The Impact of Communication in Co-structuring& Organizing the Teambuilding Process based on TQM Principles.

اثر الإتصال في تشكيل وتنظيم عملية بناء فرق العمل استناداً على مباديء
ادارة الجودة الشاملة

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بسم الله الرحمن الرحيم

" فَأَوْفُوا الْكَيْلَ وَالْمِيزَانَ وَلا تَبْخَسُوا النَّاسَ أَشْيَاءَهُمْ وَلَا تُفْسِدُوا فِي الْأَرْضِ بَعْدَ إِصْلَاحِهَا ذَلِكُمْ خَيْرٌ لَكُمْ إِنْ كُنْتُمْ مُؤْمِنِينَ" [سورة الأعراف الآية رقم 85]

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Research Declaration& Permission

This thesis is a pure presentation of my research work to be part of my fulfillment of the requirements for obtaining the degree of Master of philosophy in Management of Quality and Excellence, Sudan University of Science& Technology, College of Graduate Studies& Deanship of Quality& Development.

Whoever& wherever contributions of others are involved, any participations or Cooperation& every effort is been made to indicate this clearly, with due reference to the literature, acknowledgement of collaborative continuous research and guided discussions. The research's work was done under the adequately guidance of *Professor Mohammed Alhafez Mustafa Abdelrahman*, the continuous concern& advices of *Dr. Abdelmutalab Ibrahim Abdelrasul,* Programme Coordinator of Master degree in Management of Quality and Excellence*, Deanship of Quality& Development,* Sudan University of Science& Technology, College of Graduate Studies, Khartoum, Sudan.

I give my permission to use all of research's content in Study's purposes.

> Mohammed Hamid Mohammed
> Hamid
> Signature:
> Date: 17/11/2018

In my capacity as Coordinator of Batch 8, programme of Master Degree& supervisor of the candidate's thesis, I certify that the above statements are true to the best of my knowledge.

> Dr. Abdelmutalab Ibrahim Abdelrasul
> Signature:
> Date:

DEDICATION

For *my Beautiful wife* who cherished our moments together, I couldn't do it without you, this is *for you*.

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Immensely, I would like to express my sincere gratitude and appreciation to *Professor Mohamed Alhafez Mustafa*, my Former Supervisor, who gives me his backbone experience and instructed me through my research's parts. My gratitude also without words are extended to *Dr. Abdelmutalab Ibrahim Abdelrasul*, my Teacher, Mentor& the one who provided me with the well to pursuit knowledge and guided me through understanding and ultimate helpful advices to last minutes, I'm in debt for you.

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To the *seekers of truth, knowledge and the welfare of humanity*, this is for you everywhere.

Abstract

Applicably, communication as concept is a process, as definition is method, considered importantly high and roughly admitted as first level of concern within Insurance& financial organizations in Sudan. This Research is trying to study out the Impact of ***Communication*** in Co-structuring& Organizing the ***Teambuilding*** Process based on ***TQM Principles***.

In furtherance, the researcher used a designed questionnaire distributed in September to November 2017, to three different organizations in the field of Insurance& Finance services in local market. The three organizations were (***Central Bank of Sudan CBS, Al-Mutakhassisa Medical Insurance Company MMI, Sahel& Sahara Bank SSB***). The research used simple random sample in selecting employees, to collect data the researcher distributed (**100 forms**), the first package targeted specifically (**20**) senior staffs of administrational managers and heads of departments, the second package of forms is spread out to (**80**) employees of other levels.

Suitably, The SPSS Programme (***Statistical Package for the Social Sciences***) is used to analyze the requested tests. The test of Correlation Coefficient (***Pearson test***) is applied and conducted systemically to analyze the research's three hypotheses from ***85 forms***. The results showed& proved that communication have an impact on the process of team building although it's regrettably showed a wide lack of awareness on the concept of TQM and principles inside all the three organizations.

The researcher is immensely recommended to activate and officiate the training programs purposely to reveal the impact of communication on building up teams based on TQM's principles along with necessity to set a national strategy on the importance of raising-on the awareness about the benefits of applying TQM principles which will help in organizing& Co-structuring successful team building.

ملخص البحث

كما ثبت تطبيقياً أن الإتصال كمفهوم يعتبر عملية، وكتعريف هو طريقة وهو من الأهمية داخل مؤسسات تقديم الخدمات المالية والتأمينية بالسودان. يحاول هذا البحث دراسة أثر الإتصال في تشكيل وتنظيم عملية بناء فرق العمل استناداً على مباديء ادارة الجودة الشاملة.

أستخدم الباحث استبيان تم تصميمه وتوزيعه في الفترة من سبتمبر حتى نوفمبر 2017م خصيصاً لثلاثة مؤسسات مختلفة في قطاع الخدمات بالسوق المحلي. كانت المؤسسات هي (**بنك السودان المركزي، الشركة المتخصصة للتأمين الطبي ومصرف الساحل والصحراء**). استخدم البحث العينة العشوائية البسيطة في اختيار الموظفين، لجمع البيانات الأولية قام الباحث بتوزيع عدد (100) استمارة، الحزمة الأولى منها استهدفت عدد (20) من رؤوساء الأقسام ومدراء الإدارات، الثانية وزعت لعدد (80) موظفاً من باقي الدرجات الوظيفية.

تم استخدام برنامج التحليل الاحصائي (اس بي اس اس) لتحليل الاختبارات المطلوبة، وتم إجراء اختبار معامل الإرتباط (**اختبار بيرسون**) لتحليل فرضيات البحث الثلاثة من مجموع (85) استمارة. أظهرت النتائج أن الإتصال لديه تأثيراً هاماً على بناء فريق العمل، لكنها أوضحت أيضاً ضعفاً في التوعية بمفهوم الجودة الشاملة وماهية مبادئها في المؤسسات الثلاثة.

يوصي الباحث بتفعيل برامج التدريب بأثر الاتصال في بناء فرق العمل استناداً على مباديء الجودة الشاملة، وضرورة وضع استراتيجية قومية حول أهمية التوعية بمنافع تطبيق مباديء الجودة الشاملة، والتي ستساعد في تشكيل وتنظيم وبناء فرق العمل الناجحة.

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List of Abbreviations

Abbreviations	Explanations
ISO	International Standards Organization
TQM	Total Quality Management
TB	Team Building
C	Communication
9001	ISO Quality Management Systems for Organizations
QMP	Quality Management Principle
Sig	Significant

CHAPTER ONE

Research Overview

CHAPTER ONE

1.1. Introduction

1.1.2 Research Motivation& Importance

1.1.3. Research Problem and Important Questions

1.2.1. Research Objective

1.1 Introduction

1.1.1 Research Background

Communication is an essential important process uncouthly& without a doubt in any successful business organizations in all over the globe. It's a unique performance act reflecting and resembling the core goals of any enterprises. Communication itself as internal process is usually assumed to be central connection to the successful performance of teams inside any organization. Communication is a cornerstone of team interaction. This helps teams to share information and discus their knowledge together as members with each other and transfer it through all parts or related sections inside organization. Arguably, although out in business world, as there are too many companies, they all share the same values related to communication's aspects and somehow together they reach a different design of their own styles of communicating within interdepartmental sections or with their business partners all the way to accomplish success and gain huge profits. When there is an internal communication gap within a working team inside an organization there is usually a breakdown in the way information is been sent from the sender to the receiver from that team's members to high management representative.

Teambuilding is an organizational development tool and its by default had become clear that goal setting, problem-solving and interpersonal relations were invariably the most common drivers for Teambuilding formation and shape-out within organizations which seeks a better work results. Teambuilding is about how to connect efficiently organization's employees with their superiors in order to dedicatedly and willingly builds work trust, mitigates conflict and clashes of opinions, encourages communication and increases their inner collaboration with each other during their daily time.

Team building is a symbiotic process which leads to a much better result that is greater than the integration of individual performances. Frankly, the known exercises of developing or improving and aiming at increasing the solid welfare of establishing an excellent Team building platform, are these which crossing inter roads with direct personal or interpersonal conflicts inside the team as a one group or a one working unit all together. Communication is one of the major tasks to be held and practice by any team while it's on an introductory stage of building up the essential components to be effective and gain success. Honestly, if it's being practice and applied well, it will leads into building a powerful very active and effective working contacts toward a good trusted relationships in business. This Research is trying to study out the Impact of *Communication* in Co-structuring& Organizing the *Team Building* Process based on *TQM Principles*.

The name or term "Teambuilding" is usually given to mention the process of constructing and organizing different employees in one big team to implement something relating to the running business with certain rules for that process forwardly to look and search for cure of organization's damage communication systems. Also Teambuilding is a process of transforming a group of individuals as employees or workers with different interests, skills, backgrounds, and expertise into an integrated and effective work unit. Teambuilding includes the distinguishing of the communication channels, necessary knowledge, skills, and attitudes required for effective team performance.

1.1.2 Research Motivation& Importance

Deludingly, Communication is more difficult to define let alone to be fully understood in organization's work environment as it can be understood from a variety of perspectives according to different viewers and employers.

The change in communication methods and types has made most of organizations pays a great attention to the way they produce and promote, advertise, manage and control of their products or goods and services beside interact internally with the staff or employees in order to meet the requirements of Annual Goals and their potential targeted customers in the future time. Thus, organizations in Sudan especially in the financial sector are recently concerned about how to build their working teams to achieve certain demanded results. No other better way for organizations than how to communicate efficiently with its employees as team members inside or with its customers as outside approach. Based on TQM principles, this research is trying to discover the impact of Communication in co-structuring& organize Team building on organizational process.

1.1.3. Research Problem and Important Questions

There's a lack of communication internally between leaders of teams and members within teams, beside the researcher had noticed the absence of applying TQM and its principles in most organizations, so to understand, cleared out and extract the impact of communication on the process of Team building based on TQM seven principles inside these financial bodies, I believe we have to test and search for that impact on Team building on a daily route in organizations. Honestly it is necessary to consider both individual and organizational level that have an effects on the internal process of constructing& organizing Team building and what really considered as being the major common problems that faced employees as members of working teams.

1.1.3.1. If these are to be considered as the basic skills of team members

- ✓ Positive Attitude
- ✓ Honest and Straightforward
- ✓ Reliability& Responsibility.
- ✓ High sense of equity and fairness.
- ✓ Good listener Encourages feedback.
- ✓ Strong well to participate& be patient.
- ✓ High command of Trust& support to others.
- ✓ Ability to Influences others.
- ✓ Respects and tolerant of others differences
- ✓ Works through conflict openly.

While managing and co-structuring team building inside organizations?

1.1.3.2. Are these all the Common Problems that been Faced off during you during Team building process:-

- ✓ Challenges of Knowing Where to Begin?
- ✓ Dominating Team Members?
    - ✓ Poor Performance of Team Members?
    - ✓ Poorly Managed Team Conflict?
    - ✓ There is a Lack of Communication or methods used in communication are poor and inadequately suitable for team?

1.1.3.3. According to participation and Team Involvement, these are to be considered being the most common barriers of Communication process within organizations:-

Perceptual Barriers - Emotional Barriers - Language Barriers - Cultural Barriers - Physical Barriers - Technological barriers. Which barrier consider the most?

1.1.4 Research Objectives:-

1. **Discovering** the basic skills of team members and how to communicate smoothly within their leaders in question 2.
2. **Define** the impact of Communication on organizing& Co-structuring Teams and outline the Communication barriers as in question 3.
3. Determine the Satisfaction of Team Member's about the level of Communication.
4. **Identify** the TQM principles and how they are bonded with the process of Constructing& Organizing the Team Building.

1.1.5 Brief Research Hypothesis& Significance

This Research is well designed and strongly conducted to find out if there is an impact of communication process in constructing and building successful teams in organizations based on the principles of TQM. As it's a Questionnaire research, its objectives are classified into three parts:

1.1.5.1 Part One: Personal Information of the participants in Questionnaire.

1.1.5.2 Part Two: Impact of Communication on Team Building Process.

1.1.5.3 Part Three: Impact of Communication on Team Building based on TQM's P.

The Research hypothesis is set on into *three main hypotheses*:-

(A) There is proven and statistically significant clear impact of communication on Team Building as process inside every organization.

(B) There are statistically significant variations between Team members inside organizations in identifying the most common communication Tool which is used in a daily basis while managing their routine duties on regular financial services.

(C) There are statistically significant differences between participants related to communication impact on team building while identifying the TQM and its principles.

For the Research significance, although all the acquired knowledge and the gathered information are showing a great deal of explanation and clarification of why Team building is obviously and widely spread internally in organization, there are also a huge lack of data and basic knowledge of communication and its impact on Team building.

1.1.6 Limits of the Research:

1.1.6.1 Timeframe:

This Research was carried out from September to November in year 2017.

1.1.6.2 Geographical Locations& Limits:

This Research is limited to Al-Mutakhassisa Medical Insurance Company, Central Bank of Sudan-HQ, & Sahel & Sahara Bank – HQ, In Al-Morgan area, Khartoum, Sudan.

1.1.6.3 Research Subject's limits:

The Research only select the traditional types of co-structuring& organizing teams in the above organizations. As it's being carried out through the regular order commonly used in Sudan as (Direct order from High Management), to co-structure and build-up a suitable team for a certain goals (*Step 1*), Indirect managerial guides from senior management to build a team (*Step 2*), by selecting its members based on their carrier achievement in that organization& The traditional& repeatedly selection of employees (Seniors) to be as heads or leaders based on their previous committees or teams (*Step 3*), Devotedly to set up specific objectives, how to work hard dedicatedly to manage, control and monitor the performance of that team& to reach their final stage of successfully completed those objectives.

1.1.7 Summary about Research Methodology:

The research was aiming and targeting to gain an excellent amount on the organizational& Managerial level in financial& Insurance Services sector in Sudan in Khartoum state. Likewise in Al-Mutakhassisa Medical Insurance Company, CBS& Sahel& Sahara Bank. The research's Questionnaire administrated to supervision staff in the company beside the front line employees who are involved in the process of carrying out their organizational goals on daily route during the four quarters annually in their business calendar (all Organizations and companies or institutions in Sudan have an annually business plan which contains four financial quarters, each quarter includes three months). A sample size of 85 respondents was chosen. Additionally, direct interviews were conducted with six levels of administration staff (Senior& Managerial Level) in contrast with the basic level (front level – first line of handling and responding to customers) which were all identified as follows; First Level is Human Resources Manager or (sometimes Administrative Manager), Second Level is Procurement& Facilities Manager (sometimes called or titled as Contract Manager), Third Level is Production or Underwriting Manager, Four Level is Medical Networking Manager (Medical Treatment Assessment), Five Level is Deputy of General Manager or (vice President of the Organization)& Six Level and the last one is for the Employees& officers in all sections and departments. The official Data and the required information for this research were obtained from primary source. Rapidly, the secondary sources of data were obtained from Magazines, monthly journals, newsletters, references.

1.1.8 Structure of the Research:

The research is well organized into five chapters. *Chapter one* aims to discuss introduction and general background, Research Motivation& Importance, Research Problem and Important Questions, Research Objectives, Brief Research Hypothesis& Significance, Limits of the Research, Ethical consideration, Structure of Research, Research Previous Studies. *Chapter two* deals with review of relevant literature review on the research, Scope of the Research, definitions and international concepts of Communication, Team Building& TQM especially with its Principles. *Chapter three* focused on the Introduction to Methodology, Methodology of Procedures& research methodology in terms of research design, research Hypothesis& Significance of the

Research, The structure of Hypothesis Testing in Research, Methods of Data Collection, Types of Data Sources, Primary Source of Data, Secondary Source of Data, Population and Sample, Data Analysis. ***Chapter four*** have an introduction as it will looked at the presentation and analysis of findings, as the research Schedule being arranged; its findings and the final results displayed and discussed through Research Discussion with clear statements about all the limitations of research. ***Chapter Five*** starts with the conclusion and ends with the research's recommendations.

1.1.9. Research Previous Studies

1.1.9.1. Study No. 1. Jennifer D.E. Thomas, Danielle Morin, Dennis Kira (July 2016).

The three C'S of Team-Building – Communication, Cooperation and Coordination. Jennifer, Danielle and Denis's Objectives of the Study are (As part of a larger research project investigating different communication skills acquisition in entirely online courses, Students' perceptions of their acquisition of various team-building skills, Investigate communication and exchange of ideas, as developed through the use of various activities and resources in an undergraduate Business Statistics course.The researchers had found that Textbook is not being perceived as useful in developing the team-building skills of communication, team cooperation and work coordination/collaboration, their results indicate that attention needs to be given to the development of these skills from these activities and resources.

1.1.9.2. Study No. 2- (Pina Tarricone, Joe Luca, 2002).

This study reviews a broad view of identifying a framework in team building. Objectives of the Study are; could educators be able to use communication to promote effective teamwork in their classes? And To investigate two teams of final year multimedia students completing a project-based unit, in which teamwork was an essential ingredient and immersed in an authentic context. Team roles include programmers, graphic designers and project managers. There were 82 students (20 teams) completing this unit. The Results& Findings of Study are indicates that the key attributes like Commitment to team success and shared goals, Interpersonal skills, Open communication, Appropriate team composition, Commitment to team processes, leadership & accountability are suitable for successful teamwork as result of the study.

1.1.9.3. Study No. 3- (Hassall, Stacey Lee 2009).

This study provides equivocal evidence regarding the role of communication in team Building or their performance and yet, does not provide any evidence for when communication becomes important for team performance. The Objectives are Testing team members diversity (race diversity, gender diversity and work value diversity) as moderators of the team communication — Testing a team communication — performance model using established teams across two different task types. Data were collected from 1039 individuals who constituted 203 work teams. Its results are suggested that teams were displaying very similar profiles of communication on each task, despite the tasks having different communication requirements. And the Findings proven that there's A relationship between communication profile and performance was identified for the production task, although not for the decision making task.

1.1.9.4. Study No 4. (Mary Anne Amos, Jie Hu, Charlotte A. Herrick, 2005).

A series of team-building activities were conducted on a medical-surgical unit and their impact on staff's communication was examined. Forty-four unit personnel participated in the interventions. Staff communication and job satisfaction were measured before and after the intervention. The findings linked team-building activities with improved staff communication while managing and carrying out their daily tasks by identifying the necessary resources to communicate successfully. Open communication and supportive interpersonal relationships have been consistently linked with positive attitudes toward the work environment, which leads to job satisfaction, improved job performance, and an increase in retention.

1.1.9.5. Study No. 5. Susan R. Glaser, 1994

This study is titled Teamwork and Communication: A 3-Year Case Study of Change. 3-year research project assessed the effectiveness of a teambuilding intervention among a group of department leaders who supervised a fire management unit working in the forests of the western United States. A 3-day retreat that covered three basic areas: communication skills, consensus building, and collaborative problem solving. Four months later, a 1-day follow-up session was held, and 6 months after that, another 3-day retreat. Three years after the intervention began, group members reported substantial improvement in their teamwork including: (a) an increase in the ability to raise issues and

manage conflict through communication, (b) an increase in mutual praise, support, and cooperation, (c) clarification of roles and responsibilities, and (d) long-term commitment to teamwork and innovation.

CHAPTER TWO

Literature Review

Chapter Two

2.1 Literature Review

2.1.1 Scope of the Research:

2.1.2 - Communication

In every society, civilized or primitive, human being have developed spoken and written many form of languages as a suitable Means of sharing their general or personal messages and also transferring their meanings. The most common form of daily communication is interpersonal- that is, face-to-face, at the same time and in the same place (***Encarta, 2005***). Communication can be defined as the process of transmitting information and common understanding from one person to another (Keyton, 2011). The word communication is derived from the Latin word, communis, which means common. The definition underscores the fact that unless a common understanding results from the exchange of information, there is no communication. Figure 1 reflects the definition and identifies the important elements of the communication process (***Cheney, 2011***).
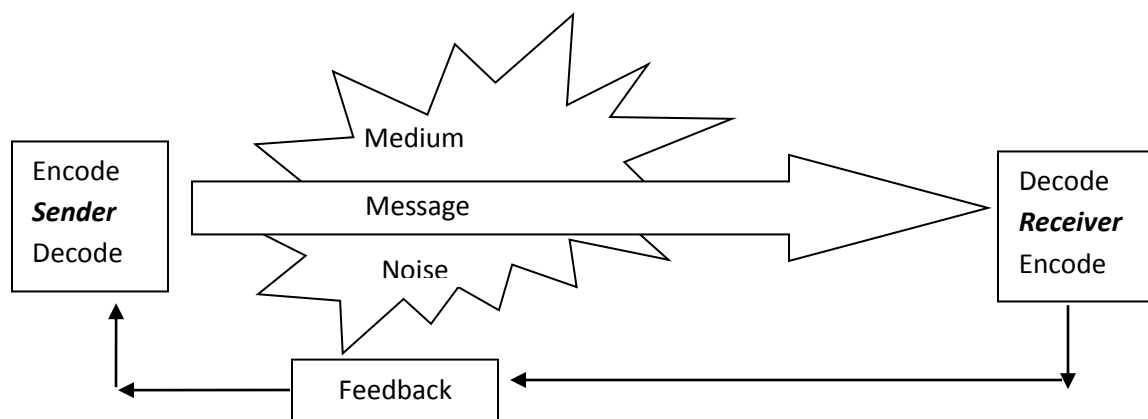

Figure 1. The Communication Process

Etymologically, the word 'communicate' is derived from the Latin verb - communicare, adjective - communis and old French adjective - comun. The key root is 'mun' stemming from the Latin word 'munus' meaning to share publicly/ impart/ make common.

Communication can thus be traced back to be derived from the old French term comunicacion and Latin word communicatio (n-). This clearly only means 'to share' and are 'common' to all. The word seems to have entered English language vocabulary in the 14th and 15th centuries. The term originally meant sharing of tangible things; food, land, goods, and property. Today, it is often applied to knowledge and information processed by living things or computers. Communication connects people and places. Thus, it is clear to understand that communication allows people to exchange their thoughts and ideas through speech, signals, writing, or behaviour. Basically, communication is shared feelings/shared understanding. People have always communicated, but the process of communication became the subject of study in the 20th Century. The serious study of communication was triggered by the development of technologies (A. Amudavalli, 2010).

Two common elements in every communication exchange are the sender and the receiver. The sender initiates the communication. In a school, the sender is a person who has a need or desire to convey an idea or concept to others. The receiver is the individual to whom the message is sent. The sender encodes the idea by selecting words, symbols, or gestures with which to compose a message. The message is the outcome of the encoding, which takes the form of verbal, nonverbal, or written language. The message is sent through a medium or channel, which is the carrier of the communication. The medium can be a face-to-face conversation, telephone call, e-mail, or written report. The receiver decodes the received message into meaningful information. Noise is anything that distorts the message. Different perceptions of the message, language barriers, interruptions, emotions, and attitudes are examples of noise. Finally, feedback occurs when the receiver responds to the sender's message and returns the message to the sender. Feedback allows the sender to determine whether the message has been received and understood according to Keyton, 2011.

