Meeting Management And Group Character Development

Dr. Timothy J. Kloppenborg
Associate Professor of Management
Xavier University

Dr. Joseph A. Petrick
Associate Professor of Management
Wright State University

Although managers spend nearly 75% of their time in meetings, this organizational rite is often neglected as a lever for work process improvement and group character development (Johann, 1994; Tropman, 1996a). In addition, few leaders are trained to chair group meetings; they learn to run meetings from prior experiences and seldom receive feedback to develop superior meeting management skills (Tropman, 1996b; Bottorff, 1997) This is particularly troublesome for total quality organizations that rely upon Pareto charts and other improvement tools to identify statistically critical areas for organizational performance enhancement, but overlook group meetings as process improvement opportunities (Lindsay and Petrick, 1997). Leaders who use quality processes to enhance the effectiveness of meetings not only reduce inefficiency and avoid groupthink, but also strengthen *group character*—the collective readiness to act ethically (Petrick and Quinn, 1997; Sims, 1992).

It is the absence of implemented quality processes and group character development that often aggravate workplace stress (Cartwright and Cooper, 1997). The two purposes of this article, therefore, are: (1) to apply the quality process of the Plan-Do-Study-Act (PDSA) Cycle to improve meeting management and (2) to disclose the specific virtues necessary to shape group character development in implementing quality meeting management. It is the linking of the quality improvement and organizational ethics research literatures and their application to improving meeting management that constitute the innovative contribution of this article to academicians and practitioners.

THEORETICAL FRAMEWORK

The theoretical framework that grounds the authors' approach resides in learning process theory

(Senge et al., 1994; Handy, 1990) and group dynamics theory (Argyris, 1993; Hackman, 1989). In learning process theory, Senge et al (1994) and Handy (1990) argue for "the wheel of learning" as a way to individually and collectively master the rhythm of a learning organization. The four elements of the individual learning cycle incorporate the following four steps: (1) deciding on a course of action, (2) doing or performing the planned task, (3) reflecting upon (thinking and feeling) the processes used to achieve the performed task, and (4) connecting with possibilities for future action that build upon prior success and anticipate fruitful paths for new inquiries. The parallel four elements in the group learning wheel include: (1) joint planning, (2) coordinated action, (3) public reflection, and (4) shared meaning. These elements are essentially those in the quality PDSA Cycle, and the role of leaders is to keep the wheel (or PDSA Cycle) moving to sustain the momentum of group learning. This is not an easy task since it requires the technical skills associated with the quality PDSA Cycle and the capacity for specific virtues at each stage. For example, in successful joint planning, foresight is a key intellectual virtue. In successfully coordinated action that avoids distractions, faces obstacles to task performance, and continually communicates encouragement, honesty, courage and expressiveness are key moral and emotional virtues. During successful public reflection, cooperation and caring respect for different learning styles of group members are key social virtues. Finally, during the successful shared meaning phase, fairness and inclusiveness of shared insights from group members are key political virtues.

In group dynamics theory, Argyris (1993) and Hackman (1989) note that groups often "get stuck" in defensive routines in meetings that inhibit effective learning and may "remain stuck" unless their dysfunctional cycles are interrupted. They delineate the self-fueling, counterproductive group dynamic processes that lead to dysfunctional meetings as follows: (1) issues that are perceived as embarrassing or threatening in meetings become undiscussable or attributed to "internal politics," (2) sensitive meeting issues are then bypassed or covered-up to protect group members while inhibiting organizational learning, (3) actions that excuse and maintain the original bypass and cover-ups are employed, such as blaming others and distancing oneself from responsibility and, (4) the adverse consequence of actions that harm meetings prevail, such as arriving late, leaving early, missing meetings, discussing only boring, safe topics or informal group dissolution. These dysfunctional group dynamics can be successfully interrupted and overcome by productive reasoning and constructive group interventions that break the defensive routine cycle (Nielsen,1996). Group defensiveness is often rooted in weak collective character development and inadequate technical skills in meeting management (Nielsen, 1996). One resolution path that the authors advocate is to confront group defensiveness at appropriate meeting stages with the exercise of the virtues of imagination, honesty, courage, sincerity, humor and inclusive citizenship, and to use the quality PDSA Cycle to surface and resolve covered-up

issues in meetings in an ongoing, systematic manner.

