

**THE EVALUATION OF COMMUNICATION AND CUSTOMER
RELATIONS TRAINING PROGRAM
AT TEPE DEFENSE AND SECURITY SYSTEMS**

**A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY**

BY

AYÇA DÖNMEZ

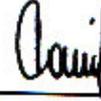
**IN PARTIAL FULLFILMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF SCIENCE
IN
THE DEPARTMENT OF EDUCATIONAL SCIENCES**

JANUARY 2005

Approval of the Graduate School of Social Sciences

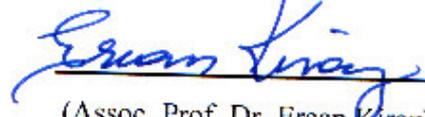
(Prof. Dr. Sencer Ayata)
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of
Master of Science.



(Prof. Dr. Ayhan Demir)
Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully
adequate, in scope and quality, as a thesis for the degree of Master of Sciences.



(Assoc. Prof. Dr. Ercan Kiraz)
Supervisor

Examining Committee Members

Prof. Dr. Fersun Paykoç

(METU, EDS)

Assoc. Prof. Dr. Ercan Kiraz

(METU, EDS)

Assist Prof. Dr. Soner Yıldırım

(METU, CEIT)



I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last name: Ayça Dönmez

Signature :

ABSTRACT

THE EVALUATION OF COMMUNICATION AND CUSTOMER RELATIONS TRAINING PROGRAM AT TEPE DEFENCE AND SECURITY SYSTEMS

Dönmez, Ayça

M. S., Department of Educational Sciences

Supervisor: Assoc. Dr. Ercan Kiraz

January 2005, 131 pages

The purpose of this study is to evaluate Communication and Customer Relations Training Program at Tepe Defense and Security Systems. The study also aims at exploring the learning level of the security staff, measuring the staff's reaction to the training program, finding out behavioral changes of the security staff which may positively affect the company.

The instruments, an evaluation scale and two different case studies, were administered to 204 randomly selected security staff who have been working at Tepe Security in Ankara.

Data was analyzed both qualitatively and quantitatively such as interviews, observation notes, frequencies, percentages, means, standard deviations, and the t test.

ÖZ

TEPE SAVUNMA GÜVENLİK SİSTEMLERİNDE UYGULANAN İLETİŞİM VE MÜŞTERİ İLİŞKİLERİ EĞİTİMİ PROGRAMININ DEĞERLENDİRİLMESİ

Dönmez, Ayça

Yüksek Lisans Tezi, Eğitim Bilimleri Bölümü

Tez Yöneticisi: Doç. Dr. Ercan Kiraz

Ocak 2005, 131 pages

Bu çalışmanın amacı Tepe Savunma ve Güvenlik Sistemleri'nde verilen İletişim ve Müşteri İlişkileri Eğitim Programını güvenlik görevlilerinin öğrenme düzeyleri, eğitim programına karşı tepkileri, şirketi olumlu yönde etkileyecek davranış değişiklikleri açısından değerlendirmektir.

Ankara Tepe Savunma ve Güvenlik Sistemleri'nde çalışan ve tesadufi olarak seçilmiş 204 güvenlik görevlisine bir anket ve iki örnek olay çalışması yaptırılmıştır. Toplanan veriler frekans, yüzde, aritmetik ortalama, ve standart sapma gibi betimleyici istatistikler ile t-testi kullanılarak çözümlenmiştir.

In memory of my mother, without whose love and support, I would not have been able to materialise this study and, without whose love and support, I now have to carry on fulfilling my aims, to make her proud of me.

ACKNOWLEDGEMENTS

I would like to thank to Prof. Dr. Fersun Paykoç for her guidance and valuable feedback. I would also like to thank to Assoc. Dr. Ercan Kiraz, my supervisor, for his encouragement and continual support.

Moreover, I am deeply thankful to my preparation instructor Aysun Velioglu for her sensitive contribution and tremendous friendship at all times.

Finally, my thanks go to my father for his unconditional love and sensible understanding. During this study, he has provided me to not give this work up and he was always there for me whenever I needed.

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CHAPTER 1

INTRODUCTION

In this chapter, background and significance of the study, purpose of the study, and related research questions were presented.

1.1 Background of the Study

Today, no matter how big or small, every business organization is spending lots of money and effort in order to train their employees to compete with other companies. They also offer their employees some kind of training activities for higher production, lower turnover, motivation, satisfaction, and fewer mistakes (Claypool, 2003), because trained human power is the most valuable resource for nearly all companies.

The improvement of companies is directly related to the qualifications of their employees. In other words, if a company does not offer a training activity to their employees, the success in the business or healthy expansion of a company would not be expected. By means of training, the employees believe mission of the company and improve its vision. Well-prepared training programs help the employees to realize the aim of the company and result in the employees need to improve their

own competences (Joyner, 2002). Consequently, employees become aware of their responsibilities, career opportunities, and requirements of the company.

Nevertheless, training contributes in the development of one self and besides increasing in the contribution of the company in terms of professional development. Training activities help the employees to become self-confident and competent during working. Training also helps employees to realize their own strengths and weaknesses. According to Hood (2000), training is about developing people as individuals and helping them to become more confident and competent in their lives and in their jobs. It is crucial because it obtains the skills needed for both the present and the future.

The training field is a rapidly growing sector. The need for training has always been present in every walk of life, but today the need is so much greater. There are two reasons why today's training need in business is greater than in the past: First of all, change is incredible in the business world, in such a way that, what was appropriate ten years ago is no longer appropriate today. Under these conditions and innovations in the sector, companies have to develop various training programs to cope with this change and competition. For instance, in 1996 "real hypermarkets chain" has started to service in Turkey, for 8 years ago with many reforms. That is, many customers have met different services in terms of sale and shop security. According to Hansen, Motorola University's Director of Strategic Information, the success of most business depends on whether they can continually adapt to constant change (Filipczak, 1994).

Secondly, the attitudes of employers are changing. Many of the employers are seeing this change as an investment not as a cost. Thacker and Blanchard (1990) stated that U.S. organizations employing 100 or more employees budgeted a total of

\$59.8 billion for training, continuing an upward trend from \$43.2 billion in 1991. Similar trends exist in Canada. IBM Canada, for example, with 12,000 employees, spent more than \$36 million a year for training, or about \$3,000 per employee (Cascio and Thacker, 1994). This awareness in the sector has been increasing from the 1980s in Turkey. For instance, many of the companies like Sabancı Holding, Koç Holding, Sanko Holding, Tepe Group, Türkiye İş Bank, Yapı ve Kredi Bank, etc., support this point of view showing their consideration in training activities.