Communication is essential and vital to all types of organizations, as it's clarify and define the way we coordinate or carried out actions and orders to accomplish and achieve our set of goals. It is defined as a process by which data or information is shared and exchanged between persons, individuals or groups through a medium or a common agreed system of signs, codes or symbols and behavior (**Webster's Dictionary 2005,**

Adubato, S. 2005). Communication is the foundation of exchanging information besides serving as the basis to provide control and coordination in any organization, it really helps gathering a massive data and information which are all essential to effective accomplishing and completion of the mission of the organization. (**Poole, 1978**).

Communication is the glue that holds a society together. The ability to Communicate enables people to form and maintain personal relationships. And the quality of such relationships depends on the caliber of communication between the parties (*Brennan, 1974*). Communication is the transmission of meaning from one person to another or too many people, whether verbally or non-verbally. Communication from one person to another is commonly depicted as a simple triangle consisting of the context, the sender, the massage, and the receiver (*Barrett, 2006*).

Communication is the process of sharing ideas, information, and messages with others in a particular time and place. Communication includes writing and talking, as well as nonverbal communication (such as facial expressions, body language, or gestures), visual communication (the use of images or pictures, such as painting, photography, video or film) and electronic communication (telephone calls, electronic mail, cable television, or satellite broadcasts). Communication is a vital part of personal life and is also important in business, education, and any other situations where people encounter each other (*Encarta, 1998*). Communication is broadly defined as the exchange of information and the transmission of meaning (**Katz& Kahn1978**). When feedback does not occur, the communication process is referred to as one-way communication. Two-way communication occurs with feedback and is more desirable (*Keyton, 2010*). It's central to the way in which teams go about identifying, collecting, discussing, interpreting and evaluating the information they have at hand in order to reach a decision or complete the task required of them.

Alternatively, communication is argued to be integral for teams as it provides the means through which information and critical resources can be pooled (**Barnlund 1959, Marquart 1955**) through communication we make known our needs, our wants, our ideas, and our feelings. The better we are at communication, the more effective we are at achieving our hopes and dreams (*Alessandra, Hunsaker, 1993*). Communication, the heart of business, is the most important of all entrepreneurial skills. Your ability to

transmit information helps both clients and employees feel they can communicate with and ultimately trust you (***Black Enterprise, Charles, 1998, pg 116***).

Adler and Towne 1996, describe communication as a process between at least two people that begins when one person wants to communicate with another. Adler, R. B. and Rodman, G. in 1991 defined the communication process and the interpersonal interactively in some of their texts which include subjects typically like the social construction of the self, perception of self and other, language, nonverbal communication, listening, conflict management, intercultural communication, relational communication, and various communication contexts, including work and family. Communication originates as mental images within a person who desires to convey those images to another. Mental images can include ideas, thoughts, pictures, and emotions. The person who wants to communicate is called the sender. To transfer an image to another person, the sender first must transpose or translate the images into symbols that receivers can understand. Symbols often are words but can be pictures, sounds, or sense information (e.g., touch or smell). Once a message has been encoded, the next level in the communication process is to transmit or communicate the message to a receiver. This can be done in many ways: during face-to-face verbal interaction, over the telephone, through printed materials (letters, newspapers, etc.), or through visual media (television, photographs). Verbal, written, and visual media are three examples of possible communication channels used to transmit messages between senders and receivers. Three sets of propositions are developed relating information task characteristics to: (a) organizational task variables; (b) the organization's communication structure; (c) power and influence in the organization. Implications of the framework are also considered.

Farace, Monge and Russell 1977, had defined communication as the exchange of symbols that are commonly shared by the individuals involved, and which evoke quite similar symbol-referent relationships in each individual. **Koontz in 2001,** defines organizational communication as the transfer of information from the sender to the receiver with the information being understood by the receiver. For most of the professions, communication skills such as being able to express one or to understand the others correctly are required for success and satisfaction at least in elementary level (***unalan and Tengilimoglu, 2009***). When communication channels in a team are properly

established and information flows easily between teammates, then that increases the ability of staff members to interact (*George N. Root, 2007*)

Poor communication within a team can cause misunderstandings that lead to internal conflict. Developing a strong system of communication eliminates misinformation and cuts down on the possibility of conflict. The team can focus on company tasks as opposed to wasting time sifting through conflict. Good communication gets all of the necessary information to each team member on their responsibilities, and it also keeps the team updated on the company's progress. A broken communication system can leave team members confused as to what is expected of them and unmotivated because they do not understand how their work contributes to the company's success. Team with an effective communication system can be easily trained by the company, or by the team manager. Good team communication helps to maintain employee development and keeps the entire team updated with new information. The Nonverbal Communication types might include looking, Smiling Gestures, Frowning with eyes, touching and all the moves or expressions of sudden react or surprise as human behavior (*Weisfeld and Stack's 2002*).

Even though an organization performs its tasks more efficient than expected, one should know that this success will not continue so long if it lacks the same efficacy in communication (**Totar, 2000**).

Arguably, all human beings have variety of psychological complications, it eventually may lead to have a broad aspect of disagreements which need to be dealt with and solved in both men and women, as science had shown we have huge differences in our styles of communication, although it's possible that our differences in communicating with each are the cause of our conflict situations (*Hanzal and Segrin 2009*). They had found that there is a negative affectivity about our personality trait which tends to cause a distressing reactions duo to communication failure to negative situation during work in organizations. Communication should be in such a way that will give opportunity for the respondent or receiver to take decision with regard to the message he perceived *(master, 2008).* **Bastien** in **1987** found out that communication has a powerful positive correlation related to other many outputs in organizations, like employee commitment in organization, internal behavior between employees, job satisfaction and the willing to do the job (**Bastien 1987**). Moreover, in a major contradiction, **Malmelin** in 2007,

discovered that any failure in the communication process internally, may cause unwanted or undesirable results or in other means a functionless results for example job's stress, fading or low trust between employees, job dissatisfaction and a clear down grading of employee's commitment which considered as indicator to absence and severance intention (**Malmelin 2007**) Communication itself has a unique positive interrelation similar to correlation, by which the organization's efficiency affected negatively and forwardly during its daily course of actions (**Zhang & Agarwal, 2009**).

Thoroughly, Communication, is more than the daily interactions of individuals within organizations, it is the process through which organizations create and shape events. Through communication usually people coordinate their actions to achieve individual and organizational goals (**Shockley-Zalabak, 1999**). According to (*Huse and Bowditch 1973)*, an organization is effective and efficient when it has the ability to be integrated and to consider three different perspectives simultaneously: structural design, flow and human factors. Communication is defined as the transfer of some type of message that contains one or more pieces of information. The information that is conveyed can be either through formal channels or informal channels. Formats for communication are extensive and include individual meetings, staff meetings, conference calls, e-mails, videoconferences, messages, and faxes. What each of these formats has in common is that all communication is interpersonal and goes from the sender to the receiver or receivers (Levin, G. & Rad, P. F. (2004).

Communication is considered to be vital for the effective implementation of organizational change (**DiFonzo & Bordia, 1998**). **Kreps in 1990,** defined organizational communication as the process whereby members gather pertinent information about their organization and the changes occurring within it. Generally organizational communication has two objectives. The primary objective is to inform the workforce about their tasks and the policy issues of the organization (**De Ridder, 2003; Francis, 1989**). Organizational communication is defined as "transmitting news about the work from organization to employees and through employees (**Phattanacheewapul & Ussahawanitchakit, 2008; Chen et al., 2005**). The second goal of organizational communication is to construct a community within the organization (**Francis, 1989; Postmes et al., 2001; De Ridder, 2003**). Meaningful communication informs and

educates employees at all levels and motivates them to support the strategy (**Barrett, 2002**). "Communication serves as the basis for control and coordination in organizations; it also provides information essential to effective completion of the organizational mission" (*Poole, 1978*). An Organization, whatever its size, mission, or motive is merely a collection of people assembled to pursue a common objective. An organization functions through its people, who in turn function through communication (*Brennan*, **1974).**

2.1.2. 1. Components of Communication Process

Definition of Sender - somebody or something that sends or transmits something. To establish yourself as an effective communicator, you must first Establish credibility. In the business arena, this involves displaying Knowledge of the subject, the audience and the context in which the Message is delivered. You must also know your audience (individuals or Groups to which you are delivering your message). Failure to understand who you are communicating to will result in delivering messages that are Misunderstood (*Fowler, 2005*).

Definition of Message - a communication in speech, writing, or signals Written, oral and nonverbal communications are affected by the sender's tone, method of organization, validity of the argument, what is communicated and what is left out, as well as your individual style of communicating. Messages also have intellectual and emotional components, with intellect allowing us the ability to reason and emotion allowing us to present motivational appeals, ultimately changing minds and actions (*Fowler, 2005*).

Definition of Channel - a course or a means of communication or expression, Messages are conveyed through channels, with verbal including face-to-face meetings, telephone and videoconferencing; and written including letters, emails, memos and reports (*Fowler, 2005*).

Definition of Receiver - These messages are delivered to an audience. No doubt, you have in mind the actions or reactions you hope our message prompts from this audience. Keep in mind, your audience also enters into the communication process with ideas and feelings that will undoubtedly influence their understanding. Your audience will provide you with feedback, verbal and nonverbal reactions to your communicated message. Pay

close attention to this feedback as it is crucial to ensuring the audience understood your message (***Fowler, 2005***).

Definition of Context - the words or phrases or passages that come before and after a particular word or passage in a speech or piece of writing and help to explain its full meaning (***Encarta, 2005***). The situation in which your message is delivered is the context. This may include the surrounding environment or broader culture i.e. corporate culture, international cultures, etc. (***Fowler, 2005***).

2.1.2.2 Communication Barriers

Communication means sharing meaning. With no sharing, there is no communication. To communicate successfully in a team or with others, at work or in the community, we have to understand the communication environment and the barriers which prevent messages being sent and received successfully (**Dr. K. Usha Rani, 2016**). A common cause of communication breakdown in a workplace situation is people holding different attitudes, values and discrimination. Valuing people who are different allows us to draw on a broader range of insights, ideas, experience and knowledge. The behaviors like bias, generalizations and stereotyping can cause communication barriers. Empathy is important for overcoming barriers to communication based on culture. Language barriers occur when people do not speak the same language, or do not have the same level of ability in a language. There are many environmental factors affecting the effective communication process (K. Usha Rani 2016).

Communication barrier is anything that prevents us from receiving and understanding the messages others use to convey their information, ideas and thoughts. There are five of these types of barriers to effective communication, including: Attitudinal Barriers, Behavioral Barriers, Cultural Barriers, Language Barriers and Environment Barriers (K. Usha Rani 2016). **Communication barriers** can pop-up at every stage of the communication process (which consists of sender, message, channel, receiver, feedback and context) and have the potential to create misunderstanding and confusion. To be an effective communicator, your goal should be to lessen the frequency of these barriers at each stage of this process with clear, concise, accurate, well planned communications (***Fowler & Manktelow, 2005***). Four types of barriers (called ―noise, see Figure 1) are

process barriers, physical barriers, semantic barriers, and psychosocial barriers (*Eisenberg, 2010*). We are going to concentrate on first two.

2.1.2.2.1. Process Barriers:

Every step in the communication process is necessary for effective and good communication. Consider the following situations:

2.1.2.2.1.1. Sender barrier: A new administrator with an innovative idea fails to speak up at a meeting, chaired by the superintendent, for fear of criticism.

2.1.2.2.1.2. Encoding barrier: A Spanish-speaking staff member cannot get an English-speaking administrator to understand a grievance about working conditions.

2.1.2.2.1.3. Medium barrier: A very upset staff member sends an emotionally charged letter to the leader instead of transmitting her feelings face-to-face.

2.1.2.2.1.4. Decoding barrier: An older principal is not sure what a young department head means when he refers to a teacher as "spaced out."

2.1.2.2.1.5. Receiver barrier: A school administrator who is preoccupied with the preparation of the annual budget asks a staff member to repeat a statement, because she was not listening attentively to the conversation.

2.1.2.2.1.6. Feedback barrier: During a meeting, the failure of school administrators to ask any questions causes the superintendent to wonder if any real understanding has taken place. Because communication is a complex, give-and-take process, breakdowns anywhere in the cycle can block the transfer of understanding (Fred C. Lunenburg, 2010).

2.1.2.2.2. Physical Barriers

Any number of physical distractions can interfere with the effectiveness of communication, including a telephone call, drop-in visitors, and distances between people, walls, and static on the radio. People often take physical barriers for granted, but sometimes they can be removed. For example, an inconveniently positioned wall can be removed. Interruptions such as telephone calls and drop-in visitors can be removed by issuing instructions to a secretary. An appropriate choice of media can overcome distance barriers between people ((Fred C. Lunenburg, 2010).

The skill of listening becomes extremely important when we talk about "upward communication." There are many avenues through which management can send

messages downward through a business organization, but there are few avenues for movement of information in the upward direction (*Nichols & Stevens, 1999*). Many popular theories on workplace communication focus on the differences between men and women, suggesting that the sexual divide causes communication to break down. Other variables that cause people to mix their messages include differences in age, culture, and socioeconomic background (*Fortune 1994*)**.** High-performing organizations are better at communicating key project topic areas, including objectives, budget, schedule, scope, outcomes and the project's business benefit.

Through applied methods of communication in organization, the Interpersonal Skills which includes the ability to discuss issues openly with team members, be honest, trustworthy and supportive and show respect and commitment to the team and to its individuals as members. Fostering a caring work environment is important including the ability to work effectively with other team members through their highly activate leaders (**Tarricone, Luca, 2002).** In all the successful organizations the most applicable value of effective listening is their daily communications that serves their team's needs (**Harris & Harris, 1996**). By applying better communication channels, the Interdependence between team members will be achieve and succeed, also there a huge need to create an environment where together they can contribute far more than as individuals. A positive interdependent team Environment brings out the best in each person enabling the team to achieve their goals at a far superior level (**Johnson & Johnson, 1995, 1999**). **Hoezen et al. in 2008,** indicates that the efficiency and effectiveness of the construction process strongly depends on the quality of communication between the different team members or players. Thus, effective flow of information within project team or team work has been one of the most frequently studied project team success factors (**Pinto, 2002, Scott-Young and Sampson, 2008, Amando et al., 2012**). **Kovner, Hendrickson, Knickman, and Finkler (1994)** also found that good communication was essential to building a cohesive work unit. **Leppa's (1996)**.

2.1.2.3 The Ten Most Common Barriers to Effective Team Communication

Members of teams become exasperated with one another and may say hurtful and accusatory things to their colleagues every day. That's because achieving high-level team

communication is easier said than done. Many barriers get in the way of effective communication. Consider these 10 most common barriers to effective team communication (***Laura Hills, DA, October 2013***).

1. Physical Separation and Lack of Contact among Team Members.
2. Gender Differences.
3. Generational Differences.
4. Cultural Diversity.
5. Language Differences.
6. Differences in Values and Beliefs.
7. A lack of Trust.
8. Noise.
9. Information overload.
10. Personal Biases and Prejudices

For example, communicating well can be especially challenging when employees are coping with tight schedules, difficult patients, and a host of curve balls they must face, especially when they are falling behind schedule. Medical practice team communication can be further taxed when the teams are large, culturally diverse, or short-staffed (***Laura Hills, 2013***). Add into the mix that personalities, idiosyncrasies, biases, communication preferences, assumptions, and even noise frequently can interfere with effective team communication. Cliques, feuds, and the introduction of new employees in the practice can make team communication even tougher (***Laura Hills, 2013***). She in late September 2013 had recommended that these ***Six Steps*** should be followed in order to Breaking down the Communication Barriers in every organization want to achieve its goals through an effective team building and highly communicated employees*:*

2.1.2.3.1 Model Effective Team Communication. Employees will pay more attention to what a practice manager does than to what he or she says. Therefore, if you want your medical practice team to communicate well with one another, the place to begin is with yourself. Speak carefully and clearly. Listen actively. Write thoughtfully. Read critically for comprehension. And make sure your body language matches your message and your intent.

2.1.2.3.2 Clarify Your Expectations. The notion that a team should communicate well is complex and abstract. Explain concretely what you want your team members to do and not do. Use easy-to-grasp examples as often as you can. For instance, explain that you expect that they will stop what they're doing and give their colleagues their full attention when they're speaking with them. Or explain that you expect them to read and respond to your memos by the end of each day. Be specific.

2.1.2.3.3Observe and Record Team Communication. Put yourself in the role of team communication ethnographer. As such, observe how the members of your team interact with one another without stepping into, correcting, or interfering with the communication. Remain objective and simply record what you observe. Pay close attention to gestures, expressions, reactions, posture, tone, and speed, content, how close or far apart the team members are whether they make eye contact, whether they interrupt one another, and the length of the communication. Look for clusters and patterns of behaviors.

2.1.2.3.4 Gather Input from Your Team. Interview team members. Create a focus group. Survey team members. Find out what each member of your team thinks about the communication in your practice. For this to work, your conversation must remain open and non-threatening. Ask probing questions, but do so with an even, non-judgmental tone and demeanour.

2.1.2.3.5Identify Barriers to Effective Communication and Name Them. Combine your ethnographic study and team research to identify barriers to effective team communication. Make them more concrete by naming them. For example, if you detect that your team communicates in a direct fashion but without appropriate manners (such as please and thank you), you may call this a courtesy barrier. Or if you find that there are miscommunications between native and non-native speakers of English, you may call this a language barrier. The act of identifying the barrier and naming it will make it more tangible to your team members and keep it in the forefront of their minds as they communicate.

2.1.2.3.6 Explicitly Teach Communication Skills. One of the most effective strategies for teaching better communication is the use of scenarios and role plays. Use them to compare existing behaviours with new and better ways to communicate (***Laura Hills, 2013***).

2.1.2.4. Communication Models

A communication model is chiefly a process in which information is enclosed in form of a package and is channeled then imparted by the sender to the receiver through a medium. When the receiver gets the information he or she decodes the message and gives

the sender a certain feedback. Models of communication refer to the conceptual model used to explain the human communication process (A. Amudavalli, 2010).

2.1.2.4.1. Evolution of Communication Models

There are many models of communication developed by noted theorists of different disciplines. Among the theorists are: Aristotle, Lasswell, Shannon, Weaver, McLuhan, MacLean, Rileys, Westley, Gerbner, Rothstein, Schramn, Berlo, Osgood, Johnson, Cherry are the renowned ones.

2.1.2.4.1.1. Aristotle Model of Communication

Aristotle, a great philosopher was the first (300 B.C.) to develop a communication model called '*Aristotle's Model of Communication*'. This model is more focused on public speaking than interpersonal communication. Today, the Aristotelian model of communication is still widely used and accepted. In this model of communication, the sender sends the message to the receiver in an attempt to influence them to respond accordingly. The message has to be very impressive and convincing. Therefore, the sender must know and understand their audience well. In this model, the sender is an active participant and the receiver is passive. This concept is used in public speaking, seminars, and lectures (figure No. 2).
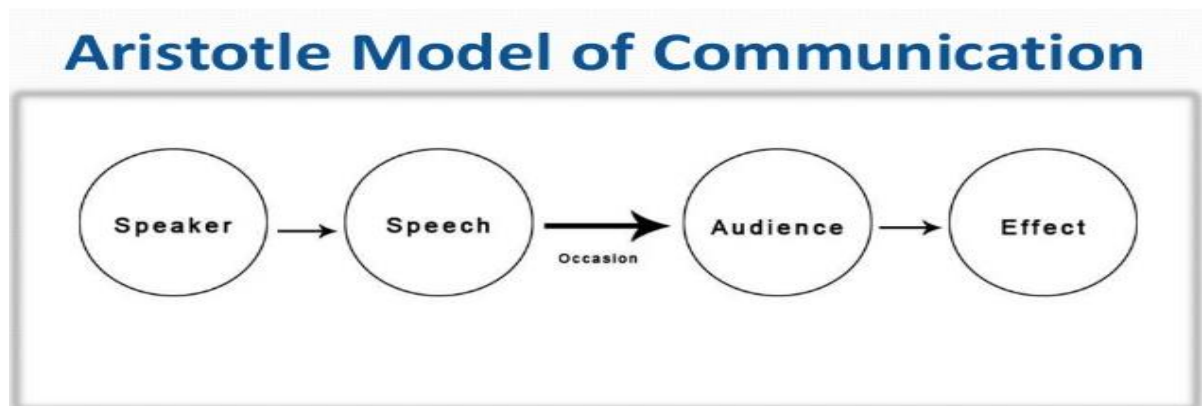
Figure No. (2) Aristotle Model of Communication - is formed with 3 basic elements - (i) Speaker, (ii) Speech, (iii) Audience.

Aristotle advises speakers to build speech for different audience on different time (occasion) and for different effects. Speaker plays an important role in Public speaking. The speaker must prepare his speech and analysis audience needs before he enters into the stage. His words should influence in audience mind and persuade their thoughts towards him (*A. Amudavalli, 2006*).

2.1.2.4.1.2. Harold Dwight Lasswell Model

Harold Dwight Lasswell (1948), a political scientist and communication theorist, was a member of the Chicago school of sociology. In his work '*The Structure and Function of Communication in Society*' (1948) he defined communication process as *Who (says) What (to) Whom (in) What Channel (with) What Effect*. The distinct model he propounded was known as Dance Model.

Also the beginning of the theory of communication is considered to be Harold Lasswell's *The Structure and Function of Communication in Society*. He follows Aristotle's' rhetoric in his model adding channel/medium. Both view communication as an 'object". Lasswell observed messages in the mass media and Aristotle observed Orators. Lasswell wrote in 1948 that "a convenient way to describe an act of communication is to answer the following questions." Lasswell's verbal model suggests the message flow in a multicultural society with multiple audiences. The flow of message is through various channels. Though this model is simple, it applies for almost all types of communication; the major drawbacks are: *feedback* and *noise* are not mentioned. *Harold Dwight Lasswell (1948).* Lasswell's model was put forward as early as 1948, although at that time the development of media is relatively traditional and simple, also there are a lot of controversy in the study of the model, but it explicitly divides the communication process into five parts or elements, and correspondingly limits to five research areas. With that, researchers can effectively describe the communication process and plan for the study of communication *Peng Wenxiu (2015).*

Figure No.3. Lasswell model.

2.1.2.4.1.3. Shannon's Model of the Communication Process

(Shannon's 1948) model of the communication process is, in important ways, the beginning of the modern field. It provided, for the first time, a general model of the communication process that could be treated as the common ground of such diverse

disciplines as journalism, rhetoric, linguistics, and speech and hearing sciences. Part of its success is due to its structuralist reduction of communication to a set of basic constituents that not only explain how communication happens, but why communication sometimes fails. Good timing played a role as well. It was time to create the field of communication as a unified discipline, and Shannon's model was as good an excuse as any. The model's enduring value is readily evident in introductory textbooks. It remains one of the first things most students learn about communication when they take an introductory communication class. Indeed, it is one of only a handful of theoretical statements about the communication process that can be found in introductory textbooks in both mass communication and interpersonal communication. Shannon's model, as shown in Figure 1, breaks the process of communication down into eight discrete components:

1. An information source. Presumably a person who creates a message.

2. The message, which is both sent by the information source and received by the destination.

3. A transmitter. For Shannon's immediate purpose a telephone instrument that captures an audio signal, converts it into an electronic signal, and amplifies it for transmission through the telephone network. Transmission is readily generalized within Shannon's information theory to encompass a wide range of transmitters. The simplest transmission system that associated with face-to-face communication has at least two layers of transmission. The first, the mouth (sound) and body (gesture), create and modulate a signal. The second layer, which might also be described as a channel, is built of the air (sound) and light (gesture) that enable the transmission of those signals from one person to another. A television broadcast would obviously include many more layers, with the addition of cameras and microphones, editing and filtering systems, a national signal distribution network (often satellite), and a local radio wave broadcast antenna.