MEETING MANAGEMENT

Meetings are the windows into the microcosm of work group culture (Johann, 1994). They are the arena in which the public decision-making processes and collective virtues of work groups can be observed and improved (Scholtes et al., 1996; Moberg, 1997). Many workplace associates, however, are frustrated by an endless series of meetings that "go in circles" and accomplish nothing (Perlov, 1996). One way to improve meetings is to apply the quality decision-making framework—the PDSA Cycle as depicted in Figure I.

The PDSA Cycle provides a collective decision-making model to progressively and seamlessly improve meeting effectiveness and efficiency over time. Meeting effectiveness is enhanced by accelerating the rate of inclusive decision making and intensifying group accountability for using feedback from past meetings to improve future meeting preparation. Meeting efficiency is increased by promoting rather than bypassing innovate opportunities on structured agendas that reduce wasted time and energy of members (as indicated by arrows from "A" in past meeting to "P" in future meetings). This progressive momentum is sustained because systemic continuity of attention to specific issues prevents them from being covered-up, or avoided.

One way to reconceptualize meetings is to regard them as opportunities for collective improvement of the four fundamental meeting stages: (1) meeting preparation, (2) conducting the meeting, (3) meeting evaluation, and (4) in-between meeting activity.

Each of these steps can be handled poorly or well, but the positive impact of properly applying the PDSA Cycle to meeting management can significantly contribute to group performance.

First Step of PDSA Cycle: "Plan"

In the first meeting, the first step of the PDSA Cycle, (P) the "planning" step (Perlov, 1996), incorporates the meeting preparation stage. The preparation is the responsibility of the group leader and includes: (1) identification of meeting participants, (2) familiarity with any relevant history of the group, (3) review of the charter or mission statement of the group, (4) relating the issue(s) and or project(s) to that charter, (5) delineating relationship, task and educational goals of the meeting, (6) clarifying roles, (7) identifying and gathering pertinent existing data, (8) determining meeting logistics (place, time, and supplies needed), and (9) drafting a first meeting agenda (Scholtes et al., 1996). In subsequent meetings other meeting participants who will perform delegated roles will share some of these responsibilities.

Second Step of PDSA Cycle: "Do"

The second PDSA Cycle step, (D) the "doing" step, incorporates the conducted meeting stage in such a way that the multiple quality meeting goals are achieved through effective role delegation. An effective meeting has three major performance goals (Guzzo et al., 1995): (1) the *relationship goal* (getting to know each other interpersonally as colleagues, building cohesion and social incentives for performance, and setting meeting and decision-making ground rules),

Figure I: The PDSA Cycle and Meeting Management Improvement Over Time
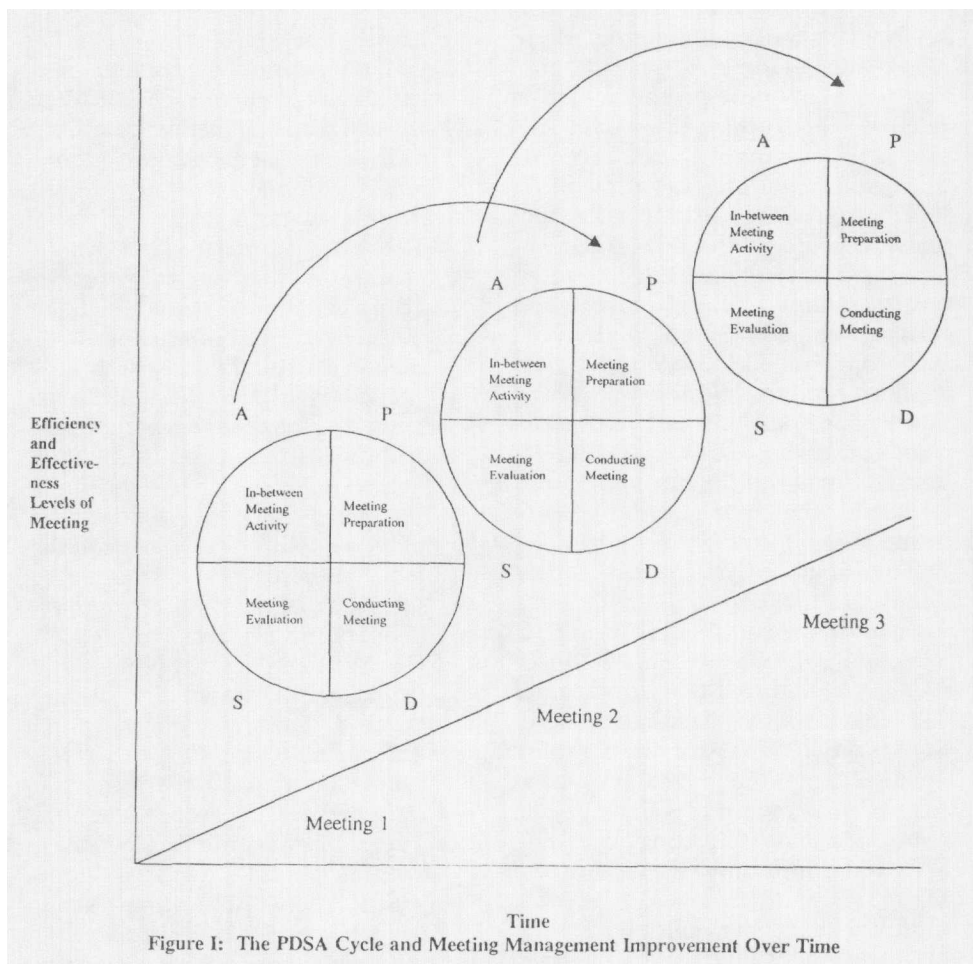
(2) the *task goal* (understand project at hand, resources available, immediate assignments, and develop a work plan with all key stakeholders involved), and (3) the *learning goal* (identification of collective learning gaps, acknowledgement of lessons learned through active participation in quality methods, and celebration of meeting accomplishments). As traditional meetings are usually conducted, one person either tells passive attendees what to do or tries to sell ideas to them. This task-focused approach without structured roles ignores the social relationship and collective learning goals of effective meetings. Attendees are not participants and may well leave the meeting not committed to a shared goal.

