



**SIDDHARTH INSTITUTE OF ENGINEERING & TECHNOLOGY : PUTTUR
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QUESTION BANK (DESCRIPTIVE)

Subject with Code : BUSINESS COMMUNICATION (20MB9007).

Course & Branch: MBA

Year & Sem: I-MBA & I-Sem

Regulation: R20

**UNIT –I
BUSINESS COMMUNICATION**

1	Define communication. Why it is important in an organization?	[L1][CO1]	[10M]
2	What are the various barriers that may occur in the communication process and suggest measures to overcome them?	[L1][CO1]	[10M]
3	Briefly discuss the various approaches used in business communication.	[L4][CO1]	[10M]
4	a) What are the characteristics of effective business communication? b) Enumerate the barriers to communication.	[L1][CO1] [L2][CO1]	[5M] [5M]
5	What are communication barriers? Explain the various types of barriers to effective communication.	[L2][CO1]	[10M]
6	“Communication is the nervous system of a business organization”. Do you agree? Substantiate your argument.	[L4][CO1]	[10M]
7	Write about how to overcome the barriers to communication.	[L1][CO1]	[10M]
8	Discuss the significance and scope of communication. What is the process involved in the communication?	[L1][CO1]	[10M]
9	What are the types of barriers to communication? Explain the meaning and significance of communication in organizational context.	[L1][CO1]	[10M]
10	Explain the process of communication through a diagram depicting the essential components of the process.	[L2][CO1]	[10M]

**UNIT –II
BUSINESS CORRESPONDENCE**

1	Define business correspondence. Explain the common components of business letters.	[L4][CO2]	[10M]
2	Write in detail about the different layouts of business letters.	[L1][CO2]	[10M]
3	What is a memo? Explain various stages for writing effective memo.	[L1][CO2]	[10M]
4	Elucidate the various steps involved in writing effective memo.	[L4][CO2]	[10M]
5	Write a short note on: a) General warning b) Caution letter c) Circulars and notice	[L1][CO2]	[10M]
6	How do we make business correspondence effective in an organization? What is its importance?	[L2][CO2]	[10M]
7	What are the strategies used while writing the body of the letter?	[L1][CO2]	[10M]
8	Briefly explain various kinds of business letters.	[L3][CO2]	[10M]
9	Write short note on: (a) Formal business letter. (b) Layout of business letters.	[L1][CO2]	[10M]
10	Write about the layouts of business letters with suitable examples.	[L2][CO2]	[10M]

UNIT –III
Verbal & Nonverbal Communication

1	Discuss the features of oral communication. What are its merits and demerits?	[L2][CO4]	[10M]
2	Write short notes on the following: i) Meetings ii) Conferences iii) Seminars. iv) Panel discussions	[L1][CO3]	[10M]
3	Outline the guidelines for kinetics, proxemics, time language and heptatics.	[L1][CO3]	[10M]
4	Write down the advantages and limitations of oral communication	[L1][CO4]	[10M]
5	Explain about: (a) Body language. (b) Sign language. (iii) Time language and heptatics.	[L4][CO3]	[10M]
6	Explain any two types of business letters with examples.	[L4][CO3]	[10M]
7	Explain the term 'public speech, Elaborate the elements of a good speech.	[L4][CO4]	[10M]
8	Enumerate the importance of non-verbal communication in the business scenario and list down its limitations.	[L4][CO3]	[10M]
9	Explain Johari window communication model with suitable examples.	[L4][CO3]	[10M]
10	Describe the main aspects of transactional analysis as a model for effective communication in the contemporary business environment.	[L2][CO3]	[10M]

UNIT –IV
Business Reports and Proposals

1	Write down the business proposal and its types and format of proposals.	[L1][CO5]	[10M]
2	What is Corporate communication? Explain the importance and types.	[L4][CO5]	[10M]
3	Explain the steps required for writing a routine business report.	[L4][CO5]	[10M]
4	What is business proposal? Explain its components.	[L2][CO5]	[10M]
5	Write a note on Business proposal and its types in detail.	[L2][CO5]	[10M]
6	Define business report. What are the parts included in business reports?	[L1][CO5]	[10M]
7	Write a short note on: a) Corporate communication. b) Corporate reports	[L1][CO5]	[10M]
8	While writing a business report, following of steps is important. Give your opinion	[L2][CO5]	[10M]
9	What do you understand by the business report? Explain in detail.	[L1][CO5]	[10M]
10	Mention any three situations in which proposals may be prepared in business.	[L4][CO5]	[10M]

