

**THE IMPACT OF COMMUNICATION ON EMPLOYEE PERFORMANCE  
A CASE STUDY OF BARCLAYS BANK,  
TANZANIA.**

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**A RESEARCH REPORT SUBMITTED TO THE SCHOOL OF BUSINESS AND  
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**APRIL, 2010**

## DECLARATION

I Nanyika Shazia Mnyuku declare that this research report entitled "*The impact of communication on employee performance*" is a result of my own efforts to the best of my knowledge, it is original and has never been submitted to any university or institution for any academic award.

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Signature :  .....

Date : 21/04/2010. ....

## APPROVAL

This research report was compiled by Nanyika Shazia Mnyuku (BIB/17051/71/DF) under the topic "*The impact of communication on employee performance*" and has been under my supervision and guidance. It is ready for examination and therefore submitted with my approval.

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**Date** : 21/April/2010

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I greatly appreciate and acknowledge number of people who helped me in different ways;

I would like to thank God for giving me wisdom and the spirit to endure.

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Similarly, I send my heartfelt gratitude to my friends for their assistance and spirit of solidarity.

## **DEDICATION**

I dedicate this book to my beloved mother Mrs. Catherine Mnyuku with all my love and appreciation for her support. I thank her for her prayers and words of encouragement.

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## ABSTRACT

The study "*The impact of communication on employee performance*" was conducted to determine the relationship between communication and employee performance in Barclays Bank, Tanzania. The study sought to determine objectively; to establish the relationship between communication and performance of employees in Barclays Bank, Tanzania, to examine the effect of communication on performance in Barclays Bank, Tanzania, to find out what forms of communication are used in Barclays Bank, Tanzania.

The literature review was conducted with the aim of establishing and shading more light on the issues about communication in relation to the employee performance of Barclays Bank. It explained the communication process adopted by Barclays Bank and the importance of the process.

The researcher collected the necessary information using questionnaire and interview methods of data collection. The data was tabulated and then analyzed in order to draw inference from the data collected. The information collected from the respondents through questionnaires and interview guide questions were used in order to answer the objectives of the study.

The research study contains the summary of the findings, conclusions, recommendation. Various findings have been obtained from chapter four where clear and satisfactory conclusion and recommendation have been made on the basis of the research objective stipulated in chapter one.

## **CHAPTER ONE**

### **1.1 INTRODUCTION**

This chapter covers background of the study, statement of the problem, purpose of the study, specific objectives of the study, research questions, scope of the study, significance of the study and conceptual frame work.

### **1.2 BACKGROUND OF THE STUDY**

According to David B. Balkin (2001), Communication comes from the Latin word “comunis” which means common. Communication is defined as the process of giving information, making emotions or ideas known to someone.

Communication has become an important concept in an organization; large ambitious goals usually require employees to engage into exchange of ideas, information amongst themselves. Effective communications are intermediary goals towards good, sustainable results. Organizations have been increasing efforts through encouraging feedback, sharing, follow up, planning to help people to communicate more effectively and to accomplish shared goals whether colleagues are present or absent (Donald P. Schwab, 1987).

Through communication, team members have been able to share knowledge and experience in the best interest of the team. Leaders have also been able to articulate potential problems for the success of the organization and take steps to avoid and overcome difficulties. Communication enables coordination of activities, sharing of information and respect of values, beliefs and norms of different groups.

Communication gives team members the decision-making skills they need to build and maintain a positive social environment. Only in a positive social atmosphere can people work at their full capability and achieve synergy with others (Scarpello Ledvinka, 1988). Some researchers such as Scott Snell contend that through open communication, organizations have been able to produce

more or high output than would have been where communication flow is only limited to specific sections of employees. To develop effective employee relations companies had to develop a need for communication channels to move information up, down and across the organization. Effectiveness in an organization involves a sender who encodes the message, a communication channel that transmits the message; a receiver who decodes the message and provisions of feedback because noise in the environment may distort the message's true meaning (Scott Snell, 2004)

However, lack of communication in different organizations has led to poor decision making, ineffectiveness in policy implementation, inability to develop sense of belongingness amongst staff members, low performance, more to that poor communication has increased the rate of conflict, reduced commitment and morale of employees towards objectives of the companies. This in a long run has a negative impact to the performance of the employees (Randall S. Schuler and George, 1992).

### **1.3 STATEMENT OF THE PROBLEM**

In most countries emphasis has been put on improving communication as a formality but most organizations have failed to perform to the public expectations. The lack of communication in organizations has resulted into poor relationship amongst employees, lack of trust, increase in the rate of conflict and poor coordination of activities (Scott Snell, 2004).

Due to companies' ignorance of facilitating effective communication, there are companies that have failed due to poor communication between the top management and employees, for example Shelys pharmaceutical company limited which is located in Tanzania has failed to operate due to poor communication, it lost almost 50% of its employees in the year 1998, because there had been no information dissemination and employee feedback. Also Tanganyika Packers Company limited who were dealers of Bora shoes, failed completely in the year 2000 and lost everything including its employees and decided to close the business down.

Therefore, this research sought to address the above problems using Barclays Bank, Tanzania as its case study.

#### **1.4 PURPOSE OF THE STUDY**

The purpose of the study was to establish the relationship between communication and employee performance in Barclays Bank, Tanzania.

#### **1.5 SPECIFIC OBJECTIVES OF THE STUDY**

- To establish the relationship between communication and performance of employees in Barclays Bank, Tanzania.
- To examine the effect of communication on performance in Barclays Bank, Tanzania.
- To find out what forms of communication are used in Barclays Bank, Tanzania.

#### **1.6 RESEARCH QUESTIONS**

- What was the relationship between effective communication and performance of employees?
- How does communication affect performance in Barclays Bank, Tanzania?
- What forms of communication were used in Barclays Bank, Tanzania?

#### **1.7 SCOPE OF THE STUDY**

The study was carried out in Eastern Tanzania in the district of Morogoro, in Kididimo suburb, which is 8kms from Morogoro town and the exact location of Barclays Bank focused on communication as the independent variable and the employee performance as the dependent variable. There are things to be considered for effective communication to take place, these are things like employee involvement in decision making, employee relationship, coordination of activities and trust between workers whereby if all these are implemented the workers gain ability to innovate, share ideas, increase in staff morale, conflicts reduction, increase in productivity and efficiency of workers.