Based on an extensive review of the literature, Freitag (1998) states that training is a key strategic tool for the organizations and training programs must be completed with an evaluation process. It is a continuous and integrated ingredient of training programs, to provide feedback about the organizational growth. Effective training stems from a systematically designed learning atmosphere based on a careful evaluation. If there is no evaluation, apart from highly subjective and personal thoughts, there is no evidence of the effectiveness of the training session. The effectiveness is not only a measure of a training course but also an indicator of whether the course objectives have been acquired, or not. Training is a process that changes the people to be more efficient (Goldstein,1993).

Moreover, Merwin (1992) underlines that the evaluation is a systematic process with several key components. Most successful evaluations are planned at the beginning with the needs assessment process, when the basic questions that will shape the training program are posed. Evaluation efforts must be initiated before, during and after a program. Several key questions should be answered in order to ensure whether needs, objectives, and the evaluation processes are logically ordered before a program is developed. For example, “Who will collect the data, which data will be

collected, where and when will the data be collected, how will the data will be collected”.

Evaluation is a process or cluster of processes that people perform in order to gather data that will enable them to decide whether to accept, change, or eliminate something. The purpose of gathering such data about strengths and weaknesses is to allow training specialists to revise, compare, maintain, or discontinue their actions and programs. Evaluation enables them to make decisions, to draw conclusions, and to modify staff quality (Phillips, 1997). In consequence, a training session cannot be completed without any evaluation activity.

According to Kirkpatrick (1998) there are four levels in relation to evaluating training programs: reaction, learning, behavior, and results. The first level, reaction, is a measure of customer satisfaction. The second level, learning, points out changing of attitudes, increasing of knowledge, and improvement of skill. The third level, behavior, describes transfer of training. Finally the last level, results, refers to increased production, improved quality, reduced turnover, and higher profits.

The need to improve training and modify it has been acknowledged worldwide and is reflected in calls from many national and international organizations (Fallowfield, Jenkins, and Farewell, 2003). In Turkey for instance, in-service training activities does not present a lot for a long time because of the limited financial resources of the companies and a lack of training mentality in a professional context. Especially, after 1999, economic crisis created a negative effect in Turkey. Many of the companies have needed greatly the training expenses in their budgets. In conclusion, the private sector has become smaller compared to the period of 1985-1998 as a result of the economic crisis. In spite of this, some of the large and sensible companies did not ignore their training activities. One example for these companies

is Tepe Defense and Security Systems Industry, which is the focus of this study. It was founded in 1997 as a Tepe Group Corporation in Ankara. Having approximately 2858 personnel as of today, the special security organization is providing the security of buildings (İstanbul Business Center Towers, İstanbul Citibank, İstanbul Conrad Hotel, Banking Organization and Supervision Council Building, Armada, Beykoz Residences, Bilkent II, Bilkent III, Ufuk Housing Complex, USA USAF CAOC6 Project, and so on), facilities (TAV Atatürk Airport International Lines Terminal, Beykoz Konakları Operations Office, Sports International, Meteksan System and Information Technologies Co., INC. , Zorlu Holding, Kadir Has University, İstanbul University, Cerrahpaşa Faculty of Medicine, Florence Nigthingale Metropolitan Hospital, etc.), shopping malls (real Hypermarkets Chain Inc., Metro Real Estate LTD. ,Praktiker Construction Market INC. , Cinemaxx, Marks & Spencer, Tepe Real Estate Construction and Trade INC., İstanbul Tepe Nautilus, etc.). The company gives security service to all of these buildings, facilities, and shopping malls with a trained staff.

In order to provide this service to the customers all Tepe Defense and Security staff is trained regularly by International Research Institute of Tactical Security (IRITS), which is one of the departments of Tepe Defense and Security Company. In this context, functions of IRITS (training department) are stated as follows:

- 1) To plan, organize, equip, control and evaluate all training activities in the company.
- 2) To present some kind of training programs and activities (VIP body guarding, basic security, civil aviation security, fire security, searching and rescue, advanced driving techniques, first-aid, communication skills) to the other companies whether they serve about security or not (for

example: Fire Security Training for Florence Nightingale Hospital in İstanbul or Communication Skills and Team Building Training for Civil Defense in Ankara).

- 3) To develop new training programs, methods and materials for the security staff (motivation, leadership, stress management, team-working, etc.).
- 4) To follow the security officers at the job environment and keep records of their performance following the completion of the related training programs.

Trainings offered by IRITS are as follows:

- 1) Basic Security Training
- 2) Communication Skills and Customer Relations Training
- 3) Civil Aviation Security Training
- 4) Training with Computer Support
- 5) First Aid Training
- 6) Fire Training
- 7) VIP Body Guarding Training
- 8) Advanced Driving Techniques Training
- 9) Searching and Rescue Training.

In relation to this content, the aims of Communication Skills and Customer Relations training program, which is the subject of this study, are:

- a) To develop security staffs' skills and the use of their skills in relation to communication.

- b) To train the security staff in order to define and solve the existing communication problems with the customers and among themselves.
- c) To assist security staff to select appropriate basic communication strategies in their relationships and support them to reflect on their own practice for working environment.

The training is formed from two sessions of six hours. One of 3-hour session is the communication skill and the other 3-hour session is the customer relations. The first session focuses on the subjects like the meaning of communication, communication difficulties, the ways of dealing with communication difficulties, listening techniques, effective listening and empathy, solving problems of customers, team work, use of initiative and responsibility.

The second session focuses on eight important subjects regarding to customer relations: Greeting the customer and giving them suitable information, difficult customers and attitudes of the security staff towards them, the methods of persuasion, the responsibility, and institutional relations.

The training process, where the theoretical and the practical features are provided in an overlapping manner, is performed as human central and supported by visual materials (projection, overhead) in order to carry out learning at an optimal level and to increase the permanence.

In conclusion, the main purpose of Communication and Customer Relations training is to make security staff perform their duties at desired level for customer satisfaction. It also implements the information and skills gained during the training

into business life, and taking into account the opinions of security staff, and getting feedback which may positively affect the company.

1.2 Statement of the Problem

Interpersonal communication skills and competencies are crucial in the workforce of 2000s. For this reason, numerous studies and articles have been published about the importance of interpersonal communication skills in the field of training.

As early as 1938, Barnard pointed out that business executives must be able to speak effectively to function successfully. Other studies over the years have continued to cite oral communication as a skill identified by business practitioners as necessary. For example, Carnevale, Gainer & Meltzer in 1990, did an extensive research study. The American Society for Training and Development and the United States Department of Labor authorized and funded this research project. The study not only identified the standard academic skills employers require but also determined other basics as a foundation for building broader, more sophisticated job-related skills. At the end of 2 years, national project identified oral communication as a vital skill. The authors affirmed that success on the job is linked to good communication skills. Poor communication skills, resulting in low productivity and high problems, can cost companies heavily.

Wayne (1992) found that business communication, organizational behavior, and other business courses should emphasize competency development relative to the communication process in the small-group setting-concepts such as information flow, channeling, barriers, and feedback. In addition, basic verbal communication

skills that are developed in speech courses should be further refined in business courses.

