



Module code: **ITRW 315** Method of delivery: **Full-Time** Date: **22/06/2017**

Type of assessment: **Exam 1st opportunity** Exam paper number: **1** Session: **09:00** Duration: **3 hour**

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

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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 checked="" type="checkbox"/>
Scrap paper/ Rofwerkpapier:	<input checked="" type="checkbox"/>	Graph paper/ Grafiekpapier:	<input type="checkbox"/>

Calculators/Sakrekenaars:	<input type="checkbox"/> Yes/Ja
Other resources/Ander hulpmiddels:	
Bible/ Bybel	

Type of Assessment/  
Tipe Assessering: **Exam 1st opportunity  
Eksamen 1e geleentheid  
Paper/Vraestel 1**

Module code/  
Modulekode: **ITRW 315**

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

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

Moderator(s): **Dr E Taylor  
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Qualification/  
Kwalifikasie: **BSc in IT**

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Max/  
Maks: **100**

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Datum: **22/06/2017**

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:**

**[17]**

**1.1 Briefly explain the social mirror, as put forward by Covey.**

**(3)**

\*A: Any THREE (3) facts regarding Covey's social mirror will suffice.

The "Social Mirror" is simply the way we see ourselves based on current social paradigms, opinions, and perceptions of the people around us. In today's society people are too caught up with what others think of them, and also the way others see them. Stephen Covey wrote "If the only vision we have of ourselves comes from the social mirror, our view of ourselves is like the reflection in the crazy mirror room at the carnival. (pg 67)" When individuals give you their vision of how they see you, it is only their input rather than an accurate reflection of who you are. This is why the view we have of ourselves cannot come merely from others. The social mirror is currently having too much negative effect on our lives.

One reason the social mirror is affecting our lives is that people are willing to change their bodies, and or, their appearance due to the opinions of others. Plastic surgery, tanning salons, and weight loss programs are a few examples. People are willing to put their lives in danger by getting plastic surgery to fix their wrinkles, nose, lips, and more. People are also putting their lives at risk by going to a tanning salon daily just so they can have that bronze look year around. Weight loss programs are advertised everywhere you go and sometimes can also be dangerous. Some individuals are in such a need to lose the weight that they will take drastic measures to do so. People who are self-conscious about their bodies want immediate results and would do anything to get them. Some people even buy fake hair and fake nails to make them look better!

Another reason the social mirror is having negative effects on our lives is that people are also willing to make excuses for their appearance, personality, beliefs, and actions. Stephen Covey said, "There are three social maps—three theories of

determinism widely accepted, independently or in combination, to explain the nature of man. (pg 67)" The first social map is called the Genetic determinism. This map essentially states that individuals blame their grandparents due to inheriting it from DNA that was passed down from generations. The second social map is called the Psychic determinism and this basically says your parents and the way they raised you are to blame. The third and final social map is Environmental determinism and blames something or someone in your environment. An example for this map would be blaming your boss, spouse, friend, etc. It is scary to think that people are willing to blame his or her appearance, personality, actions, and more on a grandparent, parent, or even a friend. Individuals need to be proactive and take responsibility for their self rather than blame others.

The final reason the social mirror is currently having too much negative effect on our lives is that we now have these standards of what "beauty" is. It is sad to say that the media has influenced these standards and that we use them to compare others and also ourselves. When we see someone that is portraying "beauty" we usually see a woman who is tall, thin, tan, young, attractive, happy, and sometimes successful. When individuals compare others to media standards and voice their opinions to them it can give those being compared a poor vision of his or her self and make them want to change.

