



Module code: **ITRW 315** Method of delivery: **Full-Time** Date: **07/07/2017**

Type of assessment: **Exam 2<sup>nd</sup> opportunity** Exam paper number: **2** Session: **09:00** Duration: **3 hours**

Module description: **Communication Skills** Room: **9A-106**

Duplication method: **Both sides**

(1) Combined Afrikaans/English exam paper		(2) Exam paper for a specific language		
Number of students:	<b>65</b>	Afrikaans	English	Other language
Number of students:		<b>0</b>	<b>0</b>	<b>0</b>

Necessities for the exam paper		Number per student	Necessities for the exam paper		Number per student
Answer scripts	<b>X</b>	<b>2</b>	Multi-choice cards (A5 – 40 questions)		
Attendance slips (Fill-in paper)			Multi-choice cards (A4 – 115 questions)		
Scrap paper			Graph paper		

Is there an appendix?	<b>No</b>	If Yes give a short description:	
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NB: Exam Section does not check content or page numbers of appendices.

Calculators: **No**

Other resources e.g. dictionaries, study guides, etc.:		

Submission of answer scripts:	<b>Ordinary</b>
If Per lecturer, list Surnames:	

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Submitted by:

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**Requirements for this paper/Benodigdhede vir hierdie vraestel:**

Answer scripts/ Antwoordskrifte:	<input checked="" type="checkbox"/>	Multi-choice cards (A5)/ Multikeusekaarte (A5):	<input type="checkbox"/>
Attendance slips (Fill-in paper)/ Presensiestrokies (Invulvraestel):	<input type="checkbox"/>	Multi-choice cards (A4)/ Multikeusekaarte (A4):	<input type="checkbox"/>
Scrap paper/ Rofwerkpapier:	<input type="checkbox"/>	Graph paper/ Grafiekpapier:	<input type="checkbox"/>

Calculators/Sakrekenaars: ☐ No/Nee

Other resources/Ander hulpmiddels:

None

Type of Assessment/  
Tipe Assessering: **Exam 2nd opportunity  
Eksamen 2e geleentheid  
Paper/Vraestel 2**

Module code/  
Modulekode: **ITRW 315**

Module description/  
Module beskrywing: **Communication Skills**

Examiner(s)/  
Eksaminator(e): **Mr L Bunt**

Moderator(s): **Dr E Taylor  
Dr Eduan Kotzé**

Qualification/  
Kwalifikasie: **BSc in IT**

Duration/  
Tydsduur: **3 hours  
3 uur**

Max/  
Maks: **100**

Date/  
Datum: **07/07/2017**

Time/  
Tyd: **09:00**

Submission of answer scripts/Inhandiging van antwoordskrifte: **Ordinary/Gewoon**

**Division A Personal and interpersonal effectiveness**

**[70]**

*These questions are based on the work of Steven Covey.*

**QUESTION 1:**

**[16]**

1.1 Name Covey's first habit of highly effective people and describe what it means. **(2)**

\*A: One (1) mark for naming the first habit and another one (1) mark for a definition / fact describing what the habit entails.

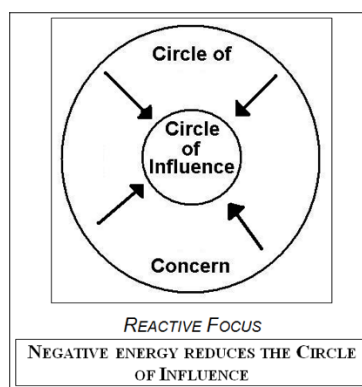
Habit 1: Be Proactive (1) is about taking responsibility for your life. You can't keep blaming everything on your parents or grandparents. Proactive people recognize that they are "response-able." They don't blame genetics, circumstances, conditions, or conditioning for their behavior. They know they choose their behavior. Between the stimulus and the response is your greatest power--you have the freedom to choose your response. One of the most important things you choose is what you say. Your language is a good indicator of how you see yourself. A proactive person uses proactive language--I can, I will, I prefer, etc. A reactive person uses reactive language--I can't, I have to, if only. Reactive people believe they are not responsible for what they say and do--they have no choice. (1)