Starting out with these findings, it can be concluded that effective communication skills are inevitable for the business world and most of the occupational areas. One of which is the field of security.

Security staff communicates daily with other employees, clients, suppliers, and peers. With all that practice they should all be well skilled as communicators. From this point of view, the most important issue for the security companies is providing their employees skills-based training programs and determining the success or achievement of these programs. Especially, the program evaluation must be well done. While training increases the awareness of the security staff of the communication barriers, provide staff with skills, strategies, and tactics to enable staff to cope more effectively with potential difficult situations, the evaluation process informs the company about the staff quality and the customer satisfaction.

One of the well-known evaluation model developed by Kirkpatrick (1976) consists of four levels: Reaction, learning, behavior, and results. The evaluation will be done based on Kirkpatrick Typology.

The purpose of this study was to evaluate Communication and Customer Relations Training Program in relation to the security staffs' learning level, and their reactions to the training program. Also the study aims change the behaviors of the security staff which may positively affect the organization, and to help security staff develop personal and interpersonal skills.

Following research questions will be investigated in the study:

1. Do the security staff effectively communicate with customers?
 - 1.1) In which points are Tepe Defense and Security staff good related to their communication skills?

- 1.2) In which points do they need to improve their communication skills?
2. In what ways do the Tepe Defense and Security staffs' communication skills related to customers in the job environment change after taking the Communication and Customer Relations Training Program?
3. What are the opinions of the security staff regarding the general development, implementation, and the physical environment of the Communication and Customer Relations Training Program?

1.3 The Significance of the Study

The importance of this research study lies in its emphasis on the evaluation of a training program that has become gradually necessary for the success of modern organizations. According to Fitzpatrick, Sanders and Worthen (2004), effective training programs cannot be thought without evaluation process, because program evaluation serves a lot of important purposes: Which programs are working well? What are the programs' relative costs and benefits? What can be done to improve the weak points of the program? Have all aspects of the program been thought through carefully at the planning stage, or is more planning needed? What is the theory or logic model for the program's effectiveness? What adaptations would make the program more effective? Answering such questions is the major task of program evaluation.

Kirkpatrick, (1976) explains the significance of an effective training program in terms of the following dimensions:

1. Determining needs
2. Setting objectives

3. Determining subject content
4. Selecting participants
5. Determining the best schedule
6. Selecting appropriate facilities
7. Selecting appropriate instructors
8. Selecting and preparing audiovisual aids
9. Coordinating the program
10. Evaluating the program

The Communication and Customer Relations Training Program, which will be evaluated in this study, is a compulsory training for all security staff. Therefore, in the study, it did not focus on the needs of the staff, objectives of the training, the training content, the participants, the schedule, instructional techniques and instructional materials. For these reasons, the study is primarily focused on the only evaluation of training programs except for the other dimensions that take place above.

The study focuses on how Tepe Defense and Security Systems company develops comprehensive training programs to equip security staff with the skills and expertise to do their jobs. Success in human relations is directly related to the security staffs' ability to communicate. Security staff without high levels of communication skills fails in fulfilling their responsibilities. Therefore, there is a growing need to develop effective communication skills with the customers in their professional environment.

This study is expected to give information about effectiveness of Communication and Customer Relations Training Program in the field of security. It is also expected

that it will be an example for further studies related to the field of security and the training of security staff.

CHAPTER 2

REVIEW OF THE LITERATURE

This section represents a literature review on the necessity of communication skills training, and training approaches, research on evaluation of staff training, and related evaluation approaches and models.

The present study deals with the improvement of the security staff's communication skills in their workplaces, and deals with the application of new knowledge and the other skills gained through a learning activity. Within this frame, it should be explained firstly what learning and skill are, before giving information about the skill trainings in the organizations.

2.1 What is Learning?

According to King (1964), learning could be defined as a process occurring within the human being that enables him to adapt to the changing demands of his environment. On the other hand, Rogers (1969) distinguished two types of learning: cognitive (meaningless) and experiential (significant). The former corresponds to academic knowledge such as learning vocabulary or multiplication tables and the latter refers to applied knowledge such as learning about engines in order to repair a

car. The key to the distinction is that experiential learning addresses the needs and wants of the learner. Skinner (1971), defined learning as “a relatively permanent change in behavior in response to a particular stimulus or set of stimuli.”

Learning in this study can be defined as a process, which involves improvement of the basic interpersonal skills in relation to the organizational demands in the field of security.

2.2 What is Skill?

Skill is the capacity needed to perform a set of tasks that are developed as a result of training and experience (Dunnette, 1976).

A person’s skills are reflected by how well she is able to carry out specific actions such as operating a piece of equipment, communicating effectively, or implementing a business strategy. Skills are depending on knowledge in the sense that the person must know “what” to do and “when” to do it (Thacker and Blanchard, 1999).

The term ‘skill’ is used in this research study as the ability to perform a task in line with required standards. From this point of view, skill could be defined as characterized operationally by the ability to perceive slight changes in the task, and to respond appropriately from moment to moment (King, 1964).

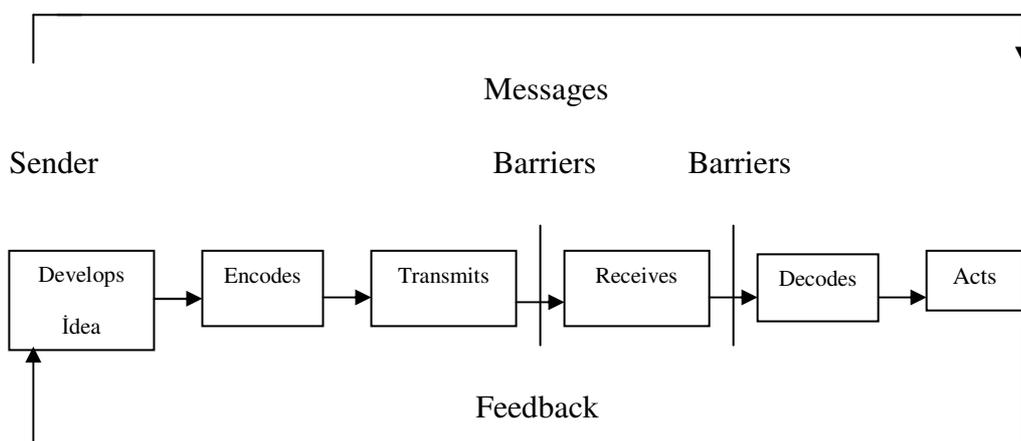
In recent years, the communication has been perceived the most considerable skill for the organizational growth. Communication, the lifeblood of every organization, is a process that links the individual, the group, and the organization. Communication mediates inputs to the organization from the environment and outputs from the organization to the environment. As Daniel Katz and Robert Kahn (1978) put it, communication is the “essence of organizations”. On the other hand, Burgoon, Buller, and Woodall (1996) define the communication only as spontaneous and nonsymbolic behavior.

