Be an active listener. Remember that listening, and learning about others, can occur in a meeting or over email.

Show respect for differences by choosing words carefully. Third world country is disrespectful because the phrase implies inequality; instead, say “emerging markets” or “developing nations.” Spell the names of people and their countries and cities using the correct accent marks and other symbols. Learn to pronounce the names of all team members.

Use visual information carefully. Not all symbols have the same meaning across cultures. When possible, use internationally identifiable symbols such as those endorsed by the International Standards Organization (ISO). See Chapter 13 for more information.

CHECKLIST: Teamwork and Global Considerations

(Number in parentheses refer to the first page of discussion.)

Teamwork

☐ Have we appointed a team manager? (83)
☐ Does the team agree on the type of document required? (84)
☐ Do we have a plan for how to divide the tasks? (84)
☐ Have we established a timetable and decided on a meeting schedule? (84)
☐ Do we have an agenda for our first meeting? (87)
☐ Do we have a clear understanding of how we will share drafts of the document and how we will name the files? (84)
☐ Have we decided what technology to use (track changes, wiki, blog)? (96)
☐ Are we using the Project Planning Form? (86)

Running a Meeting

☐ Has the team manager created an agenda and circulated it in advance? (87)
☐ Do members understand their individual roles on the team so they can be prepared for the meeting? (87)
☐ Has someone been appointed to take meeting minutes? (88)
☐ Are all members given the opportunity to speak? (87)
☐ Does the team manager keep discussion focused on agenda items? (87)
☐ Does the meeting end on schedule? (87)
CHAPTER 5  Teamwork and Global Considerations

CHECKLIST: (continued)

**Active Listening**
- Are team members receptive to each other’s viewpoints? (91)
- Does everyone communicate with courtesy and respect? (91)
- In face-to-face settings, are all team members allowed to speak freely? (95)
- Are people able to listen to all ideas with an open mind? (91)
- Are interruptions discouraged? (91)
- On email, do people take time to reflect on ideas before responding? (358)
- Do people observe the 90/10 rule (listen 90 percent of the time; speak 10 percent of the time)? (91)

**Peer Review and Editing**
- Have I read the entire document twice before I make comments? (94)
- Have I focused on content, style, and logical flow of ideas before looking at grammar, spelling, and punctuation? (94)
- Do I know what level of review and editing is expected of me (focus only on the content, or focus on style, layout, and other factors)? (94)
- Am I being honest but polite and diplomatic in my response? (94)
- Do I explain exactly why something doesn’t work? (94)
- Do I make specific recommendations for improvements? (94)

**Global Considerations**
- Do I understand the communication customs of the international audience for my document? (98)
- Is my document clear and direct, so that it is easy to translate? (99)
- Have I avoided humor, idioms, and slang? (99)
- Have I avoided stereotyping of different cultures and groups of people? (96)
- Does my document avoid cultural references (such as TV shows and sports), which may not make sense to a global audience? (100)

Projects

**GENERAL**
Describe the role of collaboration in a company, organization, or campus group where you have worked or volunteered. Among the questions: What types of projects require collaboration? How are teams organized? Who manages the projects? How are meetings conducted? Who runs the meetings? How is conflict managed? Summarize your findings in a one- or two-page memo.

*Hint*: If you have no direct experience, interview a group representative, say a school administrator or faculty member or editor of the campus newspaper. (See page 141 for interview guidelines.)