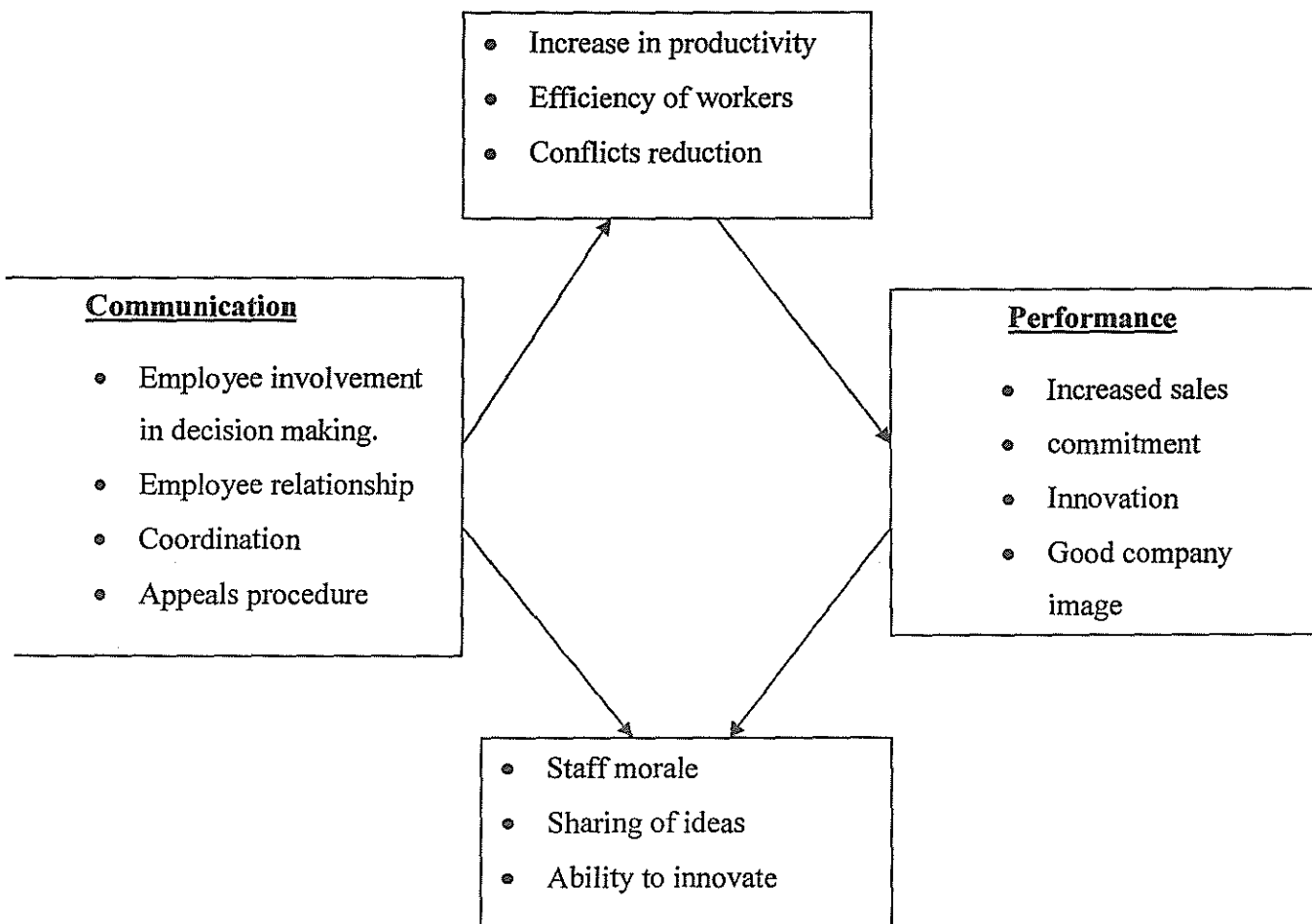
Therefore issues that were covered here were, to address the company on the relationships between communication and employee performance, the effects of communication, forms of communication, communication process, communication skills and guidelines to effective communication.

## **1.8 SIGNIFICANCE OF THE STUDY**

- The study was useful in finding out how best the management of Barclays Bank can communicate effectively for better performance of their employees at the district of Morogoro.
- To provide up to date literatures for academicians and managers in the department of Human resource management and findings may be used for future literature review.
- The study was also useful to the policy makers of Barclays Bank, Tanzania in providing effective communication system for better performance of employees.
- It was also important because it contributed to the researcher's fulfillment of the requirement for the award of bachelors' degree in international business administration.
- It can be used by other researchers, students of Kampala International University, lecturers and administrators for future references.

## 1.9 CONCEPTUAL FRAMEWORK

FIGURE 1.1



Source: researcher's concepts.

In the conceptual framework above, communication has some activities that have to be considered and they include employee involvement in decision making, employee relationship and coordination of activities, whereby when all these are implemented, they lead to increase in productivity, efficiency of workers and reduction of conflicts also increase in staff morale, sharing of ideas and ability to innovate which leads to good performance that results to increased sales, commitment of workers and good company image.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

This chapter involves a presentation of views by different authors about communication and how it affects the employee performance. It considered how different authors looked at the relationship between communication and employee performance, the effects of communication, communication process, forms of communication, characteristics of communication, guidelines for more effective communication and improving the communication skills.

#### **2.2 THE RELATIONSHIP BETWEEN COMMUNICATION AND EMPLOYEE PERFORMANCE**

Maths (2000) suggested that the provision of information, rationale and direction have the effect of increasing the availability of task related information and thereby being positively related to satisfaction and job performance. His research found a direct relationship between these communication dimensions and performance and satisfaction. Greenberg (1999) obtained comparable results finding that feedback positively affects performance by providing increased information about the job.

Similarly, Boone and Kurtz (2003) found that information-instructive communication has a high positive relationship with performance and satisfaction. Thus providing more information about a task through information and rationale type communication should lead to increased performance and satisfaction. The importance of these types of communication for performance and satisfaction should be enhanced within professional work groups. The more complex task demands and greater role ambiguity of professional jobs would be expected to increase the need for communication. Both Maths (2000), Boone and Kurtz (2003) found the relationship between informative, instructive and integrative communication and performance and satisfaction to be stronger at higher levels of the organization.

Within the context of regulative communication, Maths (2000) suggested that for non routine tasks, regulative communication may contribute to role conflict and ambiguity by providing either a lack of necessary information or inappropriate information to meet the demands of a task. His research confirms this perspective. Therefore, Performance and satisfaction will be positively associated with the degree to which the supervisor provides rationale for job activities and also performance and satisfaction will be positively related to the amount of information received from the supervisor.

## 2.3 EFFECTS OF COMMUNICATION

Effective communication is necessary for managers to perform their functions. It is a process by which management functions like planning; organizing, directing and controlling are accomplished. Communication with the market place in the form of market research helps a company to learn what products people want and what changes they would like in existing offerings. Communication among engineers, marketers and production employees enables a company to create products that satisfy customers. Communication through advertising and personal sales presentations creates a favorable image for the company and persuades customers to buy, Adler (2002).

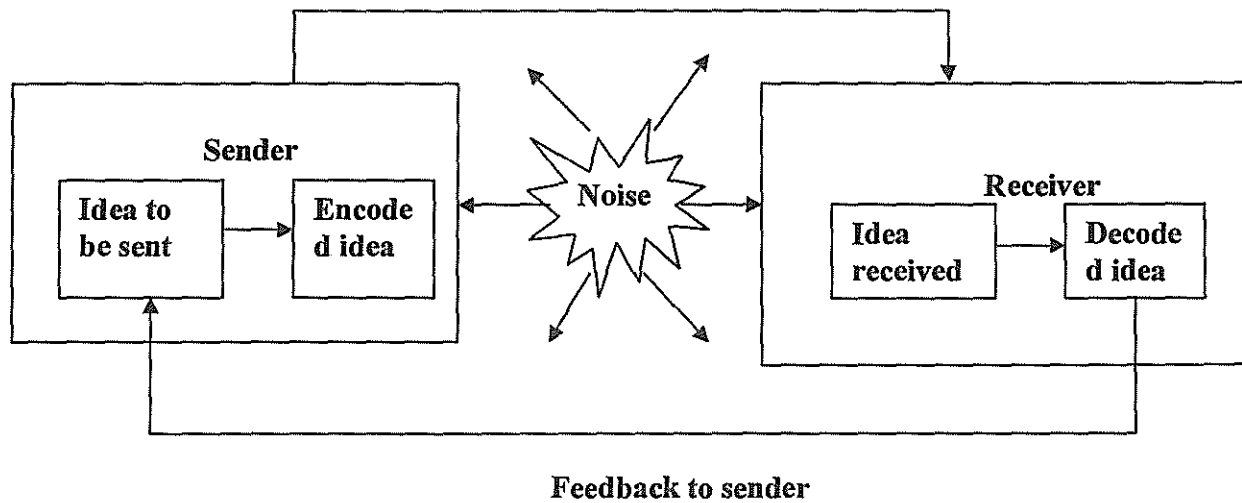
Scott (1992) In order for an organization to gain competitive advantage, managers must strive to increase efficiency, quality, and responsiveness to customers and innovation. Good communication is essential for reaching each of these four goals and this is a necessity for gaining a competitive advantage.

