

SECTION ONE- COMMUNICATION & CRITICAL THINKING

Read the given content and answer the following questions in not more than 50 words.

(2x1=2 Marks)

Q1. From Cross-cultural Communication

Q2. From Cross-cultural Communication

(for Q1 and Q2 some written input will be given. But you are supposed to read through the slides)

Q3. From Aggressive and Assertive Communication (1x2=2 Marks)

Q4. Picture based writing from Critical Thinking (1x4= 4 Marks)

SECTION TWO- REPORT WRITING & PRESENTATION SKILLS

1. READ THE EXTRACT FROM THE PAPER AND WRITE A CRITICAL SUMMARY- 7 MARKS
2. DOS AND DONTs OF PRESENTATION SKILLS- 3 MARKS

SECTION THREE- BODY LANGUAGE & ARGUMENTATIVE WRITING

1. TOPIC BASED WRITING- 5 MARKS
2. THEORY PART OF BODY LANGUAGE- 2 MARKS

CROSS CULTURAL COMMUNICATION

Dr. V.K. Karthika



Nationality, Ethnicity



Region



Race



Religion



Gender



Dis/Ability



Sexual Orientation

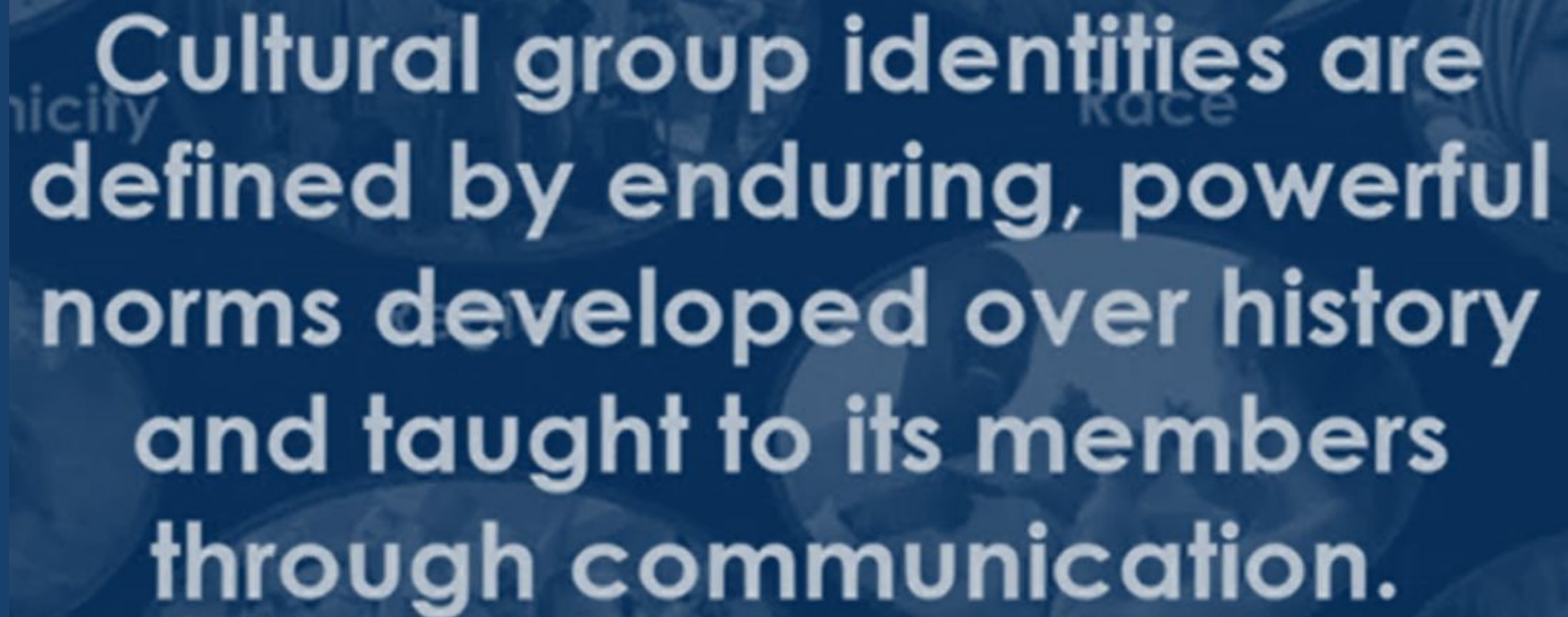


Class

CROSS CULTURAL COMMUNICATION

- *“On a planet of 8 billion people and countless sub-cultures, there’s no one correct way to communicate cross-culturally, but human beings are wired to respond to genuine bids for connection.” - Sara Murdoch*
- The ability to communicate effectively and appropriately in various cultural contexts

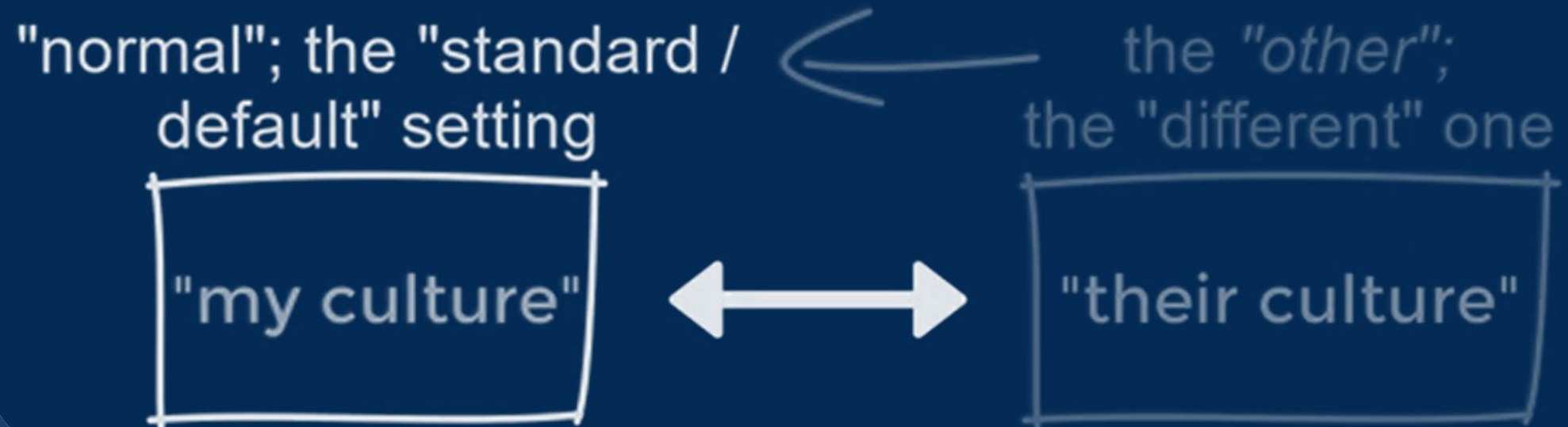
CULTURE AND IDENTITY



Cultural group identities are defined by enduring, powerful norms developed over history and taught to its members through communication.