1.2 Illustrate how negative energy can reduce your circle of influence with relevant examples from your own life. You are expected to draw a simple picture to further illustrate/elucidate points in your discussion. **(10)**

\*A: Five (5) marks for illustration of: circle of influence/concern (1/5); influence of negative energy on COI/COC (2/5); reference to either reactive or proactive focus on drawing (3/5); correct and accurate labels (4/5); and appropriate heading (5/5), as well as

another five (5) for: definition of circle of influence [COI] (1/5); circle of concern [COC] (2/5); relevant example (3/5); and explanation of how negative energy reduces COI in two to three sentences (4/5 & 5/5).

When we have a proactive focus, the positive, initiative-taking energy that surrounds us enlarges our Circle of Influence. Due to us knowing that we either act or are acted upon, we choose responses and check our language to expand this circle, and not focus our actions on reactive responses which reduce our influence and raise concern (Circle of Concern). We should adopt a proactive focus to lessen negative energy in our immediate or distant environments.



### 1.3 Briefly compare proactive behaviour with reactive behaviour.

(4)

\*A: One (1) mark for definition of each type of behaviour (1x2).

If you want to be successful, you should never blame circumstances, conditions or conditioning for your behaviour.

Proactive people can recognise that their behaviour is a product of their own conscious choices (based on values) (1)...

...rather than a product of their conditions (based on feeling) > reactive (1).

\*One (1) mark for explanation of each type of behaviour (1x2).

We may be proactive by nature, yet we often allow people or things to control us. Reactive people are essentially like characters in a movie, playing out the script. They often resemble powerless victims, having their lives run by external factors. They have little control over their emotions. Instead, their emotions are dictated by someone or something else; by circumstance and the outside environment. You'll often hear phrases like: "If only they treated me a bit better, I could be happy". "I have to do this because...". "I wish I had more time for that, but...". We are all guilty of being reactive from time to time, often without even knowing. For most people it's the default program. (1)

When we're proactive, we only concern ourselves with things that are inside our sphere of influence, rather than worrying about things we can't do anything about. We look towards what we are able to control and change, and this includes the way we react to any given situation. We can't always directly alter how someone else behaves or talks to us. We have no control over the weather. We don't even have a say in how our favourite team will do on the weekend. But we can choose our thought processes and our responses. Being proactive is not a case of being a robot and having no emotions. Rather, it's being in complete control over your emotions. It's making the transition – from other people and circumstances being in charge, to being in charge of yourself. Instead of shifting the blame elsewhere, you can begin to carry the responsibility. You stop thinking that the external circumstances need to change, and realise that you can instead alter yourself internally. The proactive approach is one that deals with things from the inside-out perspective. And it applies to all sorts of situations. In relationships; where you work on your own behaviour and focus on being a loving person, rather than worrying about the faults of your partner. In business; where you work to your strengths and contribute as much as you can to the company rather than letting your belittling boss bring you down. (1)

## **QUESTION 2:**

[8]

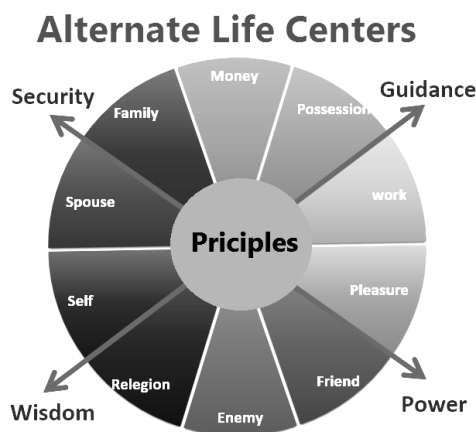
2. With reference to Covey's second habit – to "begin with the end in mind" – discuss the alternate life centers available to us when striving to live a principle-centered life. (8)

**\*A:** We essentially need to strive for a principle-centered life as a source for security (unchanging principles); guidance and wisdom (correct maps); and power (self-awareness and knowledge from being proactive and living according to correct principles) (1).