According to DeVito (1992), communication defined between two persons in which interactions are based on psychological data, explanatory knowledge, and personally established rules. And its purposes are to learn about self, others, and the world, to relate to others and to form relationships, to influence or control the attitudes and behaviors of others, to play or enjoy oneself, and finally to help others.

Vardaman (1970) underlines that effective communication is purposive symbolic interchange resulting in workable understanding and agreement between the sender and the receiver. Goldhaber (1992) also maintains that the communication process involves the exchange of information between a sender and a receiver. Figure 2.1 shows the key components of the communication process, which involves a sequence of steps by a table: ideating, encoding, transmitting, receiving, decoding, and acting.

Figure 2.1 The Communication Process

(Source: Goldhaber, 1992)



Two-Way Communication

In simple terms, the sender encodes an idea into a message and transmits the message to a receiver who decodes the message and acts. Barriers to communication can occur at any step in the process but most frequently occur between transmission and reception and between receiving and decoding.

Jamison and O'mara (1991) points out that people often have different perspectives, ethics, work values, and nonverbal behaviors that filter messages. In order to plan and work together, communication skills are critical in the organizations.

2.3 Training and Training Evaluation

Education and training could be defined as the systematic acquisition of skills, rules, concepts, or attitudes that results in improved performance in another environment. Both education and training are instructional process designed to modify human behavior. When learning events are planned in a systematic fashion and are focused on the work environment, they are called training programs (Kirkpatrick, 1974).

For Harris and Bessent (1969), training can be defined as planned activities for the instructional improvement of professional staff members. King (1964) describes training similarly as 'providing the conditions in which people can gain knowledge, skill or ability effectively'.

Training represents a positive hope for persons first entering the world of work or for individuals changing their work environment. When training is designed well, it gives individuals opportunities to enter the job market with needed skills, to perform new functions, and to be promoted into new situations. Therefore, it is not surprising that large companies such as General Electric have designed multimillion dollar facilities to train thousands of person annually in new technological innovations (Goldstein, 1990).

According to the literature reviewed, increasing the effectiveness of training and evaluating it, involves three further issues. First, training often assumes staff performance is poor because they have not been provided with the knowledge about how to do their jobs (Baker et al. 1995). Staff clearly needs appropriate support with their practice to enable them to do their jobs effectively, but training does not necessarily compensate for lack of ability. Mc Naughton and Light (1989) suggested that there is now recognition that communication partners need appropriate teaching to provide effective environmental support. Mc Villy (1997) claimed that training ought to provide the staff with:

Direct support skills

Background knowledge and information

Values and philosophy of service, and

Operational and service knowledge

According to Mirenda and Donnellan 1986 and Van der Gaag 1995, training ought to result in more opportunities for communication, ensure an appropriate level of communication and enable support for communication is used by staff for each service user's individual needs.

Second, there is little consensus in the literature as to the effectiveness of the various types of approaches used, the presentation, content or the desired learning outcomes achieved (Cullen 1989). This indicates that training that achieves real alteration of working practices has to be long-term, monitored and service user group or unit specific.

Third, the knowledge and skills learnt by individuals during off-site training cannot then be effectively networked, shared, or owned by the whole staff. High staff turnover further negates the effects of the training. Several authors make reference to

the fact that training courses seem to be one of the key features in retaining staff and reducing stress and burnout (Hatton and Emerson 1992, Van der Gaag and Davies 1993, Rose 1995).

On the other hand, Knowles (1998) underlines core adult learning principles in relation to the effective training processes. According to him, adults learning depends on the six principles. These are explained below:

1. The need to know. Adults need to know why they need to learn something before undertaking to learn it. The first task of the facilitator of learning is to help the learners become aware of the 'need to know' in adult education. Facilitators can make an intellectual case for the value of the learning in improving the effectiveness of the learners' performance or the quality of their lives.
2. The learners' self-concept. Adults have a self-concept of being responsible for their own decisions, for their own lives. Once they have arrived at that self-concept they develop a deep psychological need to be seen by others as being capable of self-direction. A typical method of dealing with this psychological conflict is to try to flee from the situation. At this point, adult educators make efforts to create learning experiences in which adults are helped to make the transition from dependent to self-directing learners.
3. The role of the learners' experiences. For adults experience mean is who the adults are. If their experiences are ignored or devalued, adults will perceive this as rejecting not only their experience, but rejecting themselves as persons.
4. Readiness to learn. Adults become ready to learn they need to know and be able to do in order to cope effectively with their real-life situations. An

especially rich source of readiness to learn is the developmental tasks associated with moving from one developmental stage to the next. The critical implication of this assumption is the importance of timing learning experiences to coincide with those developmental tasks.

5. Orientation to learning. In contrast to childrens' and youths' subject-centered orientation to learning, adults are life-centered in their orientation to learning. Adults are motivated to learn to the extent that they perceive that learning will help them perform tasks or deal with problems that they confront in their life situations. Furthermore, they learn new knowledge, understandings, skills, values, and attitudes most effectively when they are presented in the context of application to real-life situations.
6. Motivation. While adults are responsive to some external motivators (better jobs, promotions, higher salaries, and the like), the most potent motivators are internal pressures (the desire for increased job satisfaction, self-esteem, quality of life, and the like).

Anyone who exists in any organization observes numerous communication activities taking place. Secretaries type letters, and reports; others talk on the telephone; a meeting in the General Director's office; other meetings are in other offices; employees exchange information in their offices or in a lunch; and a number of other communication activities are observable.

Miller (1978) examines communication in relation to the developmental approach. According to him, communications are viewed as existing on a continuum ranging from impersonal through increasingly interpersonal to intimate. In a relational definition interpersonal communication is defined as communication that

takes place between two persons who have a clearly established relationship; the people are in some way connected.

The developmental definition serves to emphasize the types of interactions that are most significant to people. This definition clearly defines the more intimate types of interpersonal interaction. Relational definition presents an extremely broad view of interpersonal communication while emphasizing the interaction is structured. There are, for example, socially (rather than personally) established rules for appropriate and inappropriate behavior, mutual role expectations (base largely on sociological data), and a focused attention by each person on the other.

From this point of view, the security staff who work in Tepe Defence and Security Systems, have to be equipped with both impersonal and interpersonal communication skills, because of being interested in customers, and a necessity of their jobs. For instance, the security staff have to use communication skills effectively regardless to certain tasks such as, greeting the customers, giving information when needed, solving problems of the customers, satisfaction of both the customers and the organization. Because, people go where they are welcomed and stay where they are appreciated. People are expecting more these days in terms of services. In the study, training in basic skills means, developing the individual components of skill required by the task, before attempting the whole job. Thus, communication in this study involves making a meaningful connection with one or more other people for the exchange of ideas, information, knowledge, feelings, or influence. DeVito (1976) claims that optimal communication is a reflection of what people know, how they think, how internally comfortable they are, what skills they have and, in a word, who they are. Full communication involves earning and sustaining trust, listening actively, mastering timing, conveying a sense of sincere

caring, formulating ideas clearly and succinctly, transmitting sympathy or empathy as needed, and much more.

