
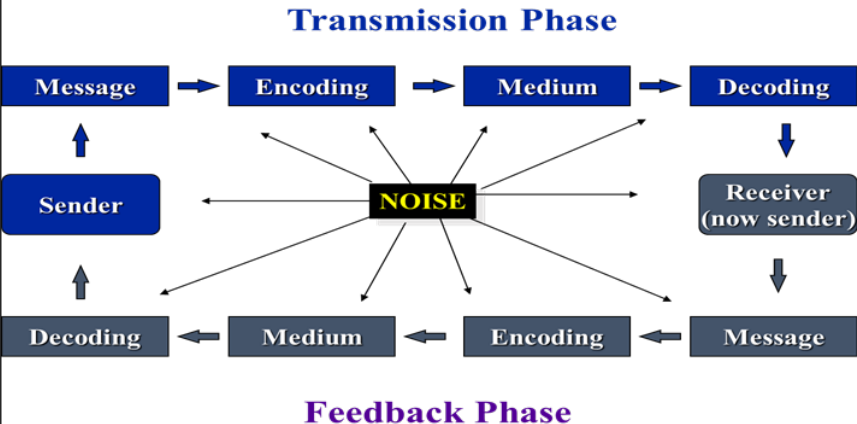


CMR INSTITUTE OF TECHNOLOGY		USN							
Internal Assessment Test - I									
Sub:	Business Communication – SET 1						Code:	22MBA16	
Date:	03-04-2024	Duration:	90 mins	Max Marks:	50	Sem:	I	Branch:	MBA
								Marks	OBE
								CO	RBT
Part A - Answer Any Two Full Questions (2* 20 = 40 marks)									
1 (a)	Define effective communication. Answer: A straightforward, concise, and understandable technique of conveying information to the intended audience is referred to as effective communication. It entails making sure that the message is understood and accepted as intended in addition to accurately communicating it.						[03]		
(b)	Analyze the communication process and explain different elements involved in it. Answer: <div style="text-align: center;">  </div> Explain each element indetailed						[07]		
(c)	What is body language and explain different types of body language in communication. Answer: “The way the body communicates without words, through movement of its parts”. Our body consciously or unconsciously carries messages, attitudes, status relationships, moods, warmth, indifference, positive feelings, negative feelings and so on. We look these symbols in the face & eyes, gestures, postures and physical appearance Facial Expressions: Every facial muscle is an instrument of communication Different parts of face involve in communication are: forehead, eye brows, the cheeks, the jaw, nose/nostrils, chin, lips, teeth etc. Color Red: A red face is typical of a person who is angry, excited and energized, this is						[10]		
								CO1	L3
								CO1	L4

	<p>a clear danger signal</p> <p>White: sign for coldness, indication of fear.</p> <p>Blue: indicates extreme fear</p> <p>Moisture</p> <p>Indicates excitement and emotional arousal.</p> <p>Sweat is also associated with fear, perhaps to make the skin slippery and hence prevent an opponent from taking a firm grasp.</p> <p>Eye contact:</p> <p>The eyes, along with eye brows, eyelids and pupils convey our innermost feelings</p> <p>Along with eye patterns, eye contact and eye movements are also meaningful</p> <p>Ex: Eye brows and eye lids raised and combined with dilated pupils – excitement/surprised/frightened</p> <p>Gestures:</p> <p>“Are small body movements that transmit some messages”.</p> <p>“A gesture is a form of non-verbal communication in which visible bodily actions communicate particular messages, either in place of speech or together and in parallel with spoken words.”</p> <p>“Motion of the limbs or body made to express or help express thought or to emphasize speech.”</p>			
2 (a)	<p>What are chronemics in communication?</p> <p>Answer:</p> <ul style="list-style-type: none"> • Chronemics states that the way in which we perceive time, structure our time and react to time is a powerful communication tool. • Time perceptions can be expressed through punctuality, willingness to wait, speed of speech or even the amount of time people are willing to listen. • According to Chronemics, the timing and frequency of any action as well as the tempo of communications within an interaction contribute to the process of non-verbal communication. 	[03]		
(b)	<p>What is the purpose of communication and how does it vary across different contexts?</p> <p>Answer:</p> <p>The purpose of communication is multifaceted and can vary depending on the context in which it occurs. However, some overarching purposes include:</p> <p>Sharing Information: Communication is essential for sharing facts, data, ideas, and knowledge. Whether it's informing someone about a new policy at work or sharing personal experiences with friends, the purpose is to exchange information.</p> <p>Expressing Emotions and Feelings: Communication allows individuals to express their emotions, feelings, and opinions. This could involve expressing joy, sadness, frustration, excitement, or anger in various interpersonal interactions.</p> <p>Building Relationships: Effective communication plays a vital role in building and maintaining relationships. Whether it's through verbal exchanges, gestures, or written messages, communication helps establish connections, trust, and intimacy with others.</p> <p>Influencing and Persuading: Communication can be used to influence and persuade others. Whether it's convincing someone to buy a product, support a cause, or change their opinion, effective communication is crucial in achieving these goals.</p> <p>Problem-Solving and Decision Making: Communication facilitates problem-solving and decision-making processes by allowing individuals to exchange ideas, discuss options, and collaborate on finding solutions to challenges.</p>	[07]		
(c)	<p>Effective communication is one of the most essential skill that helps with solving conflicts - Discuss.</p>	[10]	CO3	L3
			CO3	L4