To begin with the end in mind may seem like a tough way of living your life, but the result is that you will become more independent and freethinking (1).

We need to be able to start with the mental creation, considering our: previous experience; self-awareness; personal mission; imagination and conscience whilst doing so (1). We can then move to the second creation—the physical—to meet our goals and roles. Drawing up a personal mission statement can assist us to do this. First think of your character as you ask: "What do I want to be like?" Then consider your contributions and achievements as you ask: "What do I want to do?" Finally, reflect on your foundation and your actions as you enact your core principles and values. We could be money-centered, possession-centered, work-centered, pleasure-centered, friend-centered, enemy-centered, religion-centered, self-centered, spouse-centered, or family-centered.

Name and briefly discuss possible alternate life centers (money, possession, work, pleasure, friend, enemy, religion, self, spouse or family). (5)



## **QUESTION 3:**

[11]

3.1 According to Covey all things are created twice. Explain the relationship between the two creations, as well as leadership and management. (5)

**\*A:** One (1) mark per fact.

Habit 2 is based on principles of personal leadership, making leadership the first creation (1). Leadership deals with the top line: What are the things I want to accomplish? Leadership is not management. Management is the second creation, and deals with the bottom line: How can I best accomplish certain things? Imagination (visualise uncreated worlds of potential lying within us) and conscience (come in contact with universal laws/principles) are two unique human endowments that enable us to exercise personal leadership in our lives (1). We can then move to the second creation—the physical—to meet our goals and roles. Drawing up a personal mission statement can assist us to do this (1). First think of your character as you ask: "What do I

want to be like?" Then consider your contributions and achievements as you ask: "What do I want to do?" (1). Finally, reflect on your foundation and your actions as you enact your core principles and values (1).

**3.2 One of the best ways to incorporate Habit 2 into your life is to develop a personal mission statement. Develop and write your very own personal mission statement. Be sure that it reaffirms who you are and who you want to be and do. (6)**

**\*A:** Own answer. Marks awarded for completeness and clarity of vision and dreams.

One of the best ways to incorporate Habit 2 into your life is to develop a Personal Mission Statement. It focuses on what you want to be and do. It is your plan for success. It reaffirms who you are, puts your goals in focus, and moves your ideas into the real world. Your mission statement makes you the leader of your own life. You create your own destiny and secure the future you envision e.g. My mission is to act as an instrument of positive change in my family, my work and my community. (1) I will utilise all of the talents that God has given me and will participate in all aspects of my life with energy, purpose and gratitude. (1) I will utilise my talents in strategy and administration to ensure that my home is loving and calm, my workplace is productive and positive and my community is responsive and growing. (1) Through this focus I will give more than I take and will provide a positive role model for my children. I need to remember that what I do now in my life will affect them. (1) Because of this, I try my best to do the right things that will benefit my future. I would someday like to have a large farm with horses where I can help handicapped children. I'd like to work with animals, perhaps even be a veterinarian. (1) Most of all, I want to have time for my family. So today, I will study hard and stay away from things that may hinder my dream from happening. (1)