## 2.4 THE PROCESS OF COMMUNICATION

Maths (2000) defined Communication as the process by which a person, group, or organization (that is, the *sender*) transmits some type of information (that is, the *message*) to another person, group or organization (that is, the *receiver*). To clarify this definition and elaborate on how the process works, Robert presented the following summary in figure 2.1. It may be helpful to follow along with this diagram as we review the various steps.



**Figure 2.1: Transmission of encoded message through media channels**



**Source: Maths (2000)**

**Encoding.** This is the process by which an idea is transformed so that it can be transmitted to and recognized by a receiver (for example, a written or spoken message). The communication process begins when one party has an idea it wishes to transmit to another. (Either party may be an individual, a group, or an entire organization.) The sender's mission is to shape the idea into a form that can be sent to and understood by the receiver. We encode information when we select the words used to write a letter or to speak with someone in person. This process is critical to communicating our ideas clearly. Unfortunately, however, people are far from perfect when it comes to encoding their ideas (Although this skill can be improved) Maths (2000)

**Channels of communication.** These are the pathways over which messages are transmitted (for example, telephone lines, mail and so on). An encoded message is ready to be transmitted over one or more channels of communication- that is, the pathways along which information travels- to reach the desired receiver. Telephone lines, radio and television signals, fiber optic cables, mail routes, and even the air waves carrying the vibrations of our voices all represent potential channels of communication. Of course, the form of encoding used largely determines how information is transmitted. Visual information such as pictures and written words may be mailed, delivered in person by a courier, shipped by an express delivery service, or sent electronically

(for example, via modems, fax machines and satellite dishes). Oral information may be transmitted over the telephone, via radio and television waves, and in person. Whatever channel is used, however, the goal is the same: to send the encoded message accurately to a desired Receiver Maths (2000).

**Decoding.** Rao and Nakayana (2000) the process by which a receiver transforms a message back into the sender's ideas. Once a message is received, the recipient begins the process of decoding- that is, of converting the message back into the sender's original ideas. This can involve many different sub processes such as comprehending spoken and written words, interpreting facial expressions and so on. To the extent the receiver accurately decodes the sender's message; the ideas understood by the receiver will be the ones the sender intended of course, our ability to comprehend and to interpret information received from others may be imperfect (for example, restricted by unclear messages or by our own language skills).

Thus, as with encoding, limitations in our ability to decode information represent another potential weakness in the communication process (although this skill can be improved as well).

**Feedback.** This refers to the knowledge about the effect of messages on receivers. Once a message is decoded, the receiver can transmit a new message back to the original sender. Receiving feedback allows senders to determine whether their messages have been understood properly. At the same time, feedback can help to convince a receiver that the sender really cares about what he or she has to say, because once received, feedback can trigger another idea from the sender, thus beginning another cycle of transferring information Adler (2002).

**Noise.** These are factors capable of distorting the clarity of messages. Despite the apparent a simplicity of the communication process, it rarely operates as flawlessly as we describe. There are many potential barriers to effective communication, and the name given to factors a distorting the clarity of a message is noise. As shown in the figure, noise can occur at any point in the communication process. For example, messages that are poorly encoded (for example, written in an unclear way) or poorly decoded (for example, receivers' attentions are diverted

from the message) may reduce the effectiveness of communication. These factors as well as others (for example, time pressure, and organizational politics) may contribute to the distortion of information transmitted from one party to another- and to the complexity of the communication process Maths (2000).

## 2.5 BASIC FORMS OF COMMUNICATION

Setter white and Sutton (2000) People communicate in many different ways. Some obvious methods include calling a meeting of team members or writing a formal mission statement. Other, much less obvious methods include gestures and facial expressions during a conversation or leaning forward when speaking to someone. These subtle variations can significantly influence the reception of the message.

**Oral communication.** It refers to the communication transmitted through speech, for example, personal conversations, speeches, meetings, telephone conversations, voice mail, and so on. Managers spend a great deal of their time engaged in oral communication, both in person and on the phone. Some people prefer to communicate this way, believing that oral channels more accurately convey messages Satterwhite and Sutton (2000).

*Face to face oral communication* allows people to combine words with such cues as facial expressions and tones of voice. They are considered to be especially rich, because they provide vast amounts of information, are highly personal in nature, and provide opportunities for immediate feedback. A bit less rich are non-face-to-face interactive media, such as the *telephone* Daft (2000).

**Written communication.** Chandani (2001) this is the communication transmitted through writing. Examples are letters, memos, formal reports, news releases, e-mail, and faxes and so on. Most of these channels permit only delayed feedback and create a record of the message. So it is important for the sender of written communication to prepare the message carefully and review it to avoid misunderstandings. Effective written communication reflects its audience, the channel carrying the message, and the appropriate degree of formality. When writing a formal business

document, such as a complex report, a manager must plan in advance and carefully construct the document. The process of writing a formal document involves planning, research, organization, composition and design, and revision.

*E-mail* has made written communication simple and fast. Some managers, like security agency manager rely almost exclusively on e-mail to communicate with employees. Not all business communication requires a two-way flow of information, however. For example, toward the lean end of the continuum are personal yet static media, such as *memos* (that is, written messages used for internal communication) and *letters* (that is, written messages used for external communication). This includes one-way communications sent either physically (for example, by letter), or electronically (for example, by fax or e-mail). Finally, at the leanest end of the continuum are highly impersonal and static media, such as flyers and bulletins. This written information is targeted broadly; it is not aimed at one specific individual Boone and Kurtz (2003).

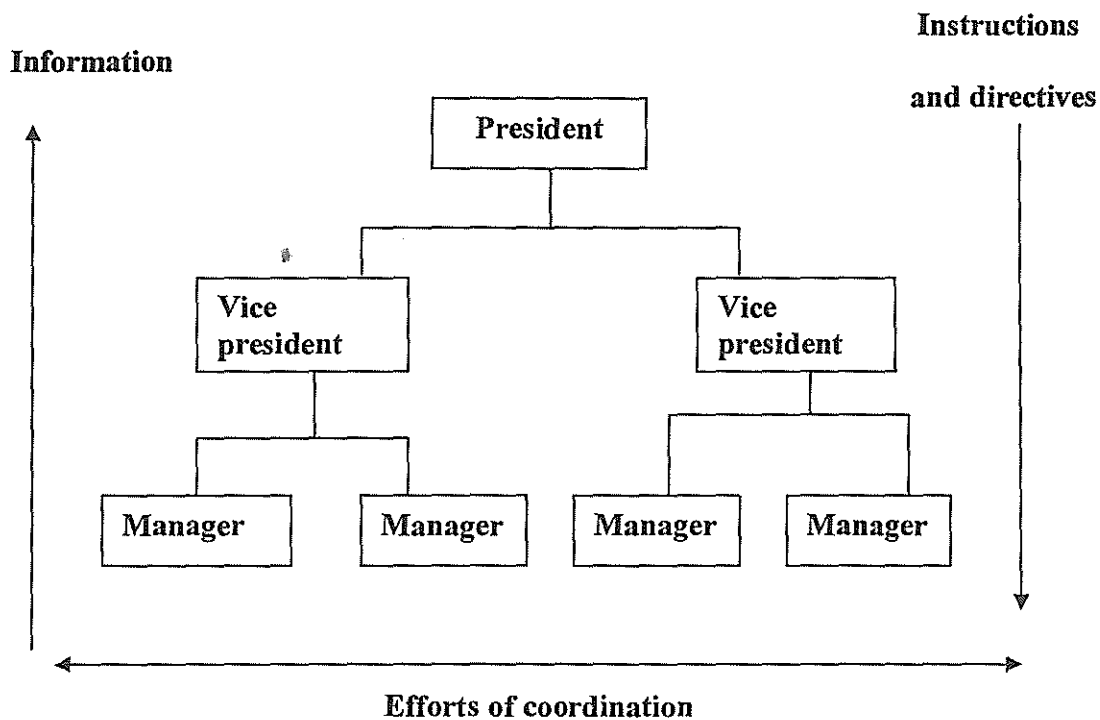
*Employee handbook* is another important internal publication which is a document that describes basic information about the company. It is a general reference for the company's background, the nature of its business, and its rules. The major purposes of an employee handbook are: to explain key aspects of the company's policies, to clarify the expectations of the company and employees toward each other and to express the company's philosophy Boone and Kurtz (2003).