The typical effective meeting has a structured order and starts with a quick review of the agenda and minutes of the prior meeting with a question as to whether anything should be modified. Major portions of the ensuing meeting are time-sequenced and filled with routine an-

nouncements of past progress, decisions on current issues, and discussions of future prospects (Tropman, 1996a). Topics are covered one at a time, starting with routine progress reports on ongoing projects to ensure shared information for group absorption. Next are topics that require group analysis and decision at that meeting. The group member who was assigned the task of presenting a topic will do so, recommending solution options, and the leader will foster group analysis and resolution until a collective decision is achieved. Future items will be introduced for discussion that requires no decision at the current meeting. This will diffuse tensions on controversial topics and make obvious what additional work or information is needed before a decision can be made. Finally, as the meeting comes to a close the leader will summarize decisions made and assign action items for each group member. Action item listing will be a natural springboard to solicit agenda items for the next meeting.

In addition, just as effective meetings have multiple goals to accomplish, they also have multiple roles to be fulfilled. These roles include: group leader, group facilitator, group scribe, group notetaker, group timekeeper, and active group participant. Depending on the situation, one person may perform more than one role.

- The *group leader*, after "getting the ball rolling" in the first meeting, maintains group momentum by maintaining focus on identified tasks, anticipating future tasks, being receptive to emergent issue(s), gathering pertinent data and resources to address issues, and attending to the logistics of meeting arrangements. The group leader needs to actively participate in but not dominate deliberations. The group leader encourages members to struggle with issues fearlessly, welcomes dissent, shapes closure, and nurtures shared pride in well-run meetings.

- The *group facilitator* is the process champion. S/he carefully observes group dynamics, employs quality methods to ensure balanced participation and statistically valid analysis, suggests alternative approaches, challenges groupthink, and orchestrates consensus on key decisions.

- The *group scribe* is the dialogue display champion. S/he is an active listener and interpreter who encapsulates, validates, and displays the deliberation process. Through flip charts, chalkboards or electronic media, the scribe publicly displays group deliberation process in real time for all to see.

- The *group notetaker* keeps the official minutes of group meetings. These minutes are important to keeping absent members "up to speed," communicating group progress, goals, and difficulties to the larger organization, and documenting group actions for the future. The minutes should include the following: logistical details such as date, time, and members present; information that was shared with the group without dissention; decisions that were made along with alternatives that were not chosen (and a brief summary of main points for and against decisions without mentioning which team members advocated each position); and the group's "path forward" with each item assigned to one or more group members for

accomplishment and an expected completion date.

