



MURANG'A UNIVERSITY COLLEGE (MRUC)

A Constituent College of Jomo Kenyatta University of Agriculture & Technology (JKUA)

DEPARTMENT OF BUSINESS STUDIES & INFORMATION TECHNOLOGY

SUPPLEMENTARY EXAMINATION FIRST SEMESTER 2013

COURSE: HRD 2101: COMMUNICATION SKILLS

DATE: MAY 2013

TIME: 2 HOURS

INSTRUCTIONS:-

Answer question one and any other two from the choices given

QUESTION ONE (30 MARKS)

- (a) Define the term communication. [3 marks]
- (b) Discuss FOUR essentials to effective communication. [8 marks]
- (c) Outline the factors that influence visual communication. [5 marks]
- (d) State ways in which one can improve listening skills. [8 marks]
- (e) Explain THREE types of interview information. [6 marks]

QUESTION TWO (20 MARKS)

Explain the barriers to effective communication that may be caused by the sender.

QUESTION THREE (20 MARKS)

Discuss the advantages of using the following patterns of communication in an organization

- 1. Upward communication [10 marks]
- 2. Downward communication [10 marks]

QUESTION FOUR (20 MARKS)

Discuss the different types of reading

QUESTION FIVE (20 MARKS)

- (a) Explain why it is a standard practice in academic writing to make reference to other scholars work. [10 marks]
- (b) Using the American Psychology Association (APA) style of referencing, write a reference list for any two sources that you have read in one of your courses. [10 marks]

**SUPPLEMENTARY EXAMINATION
HRD 2101 COMMUNICATION SKILLS
MARKING SCHEME**

1. a. Communication is a process by which meaning is exchanged between individuals or an individual and a group through a common systems of symbols, signs and behaviour.
(Any three relevant points 3 x 1)

b. Essentials to effective communication.

i. **Clarity** – being specific rather than vague when communicating is important. The sender must have the following:

- (a) Clarity of thought
- (b) Clarity of expression.

ii. **Completeness**

- Completeness of facts is necessary
- Enough details should be given so that recipient will not need to ask for more information.

iii. **Conciseness**

- Avoid unnecessary words that could hamper the communication.
- Conciseness makes the message more understandable and comprehensible.

iv. **Consistency**

- All communication should be consistent in fact, treatment and sequence.
- Consistency in fact – agreement with a source document or established fact.
- Consistency in treatment – treating similar items in the same way.
- Consistency in sequence – arrangement of listings such as alphabetical, Chronological or numerical order.

v. **Correctness**

- All information in the message should be accurate in order to avoid expensive mistakes.
- Use correct level of language.
- Proper grammar, punctuation, spelling and paragraphing.
- Accuracy of figures and words.

vi. **Consideration**

- Mind the other person or party in the communication process.
- Adopt the 'you' attitude.
- Emphasize positive pleasant facts.

vii. **Courtesy**

- Be sincerely, tactful, thoughtful and appreciative.
- Use expressions that should respect
- Choose non discriminatory expressions

(Any four essentials 4 x 2 = 8)

c. Factors that influence visual communication

- Need to cater for those who may not be able to read.
- Need to ensure that the messages are retained in the minds of the recipient.
- Need to make communication more interesting and appealing.
- To make sure that communication is not easy to forget.

5 x 1= 5

(d) Ways in which one can improve listening skills;

- Paraphrasing – Summarize speaker’s message in own words and allow the speaker to correct any discrepancies.
- Evaluate your skills – everyone has listening weakness; identify your weakness.
- Prepare yourself physically and mentally
- Set listening priorities.
- Make efficient use of available time.
- Listen attentively – show interest in the speaker’s message.
- Listen for ideas and feelings.
- Establish eye contact.
- Use body language to show you are listening
- Choose strategic seating
- Ask questions if permitted
- Take notes.

8x1= 8

e. Types of interview information

(i) Statements of description – Interviewee is required to provide information concerning something he has observed.

(ii) Statements of factual knowledge – Interviewee is required to pass an explanation of information he possesses.

(iii) Statements of behaviour – Interviewee defines his/her previous present and future behaviour.