4. The signal, which flows through a channel. There may be multiple parallel signals, as is the case in face-to-face interaction where sound and gesture involve different signal systems that depend on different channels and modes of transmission. There may be multiple serial signals, with sound and/or gesture turned into electronic signals, radio waves, or words and pictures in a book.

5. A carrier or channel, which is represented by the small unlabeled box in the middle of the model. The most commonly used channels include air, light, electricity, radio waves, paper, and postal systems. Note that there may be multiple channels associated with the multiple layers of transmission, as described above.

6. Noise, in the form of secondary signals that obscure or confuse the signal carried. Given Shannon's focus on telephone transmission, carriers, and reception, it should not be surprising that noise is restricted to noise that obscures or obliterates some portion of the signal within the channel. This is a fairly restrictive notion of noise, by current standards, and a somewhat misleading one. Today we have at least some media which are so noise free that compressed signals are constructed with an absolutely minimal amount information and little likelihood of signal loss. In the process, Shannon's solution to noise, redundancy, has been largely replaced by a minimally redundant solution: error detection and correction. Today we use noise more as a metaphor for problems associated with effective listening.

7. A receiver. In Shannon's conception, the receiving telephone instrument. In face to face communication a set of ears (sound) and eyes (gesture). In television, several layers of receiver, including an antenna and a television set.

8. A destination. Presumably a person who consumes and processes the message.
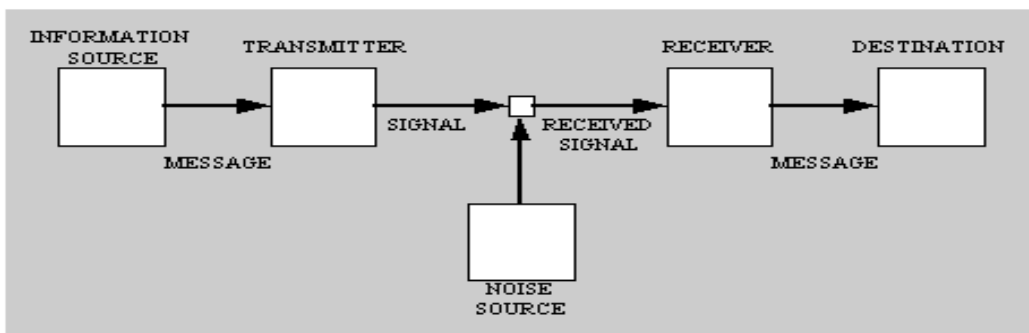
Figure No. (4): Shannon's (1948) Model of the communication process.

The reality of most communication systems is more complex. Most information sources (and destinations) act as both sources and destinations. Transmitters, receivers, channels, signals, and even messages are often layered both serially and in parallel such that there are multiple signals transmitted and received, even when they are converged into a

common signal stream and a common channel. Many other elaborations can be readily described. It remains, however, that Shannon's model is a useful abstraction that identifies the most important components of communication and their general relationship to one another.

2.1.2.4.1.4. Theodore M. Newcomb's Model OF Communication (1953)

Theodore M Newcomb of the University of Michigan in 1953 published "*An Approach to the Study of Communicative Acts*. His model adopts a different approach and sees the role of communication in a social relationship (society) and in maintaining social equilibrium within the social system. He does not include the message as a separate entity in his diagram, implying it only by use of directional arrows. He concentrates on the social purpose of communication suggesting that all communication is a means of sustaining relationships between people. Sometimes it's called as an "ABX" model of communication, as it works in a triangular format or A-B-X system (Figure 5).
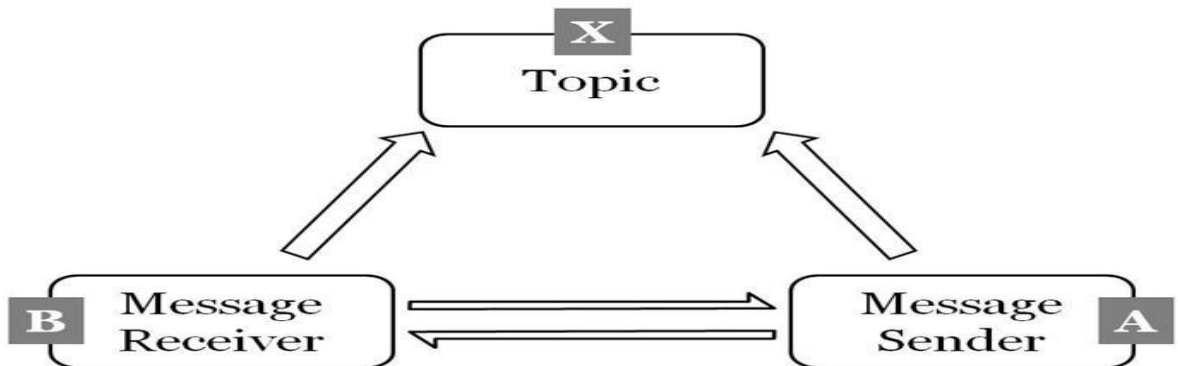
The Newcomb's model works in a triangular format or A-B-X system:-

A – Sender

B – Receiver

X – Matter of Concern

The relationship between A and B is like student and teacher, government and public or newspaper and readers. Sender and Receiver may work in a same flow but the same time some factor like "X" may affect their flow of relationship. "X" it may be third persons, issue, topic or policy.

2.1.2.4.1.5.Wilbur Schramm & Osgood Model of Communication (1954)

Osgood and Schramm's Circular Model of Communication (1954) was an attempt to rectify the earlier linear models of communication; it can happen within our self (Intra personal) or between two (Inter personal) each person acts as both sender and receiver and hence use interpretation. It occurs simultaneously, e.g., encoding, interpreting and decoding. Wilbur Schramm stated that communication process does not start and end somewhere, but is endless. The Circular model depicts two actors who reciprocate in identical functions throughout: encoding, decoding, and interpreting. The model (Figure 8) presented by Osgood and Schramm shows not only the transmission and hearing of a message, but offers explanations in how it can be perceived and understood. The process of understanding what has been said can vary widely from person to person as there will always be a degree of semantic noise to be taken into account, such as cultural differences, background, socioeconomics, education and values. *Schramm and Donald Roberts, 1971.*
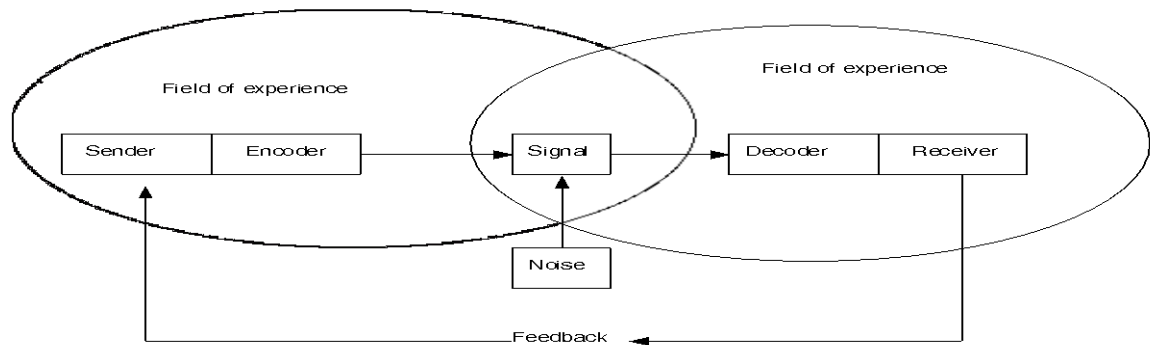
Wilbur Schramm, "Procedures and Effects of Mass Communication," in *Mass Media and Education*, ed. Nelson B. Henry (Chicago: University of Chicago Press, 1954), p. 116.

Figure No. (6)Wilbur Schramm & Osgood Model of Communication.

2.1.2.4.1.6. David Berlo Model of Communication (1960)

Another famous communication model is Berlo's model. In this model, he stresses on the relationship between the person sending the message and the receiver. According to this model, for the message to be properly encoded and decoded, the communication skills of both the source and the receiver should be good. The communication will be at its best only if the two are skilled. Berlo's SMCR model has four main components and each component has its own sub components

Berlos's SMCR Model of communication

Source	Encodes →	Message	→	Channel	Decodes →	Receiver
Communication Skills		Content		Hearing		Communication Skills
Attitudes		Elements		Seeing		Attitudes
Knowledge		Treatment		Touching		Knowledge
Social System		Structure		Smelling		Social System
Culture		Code		Tasting		Culture
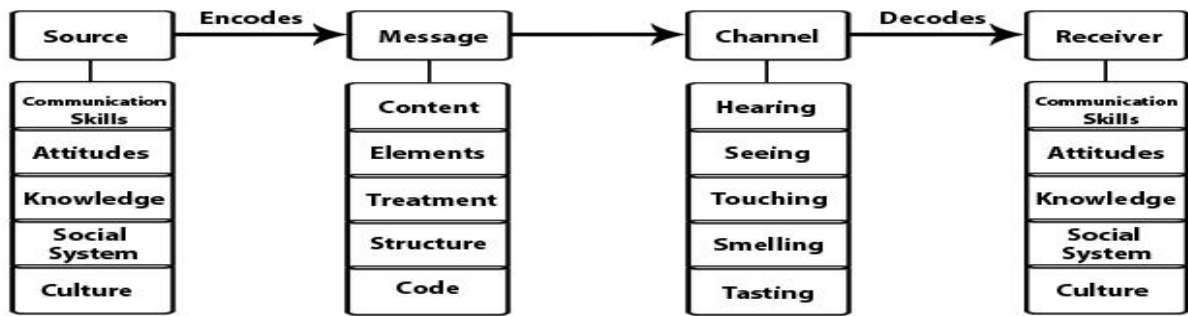
Figure No. (7) - Berlo, David (1960). *The process of communication. New York,.* **New York: Rinehart, & Winston.**

2.1.2.4.1.7. Dance's Helix Model (1967)

Another very important model of communication is the Helical Model of communication, proposed by Frank Dance in 1967 (Figure 12). Helix is a three-dimensional object with a shape like that of a smooth curve that goes upwards as also comes downwards.

Frank Dance explains the communication process based on this Helix structure, the bottom or starting is very small then it gradually moves upward in a back and forth circular motion forming bigger circles in the top. Just as a helix, the communication process starts very slowly (defined by a small circle). Communicators share only small portions information and this gradually develops into next level expanding its boundaries; but this will take some time. Later the communicators commit more and share more information. Frank Dance included the concept of time in his theory. Something happens over time and the subsequent events will be based on the first event. Even though this model of communication clarifies everything there is the problem of over simplification.

Dance's theory has been used extensively to explain the interactions between customers and service providers where the impact of advertising and persuading customers to buy products rests exclusively on the shape this helix takes and the ground it covers both on the consumer's and seller's side (Anderson & Wanninger, 1996).
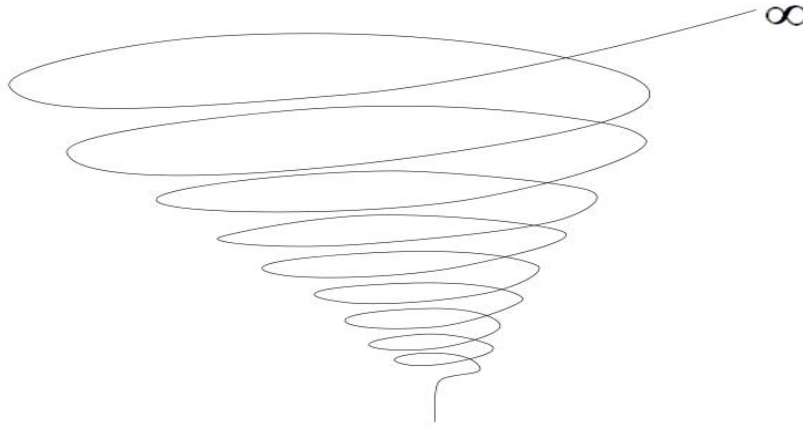
Figure No. (8)The Dance helix model (Adapted from Dance, 1967).

2.1.2.5. Communication& TQM Concept

Communication from the viewpoint of TQM concept; is the stability process of bringing symbols and meanings to a common structure in all organization units in which TQM philosophy is applied together with the interaction and sharing of encoded knowledge, feelings and thoughts having the quality objectives from the viewpoint of people in the organization, out of the organization and in the target working team. As a result of this process it can be observed that the knowledge, thought, feeling, attitude and behavior patterns of individuals organized under TQM philosophy are shared among these individuals through communication and interaction (**Bisgaard, 2000).**

In TQM communication is explained as all of the information efforts required by an enterprise to attain its goals. Corporate communication incorporates the communication of an organization's identity and its inherent values to its target group in order to maintain quality vision for the organization. So, communication in organizations helps to define who the company is, what the company's missions and visions are and the reasons why the customers prefer the company. In this process, satisfaction of the target group by the communication process conducted by the organization will depend on the quality of communication (**Duncan, Moriarty, 1998).** But since TQM philosophy is a customer-driven approach, the management as a source will perceive the message from the target group and then will rearrange new messages for target customers by considering these warnings received by that feedback and will provide an effective communication (**Kikoski, 1999).** From this point of view, satisfactory quality degree intended by

organization will increase its power and level by the influence of implemented communication model as in the figure below (Philip Kotler, Gary Armstrong (2004).
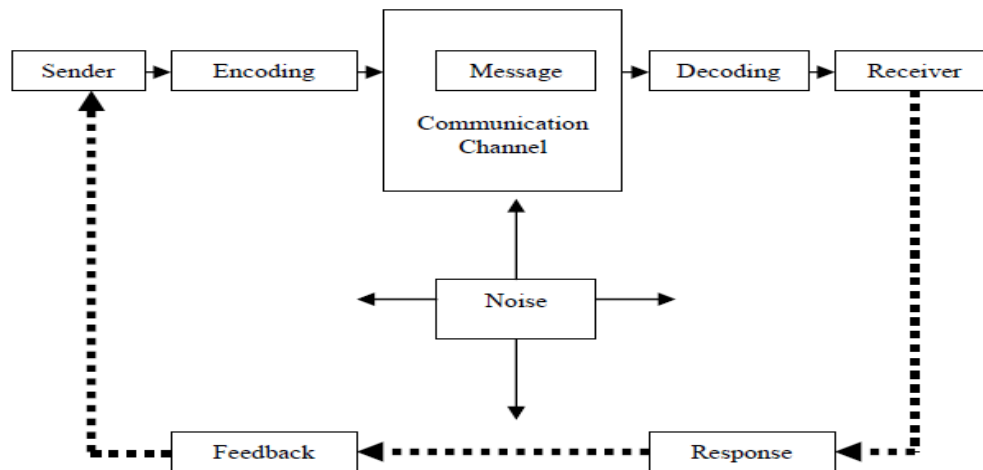
Figure No. (9) Model of communication based on TQM concept.
Source: Adapted from Philip Kotler, Gary Armstrong (2004). Principles of Marketing, Tenth Edition, Prentice-Hall, Inc., p.471.

The analysis of quality process concept related to communication concept means the observation of interaction elements among employees, groups and customers (**Peters, 1990: 22**). Dependent on communication process, "source – message – communication channel – receiver" model reveals the analysis of behavior of human factor in the observation of communication. If the aim of TQM is generally defined as changing the human behavior as a result of quality approach then we should consider the processes leading to these changes (**Peters, 1990**).

Here the most important advantage of communication process is that it enables all the efforts to be in accordance and in coordination with organization's mission (**Howard, 2002**). The major risk of conflicting situation lacking the compatibility and coordination of the activities is the Reality that interdependence between the manager and receiver in the communication may have a destructive effect on the system (**Howard 2002**). The ways of increasing power and effect of messages should be explored because they ensure the effectiveness of communication that is a crucial element in the success of TQM. For this purpose more than one communication channel should be used in order to be able to address more than one sense of receivers. Developments in communication technology that created our information society provide many opportunities in this direction

(**Schultz, 2001**). Communication in customer-oriented TQM is a process between senders' of message and the targeted receivers through the communication channels (**Boaden, Ruth J. 1997**). Communication in TQM asks for to whom, what, how and who tries to transmit and how effective in transmitting that message. Communication model in TQM has five primary elements. These are encoding, decoding, response, feedback and noise. In this context, to implement a successful TQM, there is a necessity for customer-oriented TQ concept that begins with customer and continues with effective communication model. Consequently, if it is necessary to state again that the

Communication in TQM has a process structure, the TQM based messages are identified by the management and sent by the management which has source position and reaches to the receivers through communication channels (**Serdar PİRTİNİ, 1997**).

2.1.3 The Concept of Team Building

According to **Robbins and Finley in 2000,** the concept of teams has existed a hundred thousand years ago, even before the time of Hammurabi. However, teams developed during that era are small-scaled teams. The Industrial Revolution in the 1700s saw changes in organizational structures and business models, which leads toward the beginning of scientific management. In the 1960s, organizations created functional teams, but the teams were still fragmented. After World War II, Japanese companies enhanced the team ethic, by making every worker, in every function, at every level, a part of the organization team.

According to **Parker in 2008**, teams and teamwork are now widely recognized, and are here to stay and dominate the way work is performed. Both have gained importance as public and private entities saw the substantial benefits of such programs. An evolution of teamwork and its concept started during the Industrial Revolution, where most work organizations shifted to the hierarchical approach and used scientific management to design organizations and jobs (**Taylor 1911**).

Referring to **Levi's work in 2007**, research indicated that organizing people into teams was one way to improve the operations of organizations and productivity. The use of work teams, a group of employees with interdependent interactions and mutually-shared responsibilities (**Sundrom et al. 1990**), has improved dramatically during the past decade.

(Mohrmar et al. 1995) indicated application of a team is an essential element in a company, where organizations restructuring were determined, based on teams. Teambuilding is no longer applied only to manufacturing, but also to management, service, problem-solving, projects, and other work. Highly effective teams have proven to establish good working relationships and potentially achieve greater outcomes, since conflicts within teams are minimized as mentioned by *Demkin in year 2008*.

A team is a collection of people who must work interdependently to achieve a common goal or output, whereas a group is a collection of people who work together, but individual members may achieve individual goals while another member may not. Team members may differ from group members in that they are empowered or self-managing— that is, they may have decision-making power delegated to them, and thus not need leadership in the conventional sense. Team members may differ from group members in that they may experience more open and honest communication, they may have a greater sense of trust, they may accept conflict as normal, and they may feel more of a sense of ownership for their jobs and unit because they are committed to goals they helped establish (*Maddux 1992*).

A team is no longer a group of people working in the same area, using the same equipment, dealing with the same clients within the same location. Nowadays, a team is comprised of people from different organizations, located around the globe with a high degree of interdependence geared toward the accomplishment of mutual goals. According to Bell (2004), teams are prevalent in organizations and stipulate imperative contributions to organizational productivity. This is supported by Cohen and Bailey (1997) and Sundstrom et al. (1990), who connoted there is a boundless acknowledgment that a lot of work can be accomplished in organizations as the result of team work.

'Team building' is a distracting term. Strictly speaking, you can build a house, but how do you build a collection of human beings? 'Group development' might be a more accurate term for a process of unifying a collection of people so that they pursue goals with effectiveness, but it certainly sounds less exciting. (Team-building exercises, such as outdoor survival and cooperation training, are commonplace in many workplaces today, and yet the success rate of such activities is still problematic (Williams, Graham & Baker 2003; Keller & Olson 2000; Robbins & Finley 2001; Schütz & Bloch 2006).

Teams can represent the advent of democracy in the workplace. If teams are genuinely empowered, then they can exercise the power formerly wielded by managers in autocratic organizations. Therefore teams can represent a benign revolution in the workplace — autopia of power sharing, where everyone can participate in decision making — rather than a Darwinian, dog-eat-dog jungle of power-seeking managers desperate to control and subjugate workers (*Kuipers & de Witte 2006*). Teambuilding could be defined as a cooperative process that allows ordinary people to achieve extraordinary results as **Scarnati** declared in **2001**. Has a common goal or purpose where team members can develop effective, mutual relationships to achieve team goals. (*Harris & Harris 1996*).

The team focuses toward a common goal and a clear purpose (*Fisher, Hunter, & Macrosson, 1997*). Successful teambuilding relies upon synergism existing between all team members creating an environment where they are all willing to contribute and participate in order to promote and nurture a positive, effective team environment. (*Luca& Tarricone, 2001*). Teamwork is no longer applied only to manufacturing, but also to management, service, problem-solving, projects, and other work (*Mohrmarn et al. 1995*). Highly teamwork and effective teams have proven to establish good working relationships and potentially achieve greater outcomes, since conflicts within teams are minimized (*Demkin 2008*).

According to (**Cantu 2007**), some of the reasons for an effective measurement in teams are based on the probability that the more effectively a team functions, the more benefits they are likely to realize from the work team structure. *Verma in 1997,* describes team approach as a distinctive way of working that harnesses the collective skills, strengths, and energy of team members.