UNIT –V
CAREERS AND RESUMES

1	What do you understand by career building? Explain your opinion.	[L2][CO6]	[10M]
2	Define Career goal. Explain the steps required for setting a career development goal.	[L3][CO6]	[10M]
3	What are SMART goals? Give a brief explanation about SMART goals.	[L4][CO6]	[10M]
4	What are the steps involved in searching particular job?	[L1][CO6]	[10M]
5	Explain about resume. How can you prepare resume for your job search?	[L2][CO6]	[10M]
6	Give a brief explanation on different types of resume formats.	[L2][CO6]	[10M]
7	Write a short note on: a) Traditional resumes b) Video resumes c) Electronic resumes	[L1][CO6]	[10M]
8	What is video resume? What are the steps involved in creating video resumes?	[L1][CO6]	[10M]
9	Give a brief explanation on online recruitment process.	[L4][CO6]	[10M]
10	Write your own resume for marketing yourself for the new job.	[L1][CO6]	[10M]

Case study 1:

At a large – scale manufacturing company a foreman of inspection noticed a fault in the assembling section. The foreman, a shyman when speaking to his immediate superiors, mentioned this matter to the senior supervisor in an ineffectual manner. The senior supervisor nodded his head and continued to work on a report that he was writing later, a production slowdown occurred, and it was discovered that this flaw in the assembling was the cause. The chief of production engineering, was upset because this error had passed inspection unnoticed, reproved the senior supervisor in a brusque manner. The senior supervisor called in the foreman of inspection and asked why this error had not been brought to this attention. The foreman said, “I told you the other day that they were missing some of the punch-outs in those assembling section”. The senior supervisor said, “Yes, but you did not pound the desk when you told me”.

Questions:

- (a) Why did the communication problem arise?
- (b) What do you suggest to prevent such communication problems?

Case study 2:

A young gorgeous woman is standing in front of her apartment window dancing to the 1970s tune, “All Right Now” by the one-hit band free. Across the street a young man looks out of his apartment window and notices her. He moves closer to the window, taking interest. She cranks up the volume and continues dancing, looking out the window at the fellow, who smiles hopefully and waves meekly. He kisses the bottle and excitedly says, “Yes”. Then, he gazes around his apartment and realizes that it is a mess. “No!” he exclaims in a worried tone of voice. Frantically, he does his best to quickly clean up the place, stuffing papers under the sofa and putting old food back in the refrigerator, he slips on a black shirt, slicks back his hair, sniffs his armpit, and lets out an excited, “Yeahhh!” in eager anticipation of entertaining the young lady. He goes back to the window and sees the woman still dancing away. He points to his watch, as if to say “Come on. It is getting late”. As the just continues dancing, he looks confused. Then a look of sudden insight appears on his face, “Five”, he says to himself. He turns on his radio and it too is playing “All Right Now”. The man goes to his window and starts dancing as he watches his lady friend continue stepping. “Five, yeath”, he says as he makes the “okay” sign with his thumb and forefinger. He waves again. Everyone in the apartment building is dancing by their window to “All Right Now”. A super appears on the screen: “Are you on the right wavelength?”

Questions:

- (a) What is non-verbal communication? Why do you suppose that this commercial relies primarily on nonverbal communication between a man and gorgeous woman? What types of non-verbal communication are being used in this case?
- (b) Would any of the non-verbal communications in this spot (ad) not work well in another culture?
- (c) What role that music play in this spot? Who is the target market?

Case study 3:

Barry is a 27- year old who is a foodservice manager at a casual dining restaurant. Barry is responsible for supervising and managing all employees in the back of the house. Employees working in the back of the house range in age from 16 years old to 55 years old. In addition, the employees come from diverse cultural and ethnic backgrounds. For many, English is not their primary language.