## 1.2 Name and briefly describe each of the three social maps through which we can see ourselves. (6)

### \*A: Genetic determinism (1)

This theory explains how our grandparents played a significant role in shaping the vision we have of ourselves, as well as the vision others have of us. If you are quick to anger, for instance, your grandparents had short tempers and it all comes down to your DNA (Covey, 1989). These traits are hereditary and you inherited them from your forefathers. Moreover, you may be Zulu, and that is just the perceived nature of Zulu people. \*Any ONE fact (1)

### Psychic determinism (1)

So, do you remember being a young child? Do you have fond memories of your parents or home life when you were little? Well, this theory offers that your childhood experience and upbringing laid out your personal tendencies and character structure (Covey, 1989). For example, you may feel guilty if you make a mistake because you 'remember' the emotional scripting when you were vulnerable, tender and dependent on your parents (or parental figures) deep down inside. You remember the emotional punishment, rejection, or comparison with somebody else when you did not perform as well as expected. So basically, your parents did it to you (Covey, 1989). \*Any ONE fact (1)

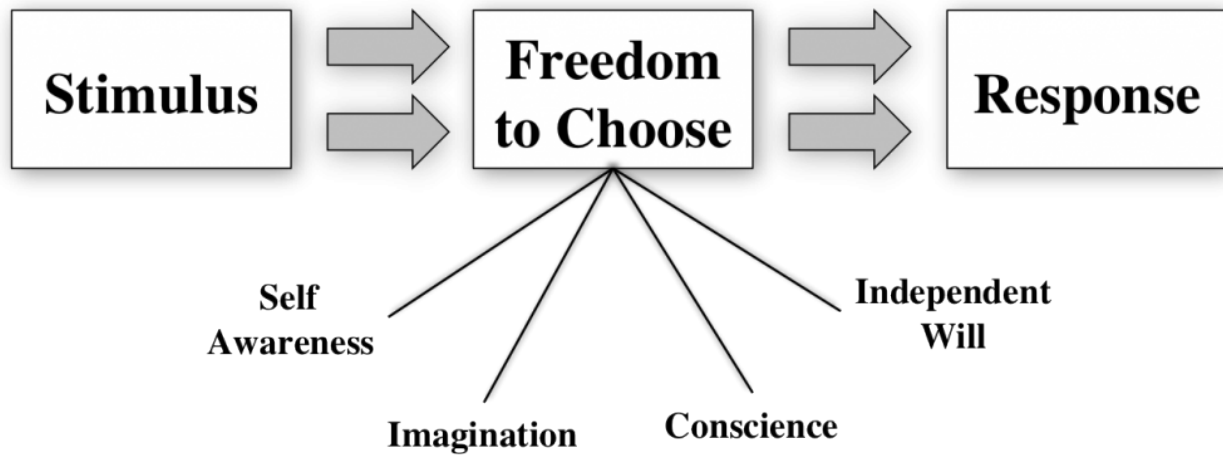
### Environmental determinism (1)

Do you live in a noisy home filled with siblings running riot? Does your boss at your part-time job give you hell about the smallest issues or troubles in the workplace? Or does your significant other stress you out by seemingly "being on your case" 24/7? The examples above illustrate how this theory describes how we are. Essentially, someone or something in your environment is responsible for your situation (Covey, 1989). If the government in your country does not meet or exceed your expectations or partakes in "shady" dealings you deem unacceptable, you will be less inclined to talk favourably about the party in question with others and will be less likely to take part in political activities. Their behaviour/actions have affected you and your outlook on politics. \*Any ONE fact (1)

## 1.3 Interpret and label the Proactivity Model as it is presented below, complete with an appropriate heading: (8)

Every stimulus has a response, you have a free will to choose your response to a stimulus (it comes from the word response – ability). How to choose - you use the four human endowments of self-awareness, imagination, conscience and independent will.

**THE PROACTIVITY MODEL: (1)**



**QUESTION 2:**

[8]

Habit 2 is based on principles of imagination. With this in mind, discuss Covey's second habit – to "begin with the end in mind" – by making reference to the two creations (2); rescripting (2); and how you could strive for a principle-centered life (2). Frame this discussion around who you are right now and what you always dreamed you would be (2). (8)

**\*A:** 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 (1), 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 [rescripting] (1). 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) (2). 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. 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. (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?" Finally, reflect on your foundation and your actions as you enact your core principles and values. (1)

**QUESTION 3:**

[24]

3.1 Differentiate between intrinsic and extrinsic motivation by examining examples of each and clearly stating what makes them similar/dissimilar. (4)

**\*A:** ONE mark awarded for definition of both forms of motivation (intrinsic and extrinsic) (2), and ONE mark awarded for appropriate example(s) of each (2).

