

PGDM (RM), 2021-23
Effective Managerial Communication
RM-101

Term– I, End-Term Examination: October 2021

Time allowed: 1 Hour 30 Minutes
Max Marks: 30

Roll No: _____

Instruction: Students are required to write Roll No on every page of the question paper. All instructions on the reverse of the admit card should be followed meticulously.

Sections	No. of Questions to attempt	Marks	Total Marks
A	3 question (or more) with 3 internal choices (1 question + 1 internal choice) for each CILO (Course Intended Learning Outcome) covered.	3*5	15
B	Case Study with minimum 2 compulsory questions and remaining CILOs if any covered	15	15
			30

SECTION A – (5 marks * 3 questions) = 15 Marks

A1a. (CILO1) The Case of Surprised Sam [5 Marks]

Sam entered the conference room. He couldn't put his finger on what was up, but things just didn't feel right to him as he observed the people already present in the room. At the head of the impressive mahogany table sat his company president. Senior vice presidents sat to the president's right and left, and several managers—including Sam's immediate supervisor—lined the table's sides. There was one seat open. As Sam approached, he couldn't help but feel uneasy. Sure, the people at the table were drinking coffee, smiling, checking their smartphones, consulting their tablets, texting, and chatting among themselves.

As Sam took his seat, not one person looked up or said a word to him. Sam asked himself why he was feeling uncomfortable. Was it because the president had not yet acknowledged Sam's presence? Was it because no one had greeted him except maybe his immediate supervisor, who Sam thought had acknowledged him with a perfunctory hello by nodding her head? Whatever it was, Sam felt like an outsider.

Then the president looked up—and made eye contact directly with Sam. Everyone else stopped whatever he or she was doing and looked Sam's way too. The president called the meeting to order, explaining that there was but a single agenda item—Sam. Sam's heart sank. How could he have missed it? Had there been other cues besides the lack of eye contact that he had overlooked? Was this going to be the end of his career? Here they were,

he told himself, about to fire him, and he had had no clue that any problem existed before now.

At that moment, the president reached under the table and brought out a bottle of champagne. Sam, he announced, was being promoted and would now be senior vice president in charge of his entire division. Slowly, a smile appeared on Sam's face, and Sam rose to shake hands with all assembled, including his soon-to-be former supervisor.

Q. Is nonverbal communication ambiguous? What steps can we take to ensure that we pick up and do not misread nonverbal cues?

OR

A1b. (CILO 1) Two panelists, one Mr Grisham- a young employee who has joined recently, and the other Mr Rama, an old timer – a self- made man and master craftsman are discussing on the selection of the candidate after his interview is over.

Mr Grisham: I like the candidate. He appears young, energetic and bright.

Mr. Rama: He's young all right. Too young, too bright!! That fancy Harvard degree won't help him here. Why? I'll bet he hasn't spent one day in a working man's shoes.

Mr Grisham: Now that's not fair. He was trained to be an administrator, and he has had experience as administrator. You don't need experience as a soldier to be a general.

Mr. Rama: Don't tell me what this company needs. I have spent 40 years here when old J.P was president.

Mr Grisham: But that doesn't happen today. Administrator has to be trained for administration. They have to know the administration, finance, marketing- the whole business field. You don't get that in the shop.

Mr. Rama: All you kids think that knowledge only comes from books. You can't substitute book sense for experience and common sense. I have been here for 40 years, son. I know. The dialogue continued to accelerate and soon led to angry words. Neither Mr. Grisham nor Mr. Rama changed their position.

Q. Identify the various types of communication barriers that spoil the interpersonal communication between Mr. Grisham and Mr. Rama.

A2a. (CILO 4)

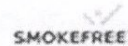
[5 Marks]

Ethos, pathos and logos are techniques of persuasion that form the rhetorical triangle and commonly used in advertising. One such advert is an image published by the National Health Service (NHS) in the U.K. Explain each technique briefly and identify them as persuasive appeals used in the advertisement given below:

The NHS logo is located in the top right corner of the advertisement. It consists of the letters 'NHS' in a bold, sans-serif font, enclosed within a rectangular border.A black and white photograph of a woman with long dark hair, wearing a dark jacket and large hoop earrings. She is looking upwards and to the left, with a thin needle inserted into her lower lip. The needle is held in place by her lip and extends outwards to the left.

