



KENYATTA UNIVERSITY

EXAMINATION FOR THE DEGREE OF BACHELOR OF ARTS, BACHELOR OF SCIENCE, BACHELOR OF ECONOMICS AND BACHELOR OF COMMERCE

UCU 110: COMMUNICATION AND COLLABORATION SKILLS

2ND SEMESTER 2020/2021

TIME: 2 HOURS

INSTRUCTIONS:

1. Candidates **MUST** write their registration number in the space provided on each answer booklet.
2. There are four questions in this page. Candidates **MUST** answer **ALL FOUR** questions.
3. All answers **MUST** be written in the answer booklet provided.

Q1. READING COMPREHENSION (25 marks)

Read this passage and answer the questions that follow it.

Group-based job design has witnessed unprecedented growth in the last few decades. We are indisputably living in the day when virtually all jobs in organizations are being designed around groups. Small groups and not individuals are the ideal building blocks for any successful organization. Groups are not only healthy for their individual members, organizations become key beneficiaries due to the high quality of decisions that groups produce. They help organizations find problems better than how individuals would fare. Groups provide a fertile environment of effective implementation of new ideas while also at the same time preventing communication problems by cutting short the length of communication chains while at the same time preventing individuals from getting lost in the big crowd. Group-designed organizations use group norms as means of controlling and disciplining individuals while also relying on groups to meet the social and other critical needs of individuals during times of stress and crisis.

Given what appears to be very high payoffs for group-based job design, what would an organization look like that was truly designed around group functions? This might be best considered by merely taking a look at what individuals do and applying it to groups. Instead of hiring individuals, they would hire groups. Similarly, they train groups rather than individuals, pay groups instead of individuals, promote groups rather than individuals and fire groups rather than individuals, and so on.

Designing jobs around groups is consistent with nations that thrive on socialistic doctrine. It might have worked well in the former Soviet Union or many of the Eastern European countries. However, in capitalistic countries such as United States, Canada, Australia and the United Kingdom, more value is placed on the individual. Designing jobs around groups is inconsistent with the economic values of these nations. Moreover, as capitalism and entrepreneurship have spread across most of Eastern Europe, we should expect to see less emphasis on groups and more on the individual in workplaces throughout the world. Both cultural and economic factors play a critical role in shaping employee attitudes towards groups.

America was built mainly on the ethic of the individual and very strong emphases is placed on individual achievement. They praise competition, such that even in sports, they are more keen on identifying the individual for recognition. Americans enjoy being part of a group in which they can maintain a strong individual identity. They do not enjoy submitting their authority to that of the group. They want to be hired, evaluated and rewarded on their individual accomplishments. It is, therefore, harder to imagine them being comfortable in a system in which the sole basis of their promotion or termination would be based on the performance of their group.

- a) Suggest a suitable title for this passage. (3 marks)
- b) Explain what the author means by unprecedented in the first paragraph(3 marks)
- c) In a sentence of not more than **eight** words, state the most important point about groups that the author is making in this passage (3 marks)
- d) What is the major threat to organizational group-based job design from the passage? (3 marks)
- e) Group-based job design has high payoffs. Illustrate this fact using two examples from the passage. (4 marks)
- f) Name one country from the passage that would be strongly against rewarding an individual rather than the team members. (3 marks)
- g) What critical factor determines how a given individual might respond to his or her organization's job design? (3 marks)
- h) In one sentence only, explain the author's key purpose for writing the last paragraph? (3 marks)

Q2 UCU 110: QUESTION 2: WRITING SKILLS: (15marks)

- i) Defend the observation that Academic Writing is a thinking process by providing four stages of that process. (4 marks)
- ii) Your topic for your end of semester essay is entitled: **The major causes of teenage pregnancies in Kenya**
 - a) Write four major causes that you would include in your **plan**. (4 marks)

- iii) a) in not more than **200** hundred words- write a paragraph based on any of the causes in ii) a) above. (6 marks)
b) Write the **topic sentence** of the paragraph in iii) a) above (1 marks)

Q3. Question 3: Information literacy and ethics (10 marks)

- a) List Two characteristics of an information literate person (4 marks)
b) i. Identify ONE source you would use to get information for your project essay. (2marks)
ii. Explain Two characteristics that make (i) a credible source of information for you. (4 marks)

Q 4. COLLABORATION AND STUDY SKILLS - (10 MARKS)

- 4a. State any four factors that you considered before joining the study group for writing the project/term paper. (2 marks)
b. There is bound to be some conflict in any group. Explain any two types of conflict that can occur then suggest how these can be resolved. (4 marks)
c. Jane is a first year student at Kenyatta University and she has difficulties organizing her notes. In four points, advise her on how she can overcome these difficulties (3 marks)