CHALLENGE- 1

- “other focused” orientation (University of Minnesota, 2016)



CHALLENGE-2

■ **Ethnocentrism-**

- Our tendency to view our culture as superior to other cultures
- Geographical boundaries are porous- ethnocentric attitudes impair communication
- Conscious attempts to understand various cultures- need of the day

LOW CONTEXT AND HIGH CONTEXT CULTURES

low-context: “much of the meaning generated within an interaction comes from the **verbal communication** used”
(University of Minnesota, 2016, emphasis added)

high-context: “much of the meaning . . . comes from **nonverbal and contextual cues**” (University of Minnesota, 2016 , emphasis added)

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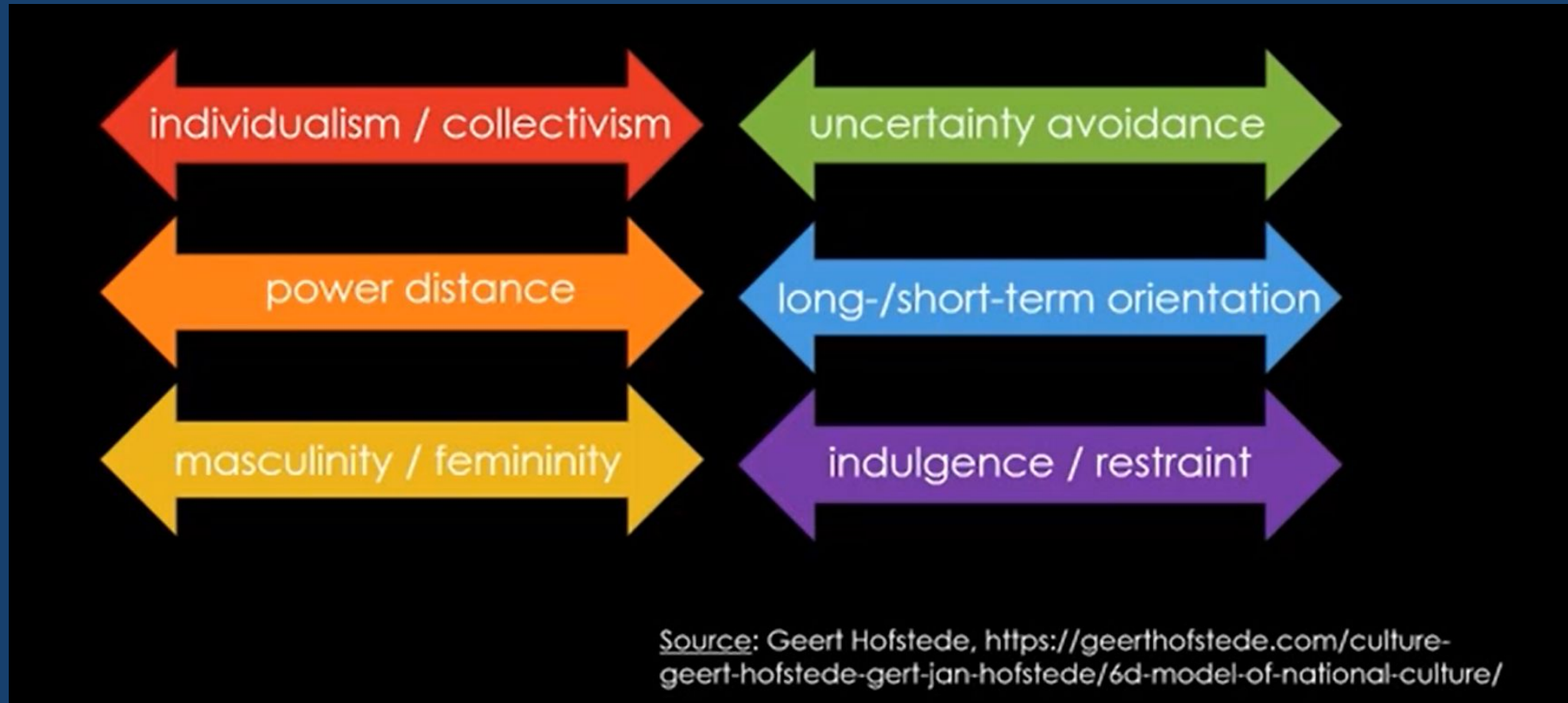
6 DIMENSIONS OF CULTURAL COMMUNICATION



Geert Hofstede (1928-2020),
IBM personnel researcher

*Culture's Consequences:
International Differences in
Work-Related Values (1980)*

DIMENSIONS OF CULTURAL COMMUNICATION



COLLECTIVISM AND INDIVIDUALISM

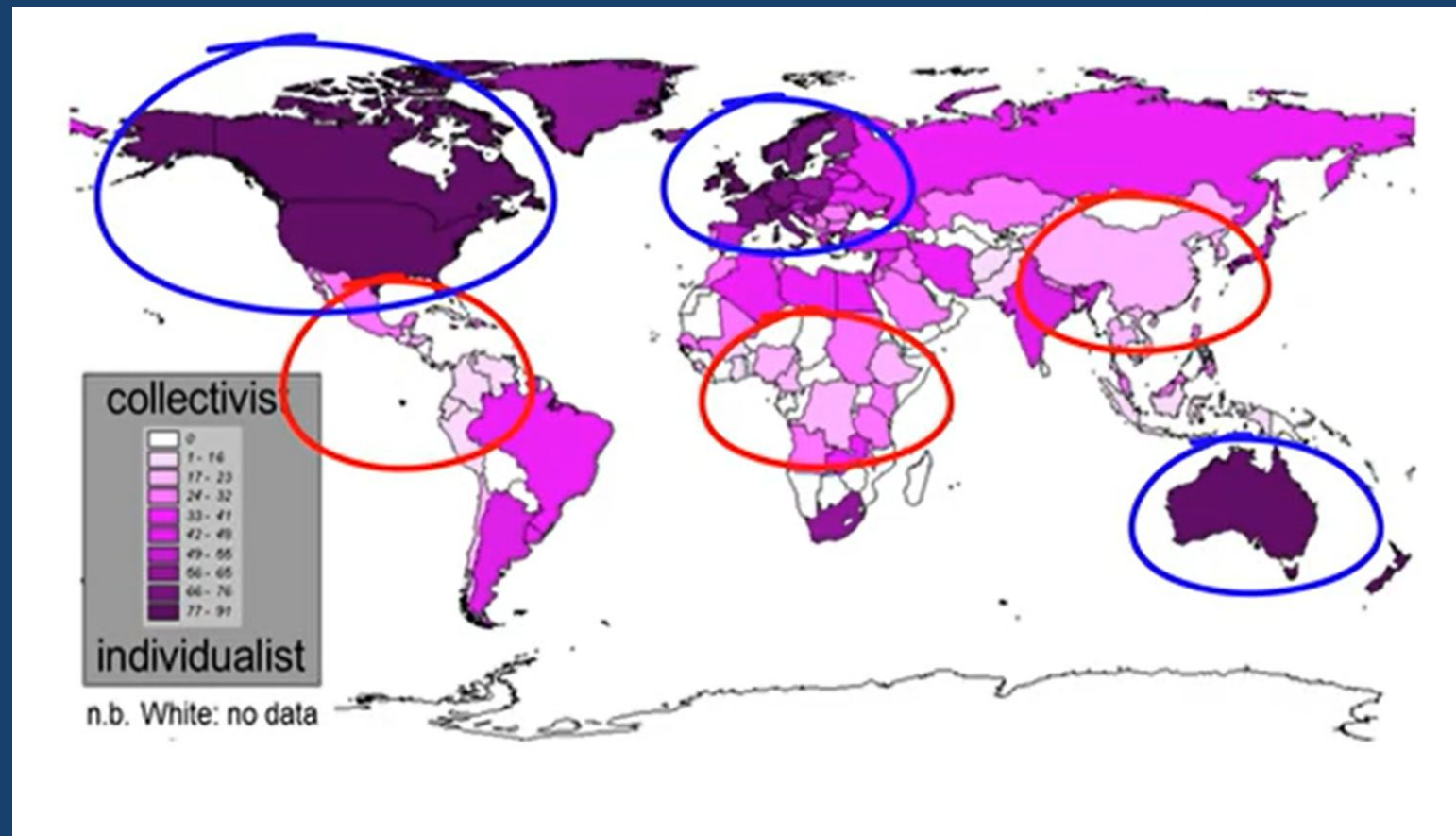
individualism:

- independence; individual choices, decisions are expected

collectivism:

- interdependence; people are members of larger wholes

COLLECTIVISM AND INDIVIDUALISM WORLD MAP



POWER DISTANCE- LOW POWER & HIGH POWER

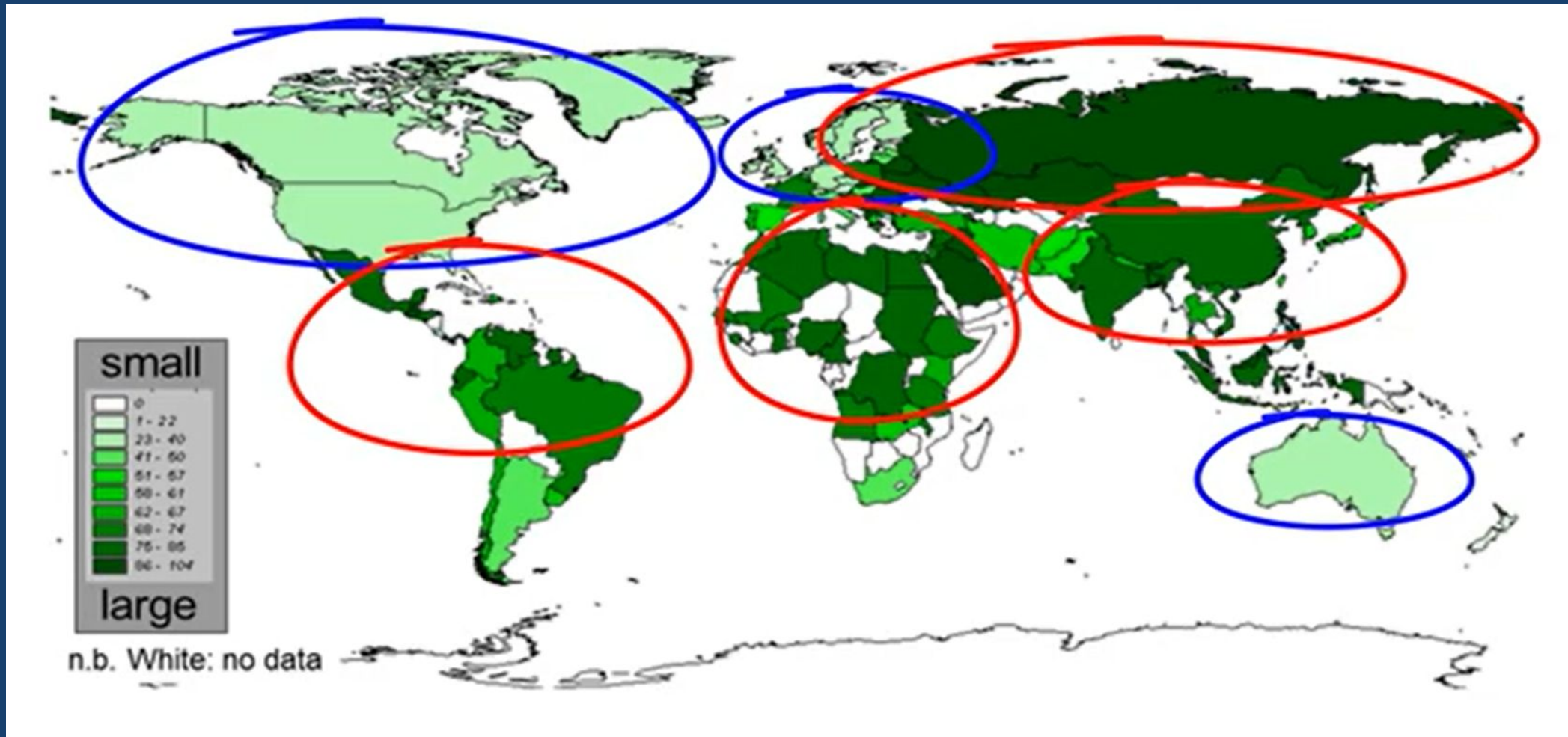
low power distance:

- preference for equality of status and power between members of institutions

high power distance:

- expects and accepts unequal power between superiors, subordinates

POWER DISTANCE- WORLD MAP



- The Joy Luck Club- Movie clip where Mr. Rich is being introduced to the lady's parents.

A background image showing a man and a woman sitting in the front seats of a car at night. The man is on the left, looking towards the right, and the woman is on the right, looking forward. The car's interior and the night view through the windows are visible.

U.S. culture

individualism

low-context

low power distance

Chinese culture

collectivism

high-context

high power distance

EXAMPLE 1

Linda Johnson, a senior marketing manager from New York is traveling to Paris, for a meeting with her French associates. During her flight, she is going through her notes and presentation for the last time before the big meeting tomorrow morning. Everything's on point. She covered all the issues and is looking forward to exchanging ideas with her colleagues from overseas.

Cut to the next day. It's time for the big meeting. A little bit jet-lagged, but still eager to do business with her French colleagues, Linda enters the conference room. Claude Truffaut, her co-worker from Paris, welcomes her with a peck on the cheek. "What's going on?" Linda thinks to herself. Did he misinterpret something she said in her email?