- The *group timekeeper's* role is to make sure the group does not spend too much time on one topic at the expense of others. A good timekeeper will intermittently remind the group of time constraints in light of the agenda. S/he will announce shortly before the scheduled time is up and help the team decide if additional time is warranted, if a decision needs to be made quickly, or if the topic needs to be deferred.
- The *group participant* is the final role in an effective meeting. The heart and soul of meeting management is the transformation of group members from passive attendees into active, assertive participants (Nelson and Economy, 1995). There are two reasons for all group members to actively participate. First, they are probably attending the meeting to represent their part of the organization and/or to bring a necessary skill. In that sense each member can bring different facts, interpretations, and suggestions that taken together lead to better decisions (Ricchiuto, 1997). The second reason for active participation by all is everyone can act somewhat as a facilitator ensuring good ideas are not lost and that all group members feel committed to the group. To accomplish this, each member must actively consider ideas contrary to his/her own and share in the responsibility of leadership (Glacel, 1997).

Third Step of PDSA Cycle: "Study"

The third PDSA Cycle step, (S) the "study" step, incorporates the meet-ing evaluation stage. The last item on the agenda for effective meetings is an evaluation, since meetings are processes that can be studied and improved, not only experienced and endured. The meeting evaluation is a primary method of improving the meeting process. The Plus/Delta (+/Δ) Evaluation Technique of group meeting in Table 1 provides a quality tool for meeting improvement (Swanson, 1995).

To implement this technique, the group facilitator can ask in a round-robin or free-wheeling fashion what the group regarded as positive (+) (to be repeated in future meetings) and negative (Δ) (to be changed in future meetings) about the meeting and what recommendations for improvement are warranted. The group scribe can assist the group facilitator by formally displaying the feedback, and the group notetaker can include the Plus/Delta Evaluation in the official minutes to both document the group's process improvement history and charge it with responsibility for future meeting process improvements. In this manner, every participant in a meeting is held accountable for both meeting outcomes and process improvements, and the "process and task paths forward" are clearly delineated.

Fourth Step of PDSA Cycle: "Act"

The fourth PDSA Cycle step, (A) the "act" step, incorporates the in-between meeting stage. It is the collective action taken on delegated responsibilities and the future agenda development that occurs between actual meetings. Ideally, the group leader, facilitator, and notetaker can all stay for a few minutes after the meeting and construct a tentative

EXAMPLE OF MEETING PROCESS EVALUATION

PLUS (+)	DELTA (Δ)	RECOMMENDATION
Good teamwork	Late start	Change meeting to better time
Ended on time	Agenda not finished	Develop realistic agenda
Reached consensus	Reached consensus too fast	Review groupthink concepts
Great ideas	Too many anecdotes	Limit war stories
Had fun	Breaks too long	Take only 10-minute breaks

Table 1: Plus/Delta (+/Δ) Evaluation of Group Meeting

agenda on the spot. Along with the minutes, the tentative future agenda can be circulated with opportunities for agenda input by a specific deadline date. These two documents will help each member remember their assigned task responsibilities and come prepared for the next group meeting. These two documents will also communicate the group's progress to the larger organization so anyone who is interested can offer input or ask questions. A few days prior to the next meeting a final agenda can be distributed to all group members. The agenda should include logistics issues (date, time, and place), the meeting purpose, announcements, decisions, discussion, summary, path forward, and evaluation (+/Δ) sections. All sections should include time estimates and the announcement, decision, and discussion sections should also include the name of the responsible group member. Individual participant or committee reports can be attached to the agenda with progress reports on projects that are publicly anticipated.

In effect, the regular use of the PDSA Cycle requires continuous focused attention on issues until resolution emerges. In this way collective learning is enhanced and issue avoidance precluded. However, meetings are only as good as the people in them.

GROUP CHARACTER DEVELOPMENT

One way to strengthen the collective capacity of the group members to enact the PDSA Cycle is to regard meetings as opportunities for group character development. In this respect, successful meetings not only facilitate decisions, build relationships and role competencies, but also necessitate and develop group character.

Group Character and Virtue Development in Meetings

Group character is the collective set of virtues and pattern of intentions that dispose members to be ready to

act ethically (Petrick and Quinn, 1997). Group character expands and shrinks with the exercise of virtue and the avoidance of vice in meetings. *Virtue* is the disposition to desire an action that is favorable, either for the well-being of society/world or for the flourishing of the agent for his/her own sake (Brandt, 1988). Vice is its opposite. Virtuous groups are collectively ready to act ethically; vicious groups are ready to oppose them or resist ethics initiatives within their domain.

