



**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
END OF SEMESTER EXAMINATION
BACHELOR OF ARTS IN COMMUNICATION
BAC 3203: GROUP DYNAMICS AND COMMUNICATION**

DATE: 11th March 2026

TIME: 13:30 – 15:30

Instructions

- 1. This examination consists of FIVE questions.**
- 2. Answer Question ONE (COMPULSORY) and any other TWO questions**

QUESTION ONE (COMPULSORY)

20 MARKS

A multidisciplinary student team has been formed to design a digital communication campaign aimed at improving digital inclusion among first-year university students. The group consists of eight members with diverse academic backgrounds, communication styles, and levels of experience. The lecturer appoints a team leader but gives the group autonomy in organising its work. During early meetings, two confident members dominate discussions and shape decisions quickly. Other members tend to agree publicly, although informal conversations later reveal disagreement and uncertainty. One member contributes minimally during meetings due to anxiety about speaking, while another insists on structured procedures and criticises the group's informal decision-making style. Cultural differences in communication styles also emerge, with direct criticism interpreted by some members as constructive and by others as disrespectful. As deadlines approach, the leader increasingly makes decisions to maintain efficiency. Participation declines, alternative viewpoints are rarely explored, and meetings end with rapid consensus. Despite the group's diverse skills, conflict increases, cohesion weakens, and the quality of decisions begins to deteriorate.

- a) Analyse the communication and group dynamics processes influencing the group's interaction and performance. (5 marks)
- b) Evaluate how personality differences, and social influence processes contribute to both the strengths and weaknesses of the group's decision-making. (5 marks)

- c) Propose and justify communication and leadership strategies that could improve participation, decision quality, and overall group effectiveness. (10 marks)

QUESTION TWO (15 MARKS)

A student seminar group notices that one member, Hannah rarely speaks during discussions. Other members assume that Hannah is uninterested or unprepared. However, Hannah later explains that she feels anxious speaking in groups and gets worried about being judged. As a result, the group often makes decisions without considering Hannah's ideas.

- a) Explain how personality traits and communication apprehension influence participation in group communication. (7 marks)
- b) Illustrate how group climate and communication practices can be adjusted to improve inclusion and participation. (8 marks)

QUESTION THREE (15 MARKS)

A community committee formed to oppose a new construction project initially works well. Over time, members begin to agree too quickly to avoid conflict, and alternative viewpoints are no longer discussed. Meetings become shorter, but some members later express concern that decisions are poorly thought through.

- a) Explain how group think may develop in this situation and identify its warning signs. (7 marks)
- b) Suggest communication strategies the group can use to encourage critical thinking and better decision-making. (8 marks)

QUESTION FOUR

(15 MARKS)

A project team leader prefers to make quick decisions and assign tasks directly. Some members appreciate the efficiency, while others feel excluded from discussions and become less motivated. Informal leaders begin emerging within the group, creating tension and confusion about authority.

- a) Analyse how leadership style influences communication climate and group performance. (7 marks)
- b) Discuss the advantages and challenges of shared or emergent leadership in this context. (8 marks)

QUESTION FIVE**(15 MARKS)**

An international student group is tasked with preparing a presentation. Some members prefer direct criticism and open disagreement during meetings, while others view such behaviour as disrespectful and withdraw from discussion. Misunderstandings increase, and collaboration becomes difficult.

a) Explain how culture and communication codes influence interpretation and interaction in groups. (7 marks)

b) Propose strategies the group can use to manage diversity and improve communication effectiveness. (8 marks)