Team could be defined as a group of people, but all groups do not qualify as teams. At times, a group may be formed just for administrative purposes or for achieving personal goals or for social affiliation. At other times, committees can stifle creativity and hinder decision-making. However, occasionally, a group of people combine high morale, effective task performance and a clear relevance to the organization. A team is a group of people who work interdependently, who are committed to common goals, and who produce high quality results (*Robinson & Robinson 1994, Thamhain 1988*). Team is termed and defined as "A small number of people with complementary skills who are

committed to a common purpose, performance goals, and common approach for which they hold themselves mutually accountable." According to (***Katzenbach and Smith 1994***). In 1988, ***Thamhain,*** describes effective teams as the ones that produce high quality results and succeed in spite of many difficulties and cultural or philosophical differences. (**Thamain 2004),** debates that the working environment within the project team has a significant impact on project success, and therefore suggests that the project manager has a significant leadership role in blending the team. Team building originally began as a group-process intervention designed to improve interpersonal relations and social interactions and has evolved to include the achievement of results, the meeting of goals, and the accomplishment of tasks (***Dyer, 2007; Salas, Rozell, Mullen Driskell, 1999***). Team building is used with groups of interdependent individuals whose purpose is to accomplish common tasks (***Porras & Robertson, 1992***). Team building is designed to help work groups improve the way they accomplish tasks by enhancing the interpersonal and problem solving skills of team members (***Porras & Robertson, 1992; Porras & Silvers, 1991; Woodman, 1989***). Team building is a set of strategies designed to improve interpersonal relations. Also designed to improve the achievement of results, meeting goals, and accomplishing tasks. Used to address problems occurring in teams as ***Klein et al.,*** said i***n 2009***. Over the years, team building currently consists of four approaches; goal setting, interpersonal-relationship management, role clarification and problem solving (***Buller& Bell, 1986***)

2.1.3.1Team Building Definition

The term 'team building' is commonly used to describe various activities and much of the literature reviewed provides varying definitions and terminology. ***Salas et al. (1999)*** conducted an integrative study of team building and noted that one of the challenges in reviewing the literature was the sheer diversity of team building interventions. According to ***Salas et al. (1999)*** the ambiguous nature of the term 'team building' has led to the term being defined quite broadly in extant literature encompassing interventions that are "conceptually quite dissimilar" (p. 324). Team building as a development initiative falls within the realm of organizational Development ***French, Bell and Zawacki (1999).***

The **first definition**, noted in the introduction describes team building as being "an investment in the people resource of an organization" (***Mazany, et al., 1997***). **The second**

definition by *Toofany (2007)* points to team building being a way of "encouraging individuals to participate in activities together" (p. 27). *Robbins et al. (2008)* discuss planned change as having two main goals; assisting with an organization's capacity to adapt to changes in its environment and changing employee behaviour. One common planned change intervention according to *Salas, Rozell, Mullen and Driskell (1999)* is team building. Team building itself is not a new concept. As *Porras and Berg (1978)* observed thirty years ago, team building was "one of the most frequently used organizational development interventions" (p. 251). Decades later, *Salas et al. (1999)* state that team building is still an "extremely popular and common intervention" (p. 309). **In 2003, McShane and Travaglione,** define the *act* of team building in terms of improving work teams. Woodman and Sherwood (1980) discuss team building as planned interventions that focus on developing team problem solving and effectiveness and are facilitated by a third party consultant whereas according to *Toofany (2007)* the *purpose* of team building is to enhance organizational effectiveness. (**Svyantek, Goodman, Benz and Gard** *1999)* narrowed the purpose via their meta-analysis of related team building research to enhancing the interpersonal and problem solving skills of team members. **Mazany, Francis and Sumich (1995)** define team building as an investment in the "people resource of an organization" (p. 51). Mazany et al. omit the term intervention instead opting for a more generalized definition which is significant as the term 'intervention' may imply that there is a problem requiring remedial action. As *Robbins et al. (2008)* observe, these activities ultimately contribute to the overall enhancement of organizational effectiveness and employee well-being.

Beer (1976), Dyer (1977), Buller (1986), Sundstom, De Meuse and Futrell (1990), Robbins et al. (2008) discuss team building as comprising four fundamental elements: goal setting, interpersonal relations, problem-solving, and role clarification. *Greenberg and Baron in 2008,* have identified many benefits as a result of utilizing team building activities, including interdependence, increased job satisfaction, and improved working relationships, conflict resolution and effective communication. The mere act of bringing members of an organization together provides employees with opportunities to not only get to know one another but it also permits individuals to engage in activities that allow for personal growth and development.

Interpersonal relationships are concerned with improving team skills, such as communication, enhancing support, trust and confidence amongst team members. Team building activities can contribute to increasing and/or enhancing these skills via interactive activities which help participants overcome barriers to effective communication whilst providing opportunities for members to acknowledge their colleagues' various styles. The underlying idea, is that the participants are able to form positive relationships with one another and, as a result, the participants are in a better position to "influence each other's potential back on the job" according to *Greenberg and Baron (2008).* Acquiring such skills for team's members according to *Rosenberg (2007),* will also enable participants to create a more productive workplace.

As Greenberg and Baron wrote in 2008, note the development and/or enhancement of important skills between team members such as communication are key to organizational effectiveness, which is as mentioned as one of the main objectives of organizational development initiatives in the modern era of organizational development all over the globe especially in business sector. Team-building strategies assisted the nurse leader/manager to build an effective work team by strengthening communication and interpersonal relationships so that the staff could function as a more cohesive group (*Mary Anne Amos, Jie Hu , Charlotte Herrick A., 2005*). Effective teams are characterized by a common purpose, clear goals, competent members, a unified commitment, complementary skills, a collaborative climate, mutual accountability, standards of excellence, and principled leadership (*Homans, 1995; Tuckman, 1965*). Teams with these characteristics develop enthusiastic work groups, in which members share resources, information, and skills (*Tuckman & Jensen, 1977*).

(Grohar-Murray and DiCroce 2003) claimed that team building brings a fundamental change in the way that work in healthcare institutions is structured today, changing the work environment and the way staff perceive it. They found that the benefits of a well-functioning cohesive communicated team included increased productivity, improved quality, reduced costs, reduced conflict, and increased adaptability and flexibility of both managers and workers. Most importantly, they found that staff members were more motivated, which greatly reduced absenteeism and staff turnover. "A team, by definition, is a motivated group of people who work together, share resources, are committed to a

common objectives through coordinated efforts, and produce a product or service that is far superior than that of an individual alone" (p.133). ***Laura, in 2013***, had identified *Three Hallmarks of Effective Team Communication* which are as follows:

1) ***Team communication is regular***. Regular communication helps the members of your team to maintain focus. It also allows your team to keep up to date with changes as they occur. It ensures that they are able to deal with difficulties or setbacks promptly and collaboratively.

2) ***Team communication is transparent***. Transparent communication processes provide all team members with the same information and have no hidden agenda. Transparency increases the likelihood that team members will be aligned in their concept of where they are going and how they are going to get there.

3) ***Team communication is related to team goals***. Communication processes that are related to team goals encourage team members to remain goal-focused and outcome-directed. Negative, destructive, and superfluous communication makes it more likely that your team will veer off course (***Laura Hills, 2013***). The leader or manager has the responsibility to plan, coordinate, and monitor the group's activities and to communicate& convey a vision, inspiring team collaboration (***Homans, 1995***).

In higher education, team projects, particularly in the computing and information systems disciplines, are a good way to promote team working in an experiential learning environment (***Griffiths & Partington, 1992***). Co-operative working in a team includes collaborative elements, as well as interdependent and group processes; parts of the work may be accomplished individually, but each is held accountable for his or her tasks, when all tasks are brought together (Johnson, Johnson, & Smith, 1991).

The transferable skills desirable for effective team working include: an appreciation of the factors contributing to group dynamics; recognizing the relationships between individual, team, and task; participating in activities that build up trust; and appreciation of the stages a team develops through. Individual skills for co-located team working are well documented (e.g., Beranek, Zuser, & Grechenig, 2005; Johnson & Johnson, 1997).

2.1.3.2 Stages of Team Building& Development

2.1.3.2.1. Stage 1: Forming

In the Forming stage, personal relations are characterized by dependence. Team members rely on safe, patterned behavior and look to the team leader for guidance and direction. Team members have a desire for acceptance by the team and a need to know that the team is safe. They set about gathering impressions and data about the similarities and differences among them and forming preferences for future sub grouping. Rules of behavior seem to be to keep things simple and to avoid controversy. Serious topics and feelings are avoided the major task functions also concern orientation. Members attempt to become oriented to the tasks as well as to one another. Discussion centers around defining the scope of the task, how to approach it, and similar concerns. To grow from this stage to the next, each member must relinquish the comfort of non-threatening topics and risk the possibility of conflict (**B. W. Tuckman and M. A. C. Jensen (1977).**

2.1.3.2.2. Stage 2: Storming

The next stage, which Tuckman calls Storming, is characterized by competition and conflict in the personal- relations dimension an organization in the task-functions dimension. As the group members attempt to organize for the task, conflict inevitably results in their personal relations. Individuals have to bend and mold their feelings, ideas, attitudes, and beliefs to suit the group organization. Because of "fear of exposure" or "fear of failure," there will be an increased desire for structural clarification and commitment. Although conflicts may or may not surface as group issues, they do exist. Questions will arise about who is going to be responsible for what, what the rules are, what the reward system is, and what criteria for evaluation are. These reflect conflicts over leadership, structure, power, and authority. There may be wide swings in Members' behavior based on emerging issues of competition and hostilities. Because of the discomfort generated during this stage, some members may remain completely silent while others attempt to dominate (**B. W.Tuckman and M. A. C. Jensen 1977).** In order to progress to the next stage, group members must move from a "testing and proving" mentality to a problem-solving mentality. The most important trait in helping groups to move on to the next stage seems to be the ability to listen.

2.1.3.2.3. Stage 3: Norming

In Tuckman's Norming stage, interpersonal relations are characterized by cohesion. Team members are engaged in active acknowledgment of all members' contributions,

community building and maintenance, and solving of group issues. Members are willing to change their preconceived ideas or opinions on the basis of facts presented by other members, and they actively ask questions of one another. Leadership is shared, and cliques dissolve. When members begin to know-and identify with-one another, the level of trust in their personal relations contributes to the development of team cohesion. It is during this stage of development (assuming the group gets this far) that people begin to experience a sense of team belonging and a feeling of relief as a result of resolving interpersonal conflicts (**Tuckman, B. 1965**). The major task function of stage three is the data flow between team members: They share feelings and ideas, solicit and give feedback to one another, and explore actions related to the task. Creativity is high. If this stage of data flow and cohesion is attained by the team members, their interactions are characterized by openness and sharing of information on both a personal and task level. They feel good about being part of an effective team (**Tuckman, B. 1965).**

2.1.3.2.4. Stage 4: Performing

The Performing stage is not reached by all Teams. If team members are able to evolve to stage four, their capacity, range, and depth of personal relations expand to true interdependence. In this stage, people can work independently, in subgroups, or as a total unit with equal facility. Their roles and authorities dynamically adjust to the changing needs of the team and individuals (**Tuckman, B. 1965**). Stage four is marked by interdependence in personal relations and problem solving in the realm of task functions. By now, the team should be most productive. Individual members have become self-assuring, and the need for team approval is past. Members are both highly task oriented and highly people oriented. There is unity: team identity is complete, team morale is high, and team loyalty is intense. The task function becomes genuine problem solving, leading toward optimal solutions and optimum team development. The overall goal is productivity through problem solving and work (**Tuckman, B. 1965**).

2.1.3.2.5. Stage 5: Adjourning

Tuckman's final stage, adjourning, involves the termination of task behaviors and disengagement from relationships. A planned conclusion usually includes recognition for participation and achievement and an opportunity for members to say personal goodbyes. Concluding a team can create some apprehension - in effect, a minor crisis (**Tuckman, B.**

1965). The termination of the team is a regressive movement from giving up control to giving up inclusion in the team. The most effective interventions in this stage are those that facilitate task termination and the disengagement process.

	Forming	Storming	Norming	Performing
General Observations	Uncertainty about roles, looking outside for guidance.	Growing confidence in team, rejecting outside authority.	Concern about being different, wanting to be part of team.	Concern with getting the job done.
Content Issues	Some attempt to define the job to be done.	Team members resist the task demands.	There is an open exchange of views about the team's problems.	Resources are allocated efficiently; processes are in place to ensure that the final objective is achieved.
Process Issues	Team members look outside for guidance and direction.	Team members deny the task and look for the reasons not to do it.	The team starts to set up the procedures to deal with the task.	The team is able to solve problems.
Feelings Issues	People feel anxious and are unsure of their roles. Most look to a leader or coordinator for guidance.	People still feel uncertain and try to express their individuality. Concerns arise about the team hierarchy.	People ignore individual differences and team members are more accepting of one another.	People share a common focus, communicate effectively and become more efficient and flexible as a result.

Table No. (2) Source: B. W. Tuckman and M. A. C. Jensen (1977), 'Stages of small Team development revisited'.
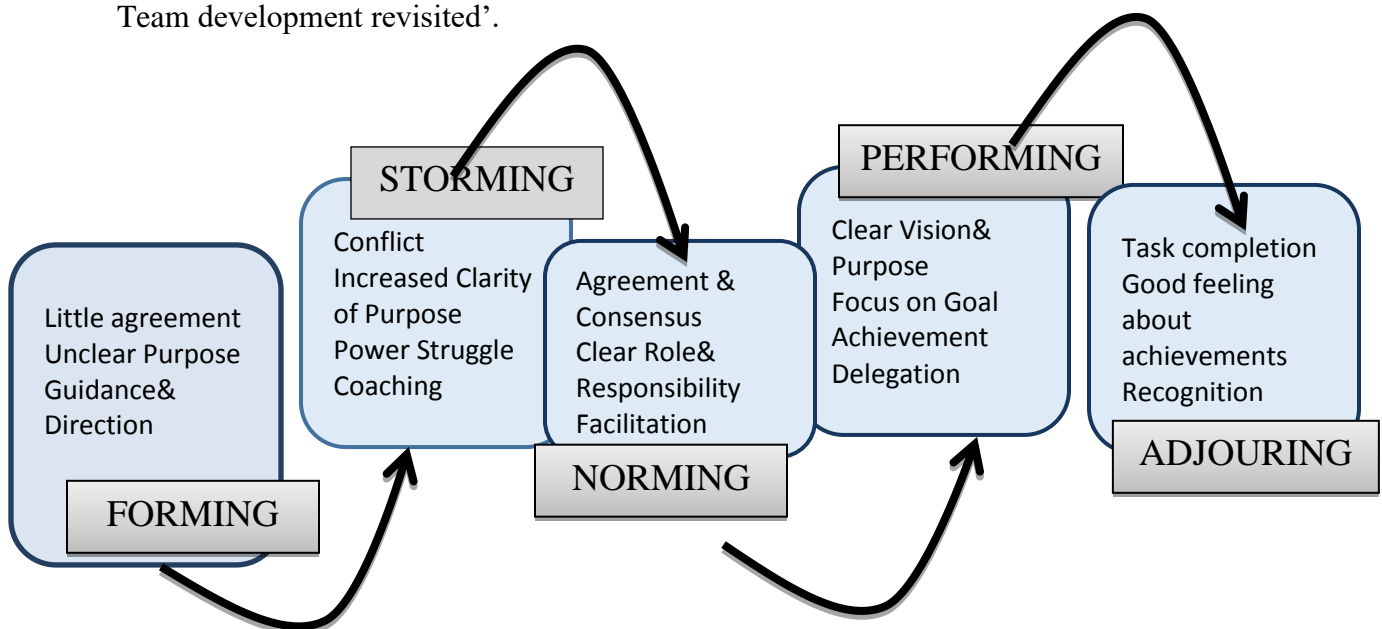
Figure No. (10) Source: The Tuckman model (1965) of team development remains consistent and accurate to describe five stages of a team's development.

TASKS

Achieve effective and
satisfying results
Members find solutions
to problems using
appropriate controls

PERFORMING

Members work
collaboratively
Members care about
each other
The group establishes a
unique identity
Members are
interdependent

Members agree about
roles and processes for
problem solving

NORMING

Decisions are made
through negotiation
and
consensus building

Adjourning

Identifying power and
control issues

Gaining skills in
communication
Identifying resources

Establish base level
expectations
Identify similarities

STORMING

Expressing differences
of ideas, feelings, and
opinions
Reacting to leadership

Agreeing on common
Goals

FORMING

Members independent or
counterdependent

BEHAVIORS

Making contact and
bonding
Developing trust

Members dependent

Figure No. (11), Tuckman's Team Development Model

- Each step builds on the previous one.
- Each step prepares for the performing stage.
- Skipping any step effect performing negatively.
- With every new challenge, the process repeats.

2.1.4 T.Q.M.

2.1.4.1 Definition of Total Quality Management (TQM)

- ➢ Total-- Make-up of the whole.
- ➢ Quality-- Degree of excellence a product or service provides.
- ➢ Management-- Act, art, or manner of handling, controlling, directing etc. (*Dale H. Besterfield, 2009*).

TQM, or simply *Total Quality Management,* as embodied in the Baldrige criteria, or in ISO series of standards, represents the latest phase in the evolution of the quality discipline. Distinctive features are a strong and pervasive customer orientation and a view toward managing quality for competitive advantage. The term "TQM" is roughly equivalent to TQC and CWQC in Japan, where the word "control" has the same connotations as "management" in many Countries around the globe (the transportation research board 1994). **Total Quality Management** (TQM) is a comprehensive and structured approach to organizational management that seeks to improve the quality of products and services through ongoing refinements in response to continuous feedback (*Siddalingaswamy, M.S. Shyamasundar, Ganesh Hegde 2003)*. Total Quality Management Is an organization-wide philosophy with its core values centered on continually improving the quality of its product and services, and the quality of its processes, to meet and exceed customer expectations. Another core definition of total quality management (TQM) describes a management approach to long–term success through customer satisfaction. In a TQM effort, all members of an organization participate in improving processes, products, services, and the culture in which they work. (*A.S.Q.2015*)

Besides that, Total Quality Management (TQM) describes a management approach within organization to a long-term success through customer satisfaction. In a TQM effort, all members (employees) of an organization participate in improving processes, products, services, and the culture in which they work. Total quality management can be summarized as a management system for a customer-focused organization that involves all employees in continual improvement. It uses strategy, data, and effective communications to integrate the quality discipline into the culture and activities of the organization. TQM is a people driven process. It involves changes in people's attitudes primarily. It asks people to continuously look for new ways to adapt to the changing environment. It is a continuous improvement plan, with an effort to bring out the best for the stakeholders as well as for the institution (*Siddalingaswamy, M.S. Shyamasundar, Ganesh Hegde 2003*). TQM is an improvement in all levels of functioning. Total quality management can guarantee not only greater amount of production or improved service

but also the conformance to specific standards without fail. *(**Dr. Siddalingaswamy, Dr. M.S. Shyamasundar and Ganesh Hegde 2003**).*

Improve Quality (Product/Service)

Increase Productivity (less rejects, faster job)

Lower Costs and Higher Profit

Business Growth, Competitive, Jobs, Investment
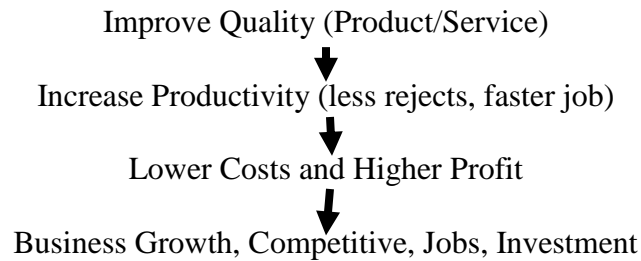
Figure No. (12), Effect of TQM (Quality Improvement), source ISO 9001: 2008.

2.1.4.1.1 TQM Principles
2.1.4.1.1.2 ISO

ISO = International Standards Organization), Introduces seven quality management principles (QMPs). ISO 9000, ISO 9001 and all related ISO quality management standards are based on these seven QMPs (***ISO, 2015).*** One of the definitions of a "principle" is that it is a basic belief, theory or rule that has a major influence on the way in which something is done. "Quality Management Principles" are a set of fundamental beliefs, norms, rules and values that are accepted as true and can be used as a basis for quality management (***ISO, 2015***). I'm going to provide for each QMP these categories as fellows; **Statement**: which is the description of the principle, **Rationale**: it means the Explanation of why the principle is important for the organization, **Key Benefits**: these are the Examples of some of the benefits associated with the principle, **Actions you can take**: are the Examples of typical actions to improve the organization's performance when applying the principle.

2.1.4.1.1.1 The ***Seven Principles of Quality Management***, then the eight's principle was added as the revision& reviewed of ISO 9001: the transitional process from 2008 to 2015 are as mentioned bellows:-

QMP 1 - Customer Focus, QMP 2 – Leadership, QMP 3 – Engagement of People, QMP 4 – Process Approach, QMP 5 – Improvement, QMP 6 – Evidence-based decision making, QMP 7 – Relationship Management, QMP 8 -Mutually beneficial supplier relationships.

As you will notice, I didn't order these principles according to their importance, because they are not listed in their priority arrangement or order. Also, the relative importance and key benefits of each principle will vary from one organization to another, but all

organizations need each one of these principles in its business and can be expected to change over time in organization as shown in Table No (3) below.

Principles 2008-2014	Principles 2015
Customer Focus	Customer Focus
Leadership	Leadership
Involvement of People	Engagement of People
Process Approach	Process Approach
System Approach to Management	Improvement
Continual Improvement	Evidence-based Decision Making
Factual Approach to Decision Making	Relationship Management
Mutually Beneficial Supplier Relationships	

Table No. (3) List of TQM (ISO 9001), Principles- Changes in Quality Management Principles proposed ISO/DIS 9001:2015 (source: 2014, ISO /TC 176/SC 2/WG 24).

2.1.4.1.1.1. QMP 1 Customer Focus

Statement

The primary focus of quality management is to meet to customer requirements and to strive, flourish and thrive to exceed customer expectations.

Rationale

Sustained success is achieved when an organization attracts and retains the confidence of its customers and other interested parties. Every aspect of customer interaction provides an opportunity to create more value for the customer. Understanding current and future needs of customers and other interested parties contributes to sustained success of the organization.

Key Benefits

1. Increased Customer Value.
2. Increased Customer Satisfaction.
3. Improved Customer Loyalty.
4. Enhanced Repeat business.
5. Enhanced reputation of the organization.
6. Increased revenue and market share.
7. Expanded Customer base.

Actions you can take

1. Recognize direct and indirect customers as those who receive value from the organization.

2. Understand customers' current and future needs and expectations.

3. Link the organization's objectives to customer needs and expectations.

4. Communicate customer needs and expectations throughout the organization.

5. Plan, design, develop, produce, deliver and support goods and services to meet customer needs and expectations.

6. Measure and monitor customer satisfaction and take appropriate actions.

7. Determine and take actions on interested parties' needs and expectations that can affect customer satisfaction.

8. Actively manage relationships with customers to achieve sustained success.

2.1.4.1.1.2 QMP2 - Leadership

Statement

Leaders at all levels establish unity of purpose and direction and create conditions in which people are engaged in achieving the organization's quality objectives.

Rationale

Creation of unity of purpose and direction and engagement of people enable an organization to align its strategies, policies, processes and resources to achieve its objectives.

Key Benefits

1. Increased effectiveness and efficiency in meeting the organization's quality objectives.

2. Better coordination of the organization's processes.

3. Improved communication between levels and functions of the organization.

4. Development and improvement of the capability of the organization and its people to deliver desired results.

Actions you can take

1. Communicate the organization's mission, vision, strategy, policies and processes throughout the organization.

2. Create and sustain shared values, fairness and ethical models for behaviour at all levels of the organization.

3. Establish a culture of trust and integrity.

4. Encourage an organization-wide commitment to quality.

5.   Ensure that leaders at all levels are positive examples to people in the organization.

6.   Provide people with the required resources, training and authority to act with accountability.

7.   Inspire, encourage and recognize people's contribution.

2.1.4.1.1.3. QMP3 - Engagement of people

Statement

Competent, empowered and engaged people at all levels throughout the organization are essential to enhance its capability to create and deliver value.

Rationale

To manage an organization effectively and efficiently, it is important to involve all people at all levels and to respect them as individuals. Recognition, empowerment and enhancement of competence facilitate the engagement of people in achieving the organization's quality objectives.

Key benefits

1.   Improved understanding of the organization's quality objectives by people in the organization and increased motivation to achieve them.