Yes, effective communication skills play crucial role in solving conflicts between employees or human beings.

- Even harmonious work partnerships can have disagreements and issues.
- Effective management of conflicts can lead to improvement in both personal and interpersonal relationships.
- Many skills can support those looking to settle conflicts peacefully. Effective communication is one of the most essential skill that helps with solving conflicts.

Conflict:

- An expressed struggle between interdependent parties who perceive incompatible goals, scarce resources, and interference.

Common Sources of Conflict in Communication:

1. Criticism
 - Criticism attacks the character or personality of another. While it is normal to have complaints about another’s specific actions, it is very different to put them down as a person because of those actions.
2. Contempt
 - Contempt portrays disgust and a lack of respect for the other person through body language, such as eye rolling or sneering, or by name-calling, sarcasm and cutting remarks.
3. Defensiveness
 - Defensiveness is a seemingly understandable reaction that individuals take to criticism and contempt; however, it often escalates the conflict.
4. Stonewalling
 - Stonewalling is withdrawing from communication and refusing to engage in discussion. In other words, it is the adult version of the “silent treatment” that young children utilize when they are upset.

We can overcome the above conflict situations using effective communication techniques mentioned below:

- Soften the Startup
 - Soft startup to the conversation by starting with something positive, expressing appreciation, focusing on problems one at a time and taking responsibility for thoughts and feelings
- Make and Receive Repair Attempts
 - Taking a break or making efforts to calm the situation.
- Effective Speaking and Listening Skills
 - Paraphrasing, Empathy, Reflection

3 (a)	<p>Differentiate Listening to Hearing.</p> <ul style="list-style-type: none"> • Listening is an active process, whereas hearing is a passive process • Listening requires paying attention, whereas hearing requires no concentration or attention skills • Listening requires empathy, curiosity, and motivation, whereas hearing is associated with being disconnected 	[03]		
	<p>(b) Evaluate the advantages and disadvantages of informal communication within organizational settings</p> <ul style="list-style-type: none"> • “The informal communication is situationally derived and spontaneously creates an organizational structure of its own”. • “Informal communication is the method by which people carry on social non programmed activities within formal boundaries of the system”. • It is popularly referred to as the ‘grapevine’, because it runs in all directions irrespective of the formal structure. <p>Characteristics of grapevine:</p> <ul style="list-style-type: none"> • It is more people oriented than issue oriented • May not be totally authentic • Information flows in all directions in an organization • It spreads very fast • Responsibility cannot be fixed to someone. 	[07]	CO1	L3
	<p>(c) Draw and explain the classification of communication.</p> <pre> graph TD Comm[Communication] --> Rel[On the basis of Relationship] Comm --> Flow[On the basis of Flow] Comm --> Expr[On the basis of Expression] Rel --> Formal[Formal] Rel --> Informal[Informal (Grapevine)] Flow --> Vertical[Vertical] Flow --> Horizontal[Horizontal] Vertical --> Downward[Downward] Vertical --> Upward[Upward] Expr --> Verbal[Verbal] Expr --> Nonverbal[Nonverbal] Verbal --> Oral[Oral] Verbal --> Written[Written] </pre> <p>Explain all the above levels briefly</p>	[10]	CO1	L4
Part B - Compulsory (01*10=10 marks)				
4	<p>Case Study – You are wrong Sarah!</p> <p>In a medium-sized marketing firm, Sarah, a dedicated marketing executive, had been working on a crucial project for weeks. She believed she was on the right track, having</p>	[10]	CO3	L4

received positive feedback from her colleagues. However, during a routine check-in meeting with her boss, Mr. Johnson, she was taken aback by his unexpected criticism of her approach. Mr. Johnson expressed dissatisfaction with Sarah's progress, stating that she had misunderstood the project's objectives and had been heading in the wrong direction.