Lebo is intrinsically motivated to run. Intrinsic motivation is when you do something because you enjoy it or find it interesting. (1) Put differently, this form of motivation involves engaging in behaviour because it is personally rewarding—essentially,

performing an activity for its own sake rather than the desire for an external reward. That's reason for running involves extrinsic motivation, or doing something for external rewards or to avoid negative consequences. (1) So, we are extrinsically motivated when we engage in activities to earn a reward or avoid punishment.

### 3.2 List the key activities involved in prioritising our lives. (4)

**\*A:** To prioritise, we should say no to urgent and popular activities and yes to self-discipline, planning and PC activities. Move to Quadrant 2, get organised and put first things first. To do so, a paradigm shift is necessary.

Our key activities are as follows:

- Identify your roles; (1)
- Select the goals you wish to pursue; (1)
- Schedule your time and self-management; (1) and
- Adapt to your world, daily. (1)

### 3.3 What is the result of better self-management? (1)

**\*A:** With better self-management comes delegation (1), or in empowering ourselves, we must empower those around us. (1)

### 3.4 Read the following case study and explain how you will use Covey's habits 1, 2 and 3 to motivate Bill and help him to improve his performance: (15)

*Bill was a 41 year-old professional who I "inherited" in my new team of five people. He had been in his position for about 10 years. Bill was a nice guy who often did enough to get by and avoided serious complaints. When he wanted, he performed very well. This was relatively rare. Too often, his work was insufficient -- lack of follow-up with customers, computational errors, being somewhat rude with others, missing deadlines. When asked how he was doing, he emphasised his accomplishments and compliments he had received. If asked about substandard work, he was very skillful at avoiding responsibility. I decided to see how Bill's performance could be improved.*

**\*A:** Own answer.

Habit 1: Describe and discuss determinism (genetic; psychic; and environmental); Define and describe behaviour driven by proactive behaviour (conscious choices based on values, and conditions based on feeling); Clearly distinguish between reactive and proactive behaviour; Discuss basic nature (act, not be acted upon); Illustrate the circle of influence or circle of concern and how Bill should adopt a proactive focus to lessen negative energy in his immediate or distant environments. (5)

Habit 2: Discuss what Bill could do to become a leader / first creator by visualizing uncreated worlds of potential lying within him (imagination) and coming in contact with universal laws/principles (conscience) – describe the two human endowments that enable Bill to exercise personal leadership in his life; He could begin at the very center of his circle of influence (philosophy/creed) and focus on what he wants to be (character) and do (contributions/achievements); Put forward that the center of Bill's circle of influence is his source of a) security, b) guidance, c) wisdom, and d) power and that he had been focusing on alternate life centers (money, etc.), leading to his subpar output; Suggest that Bill write a comprehensive mission statement to guide his life and efforts. (5)

Habit 3: Propose that Bill might be spending time on the incorrect tasks (i.e. saving the more difficult tasks for later or neglecting to give significant things enough attention) and how he should do important things before the less important; Remind Bill that he has free will, enabling him to self-manage and make decisions/choices and act in accordance with them (can act instead of being acted upon); Offer Bill that his personal integrity is intrinsically linked to the notion of independent will, and that this value we place on ourselves enables us to make and keep commitments to ourselves ("walk the talk"); Illustrate the time

management matrix for Bill and put forth ways in which he can become a second quadrant, proactive manager of time; Clearly differentiate between intrinsic and extrinsic motivation as reasons for Bill behaving in such a manner and how he could become motivated to become more motivated to produce better results; List ways Bill could prioritise work and delegate tasks effectively. (5)

#### **QUESTION 4:**

[6]

Half a mark ( $\frac{1}{2}$ ) for each fact

#### **4.1 What skills and/or steps can we take to listen empathically to others?**

(2)

**\*A:** Any four of the following skills/steps:

Listen to truly understand and not only to reply:

- Listen for meaning; ( $\frac{1}{2}$ )
- Listen for feeling; ( $\frac{1}{2}$ )
- Listen to affirm; ( $\frac{1}{2}$ )
- Listen to validate; ( $\frac{1}{2}$ ) and
- Listen to appreciate. ( $\frac{1}{2}$ )

We require certain skills to listen empathically:

- Mimic the content to yourself; ( $\frac{1}{2}$ )
- Rephrase it in your own words; ( $\frac{1}{2}$ )
- Reflect the feeling of what is being meant; ( $\frac{1}{2}$ ) and
- Rephrase the content and reflect the feeling. ( $\frac{1}{2}$ )

Habit 5 fits into the circle of influence if we have the control to listen empathically to others and deposit into the emotional bank accounts of these people. We can thus empower others and expand our own circles of influence, because once we understand—we may seek to be understood. In expanding our own circles of influence, we can appeal to either ethos (personal credibility—integrity), pathos (empathic—feeling), and logos (logic—reasoning)

#### **4.2 What are the four autobiographical responses? Explain them briefly. You will receive half a mark for naming each response and another half mark for your explanation thereof.**

(4)

If you're like most people, you probably seek first to be understood; you want to get your point across. And in doing so, you may ignore the other person completely, pretend that you're listening, selectively hear only certain parts of the conversation or attentively focus on only the words being said, but miss the meaning entirely. So why does this happen? Because most people listen with the intent to reply, not to understand. You listen to yourself as you prepare in your mind what you are going to say, the questions you are going to ask, etc. You filter everything you hear through your life experiences, your frame of reference. You check what you hear against your autobiography and see how it measures up. And consequently, you decide prematurely what the other person means before he/she finishes communicating. Do any of the following sound familiar?

Because you so often listen autobiographically, you tend to respond in one of four ways:

- Evaluating ( $\frac{1}{4}$ ): You judge and then either agree or disagree ( $\frac{1}{4}$ )

- Probing (½): You ask questions from your own frame of reference (½)
- Advising (½): You give counsel, advice, and solutions to problems (½)
- Interpreting (½) You analyze others' motives and behaviors based on your own experiences (½)

### **QUESTION 5:**

[15]

**5.1 Name and describe any of the five dimensions of the Win/Win paradigm of human interaction. You will receive half a mark for naming each dimension and another half mark for your explanation thereof. (5)**

**\*A:** Any 5 + explanation thereof

Win/Win (½): People seek mutual benefit in all human interactions. Win-win means that agreements or solutions are mutually beneficial or satisfying (½)

Win/Lose (½): The competitive paradigm. If I win, you lose. In relationships, if both people aren't winning, both are losing (½)

Lose/Win (½): The "Doormat" paradigm. The individual seeks strength from popularity based on acceptance (½)

Lose/Lose (½): When people become obsessed with making the other person lose, even at their own expense (½)

Win (½): Focusing solely on getting what one wants. A person with the win mentality thinks in terms of securing his own ends and leaving it to others to secure theirs (½)

Win/Win or No Deal (½): If we can't find a mutually beneficial solution to a problem, we agree to disagree, agreeably (½)

It often depends on the situation, but with the Win/Win paradigm we appeal to a third alternative: not my way, not your way, but a better way.

**5.2 Provide a definition for "synergy" (1) and name one condition for fostering an atmosphere of synergy (1). (2)**

**\*A:** Synergy means "two heads are better than one." (1)

The following conditions foster an atmosphere of synergy and allow for us to place value on the differences between people (**ANY ONE**):

Difficult tasks; (1)

Absence of competition; (1)

Mutual pursuit of Win/Win; (1) and

Empathic communication. (1)

**5.3 Discuss the three (3) different levels of communication and the level of trust associated to each. (6)**

**\*A: Defensive communication** (1) is of the lowest level and comes out of low-trust situations. It's characterised by defensiveness, protectiveness and legalistic language which prepares for the eventuality that things may go wrong, that people may become resentful. Such communication isn't effective and produces only Win/Lose or Lose/Lose outcomes. (1)

**Respectful communication** (1) is characterised by honesty, authenticity and respect which produces a low form of Win/Win, a compromise where  $1+1 = 1\frac{1}{2}$ . (1)

**Synergistic communication** (1) means that 1+1 may equal 8, 16 or even 1600. The situation produced is better than any originally proposed. (1)

Covey says that even if there are circumstances in which synergy is not achievable and “No Deal” isn’t viable, the spirit of sincere trying will usually result in a more effective compromise.