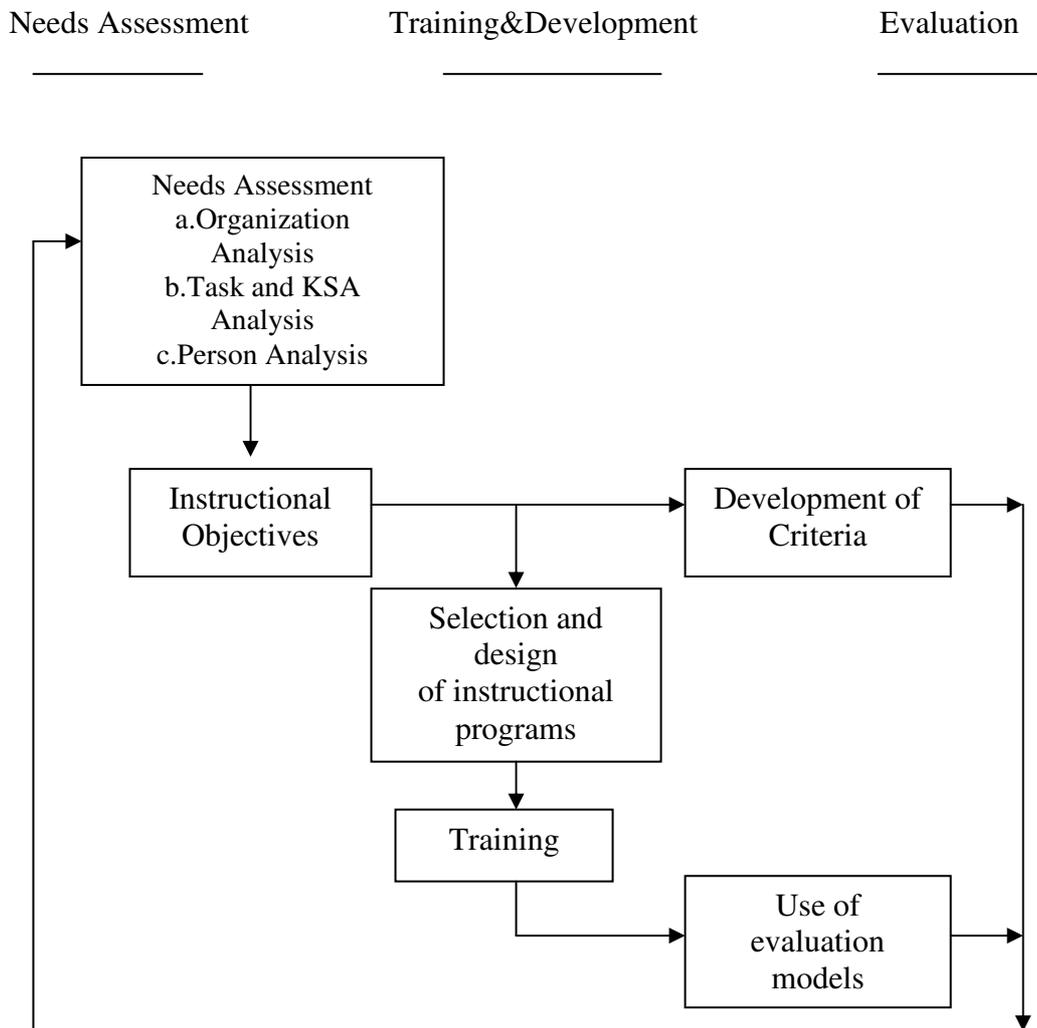
Increasing communication skills of staff depends on how carefully curriculum is designed and implemented regarding the job setting. Developing a curriculum in adult education focuses on the training needs of the staff, the existing activities, and the organizational context within which any intervention is carried out. Allen and Tynan (2000) suggested that training in effective behavior management could significantly improve staff's knowledge and confidence in the workplace. It is also suggested that the success and the implementation of the communication training in the workplace was due to the collaborative therapeutic nature of the training package.

In one respect, the study involves not only the evaluation process at the same time it involves needs assessment, organizational goals, staff analysis, and training climate. Goldstein (1986) suggests a model in conceptualizing training systems. Figure 2.2 shows a training process in detailed.

The figure emphasizes needs assessment, precisely controlled learning experiences designed to achieve instructional objectives, use of performance criteria, and the collection of evaluation information to provide feedback about the system's effect. The first set of components shown in the model refers to the needs assessment process that is used to provide critical information necessary to design both to training program and the evaluation model. There are a number of different steps in the needs assessment process. One part is organizational analysis. This phase includes an examination of the organizational goals, climate for training, and the internal and external constraints present in the organizational environment.

Figure 2.2 An Instructional System

(Source: Goldstein,1986)



Another phase of the needs assessment is the determination is which tasks are required on the job, and which knowledge, skills and abilities (KSAs) are critical in learning to perform those tasks, that is, task and KSA analysis. This is complex process that involves asking questions such as which KSAs should be learned in training, acquired before training, or acquired in the job environment after training.

The other component of the needs assessment is person analysis, which involves a determination of the trainees' capabilities. This involves an assessment of the skills

of the individuals who will be trained and can include as a target population persons already in the organization or individuals who are not yet part of the organization.

In conclusion, the needs assessment provides input for the design of the training program as well as for the measures of success (criteria) that will be used to judge the program's outcomes.

The next step is designing the training environment. This is an important process that requires a blend of instructional learning principles and media selection. Another aspect of the design of instructional environments is the consideration of learning principles to support the acquisition and transfer of the learned behavior. The design of training environments is a complicated process. It is necessary to treat training programs as interventions that require the collection of data in order to provide feedback that can be used to modify the program.

The third column in the model refers to evaluation components, which are used to develop feedback information. The evaluation process centers around two procedures: establishing measures of success (criteria), and using evaluation research designs to determine what changes have occurred during the training and transfer process, that is, the back-to-work environment. Criteria must be established for both the evaluation of trainees at the conclusion of the training program and the evaluation of on-the-job performance.

In addition to criterion development, the evaluation phase involves the specification of evaluation designs needed to assess the training program. Depending on the information required, different evaluation models or at the very least different forms of the same evaluation model are needed.

Finally, the model stresses the idea that a training program should be a closed-loop system, in which the evaluation process provides for continual modification of the program.