**Formal communication.** Scott (1992) Communication transmitted through the chain of command within an organization to other members or to people outside the organization. Examples are written proposals, oral presentations, meeting minutes and so on that can either be internal or external. A formal communication channel carries messages that flow within the chain of command structure defined by an organization.

The most familiar channel, *downward communication*, carries messages from someone who holds a senior position in the organization to subordinates. Managers may communicate downward by sending employees e-mail messages, presiding at department meetings, giving employees policy manuals, posting notices on bulletin boards, and reporting news in company

newsletters. Typically, downward communication consists of instructions, directions and orders, that is, messages telling subordinate what they should be doing. Feedback on past performance also typically flows in a downward direction (for example, when managers tell subordinates how well they have been working). For example, a sales manager might direct members of her sales force to promote a certain product and then congratulate them for being successful. The following **figure 2.2** shows an **organizational chart** which shows the formally prescribed patterns of communication in an organization. Different types of messages typically flow upward, downward, and horizontally throughout the organization.

**Figure 2.2: Organizational chart**



**Source: Scott (1992).**

Many firms also define formal channels for *upward communications*. These channels encourage communication from employees to supervisors and upward to top management levels. Some examples of upward communication channels are employee surveys, suggestion boxes and systems that allow employees to propose new projects or voice complaints. Companies also create policies for using upward communications Scott (1992).

*Horizontal communication messages* that flow laterally (that is, at the same organizational level) are characterized by efforts of coordination (that is, attempts to work together) and are referred to as horizontal communication. For example, a vice president of marketing needs to coordinate her efforts to initiate an advertising campaign for a new product with information from the vice president of production about when the first products will come off the assembly line.

Unlike *Vertical communication*, in which the parties are at different levels, horizontal communication involves people at the same level. Therefore, it tends to be easier and friendlier. Communication between peers also tends to be more casual and occurs more quickly, because fewer social barriers exist between the parties. Note, however, that even horizontal communication can be problematic. For example, people in different departments may feel they are competing with others for valuable organizational resources and, thereby, substitute an antagonistic, competitive orientation for the friendlier, cooperative one needed to get things done (Greenberg (1999)).

**Informal communication.** Greenberg (1997) Communication transmitted outside formal channels without regard for the organization's hierarchy of authority. For example when rumors spread informally among employees and another familiar example of an informal channel is the grapevine, an internal information channel that passes information from unofficial sources. Research shows that many employees cite the grapevine as their most frequent source of information. Grapevines rapidly disseminate information. A message sent through formal channels may take days to reach its audience, but messages that travel via grapevines can arrive within hours. Grapevines also are surprisingly reliable links. They pass on accurate information 75 to 96 percent of the time. However, even a tiny inaccuracy can distort an entire message.

Employees who spread among many locations or telecommute and travel frequently may miss out on opportunities to build smooth working relationships or exchange ideas. In those situations, communication technology can help firms to promote informal communication.

Some companies establish online chat areas for employees, so they can visit each other during breaks. Some also encourage employees to create home pages that describe their interests and hobbies (Chandani (2001)).

**Verbal and Nonverbal Communication.** Jones (2000) this section considers different forms of verbal communication or communication that conveys meaning through words. Equally important is **nonverbal communication**, which transmits messages through actions and behaviors. Gestures, posture, eye contact, tone of voice, even clothing choices-all of these nonverbal actions become communication cues. Nonverbal cues can strongly influence oral communication by altering or distorting intended meanings.

Nonverbal cues can have a far greater impact on communications than many people realize. One study divided face to face conversations into three sources of communication cues: verbal cues (the actual words spoken), vocal cues (pitch or tone of a person's voice), and facial expressions. The researchers found some surprising relative weight of these factors in message interpretation: verbal cues (7%), vocal cues (38%), and facial expressions (55%). Companies that offer computerized voice technology are applying knowledge about nonverbal cues to make their applications more appealing and effective. Interpreting nonverbal cues can especially challenging for people with different cultural backgrounds. Concepts of appropriate personal space differ dramatically throughout the world Scott (1992). People send nonverbal messages even when they consciously try to avoid doing so. Sometimes nonverbal cues convey a person's true attitudes and thoughts, which may differ from spoken meanings. Generally, when verbal and nonverbal cues conflict, receivers of the communication tend to believe the nonverbal Content Jones (2000)

## **2.6 CHARACTERISTICS OF EFFECTIVE COMMUNICATION. Maths (2000)**

**Clarity of purpose.** The message to be delivered must be clear in the mind of sender. The receiver and the aim of the message should be clear in the mind of the sender.

**Completeness.** The message delivered should not be incomplete. It should be supported by facts and observations. It should be well planned and organized. No assumptions should be made by the receiver.

**Conciseness.** The message should be concise. It should not include any unnecessary details. It should be short and complete.

**Feedback.** Whether the message sent by the sender is understood in same terms by the receiver or not can be judged by the feedback received. The feedback should be timely and in person. It should be specific rather than general.

**Empathy.** Empathy with the listeners is essential for effective verbal communication. The speaker should step into the shoes of the listener and be sensitive to their needs and emotions. This way he can understand boundaries from their perspective and make communication more effective.

**Modify the message according to the audience.** The information requirement by different people in the organization differs according to their needs. What is relevant to the middle level management might not be relevant to top level of management. Use of jargons should be minimized because it might lead to misunderstanding and misinterpretations. The message should be modified according to the needs and requirements of the targeted audience.

**Multiple channels of communication.** For effective communication multiple channels should be used as it increases the chances of clarity of message. The message is reinforced by using different channels and there are less chances of deformation of message.

**Make effective use of grapevine (informal channel of communication).** The employees and managers should not always discourage grapevine. They should make effective use of grapevine. The managers can use grapevine to deliver formal messages and for identification of issues which are significant for the employees. The managers can get to know the problems faced by the employees and can work upon it.



## **2.7 GUIDELINES FOR MORE EFFECTIVE COMMUNICATION**

Boone and Kurtz (2003), Communication is effective when the perceived message matches the intended message. This is more likely to happen if you:

**Understand your intention or goal.** Since the communication process begins with an intended message, be clear on intentions or what you hope to convey before you begin.

**Say what you mean.** If you convey a mixed message, you are likely to confuse the other person. If you are struggling to find appropriate words, acknowledge.