Group character, therefore, entails degrees of virtue development. Groups with strong character are loyal to common projects for their own sake, engage in conduct that reflects espoused principles, and demonstrate sustained follow-through (Moberg, 1997). Well-developed, expansive group characters routinely exercise their virtues (intellectual, moral, emotional, social, and political virtues) to add depth to their professional resolve in meetings. Strong group characters have members with strong intentions to act ethically; they are able and willing to act morally. Weak group characters fail to plan wisely, treat others disrespectfully in meetings, and easily lose collective momentum for improvement.

The PDSA Cycle applied to meetings creates a powerful operational opportunity for and momentum toward expanding group character through the exercise of specific virtues at appropriate intervals. Each meeting stage benefits from a critical mass of specific virtues that drive the successful accomplishment of that meeting stage. In the "planning" stage intellectual capacity to anticipate important agenda items is crucial at the outset to preclude the trivial and to include the substantive. In

the "doing" stage, both resolute conscience and passionate commitment summon the moral and emotional resources of the group to address the challenging tasks posed by the agenda. In the "study" stage, the group capacity for receptiveness to new learning respectfully conveyed and nonjudgementally considered requires a socially cooperative and caring atmosphere. In the "act" stage, the group capacity to fairly share the burdens of completing tasks requires the proper use of power. While a case could be made for the usefulness of any virtue at any stage because of the interdependence of virtues, certain group character capacities are leveraged more effectively at appropriate intervals by the expense of a specific set of virtues. Effective meetings can be envisioned as occasions for group character development through the exercise of appropriate intellectual, moral, emotional, social, and political virtues at each of the four fundamental stages addressed by the PDSA Cycle, as depicted in Table 2.

Intellectual Virtues in Meeting Preparation

In Table 2, the key intellectual virtues that drive the first stage of meeting preparation and the PDSA "planning step" are imagination, knowledge and foresight. *Intellectual virtue* consists of knowing and appreciating what is ethically desirable. Managers with well-developed imaginations—who can envision a preferred work group future; who know how to strategically develop, systematically organize and compellingly communicate that shared vision; and who have the operational foresight to tactically address anticipated problems—demonstrate abundant personal intellec-

GROUP CHARACTER TRAITS	MEETING STAGES/ QUALITY PDSA CYCLE STEPS
Intellectual Virtue	First Step
Imagination Knowledge Foresight	Meeting Preparation Stage/ PDSA "Planning Step"
Moral Virtue	Second Step
Honesty Courage Trustworthiness	Conducting the Meeting Stage/ PDSA "Doing Step"
Emotional Virtue	Second Step
Expressiveness Sincerity Emulation	Conducting the Meeting Stage/ PDSA "Doing Step"
Social Virtue	Third Step
Cooperation Care Humor	Meeting Evaluation Stage/ PDSA "Study Step"
Political Virtue	Fourth Step
Justice Inclusiveness Citizenship	In-Between Meeting Stage/ PDSA "Act Step"

Table 2: Group Character Traits and Meeting Stages/ Quality PDSA Cycle Steps

tual virtue. They build group character by providing others at work with the collective cognitive stimulation of a better future, a better agenda, and a better meeting outcome (Senge, 1990). The PDSA model enhances managerial foresight by providing a roadmap to anticipate appropriate future action steps in meetings.

The statistical quality knowledge about acceptable system variation also provides a cognitive horizon for tolerating diverse views and performances within acceptable system boundaries (Lindsay and Petrick, 1997). The vicious group's range of envisioned ethical options becomes narrow, their ignorance of feasible alternatives restricts their freedom to act differently, and their practical wisdom degenerates. On the other hand, virtuous managers and groups that take responsibility for their own intellectual virtue cultivation (through ongoing self-discipline, reflection and education) serve as role models in planning effective meetings and enhancing the collective cognitive

readiness to act ethically (Petrick and Quinn, 1997).