Training evaluation is labor intensive, costly, and political. It is very difficult to conduct credible and defensible evaluations in the field of training. Fortunately, training researchers have derived and tested thoughtful, innovative and practical approaches to aid the evaluation process. For example, Sackett and Mullen (1993) proposed some alternatives (e.g. post testing-only no control group) to formal experimental designs when answering evaluation questions. They suggested those questions (e.g. How much change has occurred? What target performance has been reached?) should drive the evaluation mechanism needed, and that each requires different designs. Haccoun & Hamtiaux (1994) proposed a simple procedure for estimating effectiveness of training in improving trainee knowledge-the internal referencing strategy. This situation tests the implicit training evaluation notion that training-relevant content should show more change (pre-post) than training irrelevant content. An empirical evaluation using internal referencing strategy versus a more traditional experimental evaluation indicated that the internal referencing strategy approach might permit inferences that mirror those obtained by the more complex designs.

The evaluation phase involves the specification of evaluation designs needed to assess the training program. Depending on the information required, different evaluation models or at the very least different forms of the same evaluation model are needed. For example, Cook and Campbell (1979) described a number of creative designs to control for the different types of internal and external threats to validity that might occur in the field settings. Arvey and Cole (1989) analyzed a variety of

experimental designs and specified sample size requirements necessary to detect change as well as the impact of unreliable measures on the assessment of change.

In addition to experimental designs, there are other approaches to evaluation that provide varying degrees of information, such as content validity models are appropriately emphasized in the training program (Ford & Wroten, 1984; Goldstein, Schneider, Katzmen, & Braverman, 1989).

According to Goldstein 1993, evaluation is the systematic collection of descriptive and judgmental information necessary to make effective training decisions related to the selection, adoption, value, and modification of various instructional activities.

Goldstein also stated that 1980, evaluation has evolved through a series of phases. In the most primitive phase, appropriate methodology is ignored, and decisions are at best based on anecdotal trainee-trainer relations. Randall (1960) describes people with these kinds of views as negativists. These individuals feel that evaluation of training is either impossible or unnecessary. The value of programs will be obvious without evaluation certainly fails to consider the complexity of the organizational environment and all the interacting forces that acted out in training and on the job.

A second view in evaluation is called as positivists. These individuals feel that anything less than an experimental study using scientifically established control groups is not worth the effort or resources. This view, if carried to extremes, could result in research only in academic laboratories where systematic control of the environment can be maintained.

The people who believe in the third phase say that training programs must be evaluated but are concerned with the methodology necessary to perform the

evaluation. This group recognizes that all programs will be evaluated, formally or informally; thus, it is concern with the quality of the evaluation rather than with the question of whether to evaluate. Goldstein (1980) names this group the activists.

On the other hand, Kirkpatrick's Typology (Kirkpatrick, 1976) continues to be the most popular framework for guiding evaluations. For example, Kraiger at al (1993) proposed a multi-dimensional view of learning, implying that learning refers to changes in cognitive, affective, and/or skill-based outcomes. The proposed taxonomy can be used to assess and document learning outcomes. In a meta-analysis of studies employing Kirkpatrick's model, Alliger et al (1997) noted that utility-type reaction measures more strongly related to learning and performance (transfer) than affective-type reaction measures. Kraiger & Jung (1997) suggested several processes by which learning outcomes can be derived from instructional objectives of training. Also Goldsmith & Kraiger (1997) proposed a method for structural assessment of an individual learner's knowledge and skill in a specific domain. This model has been used with some success in several domains.

Selecting the evaluation method answers the question of how to evaluate, as the method must be appropriate for the type of data, learning environment, participants, and program contents. The types of evaluation methods can include pre-post course examinations, participant feedback, participant follow-up, and action planning.

2.4 Evaluation Models

2.4.1 The Kirkpatrick Four-Level Approach

The most well known framework developed by Kirkpatrick contains four levels of evaluation. This conceptual framework assists in determining the types of data to collect and answers four important questions (Table 2.1).

Table 2.1

Kirkpatrick’s Four Levels of Evaluation

LEVEL	QUESTIONS
1. Reaction	Were the participants pleased with the program?
2. Learning	What did the participants learn in the program?
3. Behavior	Did the participants change their behavior based on what was learned?
4. Results	Did the change in behavior positively affect the organization

2.4.2 Kaufman’s Five Levels of Evaluation

Some researchers, recognizing some shortcomings of Kirkpatrick’s four-level approach, have attempted to modify and add to this basic framework. Kaufman offers one such presentation (Table 2.2).

Table 2.2

Five Levels for Evaluation of Interventions for Human Performance Improvement

LEVEL	EVALUATION	FOCUS
5	Societal outcomes	Societal and client responsiveness, consequences and payoffs.
4	Organizational output	Organizational contributions and payoffs.
3	Application	Individual and small group (products) utilization within the organization.

Table 2.2 (continued)

2	Acquisition	Individual and small group mastery and competency.
1b	Reaction	Methods', means', and processes' acceptability and efficiency.
1a	Enabling	Availability and quality of human, financial, and physical resources input

2.4.3 The Phillips Five-Level ROI Framework

The ROI process adds a fifth level to the four levels of evaluation developed by Kirkpatrick. Table 2.3 shows the five-level framework.

Table 2.3

Five-Level ROI Framework

LEVEL	BRIEF DESCRIPTION
1. Reaction & Planned Action	Measures participants' reaction to the program and outlines specific plans for implementation.
2. Learning	Measures skills, knowledge, or attitude changes.
3. Job Applications	Measures change in behavior on the job and specific application of the training material.
4. Business Results	Measures business impact of the program.

Table 2.3 (continued)

5. Return on Investment	Measures the monetary value of the results and costs for the program, usually expressed as a percentage.
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2.4.4 The CIRO Approach

Another four-level approach, originally developed by Warr, Bird, and Rackham (1970), is a rather unique way to classify evaluation processes.

1. **C**ontext evaluation
2. **I**nteraction evaluation
3. **R**eaction evaluation
4. **O**utcome evaluation

Context evaluation involves obtaining and using information about the current operational situation (or context) to determine training needs and objectives. This evaluation determines if training is needed.

Input evaluation involves analyzing the resources available (both internal and external) and determining how they can be deployed so that there is a maximum chance of achieving the desired objectives. Factors such as budget and management requirements may limit the options available.

Reaction evaluation involves obtaining and using information about participants' reactions to improve the training process. The distinguishing feature of this type of evaluation is that it relies on the subjective input of the participants. Their views can prove extremely helpful when collected and used in a systematic and objective manner.

Outcome evaluation involves obtaining and using information about the results or outcomes of training, and is usually regarded as the most important part of evaluation.

2.4.5 CIPP Model

Another evaluation framework, similar to CIRO, is the CIPP Model an acronym for the four basic types of evaluation in the model-context, input, process, and product. Stufflebeam (1973) developed this framework in order to serve managers and administrators facing four different kinds of educational decisions.

Context evaluation defines the relevant environment, identifies needs and opportunities, and diagnoses specific problems. A needs analysis is a common example of context evaluation.

Input evaluation provides information to determine how resources can be best used to meet program goals. Common results of input evaluation are policies, budgets, schedules, proposals, and procedures.