EXAMPLE 1

- Linda has nothing to worry about. Namely, kissing a business associate is an acceptable greeting in Paris, although it's considered inappropriate in the U.S.
- All she had to do was prepare herself for a different culture, by reading a bit about French business people and their business etiquette.
- Needless to say, Claude should have done the same, so as not to startle his co-worker.

EXAMPLE 2

- *Klaus Schmidt, a project manager at an IT company from Leipzig, is expecting a new addition to their team – Maria Silva, an IT engineer from Rio de Janeiro. Finally, Maria has arrived and Klaus has prepared a meet and greet for her. He invited all the colleagues from her future team, and they can't wait to meet her. However, just as the meeting had started and Klaus began explaining the project to Maria, she interrupted him and took control of the meeting. Everyone apart from Klaus was flabbergasted by her behavior. Why was Klaus so cool and collected?*

EXAMPLE 2

- He has done some research about business etiquette in Brazil and knows that Brazilians are at ease with overlapping conversations and interruptions. As a matter of fact, they see these interruptions as signs of engagement

WHAT IS CROSS-CULTURAL COMMUNICATION IN THE WORKPLACE?

- Cross-cultural communication in the workplace deals with understanding different business customs, beliefs, and communication strategies.
- It occurs when people from different cultural backgrounds communicate with each other.
- Since we live in the age of globalization, it is only natural that employers are not exclusively confined to hiring people in their close proximity.
- As more and more people are working remotely, there are plenty of opportunities to work for companies from all around the world.
- When doing so, we should keep in mind that there are some cultural barriers to effective team communication.
- Precisely that is why we need a better understanding of cross-cultural communication

WHAT ARE THE BASIC ELEMENTS OF CROSS-CULTURAL COMMUNICATION?

- Awareness
- Preparation
- Language
- Humour
- Openness



CRITICAL THINKING SKILLS

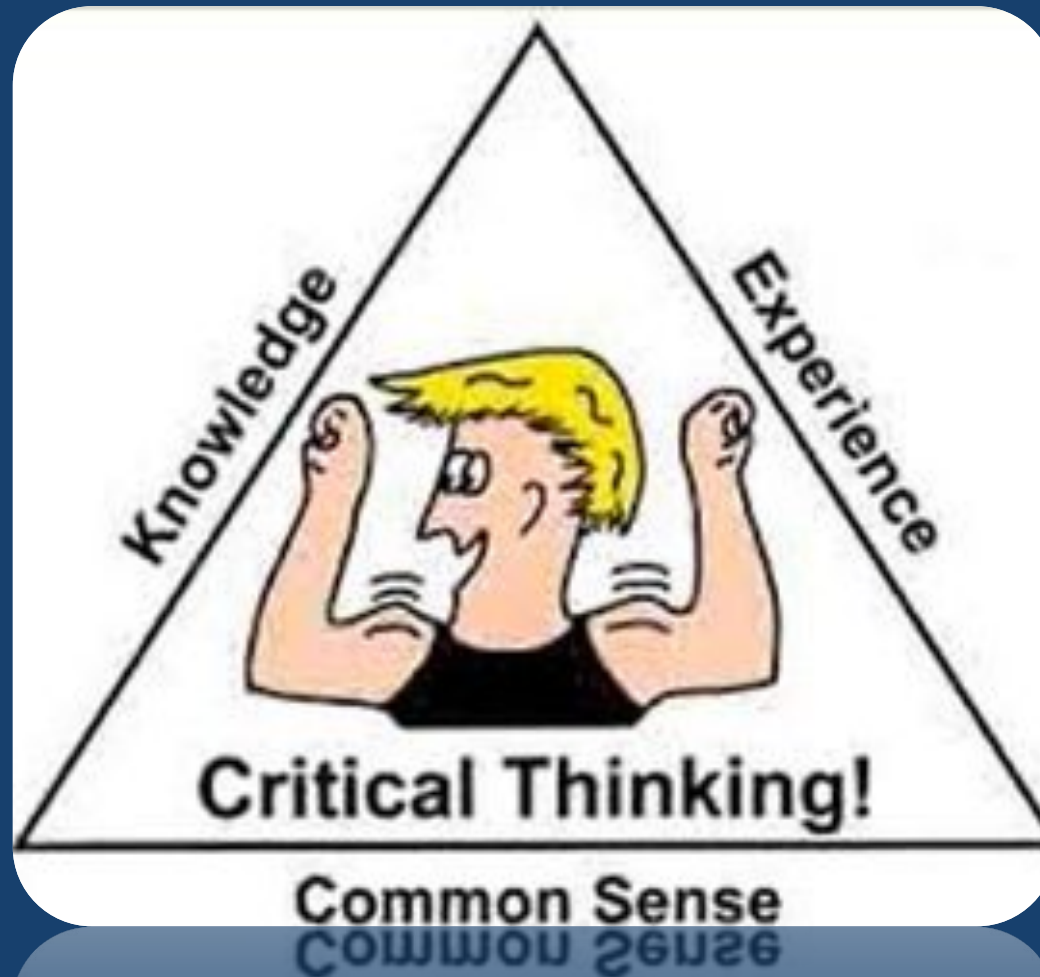
Dr. V.K. Karthika

"DON'T
BELIEVE
EVERYTHING
YOU READ
ON THE
INTERNET"

~ ABRAHAM
LINCOLN



CRITICAL THINKING



CHARACTERISTICS OF A CRITICAL THINKER

- Open-minded
- Honest with yourself and willing to admit when you are wrong
- Courage to take initiative
- Are you willing to confront problems and meet challenges
- Aware of your own biases and prejudices
- Can you take constructive criticism from others
- Are you willing to disagree and argue your point of view with facts

**CRITICAL THINKING IS MAKING SURE WE
HAVE GOOD REASONS FOR OUR BELIEFS**

GOOD REASONS MAKE THE BELIEF PROBABLE



**AN ARGUMENT IS A SET OF
STATEMENTS CALLED PREMISES**

**PREMISES COMPRISE A REASON FOR
BELIEVING A CONCLUSION**

**IN A GOOD ARGUMENT THE PREMISES
SUPPORT THE CONCLUSION**



TITAN RAGA- BREAK THE BIAS

Conclusion- Kiran is a young and beautiful modern woman.

Premise/premises- Rajat recommended Kiran.

A man recommends a woman only when she is beautiful and willing for “compromises”.

Or

A man recommends only a woman because he looks for other advantages.