#### 5.4 Name and discuss one thing you have learned and mastered in the ITRW 315 module to achieve private/personal victory. (2)

**\*A:** Own answer.

The student could name any ONE (1) of the seven habits of highly effective people for ONE MARK: i) Be proactive; ii) Begin with the end in mind; iii) Put first things first; iv) Think win/win; v) Seek first to understand, then to be understood; vi) Synergise; and vii) Sharpen the saw. (1)

They must then show HOW / WHEN / WHERE / WHY they are implementing this new habit/skill to move up the maturity continuum from a state of dependence to independence, or from independence to interdependence (1) for one mark. This could involve using proactive behaviours to improve their study methods for the ITRW 315 course, for example. This real-world example should be seated in reality and must be logical for the student to be awarded the full mark for the explanation.

### **Division B Technical Communication [30]** *These questions are based on the work of McMurrey.*

#### **QUESTION 1: [8]**

##### **1.1 Name and describe the four types of audiences defined in McMurrey. (4)**

**\*A:** One of the first things to do when you analyze an audience is to identify its type (or types—it’s rarely just one type). The common division of audiences into categories is as follows:

- **Experts:** These are the people who know the business or organization (and possibly the theory and the product) inside and out. They designed it, they tested it, they know everything about it. Often, they have advanced degrees and operate in academic settings or in research and development areas of the government and technology worlds. (1)
- **Technicians:** These are the people who build, operate, maintain, and repair the items that the experts design and theorize about. They have a highly technical knowledge as well, but of a more practical nature. (1)
- **Executives:** These are the people who make business, economic, administrative, legal, governmental, political decisions about the products of the experts and technicians. Executives are likely to have as little technical knowledge about the subject as nonspecialists. For many of you, this will be the primary audience for your report. (1)
- **Non-specialists:** These readers have the least technical knowledge of all. They want to use the new product to accomplish their tasks; they want to understand the new power technology enough to know whether to vote for or against it in the upcoming bond election. Or, they may just be curious about a specific technical matter and want to learn about it—but for no specific, practical reason. Chances are, these readers will represent your secondary audience. (1)

##### **1.2 Readers of technical documents usually read such documents for specific reasons. Why do writers of technical documents need to analyse their audiences and the tasks they set out to achieve before creating them? (2)**

**\*A:** Audience analysis is a task that is often performed by technical writers in a project's early stages. It consists of assessing the audience to make sure the information provided to them is at the appropriate level. (1) The audience is often referred to as



the end-user, and all communications need to be targeted towards the defined audience. Defining an audience requires the consideration of many factors, such as age, culture and knowledge of the subject. After considering all the known factors, a profile of the intended audience can be created, allowing writers to write in a manner that is understood by the intended audience. (1)

**1.3 As a potential technical writer, describe two technical writing tasks/actions you did for ITRW 315 this semester.** (2)

*\*A: Own answer. Many options/examples available in McMurrey.*

**QUESTION 2:** [6]

**2.1 Provide the definition of a process.** (1)

*\*A: The worlds of science and technology are fascinated by how things happen; in other words, processes. A process is a series of events or actions that occur over time and that accomplish something. Processes occur in the natural and mechanical worlds; these processes are for the most part repetitive or repeatable, for example, photosynthesis or mitosis. Processes also occur in the human social world. Although many are repeated, you can also treat one-time-only events, such as the first walk on the moon, as processes. Other processes are plans, such as the expedition to Mars (has not happened yet).*

**2.2 Define two policies for students' use of a new printer room on campus and write the procedures for the policies.** (4)

*\*A: Find a situation or organisation needing policies and procedures (policy-and-procedure manuals). Identify the general policies the organisation needs. Identify the technical policies the organisation needs. State the policy for each policy. Plan or write the procedures for each policy. Write the definitions for each policy-procedure section. Cross-reference other policies. Review and revise the rough draft. Any TWO (2x2).*