**QUESTION 4:** [11]

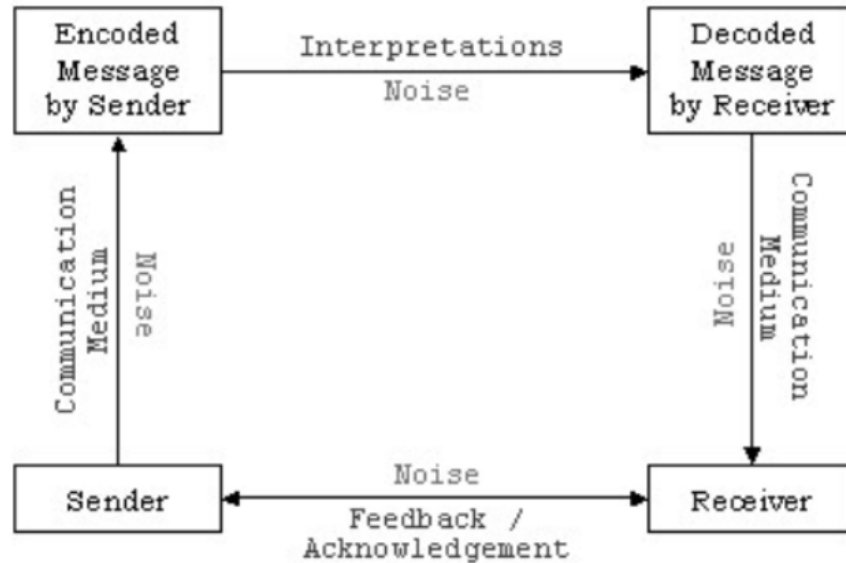
**4. Illustrate a detailed model of communication and what happens when we transfer messages to one another (draw a picture and label it correctly). You may use examples from your own life or put forward potential situations to substantiate your answer. (11)**

**\*A:** We cannot endeavor to listen correctly if we do not understand what happens when we communicate with one another. A basic communication model consists of [at least] five components: sender and receiver; the medium that carries the message; contextual factors; the message itself; and the feedback. To target your message effectively, you need to consider the variables that can affect each of the components in the model.

Sender (1) > Encoded message (1) > Interpretation (1) > Decoded message (1) > Receiver (1) > Feedback / Acknowledgement (1).

Correct heading (1)

Logical example(s) and explanation of scenario (4), e.g. A speech by a political figure at a community center. The speaker (sender) addresses a large audience on matters of housing, highlighting the importance of community engagement in tackling these issues. The audience (receivers) become consistently more irritable throughout the speech. A building site down the road is a loud disturbance to proceedings (noise). Due to the sound of drills, hammers and pickaxes, the intended message is ultimately distorted and is subject to erroneous decoding by the receivers. The audience's feedback at the end of the session reiterates what happened during the talk.



A Communication Model

#### QUESTION 5:

[12]

5. You have a friend who is experiencing strain in their relationship with their parents. They fight constantly over minor details and you can see the stress on your friend's face during class. Apply what you have learnt in the ITRW 315 module and formulate recommendations for how your friend and their parents could improve their relationship and build trust through appealing to the six (6) major deposits to the emotional bank account. Be sure to clearly state how your friend can make these essential deposits and how they foster trust between them and their parents (6).

\*A:

##### 1. Work on understanding the other person (1)

"Try listening to your parents for understanding and not just in order to respond. This will foster an atmosphere of 'true understanding'." What is important to the other person must be as important to you as the other person is to you. (1)

##### 2. Attend to the little things (1)

"Little kindnesses as well as little to no discourtesies are important." Offer to wash the dishes, take out the trash, vacuum the carpet or clean your room. In relationships, the little things are the big things. (1)

##### 3. Keeping commitments (1)

Keeping a commitment or a promise is a major deposit; breaking one is a major withdrawal. Be sure to follow through on promises you make to your parents and they will most likely do the same. Being unwilling to make any commitments is as much a withdrawal as making them and not keeping them. (1)

##### 4. Clarifying expectations (1)

The cause of almost all relationship difficulties is rooted in conflicting or ambiguous expectations around roles and goals. You make deposits when you make expectations clear and explicit in the beginning. Ask your parents to clarify what they expect of you and ensure to fulfill this identified role as best you can. (1)

##### 5. Showing personal integrity (1)

Integrity includes but goes beyond honesty. Honesty is telling the truth — in other words, conforming our words to reality.

