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Plot No. 2, Knowledge Park-III, Greater Noida (U.P.) –201306

POST GRADUATE DIPLOMA IN MANAGEMENT (2024-25)

EXAMINATION (TERM-IV)

Subject Name: Applied Managerial Communication IV

Time: **02.00 hrs**

Sub. Code: PG 42

Max Marks: **40**

Note:

All questions are compulsory. Section A carries 5 marks: 5 questions of 1 mark each, Section B carries 21 marks having 3 questions (with internal choice question in each) of 7 marks each and Section C carries 14 marks having 2 questions of 7 marks each.

Section A

Attempt all the questions. All questions are compulsory.

1x5=5 Marks

Q.1: (A). How can understanding global business etiquette enhance communication and collaboration in multinational teams?

Q.1: (B). "Listening is not a skill; it is a discipline." Do you agree or disagree with this statement? Explain.

Q.1: (C). Mention any two organizational communication challenges, and how can they be effectively addressed?

Q.1: (D). "Leadership requires the ability to communicate." Explain with an example.

Q.1: (E). How is technology transforming organizational communication, and what are the challenges and opportunities of virtual collaboration tools?

Section B

All the questions are compulsory (Each question has an internal choice. Attempt any one-either A or B)

7x3=21 Marks

Q.2 (A): At a mid-sized tech company, Sahir, a team leader, often felt anxious about giving critical feedback. His fear of conflict (thoughts) triggered emotions of discomfort (emotions), leading to avoidance (action). As a result, his team's performance declined due to unresolved issues. How can Sahir improve communication effectiveness within his team?

or

Q.2 (B): At a financial services company, an HR manager noticed that team leaders were exhibiting aggressive behaviour during project reviews. Their thoughts (pressure to meet

targets) triggered frustration (emotions), leading to aggressive communication (actions) with employees. This eroded trust and collaboration, negatively affecting team morale. How can effective communication foster relationship management and emotional intelligence in high-pressure work environments to enhance team collaboration and performance?

Q3. (A): Passive employees struggle to voice their ideas during team meetings, leading to missed opportunities for innovation. Their communication style, characterized by avoidance and reluctance to engage, often stemmed from fear of criticism. What are effective strategies for navigating from passive to assertive communication skills in professional settings?

or

Q3. (B): Aggressive employees often dominate discussions, stifling collaboration, and creativity. Their communication style—characterized by shouting, interrupting, and dismissing others' ideas—creates a tense atmosphere, often leading to high turnover and decreased morale among team members. What are effective strategies for navigating from aggressive to assertive communication skills in professional settings?

Q4. In Bengaluru, a high-context employee from a traditional background struggled to understand a low-context colleague's direct approach. During team meetings, the high-context employee relied on subtle cues and implied meanings, while the low-context employee expected clear, straightforward communication.

A) People are expected to read between the lines in high context culture. Do you agree or disagree? Exemplify.

or

B) Low-context communication can be defined as communication that is more direct, specific, and to the point. Do you agree or disagree? Exemplify.

Section C

Q.5: All the questions are compulsory.

[7x 2=14 Marks]

Maria is a project manager at a multinational corporation (MNC) headquartered in Toronto, Canada. Her team consists of 12 members from various cultural backgrounds, including employees from India, Brazil, China, Nigeria, and Canada. The team is responsible for delivering an innovative IT solution within a tight deadline. While the project is progressing technically, communication challenges have started to surface, particularly during team discussions and virtual meetings.

During a critical project meeting, tensions became evident. John, a Canadian employee with over 15 years of experience, expressed dissatisfaction with the slow progress, particularly pointing out that the report submitted by Adesh, an Indian team member, lacked key information. John's feedback was direct and assertive. Adesh, who typically valued harmony

and indirect communication, took John's tone personally and felt criticized. He became defensive and visibly upset, which led to a breakdown in the conversation.

At the same meeting, Aisha, an employee from Nigeria, tried to share her ideas but felt overshadowed by the louder voices in the room. Despite having valuable insights, she hesitated to voice her thoughts after witnessing the tense exchange between John and Adesh. Meanwhile, Li, a team member from China, remained silent throughout the meeting, though Maria knew she had relevant expertise to contribute.

Maria observed that her team's diverse communication styles, shaped by their cultural backgrounds, were creating misunderstandings, and hampering effective collaboration. The direct communication style typical in Canadian workplaces was clashing with the more reserved and indirect approaches preferred by some team members. This was not only affecting productivity but also creating an environment of discomfort and disengagement.

Q5. (A): In what ways Maria can improve team communication to foster a positive working environment where cultural diversity is seen as an asset rather than a challenge?

Q5. (B): How Adesh, John, Li, and Aisha can enhance their emotional intelligence to approach future interactions with greater cultural sensitivity and emotional awareness?

| Question Number | COs | Bloom's taxonomy level | Marks Allocated |
|-----------------|-----|------------------------|-----------------|
| Q. 1: | CO1 | L1, L2, L3 | 5 |
| Q. 2: | CO3 | L4, L5, L6 | 7 |
| Q. 3: | CO2 | L4, L5, L6 | 7 |
| Q. 4: | CO2 | L4, L5, L6 | 7 |
| Q. 5: | CO3 | L4, L5, L6 | 14 |