(iv) statements of attitude and belief – Information is of a more subjective nature revealing attitudes, personality and motivation. These statements represent the interviewees explanations of the truth and falseness about things.

(v) Statements of feelings – Information reveals physical and/or emotional levels which reflect the state of the individual.

(vi) Statements of value – These statements convey long – standing belief systems that are highly treasured by the respondents.

Any 3 x 2

2. Barrier to effective communication that may be caused by the sender.

- Distortion – Poor encoding at the time the message is formulated.
- Inadequate communication skills e.g. inability to express ideas clearly, read and write, interpret symbols and signs.
- Altitude – Prejudices, the way a sender looks at something.
- Incorrect information sent may undermine the receiver's trust in the sender.
- Contradictory non – verbal messages e.g. if speaker's gestures contradicts what he is saying.
- Appearance – Dress and grooming if they are distracters.
- Poor timing of the message.
- Use of inappropriate medium.
- Information overload.
- Use of wrong code.
- Sender's lack of awareness of the receivers needs. (Any 10 x 2 = 20)

3. ADVANTAGES OF USING THESE TYPES OF COMMUNICATION PATTERNS IN AN ORGANISATION

I. Upward communication:-

- Denotes the flow of information from a lower level to a higher level such as from subordinates to the superiors within an organization.
- Gives subordinates opportunities of giving opinions and suggestions.
- Motivates the subordinates because they are allowed to interact with the higher authorities.
- Authority is in a position to know what happens at the lower levels.
- Organization objectives are achieved easily. 5 x 2 = 10

(ii) Downward Communication

- Information passes from the higher levels to the lower levels.
- The management is in a position to communicate objectives to subordinates.
- Instructions are passed to the subordinates.
- The management can also give feedback on the issues the subordinates may have raised.
- To appraise subordinates on their performance.
- To explain policies and organizational procedures. 5x 2 = 10

4. Types of reading (20 marks)

i. scanning

Used when looking for a name, definition or any other specific piece of information in a text. In this technique you move eye quickly over the page to find particular words or phrases that are relevant to specific information you are looking for. [4 marks]

ii. SKIMMING

- Read quickly through the text in order to get a grip of the main ideas or general Information about the text.
- Useful when trying to decide if a book in the library is useful or right for your studies.
- Also for previewing books or texts before detailed reading. [4 marks]

iii. Active /detailed reading

- Used in serious study.
- Calls for an active involvement in the reading process.
- You need to interrogate or think over what you read so as to both evaluate what you have read and facilitate recall of read material.

iv. Extensive reading

Purposed, organized, wide range reading of long texts such as journals, novels, magazines e.t.c

- The texts are especially those that relate to ones area of study.
- Can also be read to enrich ones vocabulary which is basic to all good reading.

v. Intensive reading

- Concentrated, thorough and comprehensive reading style.
- Applied when one wants to understand the contents of the reading deeply.
- Intellectually involving in that the reader will be trying to evaluate how the ideas involved could be applied or adapted to different situations.

vi. Light reading

- Applied when reading papers and novels for leisure.
- Does not involve any critical assessment or appraisal of the material one is reading.
- Is fast and superficial.

vii. Word by word reading

- Used by beginners when they are reading for the first time and in an attempt to understand each word or phrase at a time.
- Also applicable when one is reading scientific or mathematics process or formula
*Any five well explained points – $5 \times 4 = 20$ marks

5. a. Importance of referencing in academic writing

- To show what authors/scholars one has read. To know whose ideas one is using.
- To show how these ideas have influenced ones thinking/writing.
- To provide information to one's readers.
- To enable readers to check one's information. $5 \times 2 = 10$

b. The student should show knowledge of the APA system of referencing.

- Should include the following arrangements' author (surname, initials) year of publication (in brackets)full stop, title (underlined), full stops, city colon, publishers.
Examples of sources.

i. Blundel, 'R' (2004): Effective organizational communication. Edinburgh: Prentice Hall. (for any correct item in the arrangement award $\frac{1}{2}$ mark) $10 \times \frac{1}{2} = 5$

ii. Sillars, S (1996). Success in communication and presentation skills: London: John Murray $10 \times \frac{1}{2} = 5$