Integrity is conforming reality to our words — in other words, keeping promises and fulfilling expectations. (1)

**6. Apologising sincerely when you make a withdrawal (1)**

Sincere apologies make deposits, but repeated apologies interpreted as insincere make withdrawals. (1)

**QUESTION 6:**

[12]

**6.1 List and briefly describe six activities one could do to *sharpen the saw* in terms of the physical dimension. (6)**

**\*A:** Any six (6) of the following:

1. Eat Healthy Meals. Eating a healthy diet is one of the best ways to keep your saw sharp. (1)

2. Drink Lots of Water. It's vital to drink lots of water throughout the day. I know that when I'm really busy working on a blog post or on one of my eBooks, I'm tempted to ignore signs of thirst. However, when I'm not sufficiently hydrated I get tired and sleepy. Therefore, I now keep a water bottle with me at all times and take frequent drinks from it all day long. (1)

3. Do Cardio. Cardiovascular activity is any activity that gets your heart rate to about 50 – 75% of your maximum heart rate. This includes walking, jogging, bike riding, taking an aerobics class, and so on. (1)

4. Lift Weights. I wrote about the benefits of lifting weights in my post, 8 Ways Lifting Weights Will Transform Your Life. Weight lifting will improve your health, your brain function, and your mood. It will even help you live longer. (1)

5. Stretch. Stretching helps improve flexibility and increases your range of motion. It also helps you to prevent injury. Find a flexibility class—such as yoga or pilates—near your home, or do your own flexibility work for 45-60 minutes, at least once a week. (1)

6. Get Enough Sleep. Most adults need about 7 hours of sleep to function optimally. You may be tempted to scrimp on sleep to get more work done, but don't. Numerous studies have found a link between insufficient sleep and serious health problems, such as heart disease, diabetes, and obesity. Making yourself sick for the sake of increased output—whether it's business reports, blog posts, legal briefs, and so on—is not a smart strategy. (1)

7. Take Breaks. You need to stop thinking that you're too busy to take breaks. After all, the brain wasn't made for extended focus. If you try to focus past your productivity zone you're likely to start feeling anxious, unfocused, and even irritable. (1)

8. Breathe Deeply. Yoga philosophy claims that we are each allotted a certain number of breaths in our lifetime. Therefore, the deeper you breathe, the longer each breath will last, and the longer you'll live. At the very least, deep breathing relieves stress, thereby reducing the negative effects of stress on your body. (1)

9. Take a Nap. Dr. Sara Mednick, a psychologist at the University of California, Riverside and author of Take a Nap! Change Your Life, explains that a 20-minute nap can improve brain functions ranging from memory to focus and creativity. (1)

10. Go To a Spa. Every once in a while give yourself—and your body—a treat by spending the day at a spa. Nothing says pampering like getting a facial and an hour-long massage. If going to a spa sounds too self-indulgent, at the very least fill the tub at home with warm water, add scented bath salts, light a candle, and turn on some slow-tempo music. (1)

**6.2 Feeling good doesn't just happen. Living a life in balance means taking the necessary time to renew yourself. It's all up to you. You have been tasked with compiling an advisory document that guides readers on how to nurture growth and change in their lives. Your suggestions must refer to the following**

three areas of a person's life: a) mental, b) social/emotional, and c) spiritual. Make a suggestion per area of focus and explain why it would lead to preserving or enhancing the self. (6)

\*A: One (1) mark per suggestion and one (1) mark for the explanation of the suggestion:

A) Mental: Reading, visualising, planning or writing;

B) Spiritual: Value clarification and commencement, study or meditation; and

C) Social/emotional: Service, empathy, synergy or intrinsic security.

### **Division B Technical Communication**

**[30]**

*These questions are based on the work of McMurrey.*

#### **QUESTION 1:**

**[8]**

1.1 Why is it necessary for a third year IT student to learn the skill of technical communication? (1)

\*A: Industry, Academia, NGO's, and government demands, vital tools for any professional, can be used in other courses and disciplines, assist with research in science and technology.