2.   Enhanced involvement of people in improvement activities.

3.   Enhanced personal development, initiatives and creativity.

4.   Enhanced people satisfaction.

5.   Enhanced trust and collaboration throughout the organization.

6.   Increased attention to shared values and culture throughout the organization.

Actions you can take

1.   Communicate with people to promote understanding of the importance of their individual contribution.

2.   Promote collaboration throughout the organization.

3.   Facilitate open discussion and sharing of knowledge and experience.

4.   Empower people to determine constraints to performance and to take initiatives without fear.

5.   Recognize and acknowledge people's contribution, learning and improvement.

6. Enable self-evaluation of performance against personal objectives.

7. Conduct surveys to assess people's satisfaction, communicate the results, and take appropriate actions.

2.1.4.1.1.4 QMP 4 Process approach

Statement

Consistent and predictable results are achieved more effectively and efficiently when activities are understood and managed as interrelated processes that function as a coherent system.

Rationale

The quality management system consists of interrelated processes. Understanding how results are produced by this system enables an organization to optimize the system and its performance.

Key benefits

1. Enhanced ability to focus effort on key processes and opportunities for improvement.

2. Consistent and predictable outcomes through a system of aligned processes.

3. Optimized performance through effective process management, efficient use of resources, and reduced cross-functional barriers.

4. Enabling the organization to provide confidence to interested parties as to its consistency, effectiveness and efficiency.

Actions you can take

1. Define objectives of the system and processes necessary to achieve them.

2. Establish authority, responsibility and accountability for managing processes.

3. Understand the organization's capabilities and determine resource constraints prior to action.

4. Determine process interdependencies and analyse the effect of modifications to individual processes on the system as a whole.

5. Manage processes and their interrelations as a system to achieve the organization's quality objectives effectively and efficiently.

6. Ensure the necessary information is available to operate and improve the processes and to monitor, analyse and evaluate the performance of the overall system.

7.   Manage risks that can affect outputs of the processes and overall outcomes of the quality management system.

2.1.4.1.1.5 QMP 5 Improvement

Statement

Successful organizations have an ongoing focus on improvement.

Rationale

Improvement is essential for an organization to maintain current levels of performance, to react to changes in its internal and external conditions and to create new opportunities

Key Benefits

1.   Improved process performance, organizational capabilities and customer satisfaction.

2.   Enhanced focus on root-cause investigation and determination, followed by prevention and corrective actions.

3.   Enhanced ability to anticipate and react to internal and external risks and opportunities.

4.   Enhanced consideration of both incremental and breakthrough improvement.

5.   Improved use of learning for improvement.

6.   Enhanced drive for innovation.

Actions you can take

1.   Promote establishment of improvement objectives at all levels of the organization.

2.   Educate and train people at all levels on how to apply basic tools and methodologies to achieve improvement objectives.

3.   Ensure people are competent to successfully promote and complete improvement projects.

4.   Develop and deploy processes to implement improvement projects throughout

5.   The organization.

6.   Track, review and audit the planning, implementation, completion and results

7.   Of improvement projects.

8.   Integrate improvement considerations into the development of new or modified goods, services and processes.

9.   Recognize and acknowledge improvement.

2.1.4.1.1.6 QMP 6 Evidence -based decision Making

Statement

Decisions based on the analysis and evaluation of data and information are more likely to produce desired results.

Rationale

Decision making can be a complex process, and it always involves some uncertainty. It often involves multiple types and sources of inputs, as well as their interpretation, which can be subjective. It is important to understand cause-and-effect relationships and potential unintended consequences. Facts, evidence and data analysis lead to greater objectivity and confidence in decision making.

Key Benefits

1.   Improved decision-making processes.
2.   Improved assessment of process performance and ability to achieve objectives.
3.   Improved operational effectiveness and efficiency.
4.   Increased ability to review, challenge and change opinions and decisions.
5.   Increased ability to demonstrate the effectiveness of past decisions.

Actions you can take

1.   Determine measure and monitor key indicators to demonstrate the organization's performance.
2.   Make all data needed available to the relevant people.
3.   Ensure that data and information are sufficiently accurate, reliable and secure.
4.   Analyse and evaluate data and information using suitable methods.
5.   Ensure people are competent to analyse and evaluate data as needed.
6.   Make decisions and take actions based on evidence, balanced with experience and intuition.

2.1.4.1.1.7 QMP 7 Relationship management

Statement

For sustained success, an organization manages its relationships with interested parties, such as suppliers.

Rationale

Interested parties influence the performance of an organization. Sustained success is more likely to be achieved when the organization manages relationships with all of its interested parties to optimize their impact on its performance. Relationship management with its supplier and partner networks is of particular importance.

Key Benefits

1.   Enhanced performance of the organization and its interested parties through responding

2.   To the opportunities and constraints related to each interested party.

3.   Common understanding of goals and values among interested parties.

4.   Increased capability to create value for interested parties by sharing resources and competence and managing quality-related risks.

5.   A well-managed supply chain that provides a stable flow of goods and services.

Actions you can take

1.   Determine relevant interested parties (such as suppliers, partners, customers, investors, employees, and society as a whole) and their relationship with the organization.

2.   Determine and prioritize interested party relationships that need to be managed.

3.   Establish relationships that balance short-term gains with long-term considerations.

4.   Pool and share information, expertise and resources with relevant interested parties.

5.   Measure performance and provide performance feedback to interested parties, as appropriate, to enhance improvement initiatives.

6.   Establish collaborative development and improvement activities with suppliers, partners and other interested parties.

7.   Encourage and recognize improvements and achievements by suppliers and partners.

2.1.4.1.1.8 QMP8 Mutually beneficial supplier relationships

Statement

An   organization   and   its   suppliers are   interdependent   and   a   mutually beneficial relationship enhances the ability of both to create value.

Rationale

Establishing relationships that balance short-term gains with long-term considerations. Use of this supplier relationship principle provides an increased ability to create value for both parties. It allows flexibility and speed of joint responses to changing market or customer needs and expectations. And, it can optimize costs and resources.

Key Benefits

1. Increased ability to create value for both parties.
2. Flexibility and speed of joint responses to changing market or customer needs and expectations.
3. *Optimization of costs and resources.*
4. Pooling of expertise and resources with partners. Identifying and selecting key suppliers. Clear and open communication.

(Communication – It binds everything together. Starting from foundation to roof of the TQM house, everything is bound by strong mortar of communication. It acts as a vital link between all elements of TQM. Communication means a common understanding of ideas between the sender and the receiver. The success of TQM demands communication with and among all the organization members, suppliers and customers. Supervisors must keep open airways where employees can send and receive information about the TQM process. Communication coupled with the sharing of correct information is vital. For communication to be credible the message must be clear and receiver must interpret in the way the sender intended.).

5. Sharing information and future plans
6. Establishing joint development and improvement activities
7. Inspiring, encouraging and recognizing improvements and achievements by suppliers.

Actions you can take

1. For policy and strategy formulation, creating competitive advantage through the development of strategic alliances or partnerships with suppliers.
2. For goal and target setting, establishing more challenging goals and targets through early involvement and participation of suppliers.
3. For operational management, creating and managing supplier relationships to ensure reliable, on-time, defect free delivery of supplies.

4. For human resource management. Developing and enhancing supplier capabilities through supplier training, and joint improvement efforts.

5. Had been chosen to carry out the collect the necessary data and all related information to determine the impact of communication.

6. The attempts to determine, describe, or identify something the intent is often synthesis, which pulls knowledge or information together.

CHAPTER THREE

METHODOLOGY OF PROCEDURES

Chapter Three
METHODOLOGY OF PROCEDURES
3.1 Introduction to Methodology

The third chapter's gives the full explanation for methodology of procedures that been used in designing Research in order to reach the specific results on behalf of its clarified objectives in chapter one. A descriptive detailed run out for all the methodology that was used to accomplish the research objectives and all of its direct questions. It gives guide and direction to run forward& follow to get exact answers to area of importance& concern for this research. A brief description of the methodology of procedures, the research methodology, research design, research Hypothesis& significance of research, the structure of Hypothesis Testing in research, methods of collecting the required data for this research, types of data sources, research population and sample& data analysis.

3.2. Methodology of Procedures

This is an important section in this research as its will describes certain and specific actions to be taken to investigate the research problem. The rationale for the application of specific procedures used to describe all steps, methods, techniques, styles and applications is to identify, process, and analyze information applied to understanding the problem. Thereby, giving chance and allowing the reader or evaluator to critically evaluate the research's overall validity and reliability to reach out for answers. The procedures in this research includes the first step in hypothesis testing beside to set a research hypothesis. In furtherance, it also include the significance and the structure of hypothesis testing in this research. Frankly, the main aim and goal is to examine the impact and effect that communication caused on the process of co-structuring and organizing building of teams in organizations based on the principles of TQM.

3.3 Research Design

It's the ideal and specific framework, the set out of the proposed plan of the research to reach and find the right answers for the research questions. Dedicatedly, the research is designed to gather, collect, specify& specific, exact data through a well demonstrated

questionnaire in order to organize, extract and reach out for answers to its problem. It contains all the procedures, methods which are been used in measuring and analyzing the two factors in this research (the communication& Team building), moreover in helping to identify their exact relationship with each other within sections and departments inside one organization and finding the impact for each. Clearly, it set a brief short definition for the type of the research, the main (Descriptive, Frequency& correlation) and the sub-type which may include the research problem, hypotheses, independent and dependent variables, questionnaire design, and, if applicable with the research plan, all the data collection methods and a statistical analysis plan to be use later.

1.3.1. Significance of the Research

Although the role of communication in Co-structuring& Organizing the Team Building process is without questions is clear and commonly accepted as one of the most required& important skills for every employee who wish to develop and cherish its career in any professional organization or entity in any kind of business, there is nothing specifically related to its impact based on TQM principles especially here in Sudan's organizations, but this research is trying to find the impact. All the reviewed information and studies that have been made to investigate and define this impact, there a little light shed over the part that related to Total Quality Management being connected to team building. So humbly, this research is trying to get an answer to impact of communication on the process of teambuilding in organizations in Sudan. This research after the analysis of results will gives an insight view to institutes that are participated in questionnaire about the impact of communication on the process of co-structuring of teambuilding based on TQM principles.

3.3.2 The Structure of Hypothesis Testing in Research

With no luck, whilst all pieces or parts of quantitative research have some mystery and dilemma about the issue or specific problem that they are trying to investigate, define or measure, gladly the focus in hypothesis testing is to find ways to structure these in such way that we can test them effectively. Typically, in this research it is important to:

1. Define the research hypothesis (in chapter one).
2. Clarify the measures that are defined to investigate out the two factors (communication and Team building).

3. The break out and setting for the number of hypothesizes in the research.

4. Organize and set the exact significance level.

5. Make a suitable prediction.

6. Start to determine whether the distribution that you are studying is normal (for the types of statistical tests that I'm running on my collected data).

7. Select an appropriate statistical test (descriptive& correlation) as analyzing tools and run these tests on organized data so as to get the output.

8. After checking out these output, reject or fail to reject the hypothesis

3.3.3 Methods of Data Collection& Recording

Freely, the core subject for all scientific researches is to collect suitable and necessary data for a certain type of field or interest. By hence the main portion of Statistical tests is the full display of all the organized, summarized& put together data. The methods used to collect data for this research are categorize in three:

1. Texts or Textual data Collection.

2. Tables or Tabular data collection.

3. Graphical& charted data Collection.

3.3.3.1 Types of Data Sources

Includes two types which can be classified as follows:

1. Primary data.

2. Secondary data**.**

3.3.3.1.1 Primary data Sources

Primary data sources it's referring to the original data that is collected through questionnaires and direct questions to the participants. This type of data is collected by the design and distribution of well managed questionnaire through multi-selection questions for each participant in order to reach a highly responding reactions or rate.

3.3.3.1.1.1 Questionnaire

A questionnaire can be a powerful tool to improve communication between different parts of an organization according to Edwards, Thomas, Rosenfeld, Booth-Kewley, 1997. A Multiple choice single answered questionnaire was distributed to the employees of three institutions. Questionnaires also enabled collection of original data from the sample

of the population within a short time and at low cost for purposes of describing the entire population (Ackello-Ogutu, C., V. Okoruwa and G. Bahal 2012).

The questionnaire is a well-established tool within social science research for acquiring information on participant social characteristics, present and past behaviour, standards of behaviour or attitudes and their beliefs and reasons for action with respect to the topic under investigation (Bulmer, 2004). The purpose of this brief research questionnaire is to help the research practitioner to serve his research needs effectively. By understanding the core goal of this questionnaire which is the impact of communication on Teambuilding based on TQM'Ps within organizations. So all of the Practitioners had provided a constructive& helpful feedback that can enlighten& clarify in more details the objectives of the research.

3.3.3.1.2 Secondary data Sources

The secondary data on the other side, will be defined as those which have already been collected by another entity, organization or someone else or it's data that has been collected for another purpose and which have already been passed through the statistical process from input to an output (*Neuman, 2005*). It's allow in scientific research that we can use Statistical Method with our Primary Data from another study or different other purpose for the specific purpose that we seeking to accomplish and will refer to it as Secondary Data.

3.3.4 Research Population& Sample

Patton stated in 1990, Perhaps nothing better captures the difference between quantitative and qualitative methods than the different logics that undergird sampling approaches. Qualitative inquiry typically focuses in depth on relatively small samples, even single cases (n = 1), selected *purpose*fully. Quantitative methods typically depend on larger samples selected randomly. Not only are the techniques for sampling different, but the very logic of each approach is unique because the purpose of each strategy is different.

Patton in 1990, had said that Purposeful random sampling is always valid. The fact that a small sample size will be chosen for in-depth qualitative study does not automatically mean that the sampling strategy should not be random. For many audiences, random sampling, even of small samples, will substantially increase the credibility of the results.

A small, purposeful random sample aims to reduce suspicion about why certain cases were selected for study, but such a sample still does not permit statistical generalizations. A sample is a finite part of a statistical population whose properties are studied to gain information about the whole as defined in *Webster, 1985*. When dealing with people, it can be defined as a set of respondents (people) selected from a larger population for the purpose of a questionnaire. Respondents will complete the Research questionnaire in a fairly responding rate without any pressure or motives from the researcher. According to Garson in 2012, sample size is sub set of the population drawn to represent the entire population or any combination of sampling units that does not include the entire set of sampling units that has been defined as the population.

3.3.4.1. Research's Target Population - Organizations

(A). Al-Mutakhassisa Medical Insurance Co. ltd [MMI]

Al-Mutakhassisa medical Insurance Company MMI, currently operates in (1) location in its Main Branch in Al-Mogran Area, Khartoum with 53 direct medical Insurance service providers' staff starting from Underwriting Administration, Business Development& Marketing, medical Network and Claims Administrations beside the finance Department.

(B). Central Bank of Sudan – [CBOS] - Al-Mogran

After the independence of Sudan, a committee of three experts from the USA Federal Reserve was formed in December 1956 to establish a bank. After the independence of Sudan, the need for having a Central Bank to replace the existing bodies and to perform its functions of regulating the process of the issuance of the national currency, formulating and directing monetary and finance policies. This followed by the issuance of the Bank of Sudan Act of 1959. The Bank opened for business on February 22, 1960. Is the official legitimate and legal supervisory Authority over all financial bodies and Banking institutions in Sudan. It's recently have more than 25 branches in more than seven states and currently has four (4) locations with more than five hundred 500 indirect financial service providers' staff to other banks and institutions.

(C). Bank of Sahel& Sahara – Al-Mogran Branch

BSIC is a financial institution created by the community of the Sahel Sahara States, otherwise known as (CEN-SAD). CEN-SAD is made up of 28 countries including; Libya, Sudan, Benin, Burkina Faso, Central African Republic, Cote d'Ivoire, Gambia, Ghana, Guinea, Mali, Niger,

Senegal, Chad and Togo where BSIC currently has affiliates. As a subsidiary of the Group, BSIC (SUDAN) Limited started its operations as a licensed universal bank, under the trading name 'Sahel-Sahara Bank' in Khartoum. The Bank of Sahel& Sahara, is operating in its HQ in Al-Mogran, in the ground floor facing Al-jama Street, in Sahel& Sahara Tower, have a three major locations for banking services, currently it open up about two different branches inside Khartoum State, with its capacity of nearly 150 direct or indirect financial service employees. The population of this research study consists of 5 locations operated under both Al-Mutakhassisa, CBOS, Sahel& Sahara organizations in Sudan. Four different locations will be chosen to analyze the role of Communication on the Process of Team Building all are within Al-Mogran Local area. In 1994, **Salant, P. and D. A. Dillman** defined that A population is a group of employees or individual's, persons, objects, or items from which samples are taken for measurement for example a population of presidents or professors, books or students.

3.3.4.1 Research Sample Size

Perhaps the most frequently asked question concerning sampling is, "What size sample do I need?" The answer to this question is influenced by a number of factors, including the purpose of the study, population size, the risk of selecting a "bad" sample and the allowable sampling error (Glenn D. Israel, 1992). Loutishly, for this research study a sample of 85 employees was selected to represent the entire population of 703. This gave a 12.09% of the population. The actual distribution of the sample respondents was based as stated earlier in chapter one for six levels of employees within each organizations.

Table No. (4): Sample size rate of Distribution& Participation

Service type	Total population	Sample size	Sample size % of total population
Medical Insurance	53	32	60.37 %
Finance& Banking	500	21	4.2 %
Finance	150	32	56.66 %
Total	703	85	12.09 %

Source: Research's distributed Questionnaire, Primary data, 2017, Khartoum, Sudan.

3.3.4 Data Analysis

The Research current study uses all the statistical benefits form the excellent programme, the **Statistical Package for Social Sciences** (*SPSS*) version 22 (64 bit edition) for windows which contains from 12 basic menus, in order to analysis the collected data after been measured and sorted in tables and explained charts.

A nominal scale is used where the data can be classified into a non-numerical or named categories, and the order in which these categories can be written or asked is arbitrary and A numerical scale is also utilized in this analysis where numbers represent the possible response categories there is a natural ranking of the categories zero on the scale has meaning there is a quantifiable difference within categories and between consecutive categories. The selected statistical tests are as follows (*Analyze, descriptive, descriptive Statistics*) after choosing specific variables (*Gender, Age range& Communication Tools*) besides selecting the right dispersion tests to reach out for the final display. All the extreme data or missing data will be eliminated and omitted from this step in data analysis. In addition to that, another demonstrated statistical test is runs as follows (*Analyze, correlate, Bivariate Correlations*), and again after the set-in for the main two variables (*Communication and Team Building*), with the help of TQM Principles after running the *correlation coefficient, Pearson test*, a final analysis is complete and the findings along with research's results are ready to be displayed.

CHAPTER FOUR
FINDINGS& RESULTS

Chapter Four

Findings& Results

3.1 Introduction

Chapter four will explain out all the Findings and Results of this research. The analyzed data were successfully obtained after utilizing from a demographic and dependent or independent tests for the variables analysis as shown earlier in chapter three as perfectly explained earlier along with answers to research's questions in the distributed questionnaire and quickly throughout the textual and tables analysis to display the results after testing the research hypothesis. The well managed analysis included a detailed description of the descriptive factors and their relation to each. The analysis will looked at the presentation for the selected data and analysis of the set of variables to reach out for the final findings. The research Schedule being arranged; its findings and the results displayed which efficiently will leads to the last discussion of the research to point out an excellent Conclusion and Recommendation of this research.

4.2 Research Schedule

The research schedule include many phases, here are the main phases as shown below:

Phase I: Developing objective questions& strategic plan to start the research. It will be carried out for about two-three months of quarter-time effort according to the free time of the research's supervisor. And figuring out where to conduct the research (in Khartoum state), **Phase II**: Obtaining clearances from research advisor (supervisor) about all the ethical& moral guidelines to start the research (about three to five weeks), **Phase III:** Conducting the research study (within the research supervisor's outlines), planning on one month up to one year depending on his free time and advices or instructions to carry on this study to complete the research, **Phase IV**: Making sense of your data through the analysis steps as instructed, **Phase V**: Writing your research chapters and contents& **Phase IV**: Dissertation& Thesis discussion (in front of selected committee).

4.2 Research Results

4.2.1 Variables and Participants Responsive Rate

The basic aim and purpose for this section in the research is investigate and describe the participants in this research who are participated willingly and completed answering the questionnaire formatted questions in moral manners without hesitation or pressure with clear set for these demographic variables as follows; **Gender**, **Age Range**& **Communication Tools.**

4.2.1.1 Descriptive Analysis of Research Variables - Frequencies

4.2.1.2 Respondents& Participants Gender: Q1. Gender

Table No. (5) Gender

Gender	Frequency	Valid Percent
Male	47	55.3 %
Female	38	44.7 %
Total	85	100.0 %

Distribution of the Sample size according to **Gender** variable (N = 85). Source: research questionnaire to distributed respondents.
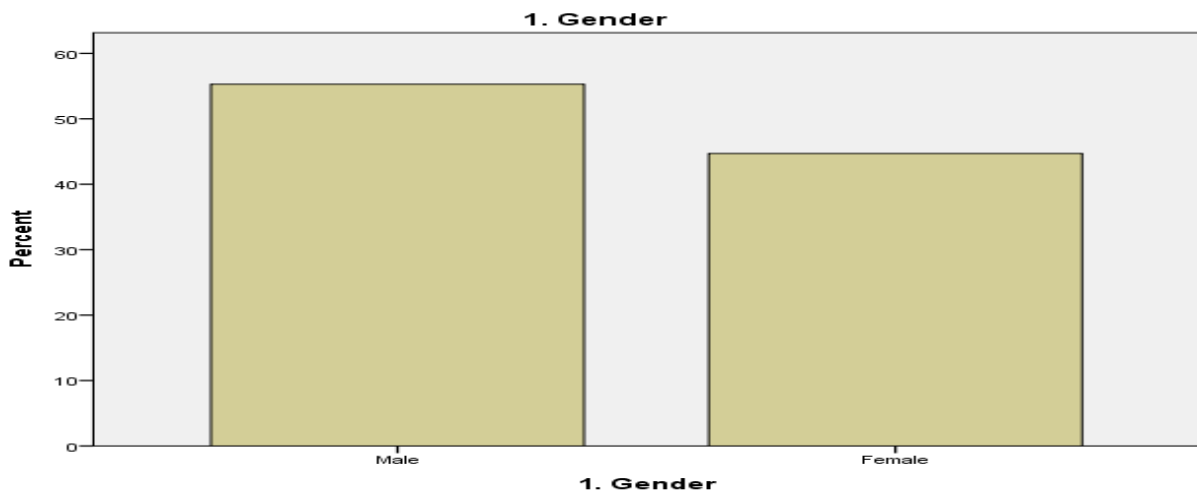
4.2.1.3 Participants Age Range Q2. AGE RANGE – Table No. (6)

Age Range	Frequency	Valid Percent
22-25	23	27.1%
26-30	35	41.17%
31-35	20	23.52%
36-40	7	8.2%
Above	0	0
Total	85	100

Distribution of the Age Range according to *Age years* variable (N = 85).
Sources: questionnaire distributed by the researcher to three institutions.
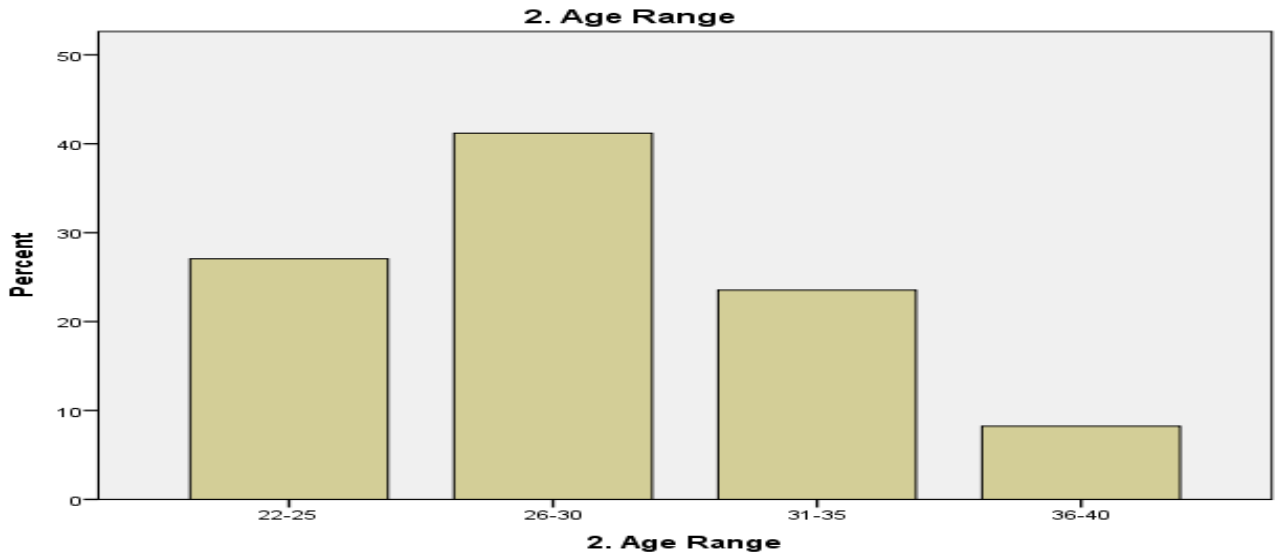
4.2.1.4. Participants respond to Tools Q3. COMMUNICATION TOOL

Table No. (7): communication tools

Communication Tool	Frequency	Valid Percent
Mobil	46	54.11%
E-Mail	35	41.17%
Fax	3	3.52%
Paper	1	1.17%
Total	85	100

Frequency Distribution of the Communication Tool including *Mobil, E-Mail, Fax&*
Paper (N = 85). Sources: questionnaire distributed by the researcher to three institutions.