- **I think Shyam is not going to be there for the party this evening**
 - Why do you think so?
 - I can't stand him. He is such an annoying person. Rationally wrong.
 - He is an introvert and usually avoids parties. Probable % chances are there
 - **He is in the US now.**
-
- **I think Shyam is not going to be there for the party this evening, because he is in the US now. - certainty**
 - **I think Shyam is not going to be there for the party this evening, because he is an introvert and usually avoids parties. - probability**

**DEDUCTIVE ARGUMENTS GUARANTEE
THEIR CONCLUSIONS**

**AMPLIATIVE ARGUMENTS MAKE
THEIR CONCLUSIONS PROBABLE**



- I think Shyam is not going to be there for the party this evening, because he is in the US now. - certainty- Deductive Argument
- I think Shyam is not going to be there for the party this evening, because he is an introvert and usually avoids parties. - probability- Ampliative Argument

SIX TYPES OF SOCRATIC QUESTIONS

Questions for clarification	Why do you say that? What do you mean by...? How does this relate to our discussion?
Questions that probe assumptions	What could we assume instead? How can you verify or disapprove that assumption? On what basis do we think this way?
Questions that probe reasons and evidence	What would be an example? What is....analogous to? What do you think causes to happen...? Why?
Questions about viewpoints and perspectives	What would be an alternative? What is another way to look at it? Why is ... the best? What are the strengths and weaknesses of...? How are...and ...similar? What is a counterargument for...?
Questions that probe implications and consequences	What generalizations can you make? What are the consequences of that assumption? What are you implying? How does...affect...? How does...tie in with what we learned before?
Questions about the question	What was the point of this question? Why do you ask this question? What does...mean? How does...apply to everyday life?

CRITICAL READING

ANALYSIS

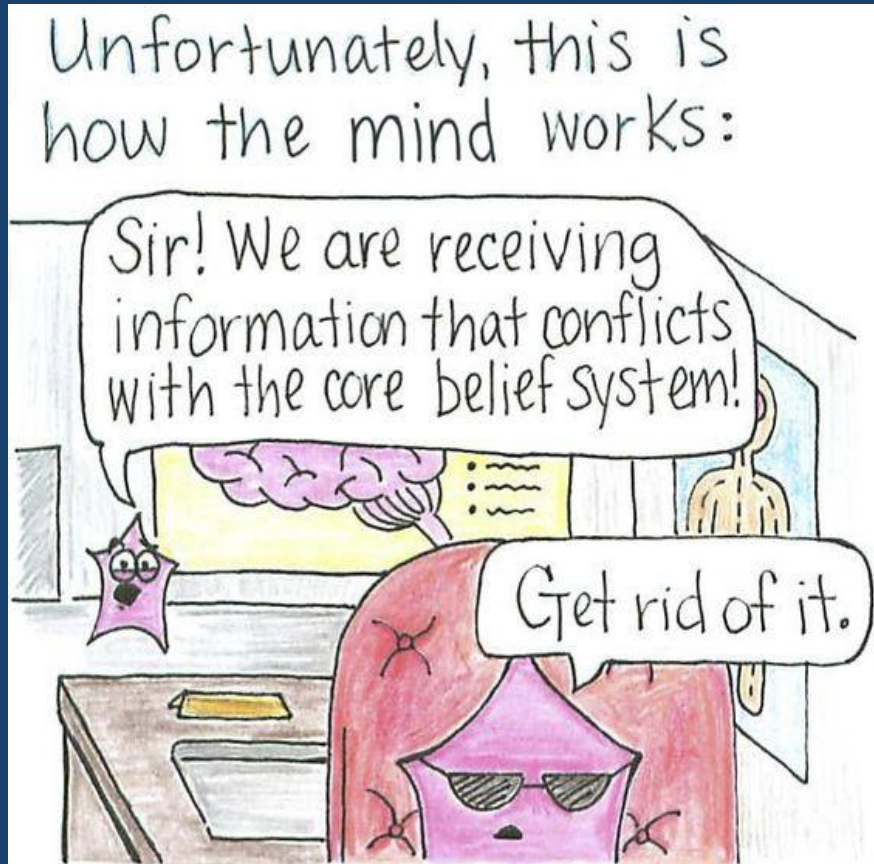
1. Is the author an expert/academic?
2. What kind of reasons/evidence has the author provided for their main argument and how relevant and reliable are these reasons/evidence?
3. How convincing is the overall argument? Why (not)?
4. Are there any assertions in the article/text that are unsupported?
5. Has something been omitted? What and why?
6. How effective is the language on the strength of the overall argument?
7. Is the conclusion reasonable?

CRITICAL READING

EVALUATION

1. What are the strengths and weaknesses of this text?
2. What is your position on the subject?
3. How does it differ from the argument in the text?
4. How will you use the text?
5. How does this text relate to other information you have read?
6. Does it contradict, support or challenge other evidence?
7. How is this text significant to your research?
8. What can be learnt from it?
9. What else needs considering?
10. Which aspects of this argument would you like to investigate further?

LADDER OF INFERENCE



WAYS TO IMPROVE CRITICAL THINKING

- ✓ Being mindful of confirmation bias
- ✓ Avoid simplification and look for nuances
- ✓ fostering intellectual humility
- ✓ check the credibility of your information

HOW DOES HOLMES' THINK?

An excerpt from a short story “ The Adventure of Gloria Scott”

“ I might suggest that you have gone about in fear of some personal attack within the last twelve months”

.....

“ You have a very handsome stick” I answered. “By the inscription I observed that you had not had it more than a year. But you have taken some pains to bore the head of it and pour melted lead into the hole so as to make it a formidable weapon. I argued that you would not take such precautions unless you had some danger to fear”.

HONE YOUR CRITICAL THINKING SKILLS



Activity:

Write a six word summary of any of your favorite movie or a book

Six word summary of Cinderella

Example: Servant girl who married the prince



PENGUINS ARE BLACK AND WHITE.
SOME OLD TV SHOWS ARE BLACK AND WHITE.
THEREFORE, SOME PENGUINS ARE OLD TV SHOWS.

A cartoon penguin with a large, expressive eye is shown from the chest up, looking upwards. Above its head is a large, cloud-like thought bubble containing three lines of text. The penguin is standing on a simple, wavy line representing the ground. The signature 'GASBERG' is visible to the left of the penguin's feet.

Logic: another thing that
penguins aren't very good at.

FALLACIES

- Commonly divided into 2: **formal** and **informal** fallacies.
- **Formal fallacies:** issue lies in the **form/structure, not the content.**
- The premise may be right, not the conclusion.
- **Informal fallacies:** issue lies in the **content/substance, not the form.**
- Some premise is false.



References: *Formal & informal fallacies*, Britannica
<https://www.britannica.com/summary/fallacy>

FORMAL FALLACIES

- **Affirming the consequent:** If A is true, B is true. Now, B is true. So, A must be true.
- Commutative property in math.
- If Hari is cooking, he is free. Hari is free now, so he must be cooking.