Q) Analyze the situation and identify the many communication barriers that caused Sara's issue.

Answer:

In analyzing the situation faced by Sarah, several communication barriers contributed to her issue:

Misalignment of Expectations: Sarah believed she was on the right track based on positive feedback from her colleagues. However, there was a misalignment of expectations between Sarah and her boss, Mr. Johnson. This misalignment could stem from unclear project objectives or differing interpretations of those objectives.

Lack of Clarity in Project Objectives: If the project objectives were not clearly defined or communicated to Sarah, it could have led to misunderstandings about the project's direction. Without a clear understanding of what was expected, Sarah may have inadvertently pursued a different approach.

Ineffective Feedback Mechanisms: While Sarah received positive feedback from her colleagues, it's possible that the feedback mechanisms within the organization were not robust enough to provide constructive criticism or identify potential issues early on. This lack of effective feedback may have prevented Sarah from course-correcting sooner.

Communication Styles: Mr. Johnson's communication style during the routine check-in meeting may have contributed to the issue. If his criticism was unexpected or delivered in a harsh manner, it could have caught Sarah off guard and made it difficult for her to respond constructively.

Assumptions and Implicit Communication: There may have been assumptions made by both Sarah and Mr. Johnson regarding their respective understanding of the project objectives. These assumptions could have led to gaps in communication and a failure to clarify expectations upfront.

Perception and Interpretation: Different individuals may perceive and interpret information differently based on their own experiences, biases, and perspectives. If Sarah and Mr. Johnson had differing perceptions of the project objectives, it could have resulted in miscommunication and misunderstanding.

Hierarchy and Power Dynamics: The hierarchical structure within the organization may have influenced communication dynamics between Sarah and Mr. Johnson. Sarah may have felt intimidated or hesitant to seek clarification or express her concerns, especially if Mr. Johnson's feedback carried significant weight.

Course Outcomes		PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	The students will be aware of their communication skills and know their potential to become successful managers.	1c 2a	1a 1b 3a				1c 2a 1a 1b 3a			
CO2	The students will get enabled with the mechanics of writing and can compose the business letters in English precisely and effectively.									
CO3	The students will be introduced to the managerial communication practices in business those are in vogue.	2b	2c 3c	4	3b		2b 2c 3c 3b 4			
CO4	Students will get trained in the art of drafting business proposals and business communication with emphasis on analyzing business situations.									

Cognitive level	KEYWORDS
L1 - Remember	list, define, tell, describe, recite, recall, identify, show, label, tabulate, quote, name, who, when, where, etc.
L2 - Understand	describe, explain, paraphrase, restate, associate, contrast, summarize, differentiate interpret, discuss
L3 - Apply	calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, experiment, show, examine, modify
L4 - Analyze	classify, outline, break down, categorize, analyze, diagram, illustrate, infer, select
L5 - Evaluate	asses, decide, choose, rank, grade, test, measure, defend, recommend, convince, select, judge, support, conclude, argue, justify, compare, summarize, evaluate
L6 - Create	design, formulate, build, invent, create, compose, generate, derive, modify, develop, integrate

PO1–Theoretical Knowledge;
PO2–Foster Analytical and Critical Thinking Abilities for data based decision-making;
PO3– Develop Value Based Leadership;
PO4 –Ability to Understand and communicate various business aspects to global;
PO5 – Ability to lead themselves and others in the achievement of organizational goals contributing effectively to a team environment;
PSO1- Comprehend Contemporary features of Business Management Science and its administration
PSO2- Analyze and interpret the dynamic situations for making Business Management strategies
PSO3- Handle responsibility with the ethical values for all actions undertaken by them
PSO4- Adapt and focus on achieving the organizational goal and objectives with complete zeal and commitment.

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