3. Communication Tool
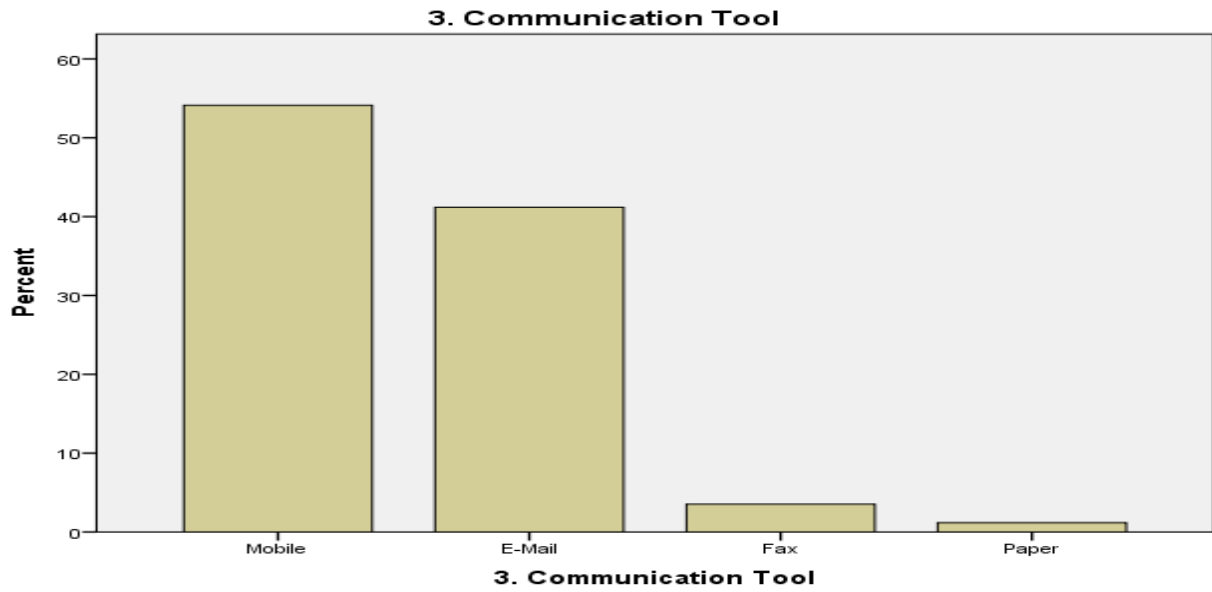
4.2.2 Communication& Team Building Process

Q 4	Fully informed	Not Informed	Adequately informed	limited amount
Which best describes your impression of communication within your Team?				

Source: From the Research's distributed Questionnaire.

Table No. (8): impression of communication

No	Response	Frequency	Percent %
1	Fully Informed	50	58.82%
2	Not Informed	20	23.52%
3	Adequately Informed	12	14.11%
4	Limited Amount	3	3.52%
Total		85	100

Frequency Distribution of impression of Communication according to *four* responses as shown above (N = 85). Sources: questionnaire distributed by the researcher to three institutions.

4. Which best describes your impression of communication witihn your team
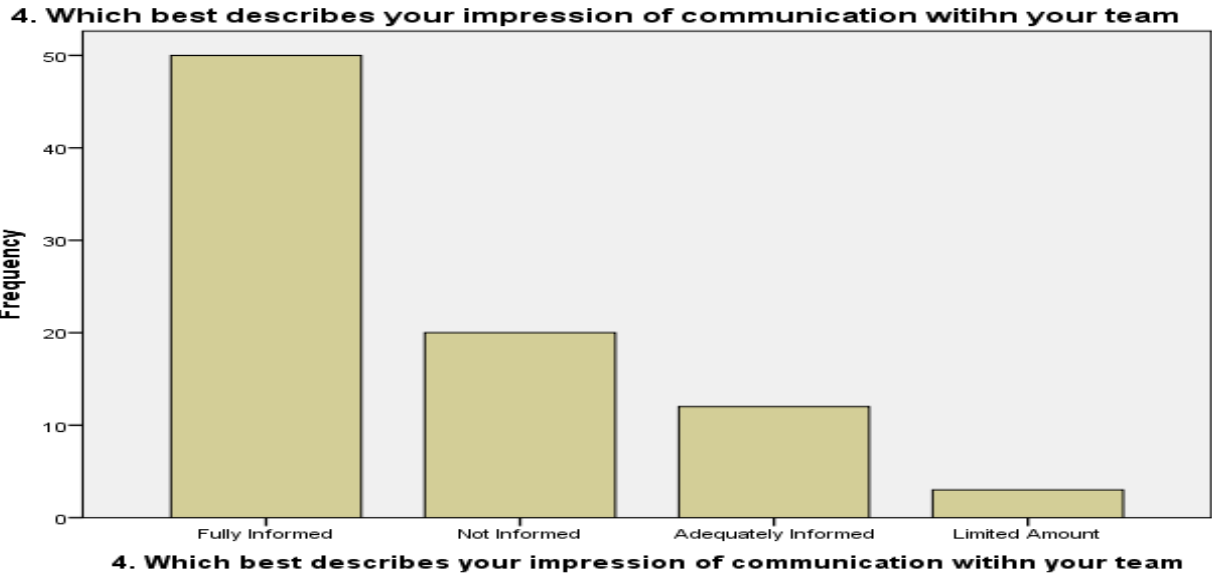
4.2.2.1 Q5.There is an internal communication gap between team leaders& members?

Q5	Agree	Disagree	Neutral
There is an internal communication gap between team leaders and their team members			

Source: From the Research's distributed Questionnaire.

Table No. (9): communication gap

Response	Frequency	Percent %
Agree	69	81.2 %
Disagree	14	16.5%
Neutral	2	2.4 %
Total	85	100

Frequency& Response Distribution of the Communication& Team Building Process according to *three* answers as shown above (N = 85). Sources: research questionnaire.

5. There is an internal communication gap between team leaders and their team members

5. There is an internal communication gap between team leaders and their team members
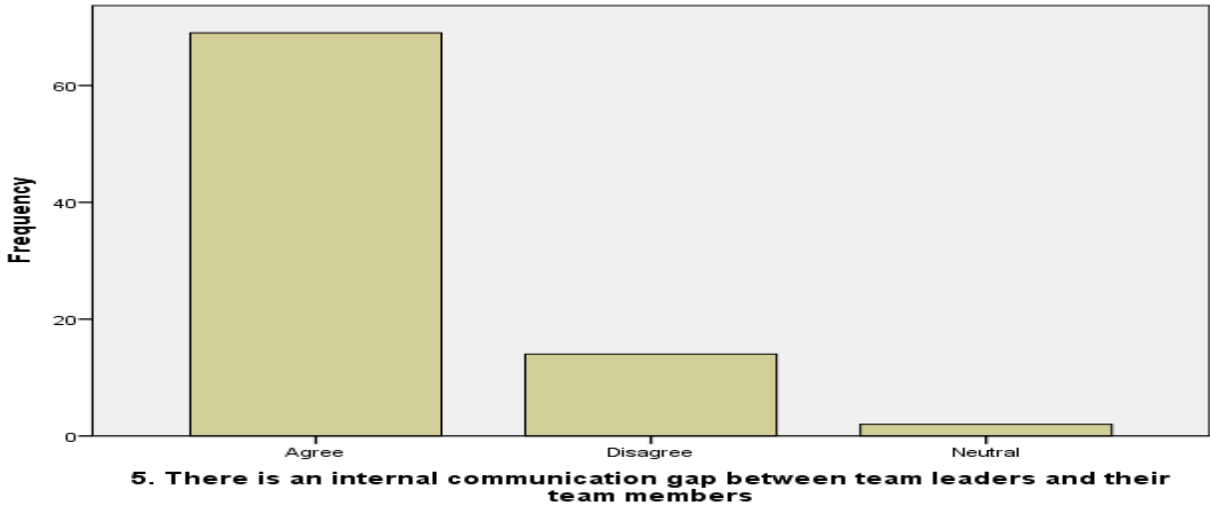
4.2.2.2 Q6.the impact of Communication on organizing a successful Team?

Q 6	Agree	Disagree	Neutral
There is impact of Communication on organizing a successful Team?			

Source: From the Research's distributed Questionnaire.

Table No. (10): impact of Communication

Response	Frequency	Percent %
Agree	84	98.8%
Disagree	0	0
Neutral	1	1.2 %
Total	85	100

Frequency& Response Distribution of impact of Communication according to (*Agree, Disagree& Neutral*) as shown above (N = 85). Source: Research's Questionnaire.

6. There is impact of communication on organizing a successful Team
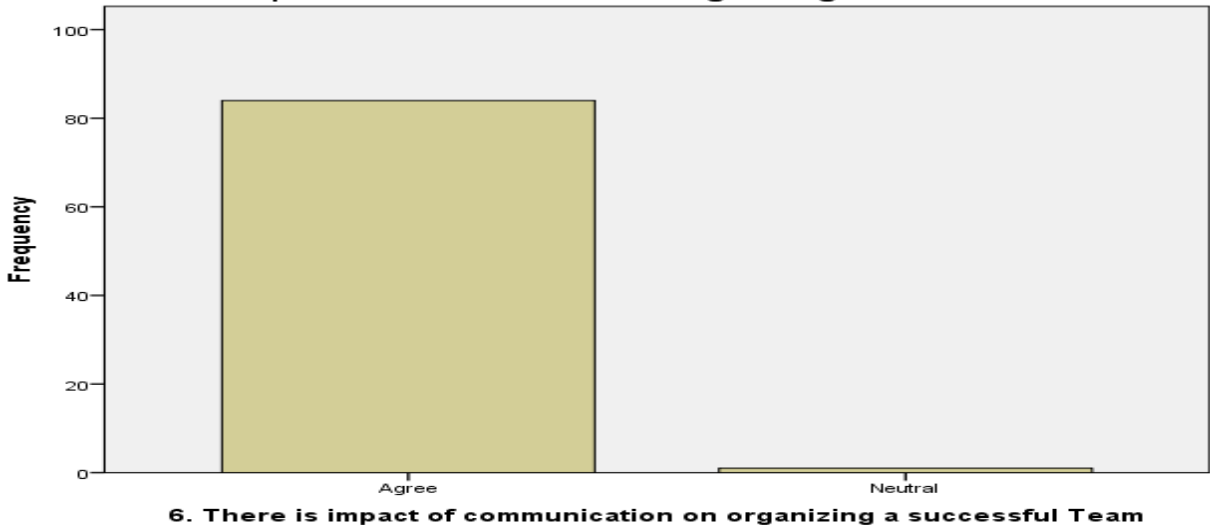
4.2.2.3 Q 7.How would you rate your Team Leader communication skills?

Q4	Excellent	Good	Poor	Neutral
How would you rate your Team Leader communication skills?				

Source: From the Research's distributed Questionnaire.

Table No. (11): Team Leader communication skills

Response	Frequency	Percent %
Excellent	38	44.7 %
Good	30	35.3 %
Poor	14	16.5 %
Neutral	3	3.5 %
Total	85	100

Frequency Distribution of the team leader communication skills according to *four*

answers as shown above (N = 85). Source: From the Research's distributed Questionnaire.
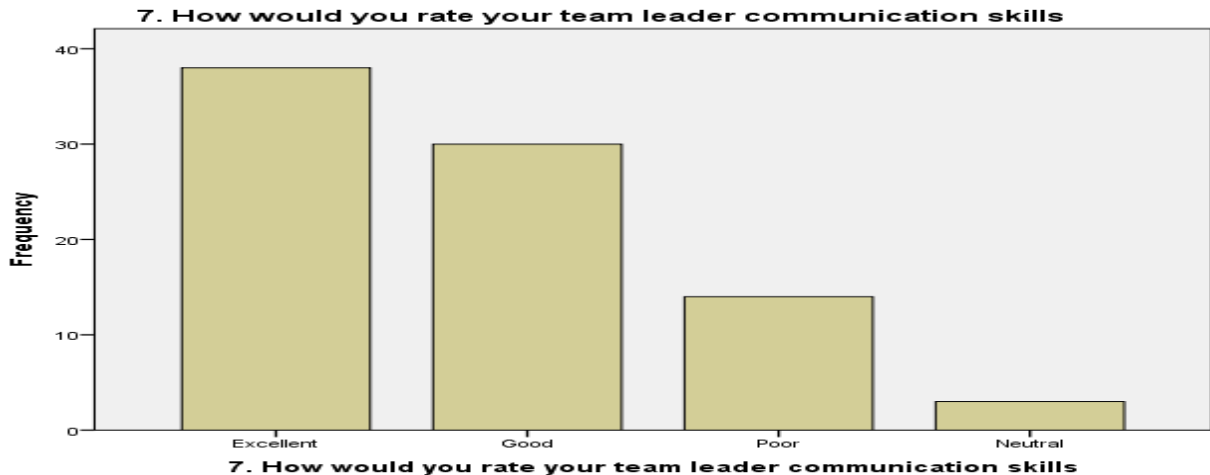
4.2.2.4 Q 8. These are the basic skills of team members

Q 8	Agree	Disagree	Neutral
These are the basic skills of team members			
1. Positive Attitude			
2. Honest and Straightforward			
3. Reliability& Responsibility.			
4. High sense of equity and fairness.			
5. Good listener Encourages feedback.			
6. Strong well to participate& be patient.			
7. High command of Trust& support to others.			
8. Ability to Influences others.			
9. Respects and tolerant of others differences			
10. Works through conflict openly.			

Source: From the Research's distributed Questionnaire.

Table No. (12): basic skills of Team members

Response	Frequency	Percent %

Agree	77	90.6 %
Disagree	3	3.5 %
Neutral	5	5.9 %
Total	85	100

Frequency Distribution of basic skills of Team members according to *three* answers as shown above (N = 85). Source: Research's Questionnaire.

8. These are the the basic skills of team members
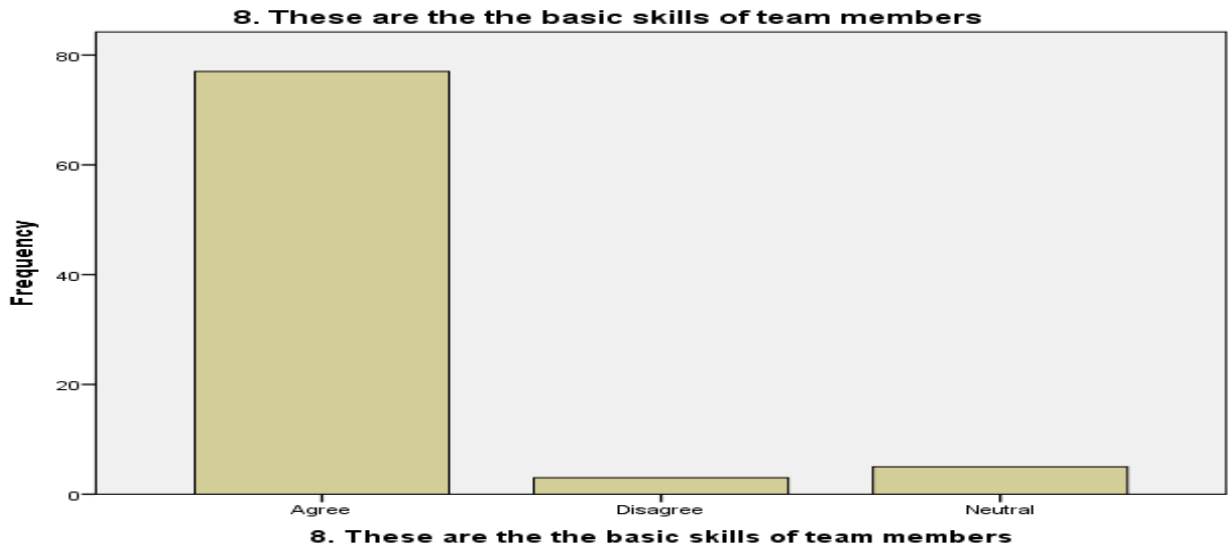
4.2.2.5 Q 9. From which of the following sources/ways do you usually receive most of your information concerned your part as team member?

Q 9	Team Leader	Team Member	Management Meetings	E-Mail/fax/Mobile
From which of the following sources/ ways do you usually receive most of your information concerned your part as team member?				

Source: From the Research's distributed Questionnaire.

Table No. (13): sources of information

Response	Frequency	Percent %
Team Leader	42	49.4 %
Team Member	18	21.2 %
Management Meetings	19	22.4 %
E-Mail/Fax/Mobile	6	4.1 %
Total	85	100

Frequency Distribution of the source of information according to *four* answers as shown above (N = 85). Source: Research's Questionnaire.
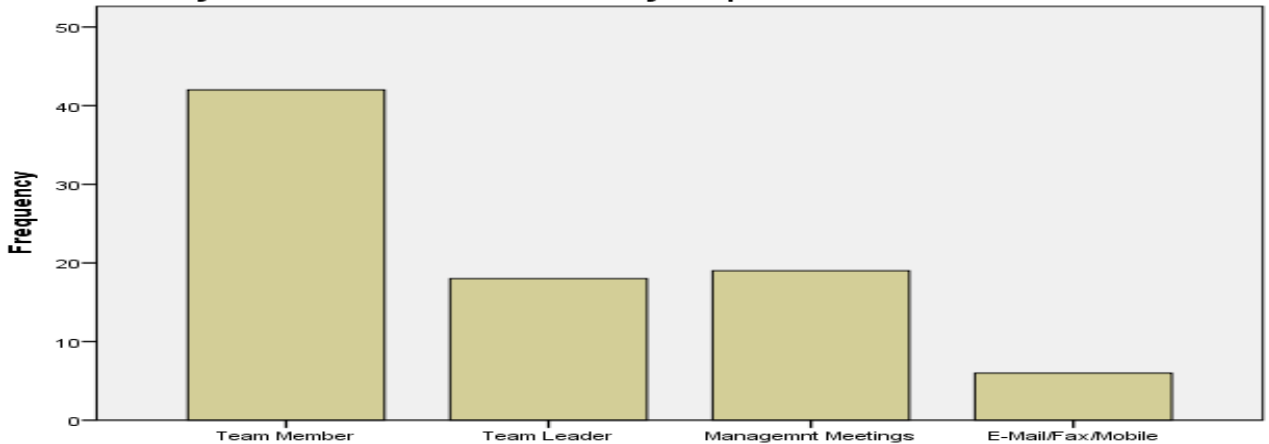
9. From which of the following sources/ways doy ou ususally receive most of your information concerned your part as team member

4.2.2.6 Q 10. Overall, how satisfied are you with the communication Levels within your Team?

Q 10	Satisfied	Dissatisfied	Neutral
Overall, how satisfied are you with the communication Levels within your Team?			

Source: From the Research's distributed Questionnaire.

Table No. (14): communication levels

Answers	Frequency	Percent %
Satisfied	46	54.1 %
Dissatisfied	34	40.0%
Neutral	5	5.9 %
Total	85	100

Frequency Distribution of Communication levels according to *three* answers (satisfied, dissatisfied& neutral) as shown above (N = 85). Source: Research's Questionnaire.

10. Overall, how satisfied are you are you with the communication levels within your team

4.2.2.7 Q 11. Whenever there is a change within the organization, my Team Leader

Q 11	always inform me	inform me sometime	Never
Whenever there is a change within the organization, my Team Leader			

Source: Research's distributed Questionnaire.

