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**COMMUNICATION SKILLS**

November 2021

Time: 3 hours



**THE KENYA NATIONAL EXAMINATIONS COUNCIL**

**DIPLOMA IN SUPPLY CHAIN MANAGEMENT**  
**DIPLOMA IN BUSINESS MANAGEMENT**  
**DIPLOMA IN COOPERATIVE MANAGEMENT**  
**DIPLOMA IN ROAD TRANSPORT MANAGEMENT**  
**DIPLOMA IN INFORMATION SCIENCE**  
**DIPLOMA IN ENTREPRENEURSHIP**  
**DIPLOMA IN PROJECT MANAGEMENT**  
**DIPLOMA IN INVESTMENT MANAGEMENT**  
**DIPLOMA IN MARITIME TRANSPORT MANAGEMENT**  
**DIPLOMA IN HUMAN RESOURCE MANAGEMENT**  
**DIPLOMA IN DISASTER MANAGEMENT**

**MODULE I**

**COMMUNICATION SKILLS**

**3 hours**

**INSTRUCTIONS TO CANDIDATES**

*This paper consists of **FOURTEEN (14)** questions in **TWO** sections; **A** and **B**.  
Answer **ALL** the questions in both sections in the answer booklet provided.  
Candidates should answer the questions in **English**.*

**This paper consists of 5 printed pages.**

**Candidates should check the question paper to ascertain that  
all the pages are printed as indicated and that no questions are missing.**

**SECTION A (32 marks)**

*Answer ALL the questions in this section.*

1. State **three** objectives of conducting grievance interviews in an organization. (3 marks)
2. State **four** reasons why it is important to follow protocol when communicating in an organization. (4 marks)
3. List **three** factors that may determine the choice of media to use when communicating. (3 marks)
4. List **three** visual aids that one may use when writing a business report. (3 marks)
5. State **three** ways in which a sender may ensure clarity when encoding a message. (3 marks)
6. State **four** situations when downward communication may be used in an organization. (4 marks)
7. State the meaning of the following terms as used in communication:
  - (i) interpersonal communication;
  - (ii) attention span;
  - (iii) audience analysis;
  - (iv) barrier.(4 marks)
8. State **three** reasons why a reference number in a letter is important. (3 marks)
9. List **three** problems that may be caused by too much use of grapevine in an organization. (3 marks)
10. Name **two** external publics of an organization. (2 marks)

**SECTION B (68 marks)**

*Answer ALL the questions in this section.*

11. (a) Explain how the following factors may act as barriers to communication:
- (i) age difference;
  - (ii) attitude;
  - (iii) noise;
  - (iv) language.
- (8 marks)
- (b) You are the secretary of Upendo Youth Co-operative. Write the agenda for a forthcoming annual general meeting. (10 marks)
12. (a) Explain the following types of reports:
- (i) statutory reports;
  - (ii) informal reports;
  - (iii) routine reports;
  - (iv) special reports.
- (8 marks)
- (b) Outline **four** reasons why a manager should exercise etiquette when communicating to employees. (8 marks)
13. Sali Tutu, your former employee, applied for the position of Receptionist at Sheshe Resort Limited. You have received a letter from the Managing Director of the resort requesting you to furnish them with information about Sali Tutu. As the Human Resource Officer, write a suitable response. (16 marks)
14. *Read the passage below and then answer the questions that follow.*

Over the last three decades, government interest in entrepreneurship and small business development as a potential solution to economic growth and rising unemployment has increased greatly. This is because entrepreneurship has been recognized as a major source of employment and economic development. Research indicates that Small and Medium Enterprises (SMEs) account for more than 90 percent of all firms outside the agricultural sector. Most entrepreneurs who start and grow businesses arise from two categories of people: those who are motivated by opportunity and those who are motivated by the necessity to earn a living. Often, those motivated by necessity to earn are individuals who have lost their employment for various reasons.

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SMEs are found in a wide array of business activities. These range from the single artisan producing agricultural implements to the small sophisticated engineering or software firms selling in overseas markets. They may also include medium-sized manufacturers selling inputs or products to local and international markets. Owners of SMEs may or may not be poor, and the firms embody different levels of skill, capital sophistication and growth orientation. They may be in the formal or informal sector. Small businesses constitute a major source of employment and may generate significant domestic and export earnings. These positive economic indicators have made development of SMEs a key investment in poverty reduction efforts.

Research has shown that the success of an entrepreneurial activity depends to a large extent on the infrastructure available in a country. SMEs require some strategies that touch on two crucial areas: the ability of government to implement sound macroeconomic policies, and the capability of stakeholders to create a conducive business environment. In essence, the growth of SMEs is dependent on good governance and accessible finance. There is also need to have a simplified legal and regulatory framework.

In a broader perspective, SME development strategies must be integrated into the national development plans of poverty reduction to spur small business growth. The government should therefore **champion** the development of an enabling environment to continuously create and sprout new SMEs. In this regard, it is essential to note that culture, society mindset and training are three key entrepreneurial elements to fast-track. Traditionally, students would be encouraged to read hard so that they could get good jobs while others would be encouraged to score high marks so as to get scholarships to study further. The nature of the curriculum then was geared towards training students to become employees, not employers.

In order to encourage entrepreneurship in Kenya, the government must work to change the orientation and mindset of its citizenry through an overhaul of the training curriculum. This will create awareness and purpose in students at an early stage. The curriculum should therefore be realigned to the needs of the 21<sup>st</sup> Century. As such, it requires that students be trained to start businesses and be prepared to fail without ever giving up. They should also be trained to identify opportunities, to manage risk, and to know what to accept or reject while making business decisions. The students should also be thinkers who can identify a societal problem and come up with a solution. Further, they should be trained in the culture of saving and investing, which is the starting point of becoming an entrepreneur. The curriculum should provide industrial attachment

to students so that they can learn the art of business while in school. On the other hand, the government and trade associations should provide mentorship, advice and other support services to build young entrepreneurs. The training should thus **focus on** equipping future entrepreneurs with the skills necessary to be competitive and innovative business owners who provide solutions to societal challenges.

For the entrepreneurial spirit to **take root**, professional bodies must also play their rightful role. They are charged with registering members to carry on private practice and hence they should relax some of their rules to make it easier for new entrants. If all professionals with more than ten years' experience were to gather courage and start a business venture in their line of expertise on a full-time basis, there would be an SME boom in Kenya.

*Adapted from 'Business Daily', Tuesday, 20<sup>th</sup> November 2021*

- (a) State the meaning of the following words and phrases as used in the passage:
- (i) wide array;
  - (ii) crucial;
  - (iii) champion;
  - (iv) focus on;
  - (v) take root.
- (5 marks)
- (b) Highlight **four** factors that SMEs need to grow. (4 marks)
- (c) In about 110 words and according to the passage, write a summary on the changes that the government should make to the training curriculum to encourage entrepreneurship. (9 marks)

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