



**NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY**

FACULTY OF COMMERCE, HUMAN SCIENCE AND EDUCATION

DEPARTMENT OF COMMUNICATION AND LANGUAGES

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| QUALIFICATION: BACHELOR OF COMMUNICATION | |
| QUALIFICATION CODE: 06BCMM | LEVEL: 6 |
| COURSE CODE: GDC 611S | COURSE: GROUP DYNAMICS IN COMMUNICATION |
| SESSION: JUNE/JULY, 2025 | PAPER: (THEORY) |
| DURATION: THREE HOURS | MARKS: 100 |

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| SUPPLEMENTARY/SECOND OPPORTUNITY EXAMINATION QUESTION PAPER | |
| EXAMINER | DR C PEEL |
| MODERATOR | MS. A. TJIRAMANGA |

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| INSTRUCTIONS |
| <p>1. Answer ONE question from <i>Section A</i>, and TWO QUESTIONS from <i>Section B</i>. 2. Read all the questions carefully before answering them. 3. Indicate whether you are a FT, PT, or DE student. 4. <i>Please write legibly.</i></p> |

THIS EXAMINATION QUESTION PAPER CONSISTS OF 3 PAGES (Including this front page)

SECTION A:

Section A consists of one compulsory question. ALL CANDIDATES MUST ATTEMPT THIS QUESTION. You may NOT substitute this question with a question of your choice.

Question 1

50 marks

Referring to practical examples you are familiar with, illustrate how the following occupations contribute to making the work team successful in an organisation.

- (a) Team members.....= 10 marks
- (b) Team leaders/line managers.....= 10 marks
- (c) Company owners and Senior Management Team.....= 10 marks
- (d) Social Technical System (STS) of the organisation.....= 10 marks
- (e) Summarise and reflect on your experiences of a project team's development (a team to which you belonged or are currently involved with). Indicate whether or not you recognise any of Tuckman's development stages in the project.
= 10 marks

SECTION B: ANSWER TWO QUESTIONS ONLY

Question 2

25 marks

Based on your experiences in your Group Dynamics classes this semester, motivate arguments for and/or against the presence of social and task cohesion in the lecture time group tasks of the classes that you attended. In your answer, identify the tasks you were given, and whether they resulted in demonstrations of social and/or task cohesion. Your answer should follow the sequence of requirements below:

- (a) Definitions of social cohesion and task cohesion, and explanations distinguishing the two qualities from each other in observing group dynamics. (5 marks)
- (b) Evidence and motivation of the dynamics, or lack thereof, of social cohesion in selected classroom group activities (10 marks)
- (c) Evidence and motivation of the dynamics, or lack thereof, of task cohesion in selected classroom group activities (10 marks)

Question 3

25 marks

- (a) In their Group Socialisation Theory, Moreland and Levine identified a mutual process of change involving group newcomers and older members. Give a detailed description of the stages both newcomers and older members undergo in this process and discuss its possible effects on both newcomers and older members. (15 marks)
- (b) What four factors might assist the newcomer in building their profiles in organisations?..... (10 marks)

Question 4

25 marks

- (a) Evaluate the strengths and weaknesses of each of the team decision-making techniques available to groups. (12.5 marks)
- (b) If you were asked to recommend to the NUST Student Representative Council the most appropriate techniques to use for garnering students' views on the management of end-of-semester examinations, which would you choose as the technique with the best prospects of yielding valid and representative student feedback? Rank the techniques in your order of preference, and justify why you have ranked them in the way you did. (12.5 marks)

Question 5

25 marks

Discuss the benefits and constraints of using mobile technologies for group interactions.

End of Examination Question Paper

Total: 100 marks