1.2 Name three areas of expertise of technical writers (things that technical writers do as experts). (3)

\*A: Communication, document design, usability, audience analysis, presentation skills, research.

1.3 What terms are used when defining technical communication? (4)

\*A: Communication, technical, information, specific purpose, specific audience, needs, specific situation, and tools.

#### **QUESTION 2:**

**[10]**

2. What are the common problem areas one should focus on when giving an oral report? Discuss each of these. (10)

\*A:

- **Timing**—Make sure you keep within the 7-minute time limit. Anything under 6 minutes is also a problem. Do some rehearsal, write a script, or find some other way to get the timing just right. (2)
- **Volume**—Obviously, you must be sure to speak loud enough so that all of your audience can hear you. You might find some way to practice speaking a little louder in the days before the oral presentation. (2)
- **Pacing, speed**—Sometimes, oral presentators who are a bit nervous talk too fast. All that adrenaline causes them to speed through their talk. That makes it hard for the audience to follow. In general, it helps listeners to understand you better if you speak a bit more slowly and deliberately than you do in normal conversation. Slow down, take it easy, be clear. (2)
- **Gestures and posture**—Watch out for nervous hands flying all over the place. This too can be distracting— and a bit comical. At the same time, don't turn yourself into a mannikin. Plan to keep your hands clasped together or holding onto the podium and only occasionally making some gesture. As for posture, avoid slouching at the podium and leaning against the wall. (2)
- **Verbal crutches**—Watch out for too much "uh," "you know," "okay" and other kinds of nervous verbal habits. Instead of saying "uh" or "you know" every three seconds, just don't say anything at all. In the days before your oral presentation, practice speaking without these verbal crutches. The silence that replaces them is not a bad thing—it gives listeners time to process what you are saying. (2)



### **QUESTION 3:**

**[12]**

3.1 Propose the correct usage of following type of lists in one or two sentences:

(4)

3.1.1 Bulleted lists

3.1.2 Numbered lists

3.1.3 Labelled lists

3.1.4 Simple lists

**\*A:**

**Bulleted** – use bullets for items listed in no specific or required order. (1)

**Numbered** – use for items that are numbered to indicate a required order or need to be referenced according to a number. (1)

**Labeled** – add a label (normal, italic or bold) in the beginning of a long or complex item to make it easier for the reader to identify/understand the item. (1)

**Simple** – list without numbers, labels, bullets. (1)

3.2 What two important *aspects* can be illustrated in technical documents? Be sure to make reference to the specific *key elements* in technical documents that need to be illustrated in your discussion. (8)

**\*A:**

Illustrative graphics include things like drawings, photographs, diagrams, schematics, flowcharts, and so on.

What can be illustrated in technical documents?

- (1) Instructions. Actions and objects (various components) in a process should be illustrated to better convey the steps in an activity. (2)
- (2) Technical background reports. For example, maps and diagrams could clearly show the flow of an oil spill or the formation of El Niño. Photographs of the effects of an oil spill on shorelines or photos of several solar cars could be used to demonstrate the consequences or results of something. (2)

Certain key elements in technical documents need to be illustrated:

- Objects, parts and features of objects. Objects (mechanisms, places, areas, things, stuff!) central to a discussion must be illustrated. Photographs should also be used where applicable. Labelling is often necessary. (1)
- Orientations, relationships. Certain illustrations, particularly for instructional purposes, should show the position of things or people in relation to each other. (1)
- Actions, movements. Some illustrations must convey a sense of movement and direction (e.g. arrows). (1)
- Concepts, ideas. Graphics can be used to illustrate concepts. (1)

As you plan, write and revise technical documents, look for opportunities to illustrate important objects, parts or features of objects, orientations and relationships, actions and movements, and concept ideas.

**TOTAL/TOTAAL: 100**