*Page 51, McMurrey.*

**2.3 Name the type of appeal (logical, personal, emotional) that was used in the following statement: "If we outlaw guns, then only people acquiring them illegally will get them, so good people will be helpless. The bad guys are already getting them illegally".** (1)

*\*A: This statement deals with a combination of facts, logical reasoning, and often assumptions about how things and people work. The facts may be cherry picked or twisted, the reasoning may not be sound, and the assumptions may be unfounded, but these are at least attempts at logical appeals. (1)*

**QUESTION 3:** [11]

***Indicate whether the following two statements (3.1 and 3.2) are True or False:***

**3.1 Comparison can be defined as a consideration or estimate of the similarities or dissimilarities between two things or people.** (1)

*\*A: True (1)*

3.2 The whole-to-whole approach to comparison systematically compares each item against one category at a time; while point-by-point comparison forces readers to make comparisons for themselves and can easily become disorganised. (1)

\*A: False (1)

3.3 Which type of report compares two or more options (products, plans, organisations, or personnel) against requirements and then recommends one option, several options or none? (1)

\*A: A. Evaluation

**B. Recommendation** (1)

C. Feasibility

3.4 Which type of report compares individual products, plans, programs, properties, etc. against requirements and makes an evaluative judgment—whether it met its expectations, or whether it is "good" or "useful"? (1)

\*A: **A. Evaluation** (1)

B. Recommendation

C. Feasibility

3.5 You have to compile a recommendation report for the management of the NWU, Vaal Campus to implement a transportation system where small electric vehicles will transport students between buildings to arrive on time for classes. Identify and discuss the general/generic steps necessary to compile this report (marks will not be allocated if there is no logical order of steps). (7)

\*A: Page 93-100 & 101-103, McMurrey.

A recommendation report compares two or more options against requirements and then recommends one option, several options or none.

1) Define the audience and purpose: show in-depth understanding of situation, keeping in mind the needs, interests and knowledge levels of readers. Study the problem or opportunity (electric vehicles>students arrive on time for classes) and consider what it would take to enable readers to understand. Readers in this instance will want to know how the technology works; if there are sufficient vehicles; sufficient charging stations, etc. (1)

2) Describe the problem or opportunity: Improve class attendance and reduce tardiness/bunking. A novel solution (transport) has been offered in the form of electric vehicles which would transport students to and from buildings around campus. (1)

3) Define the requirements: Tools? Investments? Infrastructure? Costs? Funding? Maintenance? Feasibility? Yes/No requirements? Numeric requirements (distance travelled, etc.)? Ratings? (1)

4) List and describe options that may solve the problem: Explain possible solutions and why they meet the requirements, and be sure to explain why certain options were excluded in the end. (1)

5) Plan and write point-by-point comparisons: Determine best choice by providing a systematic presentation of the strengths and weaknesses of the options being compared. (1)

6) Create a summary and write conclusions: Primary, secondary and final conclusions stated. (1)

7) Create a summary table and write recommendation section: Use readily identifiable heading to open report. Summarise the most important conclusions and consider writing a conditional recommendation (if this, then that). (1)

**QUESTION 4:**

**[5]**

***You are going to be expected to be able to communicate in a professionally sound, technical manner when you begin working in the real world. Now, apply what you have learned throughout the semester and correct the grammar of the following sentences as best you can:***

4.1 My colleague, Thabelo, asked if I could help him format his harddrive after lunch (2)

\*A: My colleague, Thabelo, asked if I could help him format his **hard drive** after lunch. (2)

4.2 I didnt hear my manager say anything about the bored meeting at twelve! (2)

\*A: I **did not // didn't** hear my manager say anything about the **board** meeting. (2)

4.3 The code I wrote was far cleaner then yours. Sarah's was considerably worse than yours, though. (1)

\*A: The code I wrote was far cleaner **than** yours. Sarah's was considerably worse than yours, though. (1)

**TOTAL/TOTAAL: 100**

File reference: 8.1.7.2.2