Moral and Emotional Virtues in Conducting Meetings

In Table 2, the key moral virtues that energize the second stage of conducting meetings and the PDSA "doing step" are honesty, courage, and trustworthiness. *Moral virtue* consists of resolutely heeding the call of conscience with a discerning sense of right and wrong. Strong-willed moral managers honestly confront the truth in meetings, courageously face issues and are trustworthy work partners; they eschew defensive group dynamics (Murphy, 1993). Their trustworthy character facilitates cooperation so that peers do not feel vulnerable in their care, and since trust is strengthened through trustworthy actions, their reliance upon trust enriches the cooperative moral resources of the work group (Moberg, 1997; Hosmer, 1995; Mayer et al., 1995). Courageous managers do not cower before superiors, do not curry favor with employees by belittling upper management, do not shrink from confronting employees with constructive criticism in a benevolent manner, and do not cave in to pressures when the going gets tough (Petrick and Quinn, 1997; Walton, 1986).

In Table 2, the key emotional virtues that sustain the second stage of conducting meetings in the PDSA "doing step" are expressiveness, sincerity and emulation. *Emotional virtue* consists of feeling and expressing joy when acting ethically or regularly experiencing commendable passions; it partially constitutes the "passionate" life of the good person/group. Emotionally virtuous managers keep people informed and involved in making decisions that affect them. They express respect for others and provide opportunities for group members to express feelings, receive emotional validation and reassurance (Goleman, 1995). In short, emotionally virtuous managers create and sustain an atmosphere where employees can intrinsically enjoy their work (Senge, 1990). They communicate sincerely rather than sarcastically or cynically; their genuine appreciation and inclusion of others dispels group cynicism in meetings (Reichers et al., 1997). Emulation is the emotional process of being positively motivated by another's success to do one's personal best. It is the opposite of resentment. Resentful managers and groups begrudge the success and achievements of others and spitefully impede constructive decision making in meetings (Sheaffer, 1988).

Managers, who are envious of the success of others and tolerate vocal group resentment of others in meetings, rather than collegial emulation and sincere admiration for each other's contributions, erode the collective emotional energy to act ethically in meetings. On the other hand, managers who conduct meetings in ways that celebrate rather than denigrate individual accomplishment create a supportive emotional climate for meeting excellence.

Social Virtues in Meeting Evaluation

The key social virtues (see Table 2) that drive the third stage of meeting evaluation and the PDSA "study step" are cooperation, care, and humor. *Social virtue* consists of the spontaneous enjoyment of the company of good people, demonstrated by congenially relating to and caring for others. Socially virtuous managers fa-

cilitate cooperative rather than competitive relations among group members at meetings by providing a collective process appraisal forum for evaluating pros and cons of each meeting (Axelrod, 1984; Solomon, 1992). In addition, socially virtuous managers demonstrate their caring regard for others in a spontaneous, cheerful, considerate manner, and create a playful climate where good-natured humor strengthens work bonds (Solomon, 1992; Liedtka, 1996).

Socially virtuous managers and groups that encourage collaboration and good-natured humor create the social atmosphere to act ethically at meetings. Social virtues prevent managers and groups from engaging in patterns of discussion that undermine group learning through callously uncaring and grimly humorless exchanges, and help them to sustain unpretentious congeniality in the workplace (Senge, 1990). For example, a manager faced with personal shortcomings in a meeting gains a sense of perspective on himself or herself and builds congenial co-worker relations by being able to laugh at himself or herself while addressing the character flaw that needs attention. Even in cost-cutting times, employees are likely to favorably respond to a manager who has high standards but regularly displays a sense of humor, playfulness, and caring decency for everyone.

Political Virtues and In-Between Meeting Activity

Finally, in Table 2, the key political virtues that sustain the fourth stage of in-between meeting activity and the PDSA "act step" are justice, inclusiveness and citizenship. *Political virtue* consists of the responsible acquisition, use and sharing of power to achieve worthy ends. Politically virtuous managers and groups have a passion for justice and fairness (Solomon, 1990b; Greenberg, 1996). Individuals who carry out delegated responsibilities between meetings are recognized and rewarded, avoiding any hint of inequity. In addition, politically virtuous managers delegate inclusively and eschew in-group cliquish behavior or other forms of political favoritism (Lumsden and Lumsden, 1997). Finally, they challenge group members as organizational citizens to participate, vote and share the burdens of in-between meeting responsibilities so that actual meetings effectively leverage the collective powers of the group (Van Dyne et al., 1994). Politically virtuous managers and groups control petty bickering, mischievous "freeloaders" and abusive participants. They appeal to and abide by good citizenship standards of participation in meetings and fulfill in-between meeting obligations.