**Use I statements.** Statements describe your ideas or feelings, and enable you to take responsibility for your thoughts and emotions. They are much more effective than you statements, which carry a judgmental tone, and often put a person on the defensive immediately.

**Listen for content, feelings and intent.** Each is an important component of whatever message is being communicated, and must each be considered in interpreting information.

**Check for understanding.** Communication often breaks down because people make assumptions, or because there is an assumption of understanding. Clarify, ask questions, summarize and paraphrase to be ensured that both parties have the same understanding.

## **2.8 IMPROVING COMMUNICATION SKILLS**

Communication skills are important throughout an organization- in every department and at all levels. Efforts at improving the communication process may have highly desirable benefits for organizations as well as for the individuals and groups within them. Several steps can be taken to obtain the benefits of effective communication. The following are some of these techniques, including measures that can be taken by individuals as well as tactics that involve entire organizations. Nakayana (2000)

### 2.8.1 Using Simple, clear language

Using needlessly formal language may impose a serious barrier to communication. It has to be recognized that all organizations, fields, social groups and professions have their own *jargon*-that is, their own specialized language. For example, your own college or university may have a “quad” or as a student, you may have a “roomie” who wants to “go greek” and is interested in “rushing.” This is an example of a college student’s jargon. Our point is that use of jargon is inevitable when people within the same field or social groups communicate. Nakayana (2000)

Satterwhite (2000) some degree of highly specialized language may help communication by providing an easy way for people in the same field to share complex ideas. Jargon also allows professionals to identify others as people in their field, because they “speak the same language.” For example, management professors would describe this book as dealing with the “field of OB,” but this phrase would have a very different meaning to medical doctors (for whom it refers to the field of obstetrics). Obviously, jargon helps communication within professions, but it can also lead to confusion when used outside the groups within which it has meaning.

In addition to avoiding jargon, the clearest communicators also keep their language short, simple and to the point. Hence it is wise to adopt the **K.I.S.S principle**- that is, keep it short and simple. People can better understand messages that do not overwhelm them with too much information at once. Although you may know what you are talking about, you may not be able to get your ideas across to others unless you package them in doses that are small and simple enough to be understood. When this is done effectively, even the most complex ideas can be communicated clearly Satterwhite (2000).

### 2.8.2 Become an active, attentive listener

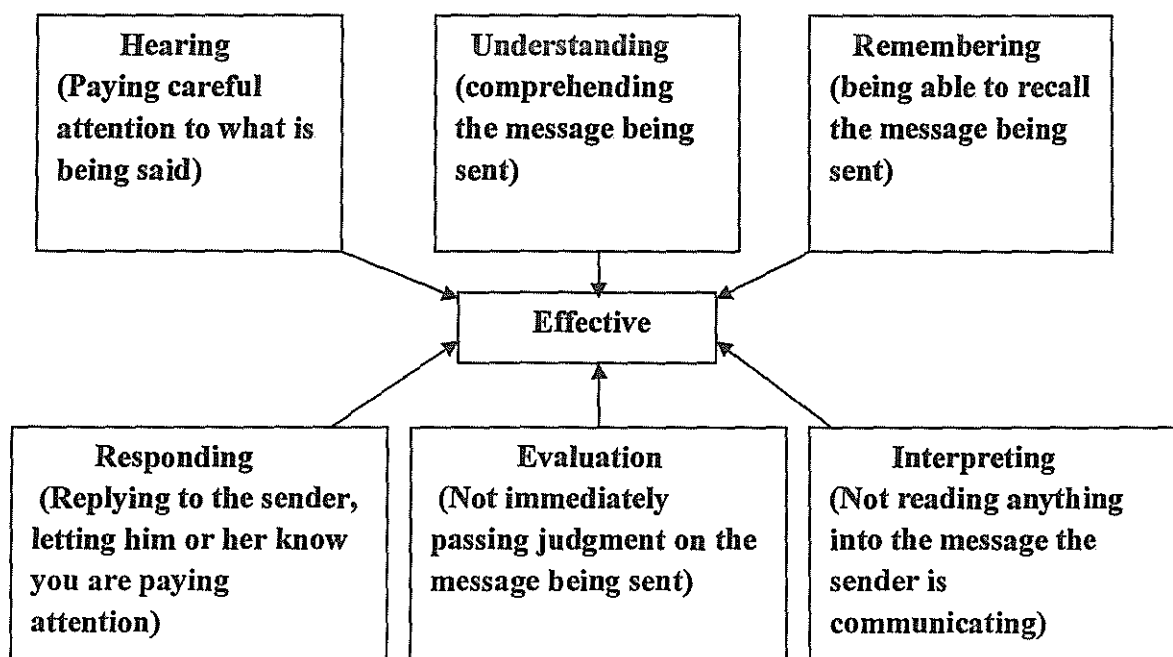
Just as you should work at making your ideas understandable to others (sending messages), you should also work at being a good listener (receiving messages). People do a great deal of listening, but they pay attention to- and comprehend- only a small percentage of information directed at them. People should not think of listening as a passive process, one of taking in information sent out by others, but when done correctly, the process is much more active. For example, good listeners ask questions if they do not understand something, and they nod or

otherwise signal when they do. Such cues provide a critical feedback to communicators. Nakayana (2000)

As a listener, you can help the communication process by letting the sender know if and how his or her messages are coming across to you. Asking questions and putting the speaker's ideas into your own words are both helpful ways of ensuring you take in all the information presented. Avoiding distractions in the environment and concentrating on what the other person is saying also are very useful. When listening to others, *avoid jumping to conclusions or evaluating their remarks* Scott (1992). Take in completely what is being said before you respond. Simply dismissing someone because you do not like what he or she said is much too easy, and doing so poses a formidable barrier to effective communication.

The development of listening skills requires you to identify the individual elements of listening—that is, the separate skills that contribute to listening effectiveness. These may be clustered into the six groups of the **HURIER model**. The term HURIER stands for the component skills of effective listening: hearing, understanding, remembering, interpreting, evaluating and responding. The following **figure 2.3** shows a summary of these individual skills Chandani (2001).

**FIGURE 2.3**  
**THE HURIER MODEL**



Source: Chandani (2001).

### 2.8.3 Gauge the flow of information: avoiding overload

Nakayana (2000) when any part of a communication network becomes bogged down with more information than it can handle, a condition of overload exists. For example, consider the bottleneck in the flow of routine financial information that might result when members of an organization's accounting department are tied up preparing corporate tax returns. Naturally this state poses a serious threat to effective organizational communication- and things are only getting worse. Because today's managers face more information overload than ever, they tend to ignore a great deal of the information they need to do their jobs.

Several concrete steps can be taken to manage information more effectively. *First*, organizations may employ *gatekeepers*- that is people whose jobs require them to control the flow of information to potentially overloaded units. It is an essential part of these individuals' jobs to avoid overloading others by gauging the flow of information to them. Overload also can be

avoided through *queuing*, which refers to lining up incoming information so that it can be managed in an orderly fashion. Another effective strategy is *redundancy*. Making messages redundant involves transmitting them again- often in another form or via another channel. Another practice that can help is *verification*, which refers to making sure that messages have been received accurately. Pilots use verification when they repeat the messages given by air traffic controllers. Doing so assures both parties that the pilots heard the actual message the controllers sent Scott (1992).

#### **2.8.4 Give and receive feedback:**

##### **2.8.4.1 Opening channels of communication**

Nakayana (2000) To operate effectively, organizations must communicate accurately with those who keep them running (that is, their employees). Unfortunately, most employees believe the feedback between themselves and their organizations is not as good as it should be. How then can organizations obtain information from their employees, thus improving the upward flow of information?

