



No. of Pages - 15

No of Questions - 09

**SCHOOL OF ACCOUNTING AND BUSINESS**  
**BSc. (APPLIED ACCOUNTING) GENERAL / SPECIAL DEGREE**  
**PROGRAMME**

**YEAR II SEMESTER I (Intake II/III – Group A)**  
**END SEMESTER EXAMINATION – JANUARY 2016**

**BCM 20325 Business Communication III**

Date : 02nd February 2016  
Time : 9.00 a.m. – 11.30 a.m.  
Duration : Two and a half (2 ½) hours

**Instructions to Candidates:**

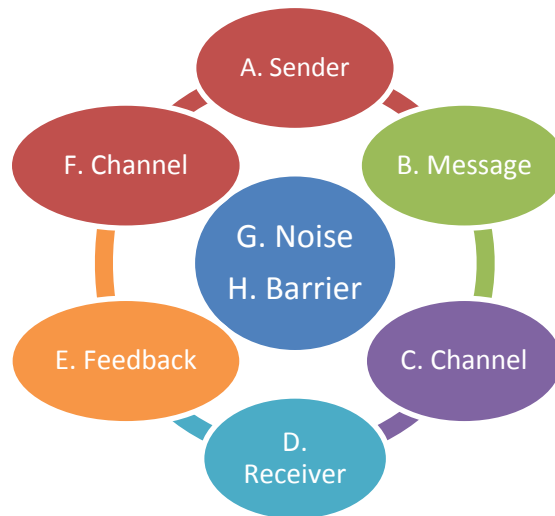
- Write your Index Number in the space provided at the top of this sheet. Do not write your name anywhere in this question paper.
- Answer **ALL** questions in this paper itself.
- This paper consists of four parts (A,B,C and D)
- The total mark for the paper is 100.
- The mark for each question is shown in brackets.
- Answers should be written neatly and legibly.

## Part A: COMMUNICATION PROCESS

### Question No. 01

The figure below represents the process of communication. Each part is labelled with letters A-H. Following the figure are seven statements that give a *communication situation*.

Choose the part from the illustrated process that best represents the **underlined words** in the situation given. **Note:** Be sure that your choice matches the underlined portion of the statement rather than the statement as a whole.



The first has been done for you as an example:

A	1. <b><u>The president</u></b> is addressing a gathering of top accountants in the country.
	2. The Prime Minister is delivering a <b><u>special announcement</u></b> on national TV.
	3. A discussion about the new constitution is being <b><u>broadcast on public radio</u></b> .
	4. <b><u>Sami is watching</u></b> an interesting documentary on the Internet.
	5. Pammi <b><u>frowns in disbelief as</u></b> she listens to Jennifer speak.
	6. The teacher tells <b><u>the students</u></b> about what she read in the newspapers yesterday.
	7. <b><u>The loud noise from the ambulances</u></b> outside made it difficult for Pammi to follow what Jith was saying.
	8. Jith generally <b><u>uses email</u></b> when responding to complaints he receives.
	9. This <b><u>satellite phone drops the signal</u></b> when she is talking to her friend.
	10. Kabir cannot concentrate on the lecture because of <b><u>a headache</u></b> .
	11. Red Indians used <b><u>smoke signals</u></b> for communication.

(10 Marks)

## **Question No. 02**

Use the terminology related to communication models to complete the blanks in the following passage. Write the letter (a-n) of the correct term in the blank.

**Note:** There are two extra words you do not need to use.

Since the transaction model is sender and message focused, the responsibility is put on the sender to help ensure the message is successfully 1.\_\_\_\_\_. This model emphasizes clarity and effectiveness, but it also acknowledges that there are 2. \_\_\_\_\_ to effective communication. 3. \_\_\_\_\_ is anything that interferes with a message being sent between 4.\_\_\_\_\_ in a communication 5.\_\_\_\_\_. Even if a speaker sends a clear message, noise may 6.\_\_\_\_\_ with a message being accurately received and 7.\_\_\_\_\_. The transmission model of communication accounts for environmental and 8. \_\_\_\_\_ noise. Environmental noise is any physical noise present in a communication encounter. Other people talking in a crowded diner could interfere with your ability to 9.\_\_\_\_\_ a message and have it successfully decoded. While environmental noise interferes with the 10.\_\_\_\_\_ of the message, semantic noise refers to noise that occurs in the 11.\_\_\_\_\_ and decoding process when participants do not understand a symbol. To use a technical example, FM 12.\_\_\_\_\_ can't decode AM radio signals and vice versa. Likewise, most French speakers can't decode Swedish and vice versa. Semantic noise can also interfere in communication between people speaking the same language because many words have multiple or unfamiliar meanings.