- **Math howlers:**

- Using wrong mathematical principles to arrive at the right answer.

$$\begin{array}{l} \frac{19}{95} = \frac{1\cancel{9}}{\cancel{9}5} = \frac{1}{5} \\ \frac{26}{65} = \frac{2\cancel{6}}{\cancel{6}5} = \frac{2}{5} \\ \frac{49}{98} = \frac{4\cancel{9}}{\cancel{9}8} = \frac{4}{8} = \frac{1}{2} \end{array}$$

INFORMAL FALLACIES

- **Slippery slope fallacy:** **Correlation** does **NOT** mean **causation**. $A \square B \square C \square \dots \square Z$.
- <https://www.youtube.com/watch?v=klv3m2gMgUU&list=PLDZ2gqaRPvrEgW2VthXnA4EOInwjGQNuZ&index=1> – Direct TV Advertisement

INFORMAL FALLACIES

- **Straw Man fallacy:** **Misrepresenting an argument or the person** making the argument for an easy target.

▪ A: I like cats more than dogs

B: OH! So, all dogs must be thrown to the dog-catchers then, huh? You advocate animal cruelty! How can you say that?!



Comic credits: Dog'n'Cat
Comic
<https://dogncatcomic.wordpress.com/>

HINDSIGHT BIAS

BEFORE EXAM

I feel I should study these topics. These might be asked in exam.

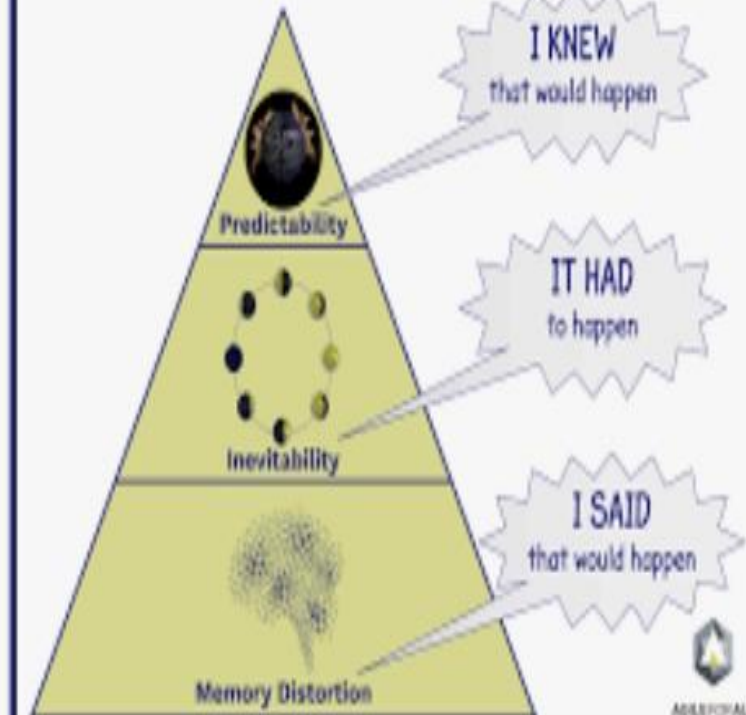


AFTER EXAM

I knew that question will come in the exam. I should have studied it.



Three Levels of Hindsight Bias



ACTOR-OBSERVER BIAS

- **a tendency to attribute one's own actions to external causes while attributing other people's behaviors to internal causes.** It is a type of attributional bias that plays a role in how we perceive and interact with other people



CONFIRMATION BIAS



Examples of Confirmation Bias



Not seeking out
objective facts



Interpreting information to
support your existing belief



Only remembering details
that uphold your belief

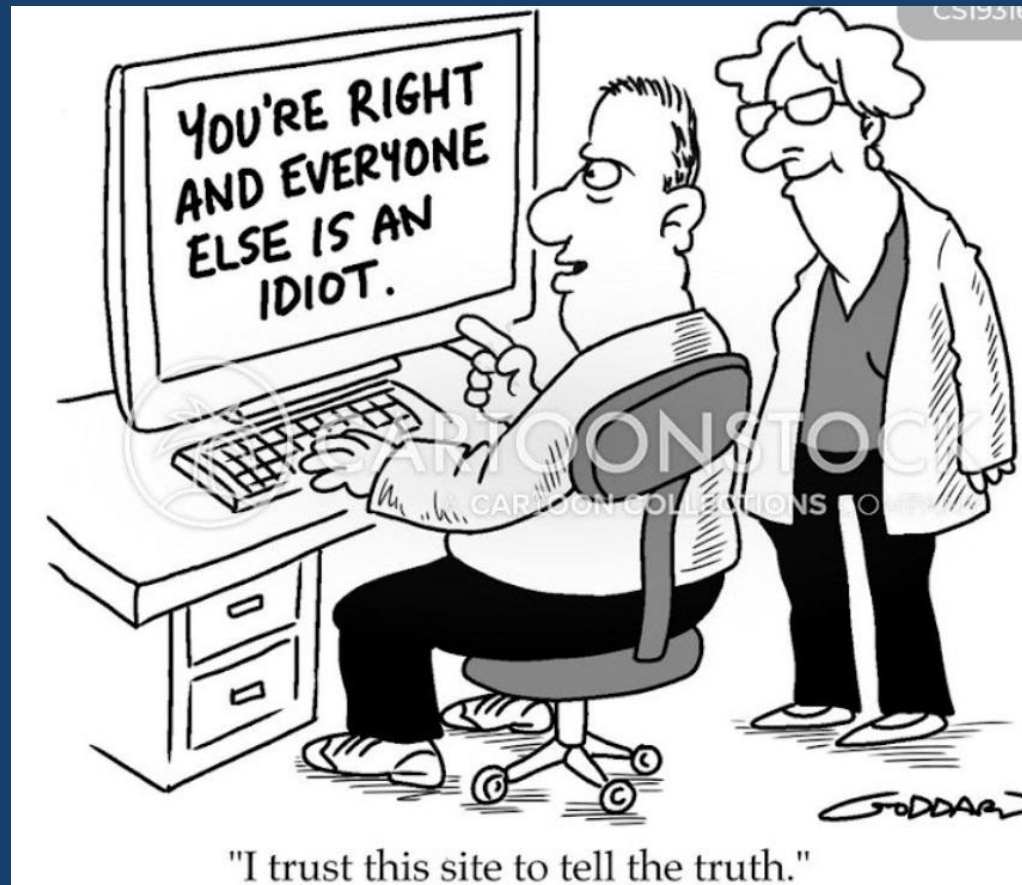


Ignoring information that
challenges your belief

HALO EFFECT FALLACY

- “I remember being surprised a few years ago when I was working for a company and I assumed by the way the CEO presented himself that he lived this lavish lifestyle with luxury accommodations. When I saw him drive up to work one day in his modest (and aged) vehicle, I stood corrected as I realized I had made a snap judgment and filled in the blanks about this person without having any objective knowledge”.