One means is the use of *suggestion systems*. Employees' good ideas about how to improve organizational functioning fail to make their way up the organizational chart, because the people with the ideas do not know how to reach the people who can implement them Maths (2000). Even worse, employees may feel that even if they can reach the right person, he or she may not listen to them. Suggestion boxes are designed to help avoid these problems and to provide a conduit for employees' ideas.

A second method of providing important information is through *corporate hotlines*- that is, telephone lines staffed by corporate personnel who are ready to answer employees' questions, listen to their comments and the like. A third set of techniques, known as *employee surveys* can gather information about employees' attitudes and opinions regarding key areas of organizational operations. Questionnaires administered at regular intervals may be useful for spotting changes in attitudes as they occur. Such surveys tend to be quite effective when their results are shared with employees, especially when these results form the basis for changing how

things are done. Some managers even go so far as to ask their employees to rate them on a "report card." Maths (2000)

## **2.8.5 Be a supportive communicator:**

### **2.8.5.1 Enhancing relationships**

To be an effective communicator, you must practice supportive communication. By this, we mean any communication that is accurate, honest and builds and enhances relationships instead of jeopardizing them. The following are the ways in which a person can be a supportive communicator; Nakayana (2000)

*Focus on the problem, not the person.* Referring to an individual's characteristics (for example, saying "you are lazy.") likely will make that person defensive (for example, thinking "no, I'm not"). However, focusing on the problem itself (for example, saying "we lost the account.") likely will move the conversations toward a solution (for example, asking "what can we do about it?"). Communication tends to be far more supportive when it focuses on the problem and possible solutions than on any one person's beliefs about the characteristics of another.

*Honestly say what you mean.* People avoid difficult matters by disguising their true feelings. So, instead of saying everything is fine when everything clearly is not, make clear how you feel. Do not be afraid of saying, "I'm upset by what you did."

*Own your decisions.* Do not hesitate to make clear exactly what you did and how you feel. For example, it is far more supportive to explain to someone precisely why you voted to deny his or her request than to hide behind a general statement (for example, "The committee saw problems in your proposal.") if you were in the committee speak for yourself.

*Use validating language.* When you do speak your mind, avoid language that arouses negative feelings about someone's self-worth (for example, "What can you expect from a lawyer?") Statements of this type use what is referred to as **invalidating language**. It is far more effective to state your point in a way that makes people feel recognized and accepted for who they are-

that is, to use **validating language**. For example, you might say, "I'm not sure I agree, but I'm interested in hearing your side." This is a far more supportive approach.

#### **2.8.6 Use technology to enhance communication efficiency**

Business communication today is more likely than ever before to rely on advanced technology. After all, more than 100 million people are estimated to be using e-mail, and internet access is common in most organizations as well as in a significant percentage of private homes. Technology provides wonderful opportunities for people to communicate with each other more effectively Nakayana (2000).

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 INTRODUCTION**

This Chapter highlights on the research design that was used, area of the study, population of the study, sample selection methods and size, data collection methods, validity and reliability, procedures of data collection and analysis methods that will be used.

#### **3.2 RESEARCH DESIGN**

The researcher used both qualitative and quantitative methods of data collection analysis designed to show the extent to which communication affects the employee performance in Barclays Bank, Tanzania. Samples of respondents were drawn from Barclays Bank Company Limited, in addition to information expected to be generated from discussions, observations and interviews with Barclays Bank employees and management.

#### **3.3 AREA OF STUDY**

The study was carried out in Barclays Bank, Tanzania. Most respondents were got from employees in different departments of the Barclays Bank, selected heads of department including the human resource departments were used as a source of information to the study.

#### **3.4 STUDY POPULATION**

The target population was the Barclays Bank management and employees who made a total of 40 respondents. The heads of the departments were only used as informants on the challenges faced within the organization due to communication.



**Table 3.1: Showing Departments and its expected number of respondents**

Department	No of respondents
Human resources department	5
Marketing and sales department	10
Customer care department	10
Finance department	15
<b>Total</b>	<b>40</b>

### **3.5 SAMPLING DESIGN**

The researcher used random sampling technique in a sense that whether one is on probation or confirmed was put into consideration. Respondents were identified depending on their willingness and availability to take part in the exercise or study. The various departments were from samples where respondents were selected at random. The researcher chose to use this technique because it helped him to get the information about what he was researching at the right time, the information that were given to the researcher were facts of what was really happening in the company due to the fact that every respondent was willing to talk about what he was asked by the researcher.

### **3.6 DATA COLLECTION INSTRUMENTS**

In data collection instruments, self administered questionnaires were used where respondents were required to fill the questionnaire with the help of the researcher; both closed and open ended questions were used. Interviews supplemented the questionnaires, whereby the researcher came up with the interview guide which helped smooth running of the face to face

interview. The researcher used such instruments in data collection because they were easy to administer.

### **3.7 DATA PROCESSING AND ANALYSIS**

Data was collected by use of questionnaire; it was entered into the computer, edited, sorted and coded to minimize errors. Then it was grouped into tables .The collected data was analyzed, interpreted and discussed. The presentation of findings was interpreted basing on the views of the previous scholars and the researchers understanding of concepts under this study and the findings were presented in the report.

## CHAPTER FOUR

### PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

#### 4.1 Introduction

This chapter shows how the collected data was analyzed and interpreted. The data filled in the questionnaires was copied and analyzed by tallying and tabling in frequency tables identifying how often certain responses occurred and later evaluation was done. The information was later recorded in terms of percentages. The recorded data was later edited and interpreted which ensured uniformity, legibility and consistence. Also, interview results were coded on frequency tables which was calculated in terms of percentages and presented in this study as illustrated below.

#### SECTION (A) BACKGROUND OF THE RESPONDENTS

**Table 4.1; Showing respondents Gender**

Gender	Frequency	Percentage (%)
Male	15	40
Female	25	60
<b>Total</b>	<b>40</b>	<b>100</b>

**Source: Primary data**

From table 4.1 above, it was found out that, the majority of respondents were females (60%) implying that they are the ones who actively participated in the study whereas (40%) were males.

**Table 4.2; showing classification of respondents by age**

Age	Frequency	Percentage (%)
10-20	05	12
21-30	12	40
31-40	13	32
40 and above	10	16
<b>Total</b>	<b>40</b>	<b>100</b>

**Source: Primary data**

Table 4.2 above, shows that the biggest percentage of the interviewees were in the age bracket of 21-30 years as showed by 40% while 12% of the interviewees were in the age bracket of 10-20 years, implying that a big number of employees ranging 10 to 20 years were few in the company and thus contributed fewer amount of information compared to others and 32% represents respondents in the age brackets of 31-40 where as 16% of the respondents were 40 and above years portrayed in table 2 above.

**Table 4.3; showing respondents' level of education**

Education level	Frequency	Percentage
Primary	02	04
Secondary	03	06
Diploma	10	30
Certificate	05	10
Degree	15	40
Others	05	10
<b>Total</b>	<b>40</b>	<b>100</b>

**Source: Primary data**

The majority of respondents had attained a bachelors degree noted with 40% of the respondents, then 10% of respondents had attained certificate, 30% a diploma where as 06% of the interviewees had completed their secondary education, 04% had finished primary education where as 10% had attained other qualifications in the table 3 above.

**Table 4.4; Showing respondents' marital status**

Marital status	Frequency	Percentage (%)
Single	10	30
Married	20	50
Divorce	5	12
Widower	5	8
<b>Total</b>	<b>40</b>	<b>100</b>

**Source: Primary data**

From table 4 above, 50% of the respondents were married where as 30% of the respondents attributed to be single. 12% of the respondents attributed to be divorced while 8% of the respondents were widows.