FUTURE RESEARCH OPPORTUNITIES

The prospect of combining the PDSA Cycle and group character development approaches to improve meetings and enhance group character lends itself to two empirical research opportunities. First, the concepts can be supported by a case study where a single company is tracked over time and these principles are used to improve meetings. Incorporated into this research agenda would be identification of roadblocks found and strategies used to remove the identified roadblocks. Second, a two-by-two factorial design study would include four different organizations or

four different groups in a single organization. One would adopt both PDSA and increased group character development approaches simultaneously, one would adopt only PDSA, one would adopt only group character development, and the fourth would be the control group adopting neither. The crucial testable hypothesis would be that the synergistic interaction between the PDSA and group character development approaches would be the critical aspect in meeting improvement.

CONCLUSION

In conclusion, the authors have made an innovative contribution to the field by applying quality improvement and organizational ethics research to the topic of meeting management while anchoring their approach in learning process and group dynamics theories. The "wheel of learning" concept from learning process theory has parallel roots in the same four step process as the PDSA Cycle. The dysfunctional defensive routines discussed in group dynamics theory lead to collective learning disabilities in organizations, and can be viewed as the result of weak group character, that is, underdeveloped collective virtues that would dispose members to be ready to act ethically.

Since group learning disabilities are manifested and exacerbated in meetings, the authors focused on this prevalent organizational rite as a prism through which both the PDSA Cycle and group character development could synergistically improve meeting management effectiveness. The PDSA Cycle is a systematic, ongoing decision-making process that surfaces issues rather than avoiding them and maintains continuity of collective attention on designated issues until resolution emerges. Its rigorous, continuous probing and problem finding structure sustains the progressive momentum of group learning through all four meeting stages: meeting preparation, conducting the meeting, meeting evaluation, and in-between meeting activity.

Nevertheless, since meetings are only as good as the people in them, group character development needs to supplement and leverage the technical PDSA Cycle at each meeting stage. At the first stage of meeting preparation, the PDSA planning step is enhanced by planners with well-developed intellectual virtues (knowledge, imagination and foresight) who can vividly envision preferred futures and propose challenging meeting agendas. At the second stage of conducting meetings, the PDSA "doing step" accelerates group learning in meetings when members exercise key moral (honesty, courage and trustworthiness) and emotional (expressiveness, sincerity and emulation) virtues. Defensive routines are exposed, courageously faced, and sincerely addressed rather than allowed to corrode group learning capacities. Groups with strong character demonstrate sound judgment at meetings because their well-cultivated moral and emotional virtues will not allow them to conduct meetings in a cowardly evasive manner. At the third stage of meeting evaluation, the PDSA "study step" is facilitated by people with well-nurtured social virtues (cooperation, care and humor) who can elicit and model caring criticism offered in a considerate manner with good-natured humor that playfully cements work community bonds. Finally, at the fourth stage of

meeting management, the PDSA "act step" is rendered more decisively by individuals with well-honed political (justice, inclusiveness and citizenship) virtues who instinctively act out of a sense of fair play and inclusive delegation, shouldering their share of meeting management responsibilities as good organizational citizens.

The net result is a set of intuitively provocative hypotheses that point toward future empirical research and training opportunities in effective meeting management. The authors hope that academic and practitioner audiences will acquire new insights from this novel combination of PDSA Cycle and group character development literatures in their respective endeavors.

References

Argyris, C. 1993. *Knowledge for Action: A Guide to Overcoming Barriers to Organizational Change.* San Francisco, CA: Jossey-Bass.

Axelrod, R. 1984. *The Evolution of Cooperation.* New York, NY: Basic Books.

Bottorff, D.L. 1997. "How Ethics Can Improve Business Success." *Quality Progress* 30(2): 57-60.

Brandt, R.B. 1988. "The Structure of Virtue." In [P.A. French, T.E. Vehling and H.K. Wettstein] Eds. *Midwest Studies in Philosophy, Vol. 13, Ethical Theory: Character and Virtue.* Notre Dame, IN: University of Notre Dame Press.

Cartwright, S. and C.L. Cooper. 1997. *Managing Workplace Stress.* Thousand Oaks, CA: Sage.

Glacel, B.P. 1997. "Teamwork's Top Ten Lead to Quality." *Journal for Quality and Participation* 20(1): 12-16.