Table No. 15: change within organization

Answers	Frequency	Percent %
always inform me	38	44.7 %
inform me sometime	44	51.8%
Never	3	3.5 %
Total	85	100

Frequency Distribution of the change within organization to *three* answers (always inform me, inform me sometime& never)-($N = 85$). Source: Research's Questionnaire.
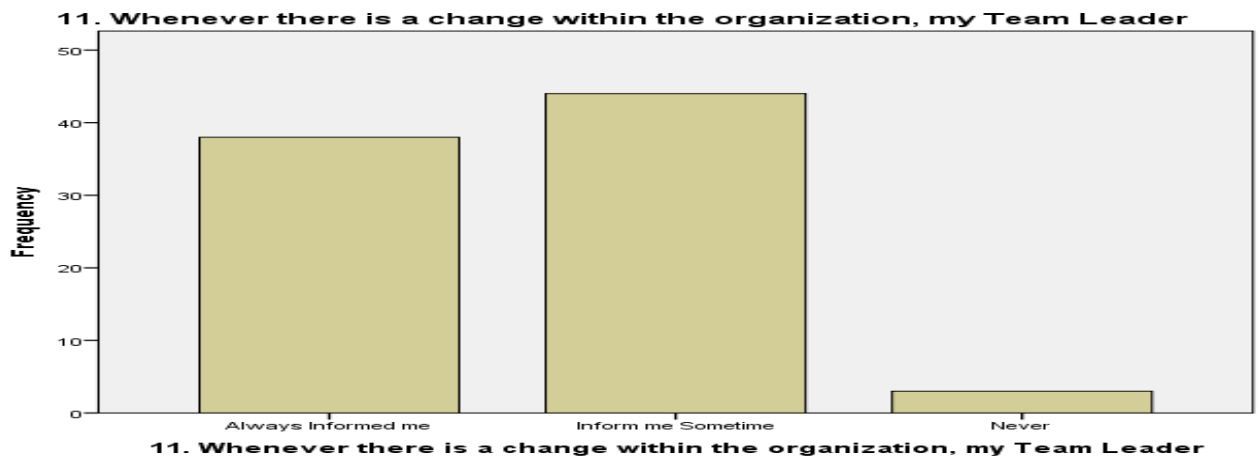
4.2.2.8 Q 12. According to your Team Involvement, which is of these, consider being barriers of Communication process?

Q 12	Perceptual Barriers	Emotional Barriers	Language Barriers	Cultural Barriers	Physical Barriers	Technological barriers
According to your Team Involvement, which is of these, consider being barriers of Communication process?						

Source: Research's distributed Questionnaire.

Table No. (16): barriers of communication

Answers	Frequency	Percent %
Perceptual Barriers	9	10.6 %
Emotional Barriers	4	4.7 %
Language Barriers	27	31.8 %
Cultural Barriers	2	2.4 %
Physical Barriers	1	1.2 %
Technological barriers	42	49.4 %

Total	85	100

Frequency Distribution of barriers of Communication according to *SIX* answers (perceptual, emotional, language, cultural, physical& technological) - (N = 85). Source: Research's Questionnaire.

12. According to you team Involvement, which of the these, consider being barriers of communication process
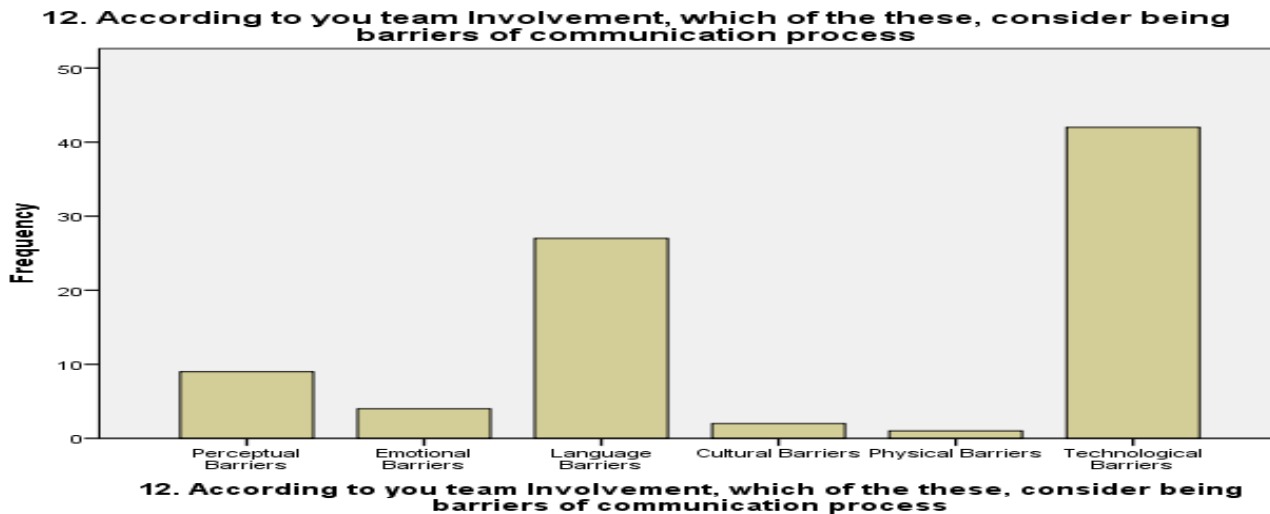
4.2.2.9 Q 13. At your organization, Poor communication planning is a barrier& lack of interest between team members is obvious?

Q 13	Agree	Disagree	Neutral
At your organization, Poor communication planning is a barrier& lack of interest between team members is obvious?			

Table No. (17): Poor communication planning

Answers	Frequency	Percent %
Agree	74	87.1 %
Disagree	7	8.2 %
Neutral	4	4.7 %
Total	85	100

Frequency Distribution of poor Communication planning according to *Three* answers (agree, disagree& neutral), (N = 85). Source: Research's Questionnaire.

13. At your organization, Poor communication Planning is is a barrier& Lack of Interest between team members is obvious

4.2.2.10 Q 14 These are the Common Problems Faced during your Team building:

Q 14	Agree	Disagree	Neutral
These are the Common Problems Faced during your Team building or by your Team: 1. Challenges of Knowing Where to Begin? 2. Dominating Team Members? 3. Poor Performance of Team Members? 4. Poorly Managed Team Conflict? 5. There is a Lack of Communication or methods used in communication are poor and inadequately suitable for team?			

Table No. (18): common problems

Answers	Frequency	Percent %
Agree	77	90.6 %
Disagree	2	2.4 %
Neutral	6	7.1 %
Total	85	100

Frequency Distribution of the Communication& Team Building Process according to

Three answers (*agree, disagree& neutral*) as shown above (N = 85). Source: Research's Questionnaire.
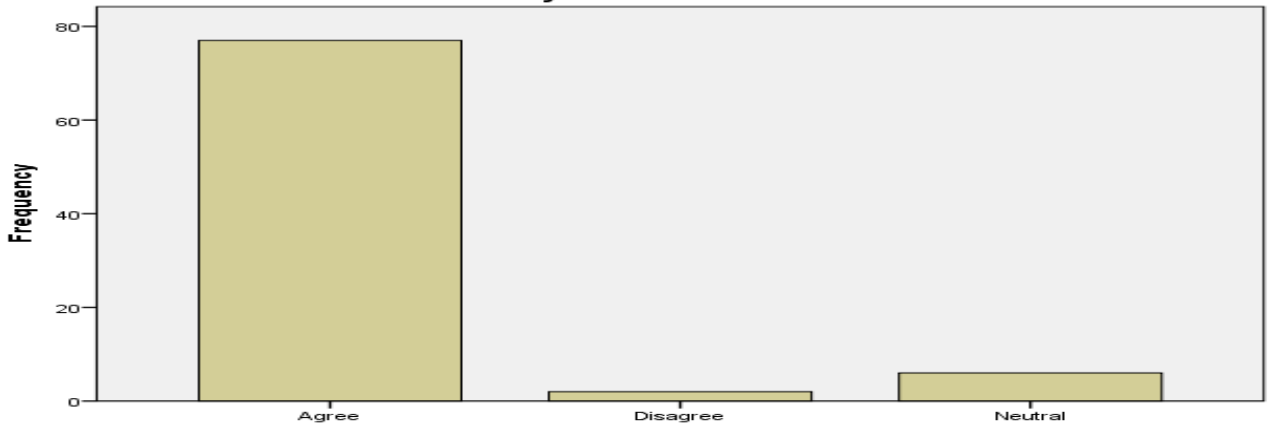
14. These are the Common Problems Faced during your Team Building or by your Team

4.2.3. Part Three: TQM Principles
4.2.3.1 Q 15. Do you know what TQM stand for?

Q 15 / Do you know what TQM stand for?	Yes		No	

Source: Research's Questionnaire.

Table No. (19): TQM

Response	Frequency	Percent %
Yes	52	62.2%
No	33	38.8 %
Total	85	100

Frequency Distribution of what TQM stand for response, Source: Research's Distributed Questionnaire. Source: From the Research's distributed Questionnaire. Source: Research's Questionnaire.

15. Do you know what TQM stand for

4.2.3.2 Q 16. In your Organization, are familiar with TQM's Principles?

Q 16 / in your organization, are familiar with TQM's Principles?	Yes		No	

Source: From the Research's distributed Questionnaire.

Table No. (20): TQM principles

Response	Frequency	Percent %
Yes	34	40.0 %
No	51	60.0 %
Total	85	100

Frequency Distribution of the familiarity of TQM principles responses within organization, Source: Research's Distributed Questionnaire.

16. In your Organization, are familiar with TQM's Principles
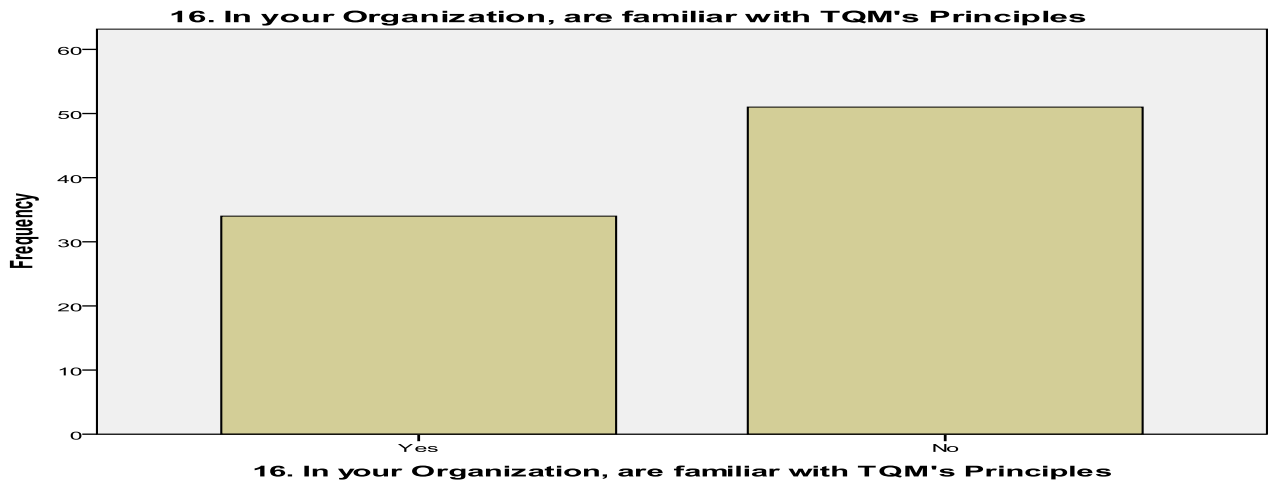
4.2.3.3 Q 17. Team Building process depends fairly on the full application& Adoption of TQM?

Q 17 / Team building process depends fairly on the full application& Adoption of TQM?	Yes		No	

Source: the Research's distributed Questionnaire.

Table No. (21): application& adoption of TQM

Response	Frequency	Percent %
Yes	63	74.1 %
No	22	25.9 %
Total	85	100

Frequency Distribution of how Team Building depending on the full application& Adoption of TQM principles with responses (Yes/No), within organization, Source: Research's Questionnaire.

17. Team Building process depends fairly on the full application& Adoption of TQM
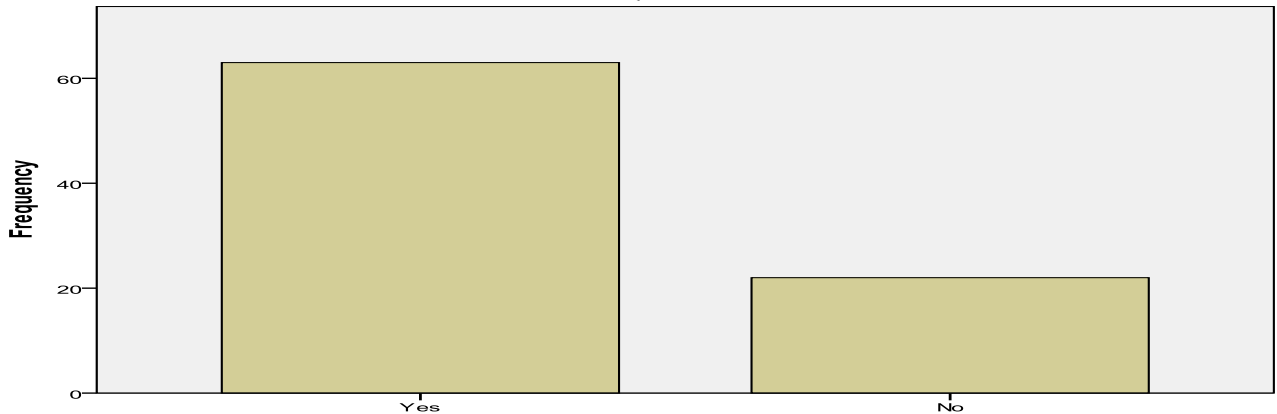
17. Team Building process depends fairly on the full application& Adoption of TQM

4.2.3.4 Q 18. The Role of Communication in team building is clear and has an impact based on TQM's Principles?

Q 18 / the role of communication in team building are clear and have an impact based on TQM's principles?	Yes		No	

Source: From the Research's Questionnaire.

Table No. (22): Role of communication

Response	Frequency	Percent %
Yes	66	77.9 %
No	19	22.4 %
Total	85	100

Frequency Distribution of The Role of Communication in team building with responses (Yes& No), Source: Research's Questionnaire.

18. The Role of Communication in team building are clear and have an impact based on TQM's Principles
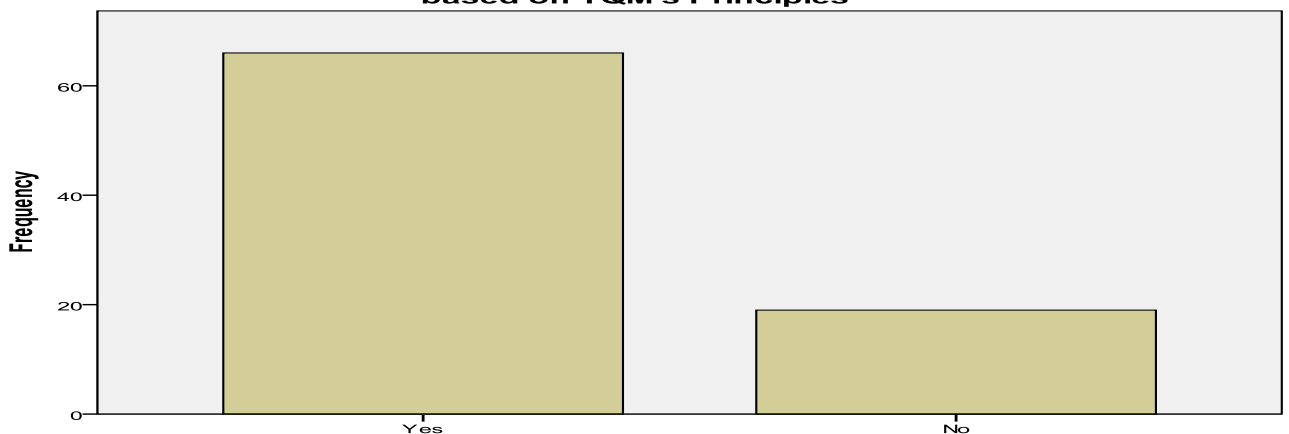
18. The Role of Communication in team building are clear and have an impact based on TQM's Principles

4.2.3.5 Q 19. The Process of Constructing& Organizing the Team Building should be maintained and controlled under fair and fully applied method of communication?

Q 19/ the process of Constructing& Organizing the Team Building should be maintained and controlled under fair and fully applied method of communication?	Yes		No	

Source: From the Research's Questionnaire.

Table No. (23): Constructing& organizing the team building

Response	Frequency	Percent %
Yes	71	83.5 %
No	14	16.5 %
Total	85	100

Frequency Distribution of The Process of Constructing& Organizing the Team Building, Source: Research's Questionnaire.

19. The Process of Constructing& Organizing the Team Building should be maintained and controlled under fair and fully applied method of communication
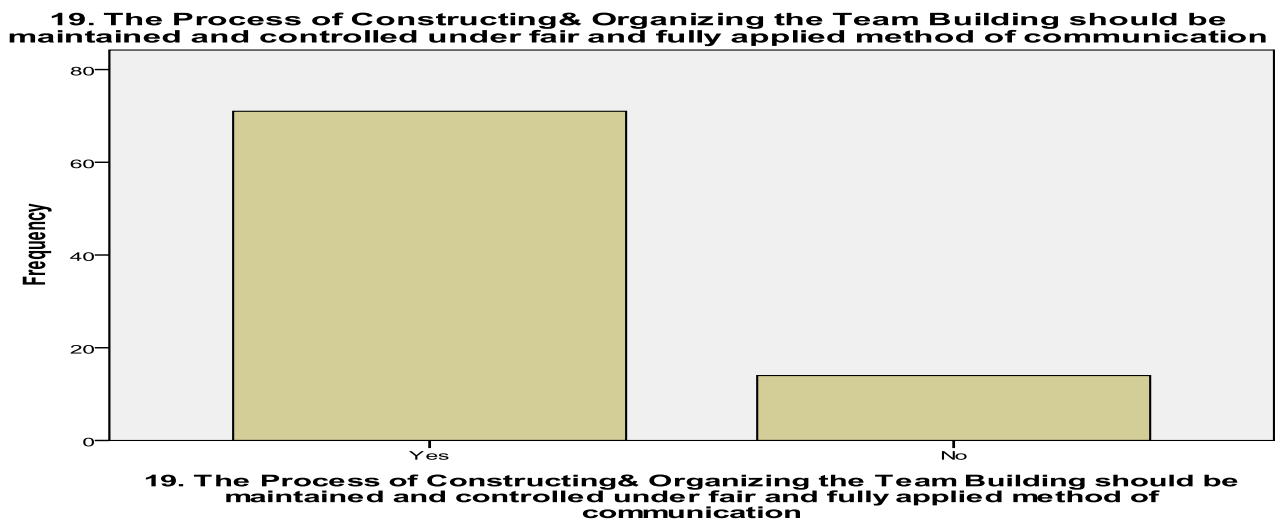
4.2.4 Descriptive Analysis of Research Variables - Descriptive

4.2.4.1 Descriptive Statistics

The first objective was set to Discover& Identify whether or not there is an internal communication gap between team leaders and their team members and Determine ways in which team members usually receive most of their information. In this Research, the impact of communication was discovered and measured by using 11 quantitative questions in which all the respondents were required to indicate the extent to which they agree, disagree or Neutral, Poor, Excellent, Satisfied or Dissatisfied& Never with each statement by indicating the number that best describe their perceptions.

All the eleven items on service quality were Likert scaled using ten points ranging between one=agree, 2=disagree, three=neutral, four=excellent, five=good, satisfied,

six=dissatisfied& never. Their responses were analyzed and described using Means as summarized in Tables: 21, 22 below.

Table No. (24) Likert scaled with responses

1	Agree
2	Disagree
3	Neutral
4	Poor
5	Excellent
6	Good
7	Satisfied
8	Dissatisfied
9	Never

Table No. (25) *Data analysis* for the *Descriptive Statistics*

Question	Mean	Std. Deviation	N (Total)
Impression about Communication within your Team	1.62	0.859	85
Internal Communication gap	1.21	.465	85
The Impact of Communication on Organizing Team	1.02	.217	85
Team Leader Communication Skills	1.79	.846	85
The Basic skills of team Members	1.15	.500	85
Sources of Information as Team Member	1.87	.997	85
Satisfaction with communication levels within your Team	1.52	.610	85
Change inside Organization, Team leader communicates with members	1.59	.563	85
Team Involvement and Barriers of Communication Process	4.27	1.848	85
Poor communication planning, lack of interest between team members is barrier	1.18	.492	85
Common problems during your Team Building which are facing your team	1.16	.531	85

Source: Primary data, 2017-2018 (Prepared by the researcher as a result from the data Analysis).

4.2.5 Research Hypotheses Testing

The Correlate test is selected to run the analysis for the collected data from the answers in the questionnaire were the sample distribution of the test statistics or the gathered data

were especially inserted and entered into SPSS program. Lucky enough, The Bivariate option is chosen along within the correlation coefficients, Pearson Correlation test is used to test the hypothesis of the research. Moreover, it's also used in this research to determine whether there is a significant difference between the expected frequencies and the observed frequencies in two categories. The Research Hypotheses where tested as per the role of thumb that provides to rejects the null hypotheses if the value of statistical significance level is less than or equal to 0.05 (a ≤ 0.05).

4.2.5.1 First Hypothesis:

There is proven and statistically significant clear impact of communication on

Teambuilding as process inside every organization. As shown in Table No (23).

Table No. (26) First Hypothesis

There is clear impact of communication on Teambuilding as process		Impact of Communication on Team building	Teambuilding Process
Impact of Communication on Teambuilding	Pearson Correlation Sig. (2 tailed) N	1 85	.834** .000 85
Teambuilding Process	Pearson Correlation Sig. (2 tailed) N	.834** .000 85	1 85

Source: Primary data, 2017-2018 (Prepared by the researcher as a result from the data Analysis) **Correlation is significant at the 0.01 level (2 tailed).

After implementing the test of correlation (Analyze – Correlate – Bivariate) between the two variables (the impact of communication inside every organization on its working team& on the Teambuilding process itself). The correlation outcomes indicated that the value of statistical significance level is (Sig. =.864) which is less than the value of the confidence level (a ≤ 0.01). Thus, the relation between the impacts of communication on Teambuilding process is positively direct correlation which indicates that there is statistically significant clear impact of communication on Teambuilding as process.

4.2.5.2 Second Hypothesis:

There are statistically significant variations between Team members inside organizations in identifying the most common communication Tool which is used in a daily basis while

managing their routine duties on regular financial services as shown in Table No (24).*Correlation is significant at the 0.05 level (2 tailed).

Table No. (27) Second Hypothesis

variations between Team members inside organizations in identifying the most common communication Tool		Identifying the Common communication tool	Team Member Daily routine duties
Identifying the Common communication tool	Pearson Correlation Sig. (2 tailed) N	1 85	.176* .108 85
Team Member Daily routine duties	Pearson Correlation Sig. (2 tailed) N	.176* .108 85	1 85

Source: Primary data, 2017-2018 (Prepared by the researcher as a result from the data Analysis).

The correlation outcomes indicated that the value of statistical significance level is (Sig. =.176) which is less than the value of the confidence level (a ≤ 0.01). Thus, rejected the second hypothesis that there is a statistically significant inverse relationship in identifying the most common communication Tool and Team Member Daily routine duties in organizations.

4.2.5.3 Third Hypothesis

There are statistically significant differences between participants related to communication impact on teambuilding while identifying the TQM and its principles. As shown in Table No (25).

Table No. (28) Third Hypothesis

differences related to communication impact on team building while identifying the TQM and its principles		Differences related to communication impact on teambuilding	Identifying TQM& Principles
Differences related to communication impact on team building	Pearson Chi-Square Sig. (2 tailed) N	1 85	.108 .323* 85
Identifying TQM& Principles	Pearson Chi-Square Sig. (2 tailed) N	.108 .323* 85	1 85

Source: Primary data, 2017-2018 (Prepared by the researcher as a result from the data Analysis). **Correlation is significant at the 0.01 level (2 tailed).