Process evaluation provides feedback to the individuals responsible for implementation. It is accomplished by monitoring potential sources for failure, providing information for preplanned decisions during implementation and describing what actually occurs. Both formal and informal approaches are used in data collection. These include reaction sheets, rating scales, and analysis of existing records.

Product evaluation measures and interprets the results of objectives, including both intended and unintended outcomes. Evaluation at this level can take place both during and after the program, and any traditional evaluation procedure may be used at this level, provided it is a good fit for the situation.

In a rapidly changing business world, all employees have to possess some kind of knowledge and skills that are necessary for the organizations. Therefore, the demand for personal development training programs has considerably increased in the recent years in Turkey. As stated above, there are different evaluation approaches that serve different aims (i.e., Kaufman's Five Levels of Evaluation, The Phillips Five-Level ROI Framework, The CIRO Approach, CIPP Model). For communication skills training, Kirkpatrick Typology was selected.

CHAPTER 3

METHOD

This chapter includes the design of the study, the data sources, the instruments used to collect the data, the procedures, and the data analysis techniques.

3.1 Overall Research Design

Communication skills have been investigated in many studies. Analysis in these studies includes both quality and quantity of interactions, but focuses less on the multiple variables on the job setting especially in the field of security.

The purpose of this study is to evaluate the effectiveness of the Communication Skills Training Program at Tepe Defense and Security Systems. The focus of the study is to explore the quality of the security staff's communication skills with the customers, and to improve the communication skills of the security staff in a greater number of situations in their workplace.

The following research questions were examined in the study:

- 1) Do the security staff effectively communicate with customers?
 - 1.1) In which points are Tepe Defense and Security staff good related to their communication skills?

- 1.2) In which points do they need to improve their communication skills?
- 2) In what ways are the Tepe Defense and Security staff's communication skills related to customers in the job environment change after taking the Communication and Customer Relations Training Program?
- 3) What are the opinions of the security staff regarding the general development, implementation, and the physical environment of the Communication and Customer Relations Training Program?

3.1.2 Sample

In the study, three groups of respondents were randomly selected from site security chiefs, shift security superiors, and security officers for the pilot study. The number of subjects in the pilot study is given in Table 3.1

Table 3.1
Number of Participants Involved in the Pilot Study

<i>Position</i>	<i>Case A</i>	<i>Case B</i>	<i>Interview</i>	<i>Questionnaire</i>
Site Security Chiefs	1	1	—	—
Shift Security Superiors	2	2	1	2
Security Officers	54	54	4	55
Total	57	57	5	57

The participants in the pilot study have been selected randomly and they were all volunteers. Case Study A and Case Study B were developed by the researcher. After piloting these two cases, only Case A was selected for the main application because of time limitation, the content of Case A, and motivation of the participants (see

Appendix A for Case A, and Appendix B for Case B). Firstly, Case B was longer than Case A. If the participants had replied to Case B, a lot of time would have been wasted. This was going to negatively affect the rest of the time that was necessary for the other applications in the main study. Secondly, the content of Case A was going to help generalization of each security project, because the emphasized problem in Case A was about vehicle parking, and all security staff are faced with this problem while performing their jobs. Lastly, the willingness of each participants for all applications was important in the study. If Case B had been selected for the main application, the participants may have been bored, because a lot of applications were used.

For the main study, the selection process for each group of staff is explained below:

Site Security Chiefs: Four site security chiefs have been selected randomly. Usable data was collected through questionnaires given to all, and an interview with one of them who was randomly selected. All of the respondents returned the questionnaires.

Shift Security Superiors: Among shift superiors in Ankara, eight were selected randomly. Usable data was collected through questionnaires from all, and an interview with one of them who was selected randomly. All of the respondents returned the questionnaires.

Security Officers: This group consists of 192 randomly selected security staff. Of the 192 security officers that were given the questionnaire, all provided usable data. Also seven security officers who were randomly selected were interviewed to collect further usable data.

Table 3.2
Number of Participants Involved in the Main Study

<i>Position</i>	<i>Case A</i>	<i>Case C</i>	<i>Interview</i>	<i>Questionnaire</i>
Site Security Chiefs	—	—	1	4
Shift Security Superiors	10	—	1	8
Security Officers	179	100	7	192
<i>Total</i>	<i>189</i>	<i>100</i>	<i>9</i>	<i>204</i>

In the main application, Case Study A that was developed by the researcher, and Case Study C that was developed by the participants were used. Case C involved real dialogues between the participants and the customers. 204 security staff was asked to write real situations that they were faced with in their job settings. Of the 204 security staff that were asked to write the cases, only 100 provided usable data. The reason why the number of participants were low was the insufficiency of time. The training program investigated in this study, was a one-day training program which consisted of six hours. Also, the reasons like shift hours of the participants, and their motivation levels influenced the participation. On the other hand, of the 204 security staff that were asked to reply the Case A, 189 provided usable data.

3.2 Data Collection Instruments

In the study, the following data collection instruments were used in line with the main research questions:

- 1) Do the security staff effectively communicate with the customers?

Case Study that was prepared by the researcher (Case Study A).

Interview

- 2) In what ways do the Tepe Defense and Security staffs' communication skills related to customers in the job environment change after taking the Communication and Customer Relations Training Program?

Case Study that was prepared by the researcher (Case Study A).

Case Study that was written by the subjects (Case Study C).