(Adapted from:<http://2012books.lardbucket.org/books/a-primer-on-communication-studies/s01-02-the-communication-process.html>)

- a. barriers
- b. conveyed
- c. decoded
- d. participants
- e. interfere
- f. encounter
- g. Noise
- h. channel
- i. transmit
- j. antennae
- k. encoding
- l. barrier
- m. transmission
- n. semantic

(12 Marks)

**Question No. 03**

Write a paragraph comparing the **Interaction Model** of communication and the **Transaction Model** of communication. *Do not write more than 100 words.*

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(08 Marks)

**(Total 30 Marks)**

## Part B: PUBLIC SPEAKING

### Question No. 04

Analyse the two short speeches given below and answer the questions that follow.

#### **Speech 1:**

Nothing has changed in our gene pool for 10,000 to 50,000 years. Yet our lives have changed a great deal. Two thousand generations ago we needed the "Fight or Flight" responses. We were quick or we were dinner. If you're a cave person and a bear sneaks up on you, you don't want to have to wait to say: "Blood flow, please increase. Prepare for attack." You need an immediate response. Although there aren't many real bears out there today, there are lots of psychological ones. The old physiological response was supposed to protect us for a few minutes, not throughout an entire day. In modern life, our body is constantly prepared for fight or flight -- but we can't flee or fight very often. Picture it: You're stressed at work; you've had a tough day. A nasty person antagonizes you. You run out of the office, keep running, and don't come back. Someone in the office asks: "Where's Joan today?" The response is: "Oh, she fled for the day. She'll be back tomorrow. But only if things go well for her." We can't do that. Nor can we fight. So we sit there and keep working and stewing in our own stress chemicals. If an electrical system becomes overloaded, circuit breakers or fuses will protect it. Since we aren't provided with circuit breakers, we have to devise them ourselves. We must pay attention to when we are overloaded and institute lifestyle and behavioral changes which will relieve the stress of our day-to-day lives.

www.section4revisedoralcommunicationtestquestions

1. What is the topic of this speech?

.....  
.....

(1 ½ marks)

2. What is the general purpose of the speech?

.....

(1 mark)

3. What is the specific purpose of this speech?

.....  
.....

(2 marks)

4. Write an effective 'thesis statement' for the above speech.

.....  
.....

(3 marks)

**Speech 2:**

With the coming of the VCR and the camcorder, personal and affordable television production became a reality. Yet the same technological revolution that allowed the amateur to produce near studio-quality productions has given the television industry an amazing array of special effects. Through advances in computer technology, we are treated to such wonders as digital representation of athletic events, photos of athletes spinning into view, screens split any which way, and logos exploding into fireworks. And, of course, versions of this same technology are becoming available in the home. Called desktop video (because all the components can fit on a standard desk or table) this system uses the computer to create and the VCR to print. They offer titling, computer graphics, animation, digital video effects, and the ability to mix live video and computer pictures. What's needed is a computer to generate and manipulate images, a camera to originate pictures, a VCR or camcorder to use as a source for editing and overdubbing, another VCR to edit and re-record, and finally the right software to make it all happen. Systems also take advantage of a variety of components like character generators to create electronic text in a variety of styles and colors; video titling programs which mix words with pictures, animate images, and move from screen to screen; painting systems that let you draw, paint, or manipulate pictures; animation systems that create moving images in two or three dimensions using realistic, shaded objects; and digital video effects hardware which let images and words roll, tumble, and dance around the system.

www.section4revisedoralcommunicationtestquestions

1. What is the topic of this speech?

.....  
.....

(1½ marks)

2. What is the general purpose of the speech?

.....

(1 mark)

3. What is the specific purpose of this speech?

.....  
.....

(2 marks)

4. Write an effective ‘thesis statement’ for the above speech.

.....  
.....

(3 marks)

5. Evaluate the two speeches in terms of the techniques used. Which speech do you think is the most effective? Explain giving reasons/examples.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

(5 marks)

**(Total 20 Marks)**

## Part C: CONFLICT RESOLUTION

### **Question No. 05**

Select the best option for the following questions:

1. Which of these would be the best way to communicate in a conflict situation?
  - A. Be aggressive and insist on your requirements
  - B. Be passive and show disinterest
  - C. Be calm and flexible
  - D. Be careful and timid
  
2. What is the final stage in the escalation of a conflict situation?  
Participants are-
  - A. Silent
  - B. Angry
  - C. Verbal
  - D. Aggressive
  
3. Which of these is recognised as being a way of overcoming communication barriers in a conflict situation?
  - A. Moving as close to the person as possible
  - B. Having the negotiation in a noisy environment
  - C. Repeating information slowly and calmly
  - D. Using negative body language
  
4. A recognised strategy for defusing high risk conflict is to:
  - A. Appear disinterested
  - B. Listen actively
  - C. Establish physical superiority
  - D. Mirror any aggression
  
5. Which of these would be considered inappropriate when confronting unacceptable behaviour?
  - A. Humiliating the person on his/her behaviour
  - B. Showing the consequences of his/her actions
  - C. Giving enough time to change the behaviour
  - D. Taking a firm and clear stand against the behaviour

(05 Marks)



**Question No. 06**

Identify the different conflict management styles in the following scenarios. Write your answer in the blank.

**(Accommodating, Avoiding, Competing, Compromising, Collaborating)**

1. Your colleagues are discussing a venue for the next get-together of your batch, and an argument ensues. You.....

-insist on having it at the hotel you chose

.....