Goleman, D. 1995. *Emotional Intelligence.* New York, NY: Bantam Books.

Greenberg, J. 1996. *The Quest for Justice on the Job: Essays and Experiments.* Thousand Oaks, CA: Sage.

Guzzo, R.A., E. Salas and Associates. 1995. *Team Effectiveness and Decision Making Organizations.* San Francisco, CA: Jossey-Bass Publishers.

Hackman, J.R. (Ed.). 1989. *Groups that Work (and Those That Don't): Creating Conditions for Effective Teamwork.* San Francisco, CA: Josey-Bass.

Handy, C. 1990. *The Age of Unreason.* Boston, MA: Harvard Business School Press.

Hosmer, L.T. 1995. "Trust: The Connecting Link Between Organizational Theory and Philosophical Ethics." *Academy of Management Review* 20: 379-403.

Johann, B. 1994. "The Meeting as a Lever for Organizational Improvement." *National Productivity Review* 13(3): 369-378.

Liedtka, J.M. 1996. "Feminist Morality and Competitive Reality: A Role for an Ethic of Care?" *Business Ethics Quarterly* 6(2): 179-200.

Lindsay, W.M. and J.A. Petrick. 1997. *Total Quality and Organizational Development.* Delray Beach, FL: St. Lucie Press.

Lumsden, G. and D. Lumsden. 1997. *Communicating in Groups and Teams: Sharing Leadership 2nd ed.* Belmont, CA: Wadsworth Publishing.

Mayer, R.C., J.H. Davis and F.D. Schoorman. 1995. "An Integrative Model of Organizational Trust." *Academy of Management Review* 20: 709-734.

Moberg, D. 1997. "Virtuous Peers in Work Organizations." *Business Ethics Quarterly* 7(1): 67-85.

Murphy, K.R. 1993. *Honesty in the Workplace.* Belmont, CA: Brooks/Cole Publishing.

Nelson, R.B. and P. Economy. 1995. *Better Business Meetings.* New York, NY: Irwin Professional Publishing.

Nielsen, R.P. 1996. *The Politics of Ethics.* New York, NY: Oxford University Press.

Perlov, D. 1996. "Driving the Meeting." *Association Management* 48(1): 37-40.

Petrick, J.A. and F. Quinn. 1997. *Management Ethics: Integrity at Work.* Thousand Oaks, CA: Sage.

Reichers, A.E., J.P. Wanous and J.T. Austin. 1997. "Understanding and Managing Cynicism about Organizational Change." *Academy of Management Executive* 11(1): 48-59.

Ricchiuto, J. 1997. *Collaborative Creativity.* New York, NY: Oak Hill Press.

Scholtes, P.R., B.L. Joiner and B.J. Streibel. 1996. *The Team Handbook* 2nd ed. Madison, WI: Joiner Associates.

Senge, P., A. Kleiner, C. Roberts, R. Ross, and B. Smith. 1994. *The Fifth Discipline Fieldbook.* New York, NY: Currency and Doubleday.

Senge, P.M. 1990. *The Fifth Discipline: The Art and Practice of the Learning Organization.* New York, NY: Doubleday.

Sheaffer, R.C. 1988. *Resentment Against Achievement.* Buffalo, NY: Prometheus.

Sims, R. 1992. "Linking Groupthink to Unethical Behavior in Organizations." *Journal of Business Ethics* 11: 651-652.

Solomon, R.C. 1992. *Ethics and Excellence: Cooperation and Integrity in Business.* New York, NY: Oxford University Press.

_____. 1990. *A Passion for Justice.* Reading, MA: Addison-Wesley.

Swanson, R.C. 1995. *The Quality Improvement Handbook: Team Guide to Tools and Techniques.* Delray Beach, FL: St. Lucie Press.

Tropman, J.E. 1996a. *Making Meetings Work: Achieving High Quality Group Decisions.* Thousand Oaks, CA: Sage.

_____. 1996b. *Effective Meetings: Improving Group Decision Making.* Thousand Oaks, CA: Sage.

Van Dyne, L., J.W. Graham and R.N. Dienesch. 1994. "Organizational Citizenship Behavior: Construct Redefinition, Measurement and Validation." *Academy of Management Journal* 37(4): 765-802.

Walton, D. 1986. *Courage: A Philosophical Investigation.* Berkeley, CA: University of California Press.