The average smoker needs over five thousand cigarettes a year.

Get unhooked. Call 0800 169 0 169 or visit getunhooked.co.uk

The SMOKEFREE logo is located in the bottom right corner of the advertisement. It features the word 'SMOKEFREE' in a bold, sans-serif font, with a small crown icon above the letter 'E'.

OR

A2b. (CILO 4) Narendra Modi: Modi's early speeches, especially after 2002, were, those of a nakkad politician, a Bajrang Dal bully. Modi's speeches now are purposive. They seek targets. The audiences have to be wooed. Modi plays the octaves. He enjoys a story, loves a joke especially when it is on someone else. He can be conspiratorial with the audience. For Modi gentleness is an act of betrayal. The stage-set for Modi's speeches displays a drama which projects him as someone who is able to draw the arc-lights on himself naturally and effortlessly. His stage at Patna was grand and provided the right background for his assertive statements. The use of I is important but us is more important.... Modi uses lot of us. Gandhi: Rahul does not modulate his voice. As a storyteller he is terrible. He can evoke gentleness. His speech is repetitive. -- Shiv Visvanathan

An excerpt from The Hindustan Times



Q. Discuss the importance of audience adaptation during public speaking.

Q. What are the different ways of grabbing audience's attention during a presentation or a speech?

A3a. (CILO 3)

Jack was enjoying his business trip to Germany. He did not speak the German language, but at a shop, he walked up to the counter after having calculated that the postcards would cost sixteen schillings. He gave the clerk a twenty-schilling note, she opened the till, looked in it, and said something in German. As a reflex, Jack dug in his pocket and produced a one-schilling coin and gave it to her. She smiled and handed him "a five."

Q. How did Jack manage to understand the clerk without knowing her language? Which type of listening process did Jack use here?

OR

A3b. (CILO 3) Picture a product manager going into his boss's office. The latest version of the company's flagship product is receiving poor reviews among beta testers. The release date is scheduled for two weeks out, and the product manager knows adhering to that release date will spell disaster. He fidgets and appears nervous, telling the boss that the team could use some "more time" to "fine-tune" some features.

The boss actively listens and hears the message behind the words. She asks the product manager for specific beta-tester feedback and gathers that the early users dislike the user interface. The two then work together to devise a new product timeline, complete with a new product user interface team. The new product plan also takes into account a number of other variables, including the two partners they are working with, three beta customers, and another smaller company product scheduled for release that month. The revised plan is the result of active listening and agile learning in action.

Q. What do you understand by Active, Empathic and Critical Listening?

Q. What do you think contributed to success in the given situation?

SECTION B

EQUALI-TEA

[Marks: 8+7=15]

(CILO 2)

"I think it's very important to establish equality and respect in the workplace," Sanjeev explained as he leaned forward in his office chair. "That's why I've decided to make my own tea. I want the staff to know that we are all on the same level."

Sanjeev had just moved from the US to Delhi to assume the role as country director for a prominent NGO. While he was born in India, he had spent most of his adult life studying and working in the US.

On Sanjeev's first day in the office, Rahul, one of the administrative staff used to prepare tea for him and other executives during a break in the meetings. Feeling uncomfortable about being served by a co-worker, Sanjeev reluctantly accepted the tea. The next day at the office, he decided to make his own tea in order to show the staff that everyone in the office was equal. It was important to him to model the values of equality that his organization stood for. He knew he was new to the office, but what could go wrong?!

What Sanjeev didn't realize was that Rahul took great pride in serving tea to a person in such a prominent position. Rahul had worked diligently for years to establish himself in a position of significance. He felt particularly satisfied when the executives entrusted him with the smooth operation of the office and would often drop hints about the importance of his work to other colleagues.

Q. What low/high context cultural values are being expressed by Rahul? Are these necessarily in conflict with Sanjeev's value of equality? **8 Marks**

Q. Would you advise Sanjeev to continue to make his own tea and why? **7 Marks**