**Table 4.5; Showing awareness of communication process in the company**

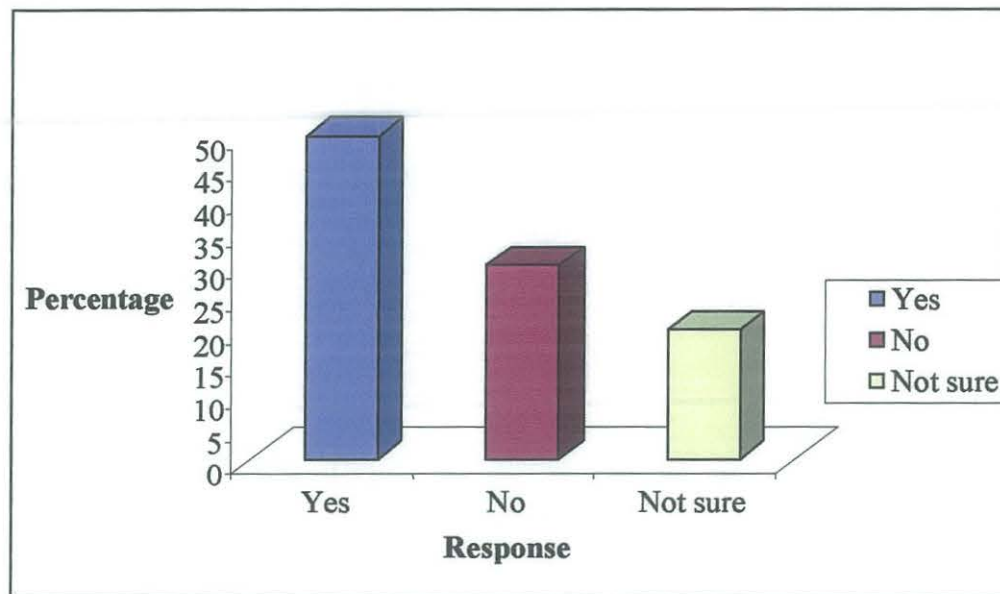
Responses	Frequency	Percentage (%)
Yes	18	50
No	12	30
Not sure	10	20
<b>Total</b>	<b>40</b>	<b>100</b>

**Source: Primary data**

According to table 4.5 above, the biggest percentage noted with 50% were aware of the communication process in the company while 30% of the respondents attributed to not knowing the communication process used in the company and 20% of the respondents revealed that they are not sure of the communication process that is practiced in the company.

The information above can be graphically presented as follows;

**Figure 4.1; Showing awareness of communication process used in the company**



**Source: Primary data**

**Table 4.6; showing different types of communication respondents are aware of.**

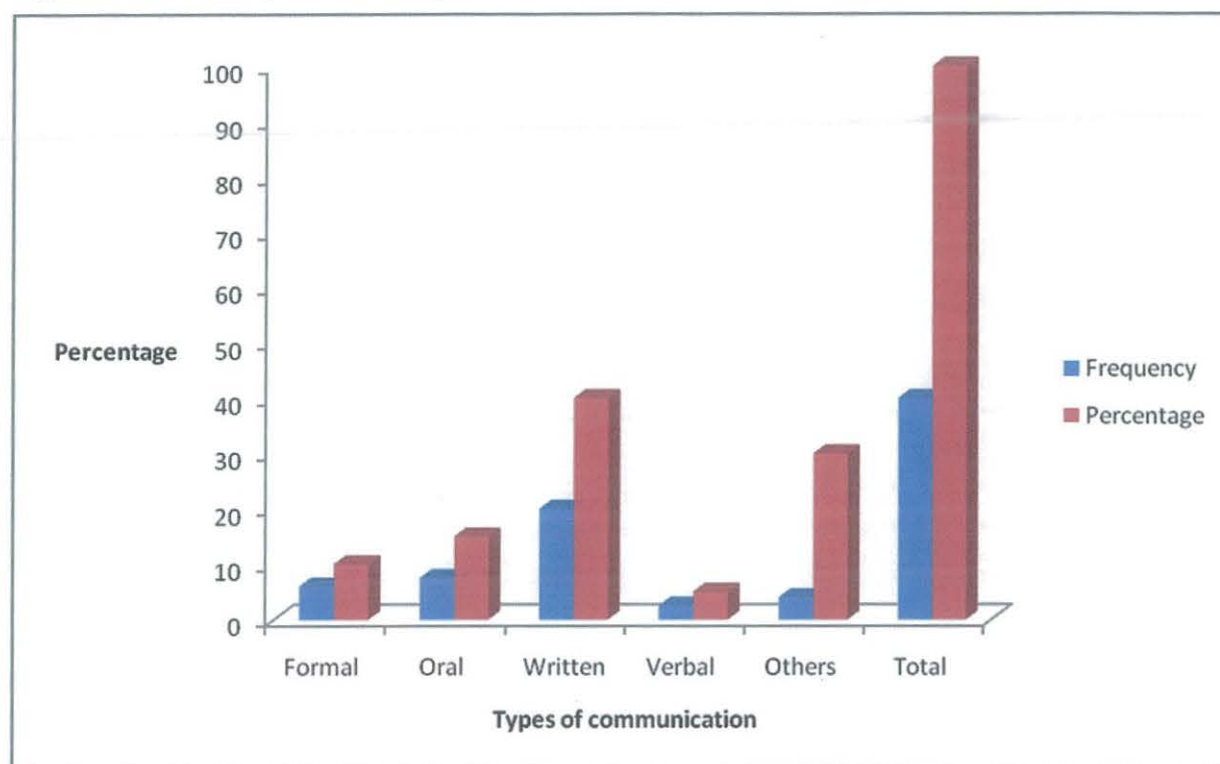
Types of communication	Frequency	Percentage
Formal	6	10
Oral	7.5	15
Written	20	40
Verbal	2.5	5
Others	4	30
<b>Total</b>	<b>40</b>	<b>100</b>

**Source: Primary data**

Numerous responses were put forwards when respondents were asked the types of communication respondents are aware of and were as follows; 40% of the respondents said written communication, 15% of the respondents said oral communication, 10% of the respondents noted formal and informal communication, 5% of the respondents said verbal and non-verbal communication and 30% represented others as showed in table 4.6 above.