IDENTIFY THE FALLACY

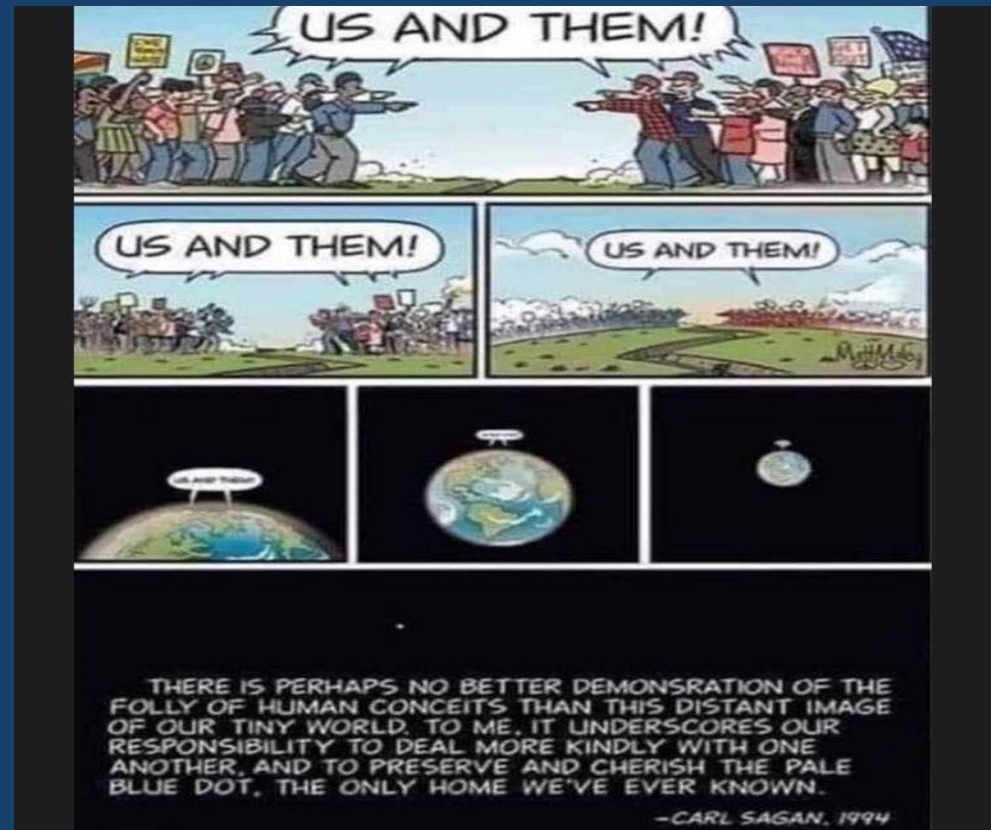


HOW TO SPOT FALLACIES - ELSA

- Always check if **the evidence proves the conclusion** .
- Check if the argument has **logic** or if it is simply rhetoric.
- See if the form or content present **a stand-alone argument** or simply attacks on the opposition.

LET'S WORK TOGETHER

when you're laughing at ww3 memes and start to wonder why the sun is coming out at 9Pm





Presentations -Points to keep in
Mind


- ◆ When planning a presentation, the main factors to consider are:
- ◆ Purpose
- ◆ People
- ◆ Place, seating, equipment
- ◆ Presenting yourself
- ◆ Timing

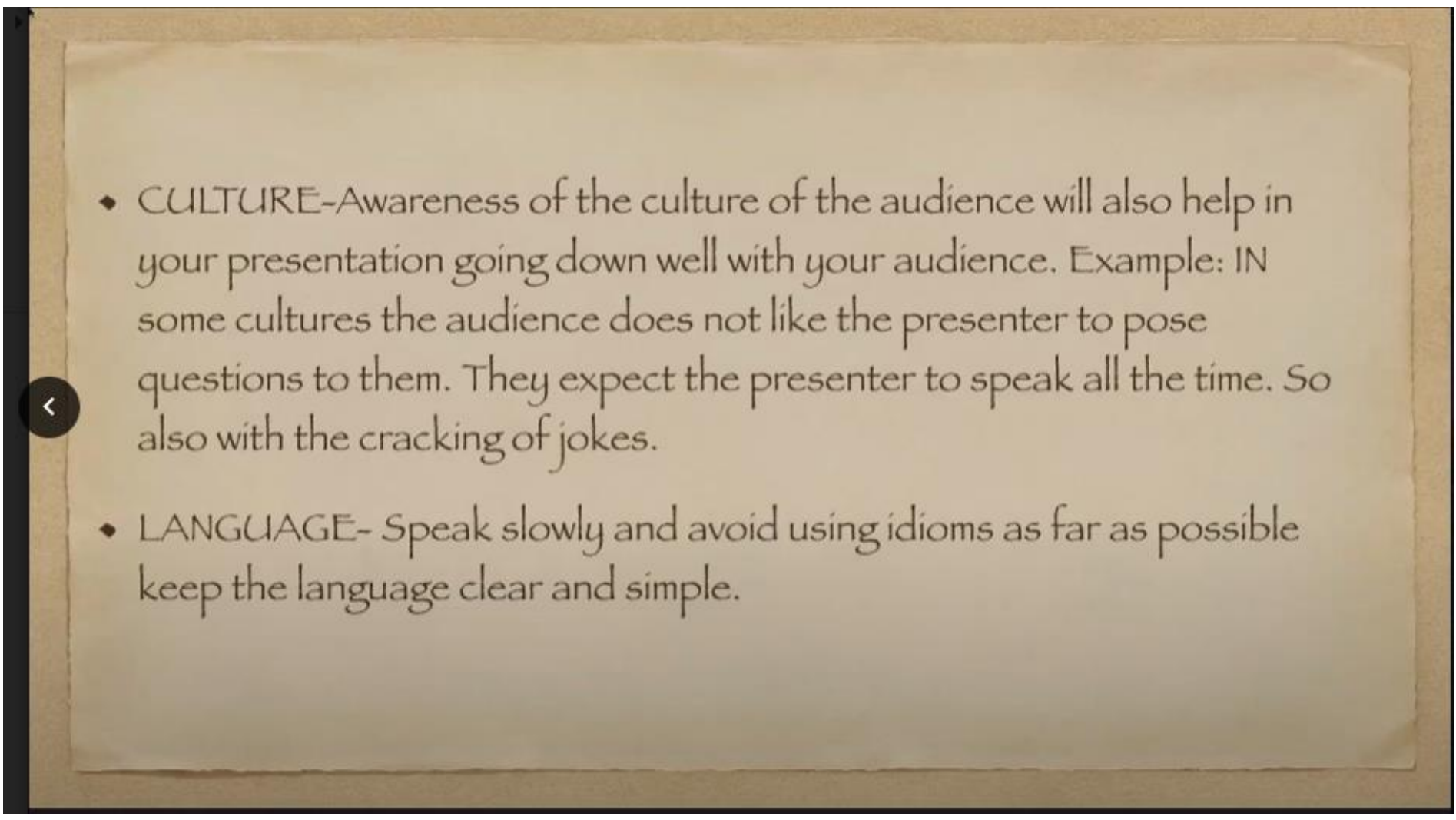
- ◆ Visuals
- ◆ Content- choosing your subject matter
- ◆ Structure- organising what you will say
- ◆ Purpose- when planning the presentation one should be clear about the purpose or objective of the presentation. The purpose could be to inform, persuade or share information. The presenter should ask the question, 'Why am I giving this presentation?' as well as 'What am I going to talk about?' (subject). Having a clear purpose will help one prepare what one will say and how s/he will say it

