get exactly ten gallons of water since the buckets have no markings except total volume. She says, "Figure it out. I've been doing it for years." Puzzled, he sees you coming his way. He explains his predicament. Below, tell him how to solve the problem.

25. Homer weighs himself every New Year's Day. His average weight over the past five years is 217 pounds. He is encouraged because for the first four years his average weight was 225 pounds. What does he weigh this New Years day (the fifth year)?

    a. 195 pounds
    b. 185 pounds
    c. 203 pounds
    d. 190 pounds

Total correct: _____

TEST B ANSWERS:

1. d
2. c
3. a
4. b
5. d (debits: $110 and $130; credits: $120 and $140; difference: +$20)
6. c
7. a
8. b
9. a
10. d
11. Days of Christmas or Disciples of Christ
12. Centimeters in a Meter
13. Degrees in a Right Angle
14. Baker's Dozen
15. c
16. I understand
17. Three degrees below zero
18. Tricycle
19. Reading between the lines
20. MCXCIV
21. Add an S to the IX (all lines are not straight)
22. c (a palindrome–words spelled forward and backward spell the same word)
23. b (the pattern: all four words begin with a consonant, no vowel nor consonant is repeated back-to-back, and the same vowel appears throughout each word–although not always the same vowel in each word)
24. Fill the 7 gallon bucket. Fill the 4 gallon bucket from the seven gallon bucket. This leaves exactly 3 gallons in the seven gallon bucket. Dump the 4 gallon bucket, then pour the 3 gallons from the 7 gallon into the 4 gallon bucket. Fill the 7 gallon bucket. VOILA! 10 gallons exactly.
25. b (4 x 225 = 900 + 185 divided by 5 = 217)

VI. **TED TALK**: "The Power of You to Truly Make Meetings Work" by Steven Rogelberg at: https://www.youtube.com/watch?v=E9KbKCJvQM8

A. Play this TED Talk from a prominent researcher who studies meetings.

B. Process: Discuss with the class what they learned and any issues that came up that produced questions or disagreement.