The information above can be graphically presented as follows;

**Figure 4.2: showing different types of communication respondents are aware of.**



**Source: Primary data**

**Table 4.7; showing the types of communication the company uses**

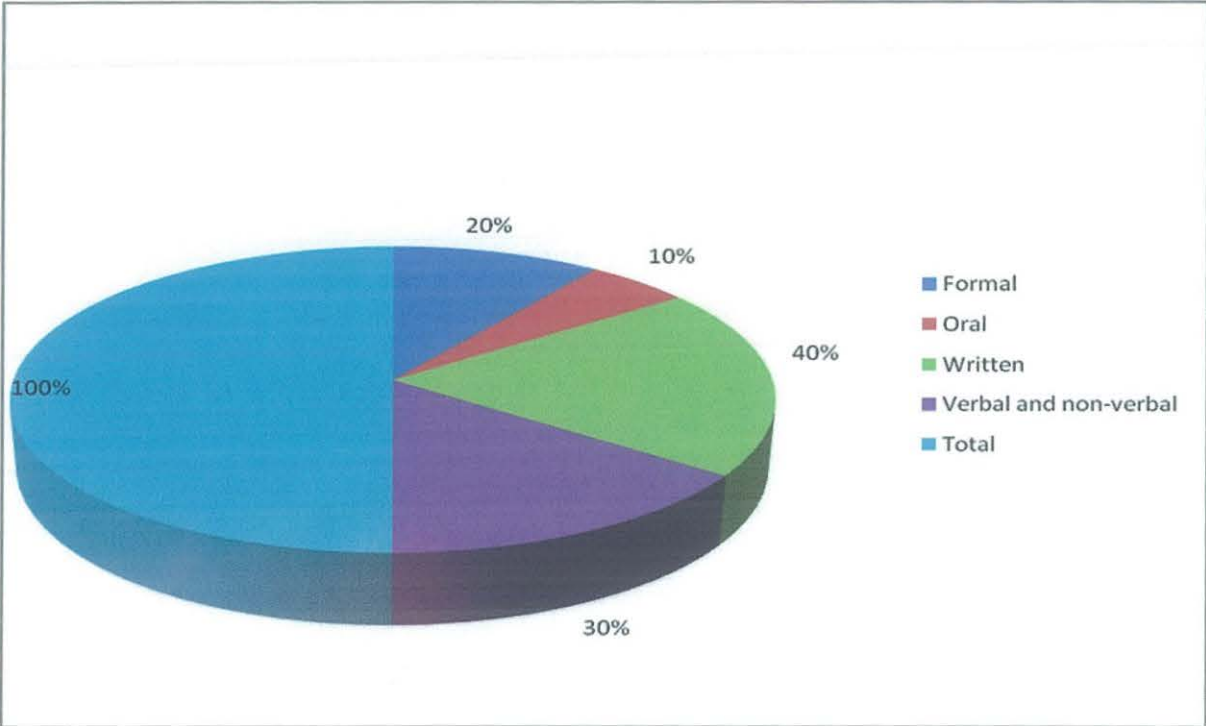
Types of communication the company uses	Frequency	Percentage
Formal	10	20
Oral	8	10
Written	15	40
Verbal and non-verbal	7	30
<b>Total</b>	<b>40</b>	<b>100</b>

**Source: Primary data**

During the field study, majority of the respondents 40% said the company uses written communication, 30% of the respondents said that the company normally uses verbal communication, 20% said the company uses formal communication and 10% of the respondents revealed that the company uses oral communication as shown in table 4.7 above.

The information in table 4.7 can be presented in a pie chart as follows;

Figure 4.3; showing the types of communication the company uses



Source: Primary data



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **5.1 INTRODUCTION**

This chapter of the research report presents the conclusions and the recommendations of the study.

#### **5.2 CONCLUSION OF THE STUDY**

The study found out that, there is a significant relationship between communication and the employee performance in any organization. Following the study findings, the following conclusions were made;

##### **5.2.1 Communication**

The study concluded that communication involves the process of giving information, making emotions or ideas known to someone. Effective communication is an intermediary goal towards good, sustainable results. According to table 4.5, Organizations have to incur efforts through encouraging feedback, sharing, follow up, and planning to help people communicate more effectively and to accomplish shared goals whether colleagues are present or absent, by doing this they help the employees of the company to be aware of the communication process that is normally used in the company.

##### **5.2.2 Relationship between communication and employee performance**

The study concluded that, a significant relationship exists between communication and employee performance. According to Maths (2000), this is supported by the fact that the provision of information, rationale and direction have the effect of increasing the availability of task related information and thereby being positively related to satisfaction and employee performance. On the contrary the researcher concludes that, for nonroutine tasks, regulative communication may contribute to role conflict and ambiguity by providing either a lack of necessary information or inappropriate information to meet the demand of task. This clearly indicated that the relationship

exists between communication and employee performance. Therefore, companies should encourage communication so as to increase employee performance.

### **5.2.3 Effects of communication on employee performance**

Two major findings arose from the research about the effect of communication on employee performance in an organization. One of them was confirmation that there is a significant relationship between communication and employee performance. The second was that the use of different types of communication according to table 4.7 (formal, oral, written, verbal and non-verbal) within an organization proves to be better for effective communication rather than using only one type of communication due to the fact that, different types of communication help in directing the employees on what they are supposed to do within the company at the right time which in turn leads to efficiency among the employees, resulting to the success of the organization.

### **5.3 RECOMMENDATIONS OF THE STUDY**

Following the study findings and the conclusions of the study, the following recommendations were made;

There is still a gap in organizations' appreciation of the importance of communication as a major policy area that determines the firm's success. Indeed, the research results in table 4.6 shows that a lot of employees are not aware of the types of communication that are normally employed by the company, this indicates that the bigger number of organizations think that communication has no impact on employee performance and that it is not the major factor that determines the company's success. As the literature emphasizes on communication therefore, the researcher recommends that for any organization to succeed it must have effective communication and they should also know that communication is the major policy to be taken into consideration by every organization for the purpose of helping an organization to achieve its goals.

The study also recommends that managers should endeavor to strike a balance within their organizations between effective communication and other factors that influence employee

performance. This will enable them to know what really contributes to the company's success and as a result the company implements the factors that will help in achieving the company's objectives.

The researcher further recommends that, in order for an organization to gain competitive advantage, managers must strive to increase efficiency, quality, and responsiveness to customers and innovation. Therefore good communication is essential for reaching each of these four goals.

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## APPENDICES

### APPENDIX A: TIME FRAME OF THE STUDY

ACTIVITY	PERIOD
Visiting Barclays Bank Head office (Town)	Dec 6 <sup>th</sup> - Dec 23 <sup>rd</sup> 2009.
Visited Barclays Bank Branch(SUA Branch)	Dec 27 <sup>th</sup> 2009.
Kampala International University Library	Jan 15- Feb 15 <sup>th</sup> 2010.
SUA University, Main Library	Jan 3 <sup>rd</sup> - Jan 11 2010.
Collecting Data	1 Month
Writing proposal	3 Months
Submitting proposal	April 2 <sup>nd</sup> 2010.

**APPENDIX B: PROPOSED RESEARCH BUDGET**

ACTIVITY	COST ITEM	COST(T.SH)	TOTAL COST (T.SH)
1 .Visiting Barclays Bank offices	Transport for 15 days	200 x 15	3000
2. Library research	Research for 14 days	200 x 14	2800
<b>Sub-total</b>			<b>5800</b>
1 .Stationery	i) Printing services	30 x 50	1500
	ii) 2 dozens of pen	200 x 2	400
	iii) Researcher's Bag	2000 x 1	2000
	iv) 2 Box file	250x2	500
<b>Sub-total (T.SH)</b>			<b>4400</b>
<b>Total (T.SH)</b>			<b>10300</b>

## APPENDIX C: QUESTIONNAIRE

My name is Nanyika Shazia Mnyuku, a bachelor student of Kampala International University. I am conducting research on "impact of communication on employee performance," a case study of Barclays Bank in Tanzania. The purpose of this study is to fulfill my academic requirements. Therefore I kindly request you to answer for me the following questions:

**Note:** Your responses will be treated with the highest degree of confidentiality.

### Background information:

Please tick in the most appropriate box

#### 1. Age

a) 15-19 ☐

d) 31-35 ☐

b) 20-25 ☐

e) 36-40 ☐

c) 26-30 ☐

f) 41-45 ☐

#### 2. Sex

a) Male ☐

b) Female ☐

#### 3. Marital status

a) Married ☐

b) Single ☐

#### 4. Level of education qualification

a) Primary level ☐

c) Secondary level ☐

b) Professional certificate ☐

d) Diploma ☐