The correlation outcomes indicated that the value of statistical significance level is (Sig. =.323) which is more than the value of the confidence level (a ≤ 0.01). Thus, accepted the third hypothesis, that there is statistically significant differences relating to communication impact on teambuilding V.S Identifying TQM& Principles.

Table No. (29): shows the final results of testing the three hypothesis of the research as follows:

Variables correlated	Pearson Test Sig. Value	Interpretation	Decision on H1
Impact of communication V.S Teambuilding Process	0.834	Significant relationship	Accept
Identifying the Common communication tool V.S Team Member Daily routine duties	0.176	No significant relationship	Reject
Differences related to communication impact on team building V.S Identifying TQM& Principles	0.323	Significant relationship	Accept

4.4 Discussion:

The impact of Communication in Co-structuring& Organizing Teambuilding process based on TQM Principles in the three financial institutions was guided by four research's objectives that were:

1. Discovering the basic skills of team members and how to communicate smoothly within their leaders in question 2.

2. Define the impact of Communication process organizing a successful Team and outline the Communication barriers as in question 3.

3. Determine the satisfaction of team member's about the level of Communication internally.

4. Identify the TQM principles and how far they are related& bonded with the process of Constructing& Organizing the Teambuilding to TQM principles while working with teams.

Data analysis is been managed using the SPSS's frequencies& descriptive statistics beside additional Correlation test (Correlation -coefficient), the Pearson test. It's selected from Analyze Menu, Correlate, Bivariate, Variables and Correlation coefficient, which showed the majority of participants' have clear opinions through their career's

knowledge about the impact of communication on teambuilding. While other respondents in questionnaire did not have a clear opinions about how communication is affects the Co-structuring& Organizing teambuilding steps on a daily basis. As shown in tables from (02 -20) and Tables from (21-25).

From the table above (Table 2), the highest percentage of respondents (55.3%) was "Males" while (44.7%) represent "Females". Male's respondents is research's questionnaire are 47 employees while the Female's numbers are 38 from the whole population of the respondents. The above information is tabulated and graphed in Tables (2-20) and another tables from (21-25) with their answers to questions inside the questionnaire. Data analysis using SPSS's descriptive statistics showed means that revealed the impression about communication levels stands at scale of fully informed with a frequency=50 (plus percent of 58.8%) from the total number of participants 85 in questionnaire. Most employees are responded with the scale of agree with frequency=69 from the total number 85 (with percent of 81.2%) confirming that there is an internal communication gap between team leaders and their members. The highest percentage of respondents was in the age group "between 26-30 years", which is (41.17%), with frequency about 35 from the whole number of participants, while the lowest was (8.2%) in the age group "between 36-40 years", besides there are no respondents above that age group had participated in answering the questionnaire's questions.

The highest percent of participants who're answering with the "Agree" scale, are 84 from the actual number 85, responding& confirming that there are actual impact of Communication on co-structuring& organizing Teambuilding, which is 98.8%.

Table No. (30): Analysis of Scale and Frequency for questions (from Part Two: Communication& Team Building Process) in Research's Questionnaire.

Question	Scale	Frequency	Percent %
Which best describes your impression of communication within your Team?	Fully informed	50	58.8
	Not Informed	20	23.5
	Adequately informed	12	14.1
	limited amount	3	3.5
	Total	85	100.0%
There is an internal communication gap between team leaders and their team members?	Agree	69	81.2
	Disagree	14	16.5
	Neutral	2	2.4
	Total	85	100.0%
There is impact of Communication on organizing a successful Team?	Agree	84	98.8
	Disagree	0	0
	Neutral	1	1.2
	Total	85	100.0%
How would you rate your Team Leader communication skills?	Excellent	38	44.0
	Good	30	35.3
	Poor	14	16.5
	Neutral	3	3.5
	Total	85	100.0%
These are the basic skills of team members (from 1-10)	Agree	77	90.6
	Disagree	3	3.5
	Neutral	5	5.9
	Total	85	100.0%

Source: Primary data, 2017 (Prepared by the researcher as a result from the data Analysis).

While the frequency of 38 of respondents who answered with the scale "Excellent" for their Team leader communication skills with percent of 44.0%, the percent is considered nearly high enough when the participants responded about showing that (90.6%) from their total number are confirming that they are agreeing on the scale of "Agree" that each one of their team member should have these skills and their number (77 from the whole number 85). From the table Below (Table 27), the highest percentage of respondents was (87.1%),referring to *Poor communication planning is a barrier& lack of interest between team members is obvious* while managing daily tasks within working teams inside their organizations for the scale of "agree" with frequency of 77 from 85 of all of them. while the lowest respondents was (1.2%), referring to the scale of " physical barrier" with

frequency of 1 participant from the whole respondents, although the maximum frequency is 42 participants when responding to *barriers of Communication process*, the scale of "Technological barrier" is the highest percentage of respondents (49.4%).

Table (31): Analysis of Scale and Frequency for questions (Part Two: Communication& Team Building Process) in Research's Questionnaire.

Question	Scale	Frequency	Percent %
From which of the following sources/ ways do you usually receive most of your information concerned your part as team member?	Team Leader	42	49.4
	Team Member	18	21.2
	Management Meetings	19	22.4
	E-Mail/fax/Mobile	6	7.1
	Total	85	100.0%
Overall, how satisfied are you with the communication Levels within your Team?	Satisfied	46	54.1
	Dissatisfied	34	40.0
	Neutral	5	5.9
	Total	85	100.0%
Whenever there is a change within the organization, my Team Leader	always inform me	38	44.7
	inform me sometime	44	51.8
	Never	3	3.5
	Total	85	100.0%
According to your Team Involvement, which is of these, consider being barriers of Communication process?	Perceptual Barriers	9	10.6
	Emotional Barriers	4	4.7
	Language Barriers	27	31.8
	Cultural Barriers	2	2.4
	Physical Barriers	1	1.2
	Technological barriers	42	49.4
	Total	85	100.0%
At your organization, Poor communication planning is a barrier& lack of interest between team members is obvious?	Agree	74	87.1
	Disagree	7	8.2
	Neutral	4	4.7
	Total	85	100.0%

Source: Primary data, 2017-2018 (Prepared by the researcher as a result from the data Analysis).

As shown in Table No. 28 below, the highest percentage is 90.6% for the scale of "Agree" with frequency of (77) respondents identifying facing 10 of the common problems when building up their team within organizations, while the lowest percentage is (2.4%) as matter of fact 2 of respondents choose the scale of "disagree" denying that these are not the common problems.

Table (32): Analysis of Scale and Frequency for questions (Part Two: Communication& Team Building Process) in Research's Questionnaire.

Question	Scale	Frequency	Percent %
These are the Common Problems Faced during your Team building or by your Team (from 1-10)	Agree	77	90.6
	Disagree	2	2.4
	Neutral	6	7.1
	Total	85	100.0%

From the table above (Table 16), the highest percentage of respondents (62.2%) was "Yes" while (38.8%) was "No", when responding to what TQM stand for, while (60%) of respondents (about 51) was answered with "No" declaring their ignorance about the principles of TQM inside their organization, while (34 participants) responded with the percentage of 40% they are familiar with the Principles within their organization as shown in (table 17) above. From the (Table 18), the highest percentage of respondents (74.1%) was "Yes" while (25.9%) was "No", confirming that the process of Teambuilding depends fairly on the full application& Adoption of TQM within organization. For the question concerning the role of communication in team building if it's clear and have an impact based on TQM's principles, as tabulated in (Table No 19), the highest percentage of respondents (77.6%) was "Yes" while "66" of respondents have the percentage of (22.4%) with their response "No".

Table No. (20)

Response	Frequency	Percent %
Yes	71	83.5 %
No	14	16.5 %
Total	85	100

The highest percentage of respondents (83.5%) was "Yes" while (16.5%) was "No" as shown in (Table No. 20) above, responding that process of Constructing& Organizing the Team Building should be maintained and controlled under fair and fully applied method

of communication, with frequency of responses from the participants (71) with "Yes" and (14) of them answered "No".

4.5 LIMITATIONS OF THE STUDY

It is critical to acknowledge some of the most obvious limitations of this important research. *First*, due to the sheer size of the existing team literature in TQM library in Quality Management Center in Aljamaa Street, beside all the data and literature review related to Communication and teambuilding from the concept of TQM's Principles, are very limited and not related to topic which is the main concern of the research to find that there is a significant relationship between TQM and Teambuilding through the successful application of widely recognized principles of TQM.

Second, because I were only able to review a few articles in detail which are somehow connected to my research, we worked to find articles that represented both the "Teambuilding as concept" in the team research, as well as research stemming "communication impact" from more applied Organizations regardless of the existence of TQM internally or externally and how they adopted their philosophy of communication flow through their internal departments especially those who are in the finance sector.

Thirdly, the other detailed limitations of this research study were that the researcher could not distribute the forms to more employees especially in CBS. The security system is tough and did not cooperate with the researcher. Beside some of the employees are ignorant about the concept of TQM and have zero knowledge of its principles. *Fourthly*, in other targeted organizations, some employees are on the telephone for more than seven hours a day and have to meet their mandatory daily set goals. Because of this some employees could not complete filling out the questionnaire. Also, because some of the participants work in some other organizations which provided medical services like (Al-Mutakhassisa Medical Insurance), they have to be in continuous direct contact with their policyholders all the day inside and outside their offices.

Fifthly, some of the employees are suffering from unorganized archiving system as there are usually numerous documents on their desk. Their time is divided between managing to answer their customer calls and achieving their daily tasks while they are working from (7:30 am to 4:30 pm) on daily basis. It's hard for them to find time to fill out a questionnaire about Communication or TQM which they don't know anything about it.

Moreover, the questionnaire itself was printed on white paper (A4 scale), therefore causing the questionnaire to blend in with the other documents above employee's desks. Unfortunately Other employees were not available to complete the Questionnaire due to absenteeism (vacation, on job training& professional courses, personal time& sick) and/or assisting another department on the day the research's questionnaire were distributed. As the goal of this review was to target team's members that are still working and their duties or tasks are still functioning within joint contexts in their organizations or institutions, without hesitation, their tasks requiring their work's colleague most interagency cooperation, loyalty, desire to achieve goals, highly performance flow. But in all the three organizations which received the questionnaire, all of the working employees (the researcher met on personal interviews) had often stated that the selection of their teams basically depends on other factors related to high management, or due to full adoption or partially the implementation of TQM inside their organizations. Beside consequently, as result from the distributed questionnaire, the current state of the literature that was checked by the researcher did not enable to complete the fulfillment of this goal, which is to get a clear view of communication impact internally whether it's actual on the process of teambuilding or basically depending on the eight addressed principles of TQM, as very few articles directly addressed and are entitled to this kind of co-structuring& organizing team building or not.

CHAPTER FIVE

Conclusion& Recommendations

Chapter Five

Conclusion& Recommendations

5.1 Conclusion

Communication is most important process of transmitting information and sharing common understanding from one person to another. Communication is consisting of formal& informal instructions, guidelines, ideas, daily orders, meeting notes and agendas, official messages and Correspondences plus E-mails inside working and successful entities and institutions. Concernedly, An argument need about impact of communication on co-structuring, organize& team building is needed and requested.

The elements of the communication process are the sender, encoding the message, transmitting the message through a medium, receiving the message, decoding the message, feedback, and noise. A number of barriers retard effective communication. These can be divided into six categories: **Perceptual Barriers, Emotional Barriers, Language Barriers, Cultural Barriers, Physical Barriers Technological barriers. According to research's questionnaire,** the most frequently and widely common barrier is the Technological barrier. **The impact of communication on process of Team building is obvious within the participated respondents. There are** 7 Quality Management Principals **that guide ISO 9001:2008 and the new version in 2015; which are** Customer focus**,** Leadership**,** Engagement of people**,** Process approach**,** Improvement**,** Evidence-based decision making**,** Relationship management **beside the new principle** Mutually Beneficial Supplier Relations **as in the last edition. The lack of TQM in the three organizations, is without hesitation clear as crystal as the degree of absence of awareness about Total Quality Management is critical and urgent.**

As it's in most ISO issues or editions, a lots had been stated clearly and obviously about the seven basic principles. Lavishly, the widest accepted clarification that these seven principles are just listed, arranged& ordered according to their priority and importance inside each organization from a point of concern and experience. Their importance (referring to the **seven principles**), and their specific goals are not fixed and be change dramatically over time inside each organization.

Without detaining, there is uncouthly doubt about the request for organization's leadership and the full commitment of top management to adopted and applied TQM at the full scale internally from the top to down levels. So in ISO 9001:2015, clause No. 5 (**Leadership**), sub clause No. 5.1 (**Leadership commitment**), the general aspect which stated as clearly as the sunshine "communicating the importance of effective quality management and of conforming to the quality management system requirements" (**ISO 9001:2015**). Also in same clause in ISO 9001:2015, sub clause No. 5.2 (**Policy**), which stated as "Top management shall establish, implement and maintain a quality policy". The importance of organization's policy, is totally relay on how to (5.2.2), Communicating the quality policy. Directly inside each department or administrative, the quality policy shall be communicated, understood and applied within the organization.

In principle one (**Customer focus**), we can increase our customer satisfaction through applying effective communication back and forth in internal scale as stated that excellent communication will efficiently help employees to cooperate together to meet their customer needs and their ultimate expectations throughout all sections& departments inside the organization will increase their loyalty towards products and services they will receive.

The principle two (**Leadership**), should all leaders inside organization at all administrational levels and degrees work effectively towards Improving communication within or between managerial levels and administrational functions throughout the organization and to create all required conditions internally to spread the organization's mission, vision, strategy, policies and processes which will for sure enhance communication between employees. Team leaders therefore should inspire, encourage and recognize the contribution of people as members and as working employees in other functional departments. There an urgent need for every organization to adopt a new strategy for Planning and how to apply the suitable communication channels to achieve objectives, so in ISO 9001: 2015, the Clause No. 6, stated obviously the demand for the organization's Quality objectives and planning to achieve them (sub clause No. 6.2), should be communicated inside the whole context of organization. The third principle (**Engagement of people**), when shaping-out organizational team, members of one team along with their leader should have to make themselves competing empowered and

engaged with each other by using the available methods of communications within their team and at all levels of work or daily duties to enhance the capability of their organization which aiming to deliver and create value for their work with its customers.

The importance of communication is more clarified in details especially in TQM (ISO's Clauses). In the new reviewed version of ISO 9001: 2015, the Support clause (No.7), had stated clearly that **Communication** (sub clause No. 7.4), "The organization shall determine the internal and external communications relevant to the quality Management system, including on **what** it will communicate; **when** to communicate; **with whom** to communicate; **How** to communicate; **who** communicates". Team's members therefore should engage& communicate their results within each other's and advice their team leaders to take appropriate actions to achieve their goals in adequately and possible way. Moreover than that, in principle seven (**Relationship management),** employees (as Team Members) internally or externally they should have to Determine and prioritize their organizational interested party relationships especially that need to be managed and improved throughout levels of management in the most suitable mode of communication to share and exchange information and experience.

Without hesitation, there is uncouthly doubt about the request for organization's leadership and the full commitment of top management to adopted and applied at full scale internally from the top to down levels. So in ISO 9001:2015, clause No. 5 (**Leadership**), sub clause No. 5.1 (**Leadership Commitment**), the general aspect which stated as clearly as the sunshine "communicating the importance of effective quality management and of conforming to the quality management system requirements".

Also in same clause in ISO 9001:2015, sub clause No. 5.2 (**Policy**), which stated as "Top management shall establish, implement and maintain a quality policy". The importance of organization's policy, is totally relay on how to (5.2.2), Communicating the quality policy. Directly inside each department or administrative, the quality policy shall be communicated, understood and applied within the organization. There an urgent need for every organization to adopt a new strategy for Planning and how to apply the suitable communication channels to achieve objectives, so in ISO 9001: 2015, the Clause No. 6, stated obviously the demand for the organization's Quality objectives and planning to

achieve them (sub clause No. 6.2), should be communicated inside the whole context of organization.

The top Management should communicate customer needs and expectations throughout the organization and to prove that there is actual improvement in communication system between levels and functions of the organization especially amongst members of working teams internally. Which is related explanation between two principles (**Leadership and Engagement of People**) within organization. Then as clearly as sunshine, the principles of TQM, encouragingly and properly the full adoption of adequate communication throughout the co-structuring and organizing of teams building basically upon its core seven or eight principles.

In three tested organizations in Sudan, Al-Mogran zone, (**according to research's questionnaire analysis**), obviously they lack this kind of implementation and adoption of TQM as base to organize their teams building process. Unreasonably, as still the traditional selection of team members within these institutions is dominant and wide spread internally and we need to work on that spot in details on a daily routine (**to be part of organization internal culture**), to raise up the awareness of their top management to build up a strong system based on TQM. If we are lucky enough, such process (**Team Building**) through excellent application of modern and open communication beside education and continuous improvement will help our organizations to become globally recognized and admired. As for seniors at management level and team's leaders they have to become more systemic and well organize in order to maximize the way we arrange our working teams to reach our goals quarterly and annually.

5.2 Recommendations

✓ Communication is crucially important between all team members, regardless of what role each employee plays in his/ her organization.

✓ There is an urgent need for our local organizations to provide a continual raise up sessions of awareness about TQM's Principles to establish an excellent frame helping out in organizing their teams. Without communication, the team member's cooperation can be as useless, so in a corporate office and daily business, communication is vital to success. Then Team members should always

share information and feelings between each other& they depends on their leader to inform them on daily basis.

✓ the Technological barriers is obvious and clear, so should organizations organize special programs to train employees to use their technological devices (internet – E-mails through secure set of browsers and E-mail engine like Outlook, local Networking), instead of traditional set of papers and office letters, to maximum limit for the most benefit of it to achieve effective communication strategy within.

✓ Team Members are those communicate complete tasks in a quicker and more efficient amount of time than others who don't. Encouraging to apply Communication channels between members of teams and their leaders, beside encompasses a wide range of activities, including communication to solve team's problems, dealing with emotion, and understanding positions within teams, each team leader should deal with these issues seriously and quickly putting in consideration that communication is the important factor to solve these conflict reasonably and with wide range of acceptance amongst team members.

✓ Raise the public awareness about the importance of TQM in insurance& financial sector, by setting out national strategy of how vividly is important to apply& implement TQM& its principles beside encouraging organizations to adopt and apply TQM's principles internally.

5.3 Appendix

5.3.1 Appendix A - Research Questionnaire

Sudan University of Science& Technology
College of Graduate Studies
Deanship of Development& Quality
The impact of Communication in Co-structuring& organizing the Teambuilding process based on TQM Principles.

Research Questionnaire

This questionnaire form has been reviewed and approved by the research supervisor, *University of Sudan University of Science& Technology* (*SUST*), Deanship of Development& Quality. The *College of Graduate Studies* has determined that this Research meets the ethical obligations required by Ministry of High Education law and University's Post Graduate policies. If you have questions regarding this Questionnaire forms please contact the Practitioner of this Research *Mohammed Hamid Mohammed* at *apollo13me@gmail.com* (*0912582138*).

Instructions

/1/ this *Questionnaire* consists of three parts (**Personal information for the participant, Communication& Teambuilding Process& TQM Principles**).

/2/ Please *fill in* or *circle* or placing the CROSS (**X**) as response or the specific answer that best fit your experience/ or that best represents your view, when dealing with *communication*, *Team Building* and *TQM* within your organization to complete this questionnaire Or circle (*N/A*) for any questions that you don't have enough experience to comment on.

Part One: Personal Information				Answers/ Response					
Name				Telephone/ Mobile					
E-Mail				Gender	Female		Male		
Age Range		22-25		26-30		31-35		36-40	above
Communication Tool		Mobile		E-Mail		Fax		Paper	

Part Two: Communication& Teambuilding Process	Answers/ Response			
1	Fully informed	Not Informed	Adequately informed	limited amount
Which best describes your impression of communication within your Team?				
2		Agree	Disagree	Neutral
There is an internal communication gap between team leaders and their team members				
3		Agree	Disagree	Neutral
There is impact of Communication on organizing a successful Team?				
4		Excellent	Good	Poor	Neutral
How would you rate your Team Leader communication skills?				
5		Agree	Disagree	Neutral
These are the basic skills of team members 1. Positive Attitude 2. Honest and Straightforward 3. Reliability& Responsibility. 4. High sense of equity and fairness. 5. Good listener Encourages feedback. 6. Strong well to participate& be patient.				

7. High command of Trust& support to others. 8. Ability to Influences others. 9. Respects and tolerant of others differences 10. Works through conflict openly.						

6	Team Leader	Team Member	Management Meetings	E-Mail/fax/Mobile		
From which of the following sources/ways do you usually receive most of your information concerned your part as team member?						

7			Satisfied		Dissatisfied	Neutral
Overall, how satisfied are you with the communication Levels within your Team?						

8		always inform me		inform me sometime		Never
Whenever there is a change within the organization, my Team Leader						

9	Perceptual Barriers	Emotional Barriers	Language Barriers	Cultural Barriers	Physical Barriers	Technological barriers
According to your Team Involvement, which is of these, consider being barriers of Communication process?						

10				Agree	Disagree	Neutral
At your organization, Poor communication planning is a barrier& lack of interest between team members is obvious?						

11				Agree	Disagree	Neutral
These are the Common Problems Faced during your Teambuilding or by your Team: 1. Challenges of Knowing Where to Begin? 2. Dominating Team Members? 3. Poor Performance of Team Members? 4. Poorly Managed Team Conflict? 5. There is a Lack of Communication or methods used in communication are poor and inadequately suitable for team?						

Part Three: TQM Principles	Answers/ Response			
1/ Do you know what TQM stand for?	Yes		No	
2/ in your organization, are familiar with TQM's Principles?	Yes		No	
3/ Teambuilding process depends fairly on the full application& Adoption of TQM?	Yes		No	
4/ the role of communication in teambuilding are clear and have an impact based on TQM's principles?	Yes		No	
5/ the process of Con-structuring& Organizing the Teambuilding should be maintained and controlled under fair and fully applied method of communication?	Yes		No	

Thank you for participation

5.3.2 Appendix B

Participators& Contributors (Scholars) in the Research

No	Name of Contributors
1	Professor Mohamed Alhafez Abdelrahman (College of Computer Science& Information Technology)
2	Professor Abdelbagi Al-Sayid Ali (Agricultural Studies-Plant Protection)
3	Dr. Ameena Ali Abdelgadir (Business Studies)
4	Dr. Hisham Mohamed Ahmed Omer (Food Quality-Veterinary& Fisheries)

5.3.4 Appendix C – Name of Geographical Locations/Sites

No.	Site/Location Name	Managed by
1	General Administrations of policies, Research& Statistics, HQ, Al-Mogran	Central bank of Sudan
2	Al-Mutakhassisa, UW, Claim Assessment& Medical Networking, Sahel& Sahara Tower, Second floor, Al-Mogran	Al-Mutakhassisa Medical Insurance Company LTD
3	Sahel& Sahara Bank –Branch, Sahel& Sahara Tower, First floor, Al-Mogran	Sahel& Sahara Bank

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