- ◆ Subject-Purpose/objective-Define objectives-Prepare subject matter
- ◆ Achieving Objectives
- ◆ What is the subject?-What is the purpose/objective-How can I achieve the purpose?-Plan the presentation

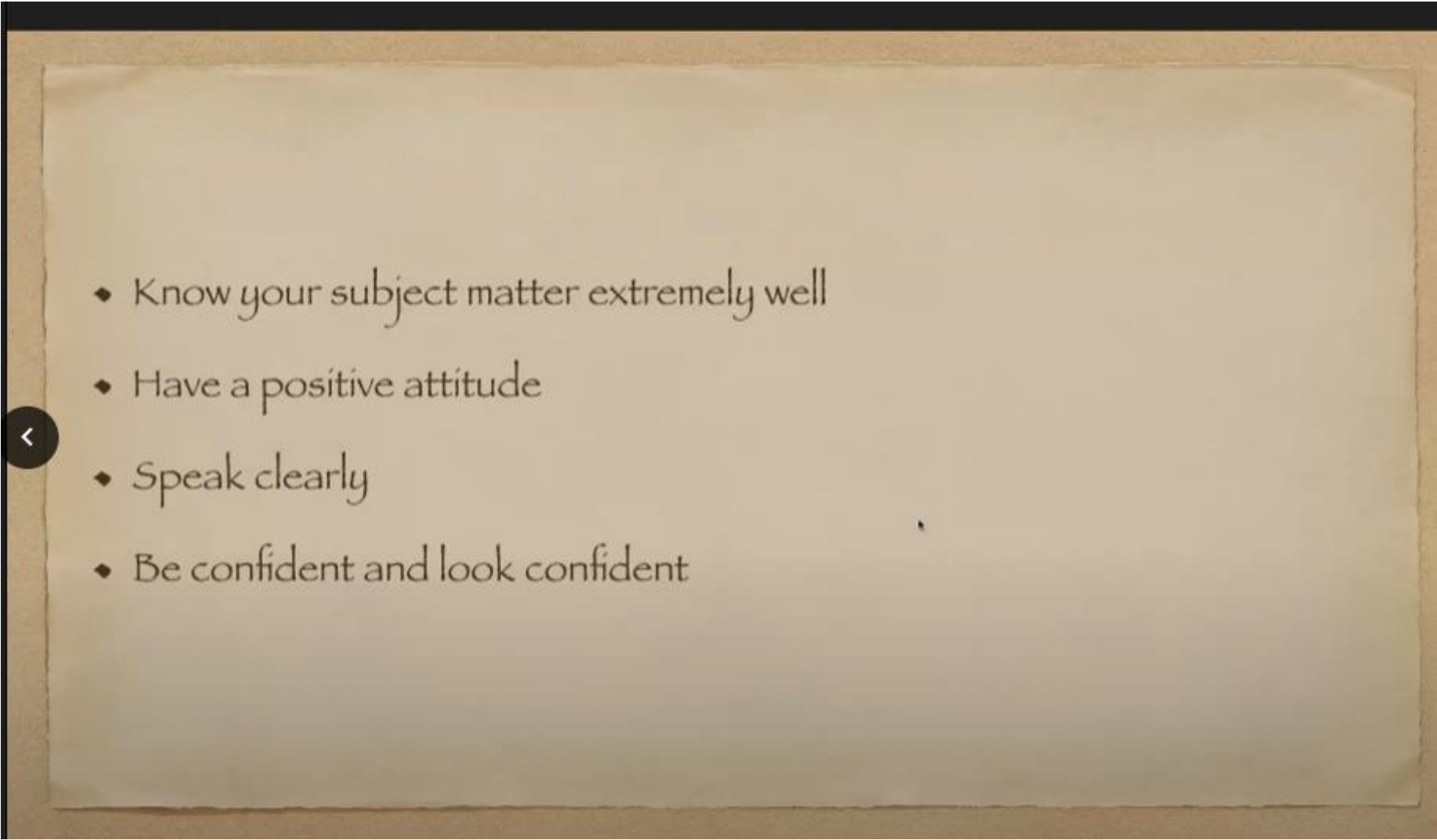
- ◆ PEOPLE-when you give a presentation you should think about the people you will be talking to- the audience. The tone, formality, technical content and style of your presentation will depend on who these people are.
- ◆ IDENTITY-You may know in advance exactly who is in your audience. If not, try to find out as much as possible beforehand.
- ◆ AUDIENCE's AIMS- The audience will be interested to hear what you have to say and will want to listen to you for a reason.

- ◆ The size of the group will determine the degree of formality/informality.
- ◆ Greater formality is required for an 'external audience' than for one's colleagues.
- ◆ KNOWLEDGE
- ◆ You should consider the level of knowledge that your audience has about the subject of your presentation when you plan the presentation.

- 
- ◆ Don't waste time telling your audience what they already know or annoy them by assuming that they know more than they do. Especially in a formal presentation, if you are presenting a technical subject to a group of non experts then cut down on jargon, technical terms and acronyms. If you need to use them then explain the terms clearly and simply.
 - ◆ ATTITUDE- You should also be able to gauge the attitude of your audience. Do they have a positive or negative attitude?
 - ◆ RELATIONSHIP WITH THE AUDIENCE-Think of the audience as individuals rather than as a group.

- 
- ◆ CULTURE-Awareness of the culture of the audience will also help in your presentation going down well with your audience. Example: IN some cultures the audience does not like the presenter to pose questions to them. They expect the presenter to speak all the time. So also with the cracking of jokes.
 - ◆ LANGUAGE- Speak slowly and avoid using idioms as far as possible keep the language clear and simple.

- ◆ You could also give handouts and short notes to help the audience understand what you are going to say.
- ◆ **INSPIRE CONFIDENCE**-The audience needs to have confidence in you as a presenter, otherwise they may not believe what you are saying. Given below are four ways in which the presenter can encourage audience confidence:

- 
- ◆ Know your subject matter extremely well
 - ◆ Have a positive attitude
 - ◆ Speak clearly
 - ◆ Be confident and look confident

◆ PRESENTING YOURSELF-To make a good impression on your audience, it is not just what you say that is important. The way you say it is important too.

◆ What you say- content

◆ How you say it- voice and body language

◆ USING YOUR VOICE

- ◆ Project your voice-speak more loudly
- ◆ Speak clearly- speak more slowly
- ◆ Intonation-vary the tone (rising tone, falling tone, rise-fall tone)
- ◆ Stress- emphasis on some words or on some syllable of a particular
- ◆ Speed-right pace (not too fast nor too slow)
- ◆ Pausing-allow the audience to take in information and then proceed