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**KIRIRI WOMENS' UNIVERSITY OF SCIENCE AND TECHNOLOGY**  
**UNIVERSITY EXAMINATION, 2021/2022 ACADEMIC YEAR**  
**END OF SEMESTER EXAMINATION**  
**FOR BACHELOR'S DEGREE IN BUSINESS ADMINISTRATION,**

**UNIT CODE: KCL 101**  
**UNIT TITLE: COMMUNICATION SKILLS**  
**EXAM TYPE: MAIN EXAMINATION**  
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**INSTRUCTIONS:** This paper contains two sections: Section A and B. Section A is compulsory and the candidate must attempt all the questions. In Section B, the candidate should select and answer two questions. The examiner places premium on clarity of expression and proper grammar.

**SECTION A (30 MARKS)**

**QUESTION ONE**

**PART I: READING SKILLS**

*Read the passage carefully below and answer the subsequent questions*

When Isabella started playing lacrosse in the first grade, she would wake up before sunrise and count the minutes until she could hop the chain-link fence that separated her house from the field where her team practiced. Her **deftness** with a lacrosse stick made her an early standout, and she soon gave up basketball and soccer to focus on the sport. By the time Isabella was a high-school sophomore, she had already been recruited by an elite, Division I College and was signing autographs in her lacrosse-obsessed hometown. "Lacrosse was a way to get attention—it filled that need," says Isabella, who is being identified by her middle name to protect her privacy.

But during the summer before her junior year, Isabella pivoted awkwardly during a game and fell to the ground in pain. She had torn her ACL. For eight months, she couldn't return to the field. "It was my worst year ever," Isabella told me. While her teammates competed in tournaments, she worried about falling behind in the sport. While her friends mingled after school, she was stuck at physical therapy. Without lacrosse, Isabella felt restless and out of sorts. She started eating more and soon developed an eating disorder. "I'd grown up playing lacrosse, and I had no other hobbies," Isabella said. "So when you don't have it, you're like, What am I going to do?"

Mental-health challenges are not unique to competitive student athletes like Isabella, of course: Nearly half of American youths struggle with a mental illness before turning 18, while 12 percent have experienced about depression. But even though playing sports on a regular basis can boost physical and mental health, for some serious high-school athletes—many who train year-round and might need an athletic scholarship to afford college tuition—sports can be a key contributor to depression and anxiety.

One reason for this trend is that high-school sports have begun to copy the training methods and intensity levels of college sports. This “sports **professionalization**,” says Timothy Neal, a professor of health and human performance at Concordia University Ann Arbor, is a trickle-down effect of big-time sports, from professional to college and now to high school. More students are specializing in only one sport and playing it beyond one season, sometimes competing on multiple teams throughout the year. The American Academy of Orthopaedic Surgeons found in 2017 that high-school, college, and professional athletes trained in a single sport for a comparable number of months each year.

This professionalization has led to overtraining and exhaustion, which is central to the mental-health problems of competitive high-school athletes. “The biggest problem is sleep loss—all these kids are sleep-deprived,” Mintz says, “and this becomes a major contributor to anxiety and depression.” Long practices and multiple daily workouts mean that athletes have less time than before for other activities, which can amplify the pressures of high school. “Do they need two and a half to three hours of practice?,” asks Lonnie Sarnell, a sports psychologist in Millburn, New Jersey, who works with high-school athletes. “That extra hour of practice adds so much stress when you have four hours of homework to deal with,” she adds.

All that extra time practicing makes players more **vulnerable** to injuries, which can be another emotional challenge, especially for those whose identity is closely tied to the sport they play. Some athletes who drop other interests and activities to focus on a sport, and whose self-worth is linked to their performance, can feel lost when they’re sidelined; it’s the rudderless feeling Isabella experienced after tearing her ACL. On top of these strains, teenage athletes have to contend with ordinary frictions that come with being on a team—worries over playing time, making mistakes, and working with difficult coaches. These challenges are only more fraught for players with grand athletic goals.

Parents bear some responsibility for the tension kids feel. Children suffer when mothers and fathers insinuate that every competition or game is vitally important and that the only path to athletic excellence is through relentless training, says Lisa Damour, a psychologist and the author of *Under Pressure: Confronting the Epidemic of Stress and Anxiety in Girls*. “Some parents get their ego needs met through their kids. Fixated on their child’s athletic achievements, they can overlook the young person in front of them. For some parents, Mintz says, “it’s about getting A’s and making the all-star team.” Apart from parents, though, belittling by coaches can be another strain. Riley, who is being identified by her middle name so that she can speak openly about her mental health, told me how her high-school coach erupted at runners when they underperformed, and sometimes ignored them for days as punishment. He encouraged teammates to compete against one another, shunned less talented athletes, and drummed in the need for “mental toughness,” she told me. “We accepted the intense anxiety before races and practice as a necessary side effect.” By her junior year, Riley was deeply depressed and struggling with suicidal thoughts. She ended up transferring to another high school.

Now a junior in college, Isabella plays **intermittently** for her university’s lacrosse team. She’s no longer a star, but neither is she unmoored. The emotional turbulence she experienced during high school jolted her into thinking about what she wants out of life beyond success on the lacrosse field.

“I still don’t know what I want to do career-wise,” she said. “Now I’m putting more emphasis on that. I’m trying to figure out what I like, and what kind of person I want to be.”

*The article’s author is Linda Flanagan, and it is published in The Atlantic, April 17, 2019.*

- a) Identify the reasons that contributed to Isabella’s mental health challenge according to the passage. (3mks).
- b) Linda Flanagan explains that both parents and coaches have their share of blame in contributing to the mental health deterioration of young athletes. Explain this statement using illustrations from the passage. (4mks).
- c) Explain the meaning of the following terms as used in the passage (8mks)
  - i. Deftness
  - ii. Professionalization
  - iii. Intermittently
  - iv. Vulnerable

## **PART II: WRITING SKILLS**

- d) Write an essay discussing the effects of the Corona virus pandemic on day-to-day communication. The essay must have an introduction, three body paragraphs and a conclusion. (15mks).

## **SECTION B**

### **QUESTION TWO**

- a) Illustrate how you would overcome the following barriers of communication in the organization (12mks)
  - i. Physical barriers
  - ii. Technological barriers
  - iii. Perceptual barriers
  - iv. Language barriers
- b) Listening is a skill that is distinct from hearing. **Explain** how you have used four types of listening during this semester.

### **QUESTION THREE**

You have been invited as the keynote address speaker for the Kiriri Women’s University of Science and Technology’s Cultural Week. As you prepare for your speech, you remember that audience analysis is a prerequisite and mandatory activity. Discuss **four** types of audience analysis techniques that you may apply before the big day. (20mks).

### **QUESTION FOUR**

Your sister is facing reading challenges she prepares for KCSE examination. Since you have learned about reading skills during this semester, you are in the best position to help her. In a discussion, refer

to **five** reading skills and techniques that you would suggest to her. Pay attention to explaining the skill, and how she can apply it. (20mks).

### **QUESTION FIVE**

Communication is a cyclic process. Using a well-illustrated diagram, describe this cyclic nature of communication process (20mks).