2. At a family function, one of your relatives boasts that her son has got a high-profile job at a government ministry. Which you know to be a lie. You.....

- immediately inform the others and set the record straight

.....

3. You are in a critical meeting at work where major decisions are being made that will affect your direct role in the company and job duties. You.....

- Excuse yourself and leave the room

.....

4. You are in the process of making a major purchase (e.g. house, car, expensive furniture, etc.) with your significant other. You.....

-quickly agree to the first option mentioned as you do not want to prolong the discussion.

.....

5. While at an office meeting your boss passes a negative remark about your past performance. You.....

- agree with the person anyway as you would hate to argue

.....

(05 Marks)

**(Total 10 Marks)**

## Part D: NEGOTIATION SKILLS

### Question No. 07

Match the 'main clause' of the conditional sentence to the most suitable 'conditional clause'.

Draw an arrow to the correct answer.

1. You'll miss the train
2. you won't be able to see the parade
3. it's yours
4. I'll give you a brochure
5. he starts crying.
6. I'll call the police
7. They deserve to be punished
8. he would look older
9. I wouldn't be here
10. you will not pass the exam

- a. Unless you come closer,
- b. if you come here, to our office,
- c. if you don't get out of here.
- d. if you don't come early.
- e. If he had his hat on
- f. If you like it,
- g. If you criticize him the slightest bit,
- h. supposing they damaged the vehicle.
- i. if things were not the way they are.
- j. Unless you become interested in your studies,

(10 Marks)

### Question No. 08

Read the following passage and answer the questions that follow.

The ability to negotiate successfully, to reach agreements with other people or parties, is a key skill in any business. This negotiation could be with a buyer or a seller and it almost always involves an element of compromise. But, when entering negotiations, you should always keep in mind that it is almost impossible to negotiate and make agreements successfully if you think you can't afford to 'lose' or walk away from what is on offer. This will result in your avoiding asking for anything more than what you think the other side will give without a dispute. You become a passive observer, with the other side dictating the terms.

In most negotiations, one side has more to offer than the other and proper planning can help minimize the effects of this imbalance. Decide on set limits on what you can offer before negotiations begin. There are always advantages you can offer the other side, and you clearly have benefits they want or need, or they would not be negotiating with you. In fact, the buyer/seller often wants you more than you think, so it is to your advantage to try and see things from their point of view. The better you see their real needs or wants and not just the ones they have told you, the more successful you will be and less likely that you are to fall into the trap of giving them more than you really need to.

Untrained negotiators often allow their feelings to become too involved and they may take each rejection of a proposal as personal rejection. So they become angry with the other person, or blame them for failing to reach an agreement. While it is important to be yourself and, on occasion, not be afraid to express how you honestly feel, it is important to judge carefully when to do this. It is particularly important to maintain a polite and friendly relationship when you are facing a difficult negotiation, but keeping negative personal feelings out of negotiation doesn't mean hiding your personality.

Think carefully about your negotiation schedule. Take breaks, particularly during times when you cannot agree over a particular point. But if you have to continue the negotiation on another day, make it soon, and keep the momentum of the negotiations. As long as you are still talking and meeting, you build rapport with the other party; learn more about what they need and ensure that your company is the one most likely to make the deal. This may require both patience and perseverance.

To 'win' a negotiation then means that neither side should feel that they have 'lost'. You should know what you can offer the other side and know exactly what they want. If you have done everything you can and the deal remains outside the limits you have defined for yourself beforehand, then walk away from it. Either way, you are a winner!

Adapted from: Cambridge Professional English

1. According to the article, what element is always present in negotiations?

.....

(01 mark)

2. Explain the meaning of the sentence “... it is almost impossible to negotiate and make agreements successfully if you think you can’t afford to ‘lose’ or walk away from what is on offer.”

.....

.....

(02 marks)

3. What is the advantage of seeing things “from their point of view”?

.....

.....

(02 marks)

4. Why do some negotiators become angry and blame the others?

.....

.....

(02 marks)

5. What advice does the article give regarding facing difficult negotiations? Mention two.

.....

.....

(02 marks)

6. Why is it important to maintain the momentum of the negotiation?

.....

.....

(03 marks)

7. What advice does the writer give concerning ‘winning a negotiation’?

.....

.....

(02 marks)

8. Give a suitable title to the passage.

.....

(01 mark)

9. Make sentences with the following words to bring out their meaning.

i. compromise

.....  
.....

ii. dispute

.....  
.....

iii. imbalance

.....  
.....

iv. to judge

.....  
.....

v. maintain

.....  
.....

(5 marks)

(20 marks)

**Question No. 09**

Write a short essay on any **one** of the topics given below. *Do not write more than 250 words.*

- a. The importance of ‘bargaining’ in the negotiation process
- b. The usefulness of ‘relationship-building skills’ in academic, professional and personal aspects of your life
- c. ‘Personal branding’ and its potential in your professional life.

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

(10 marks)

**(Total 40 Marks)**