Barry is ServSafe® certified and tries his best to keep up with food safety issues in the kitchen but he admits it's not easy. Employees receive "on the job training " about food safety basics (for example, appropriate hygiene and handwashing, time/temperature, and cleaning and sanitizing). But with high turnover of employees, training is often rushed and some new employees are put right into the job without training if it is a busy day. Eventually, most employees get some kind of food safety training. The owners of the restaurant are supportive of Barry in his food safety efforts because they know if a food safety outbreak were ever linked to their restaurant; it would likely put them out of business.

Still, the owners note there are additional costs for training and making sure food is handled safely. One day Barry comes to work and is rather upset even before he steps into the restaurant. Things haven't been going well at home and he was lucky to rummage through some of the dirty laundry and find a relatively clean outfit to wear for work. He admits he needs a haircut and a good hand scrubbing, especially after working on his car last evening. When he walks into the kitchen he notices several trays of uncooked meat sitting out in the kitchen area. It appears these have been sitting at room temperature for quite some time. Barry is frustrated and doesn't know what to do. He feels like he is beating his head against a brick wall when it comes to getting employees to practice food safety.

Barry has taken many efforts to get employees to be safe in how they handle food. He has huge signs posted all over the kitchen with these words: KEEP HOT FOOD HOT AND COLD FOOD COLD and WASH YOUR HANDS ALWAYS AND OFTEN. All employees are given a thermometer when they start so that they can temp food. Hand sinks, soap, and paper towels are available for employees so that they are encouraged to wash their hands frequently.

Questions

- i) What are the communication challenges and barriers Barry face?
- ii) What are some ways Barry might use effective communication as a motivator for employees to follow safe food handling practices?

Case Study 4:

Read the case given below and discuss in detail what kinds of barriers occur in the smooth process of communication.

Throughout history, many great communicators have mused about how difficult it is for people to effectively communicate – even those who speak the same language! Some scholars cite how subtle differences in age and style can potentially create real challenges in successful communication. Case in

point might be the stereotypical communication challenges faced between teenagers and parents, husbands and wives, conservatives and liberals.

These same kinds of communication issues appear in the work world, as well, I was asked to work with a director and one of her high level computer technician. This technician was responsible for a major account significant to this director. This technician had the ability to accomplish his work successfully, but it seemed he was horrible at communication and customer support. These two areas of deficit were greatly jeopardizing this major account, not to mention putting the tech's continued employment in question. The director, the technician and I sat down for a meeting to see what could be done to clarify the communication and customer service issues. The director spoke very clearly about what she expected of the technician when he met with the clients and when he interacted with others (both clients and colleagues). The technician nodded in agreement and said that he understood the gravity of the situation. He said, he understood what he was doing and assured his director that he would "improve." After they were finished discussing the communication and customer service issues and the detailed procedures the directors had clarified for him. I asked the technician what his next steps were going to be to improve his standing with the clients on this major account. He looked at me and said, "I Have no idea." The director looked dumbfounded; her mouth was literally hanging open. She was without words. She believed she had been very clear. She believed the technician had nodded in agreement to all of the well-thought out plans she had presented, yet clearly now he didn't know what his next steps should be. This was an example of an unsuccessful communication event. I further asked the technician a series of questions and led him through the necessary steps, in his mind, using his metaphors and world choices. We essentially created his game plan in a manner that he could comprehend. We clarified expectations, created measures of success and established time frames. With that now visually and firmly in his mind, he was able to summarize his next steps. The technician left the meeting relieved. Over a reasonable period of time, evidence indicated

that this technician had indeed learned some new communication skills and his Customer relations had improved accordingly. At the conclusion of the meeting with the technician, the Director and I spent thirty minutes debriefing. We discussed different learning and management styles. She was amazed how her message which had been so clearly intended and what she thought was so clearly sent, was not the message received or understood. This realization was a profound one for her. She vowed to check for understanding more often and especially when she interacted with this technician. She wanted him to succeed and had never seen the role she had played in the breakdown of communication between them. She saw how, as the person delivering a message, she had the responsibility to be sure the message had been received and understood. In the case of the technician, she needed to reframe her message in terms that made sense to him, ask him to summarize it back to her, and then review his steps, so both she and he would leave the communication event with the same understanding. Although she had believed herself to be a skilled communicator (and by many measures she was), she learned that in this isolated event, she had needed a new set of communication skills. She foresaw how she could also generalize these new skills with other people and different situations. She had added another strategy to her repertoire of positive communication

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skills, one that would help her to be a better leader in the future.

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