Observation

Interview

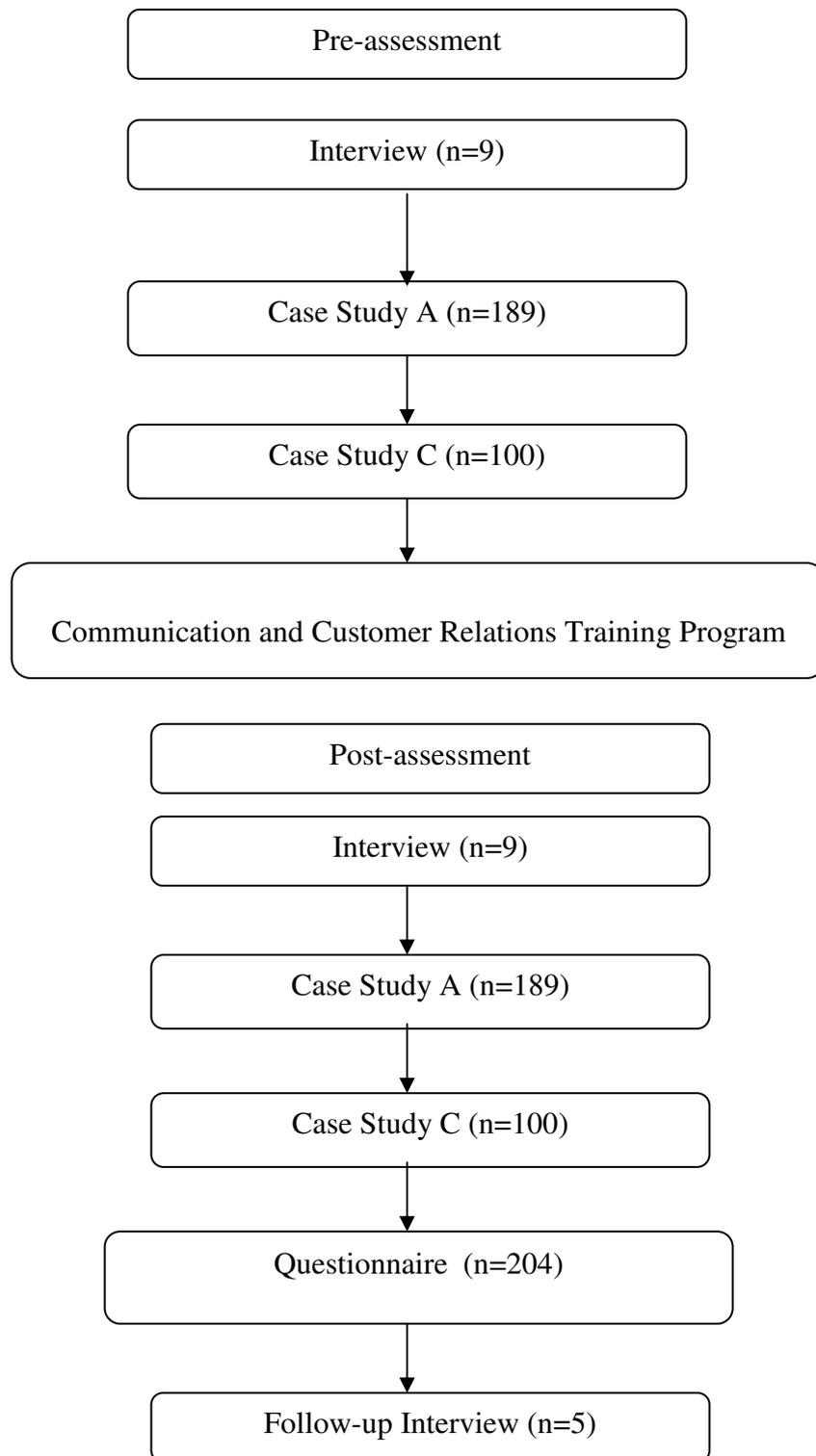
- 3) What are the opinions of the security staff regarding the general development, implementation, and the physical environment of the Communication and Customer Relations Training Program?

Communication Skills and Customer Relations Training Program
Evaluation Scale.

The study examines the issue of whether the Communication and Customer Relations Training Program was beneficial to the security staff. In relation to the effectiveness of the program, how and why questions were asked to the participants. The researcher has used the case study research method to examine the effectiveness through the perceptions of the security staff related to the training program. Case studies were used in this study to reveal problems of the staff with the customers, to understand the needs of the staff, and to see the differences in their learning levels after the training program.

Case studies become particularly useful where one needs to understand some particular problem or situation in great depth, and one can identify cases rich in information – rich in the sense that a great deal can be learned from a few exemplars of phenomenon in question. Case studies are particularly valuable when the

Figure 3.1 Design of the Study



evaluation aims to capture individual differences or unique variations from one program setting to another, or from one program experience to another (Patton, 1987).

A case study is one which investigates the above to answer specific research questions and which seeks a range of different kinds of evidence, evidence which is there in the case setting, and which has to be abstracted and collected to get the best possible answers to the research questions. No one kind or source of evidence is likely to be sufficient on its own. This use of multiple sources of evidence, each with its strengths and weaknesses, is a key characteristic of case study research (Gillham, 2000).

The case study should take the reader into the case situation – a person’s life, a group’s life, or a program’s life. Each case study in a report stands alone, allowing the reader to understand the case holistically. At a later point in analysis it is possible to compare and contrast cases, but initially each case must be represented and understood as an idiosyncratic and unique phenomenon. The descriptions of the cases should be holistic and comprehensive, given the focus of evaluation, and will include myriad dimensions, factors, variables, and categories woven together into an ideographic framework (Patton, 1987).

A case can be an individual: it can be a group-such as a family, or a class, or an office, or a hospital ward; it can be an institution- such as a school or a children’s home, or a factory; it can be a large scale community- a town, and industry, a profession. All of these are single cases. A number of single parents; several schools; two different professions are examples of multiple cases (Gillham, 2000).

The specific case studies used in this study are explained below:

3.2.1 Case Study A

One of the expected outcomes of the Communication Skills and Customer Relations Training for security staff is a change in their behaviors towards the customers. For this reason, two case studies that were developed by the researcher were used to compare underlying communication skills of the security staff with the customers, before and after training. (See Appendix A for Case Study A, and Appendix B for Case Study B). For reliability experts were asked to read the cases. Two experts were from the Department of Educational Sciences of METU and two experts were from the Department of Educational Sciences of Hacettepe University and they examined the cases.

For the pilot study, in both cases, the sample was composed of fifty-seven security staff, including one site security chief, two shift security superiors, and fifty-four security officers from different security projects in Ankara. The pilot study was done in two different training sessions in the same week. The first session was held with thirty-five participants, and the second one with twenty-two. Before each training session, Case Study A and Case Study B were given to the fifty-seven participants. After the responses were collected, the training session started. At the end of the training program, Case A (see Appendix A) and Case B (see Appendix B) were assigned the same fifty-seven participants, in order to see the difference between their responses before and after the training. As a result of this pilot study, only Case A was selected for the main implementation due to two main factors: there was a time limitation and the case chosen lent itself to generalization regarding all security projects in Turkey because of its content.

In order to have a more effective instrument, both validity and reliability of the Case Study A were considered during its development. According to Phillips (1997),

the most important characteristic of an evaluation instrument is validity. A valid instrument measures what it is designed to measure. For the content validity of Case A, firstly, a frequently existing problem that the security staff was faced with, namely, vehicle parking, was selected. Also, the expert opinions were taken from the Department of Educational Sciences of METU and the Department of Educational Sciences of Hacettepe University for content validity and reliability. For concurrent validity, secondly, the researcher developed another case study, namely, Case Study B, in order to see whether the Case A and Case B measure the same characteristics. Lastly, the pilot study was done with fifty-seven participants for both Case A and Case B.

The responses that were given by the subjects in relation to Case A and Case B can be seen in Appendix C.

3.2.2 Case Study C

Case Study A was developed by the researcher in order to see what kind of communication skills the security staff employed in the job environment and how much experience they had in the field of security. In addition to this application, for Case Study C, 129 security staff wrote their own cases before the training. The cases were distributed to different participants in the same class by the researcher, and they were asked to respond. At the end of the training, the cases that were developed by the participants were given back to them to see the differences between the responses provided before and after the training. Of the 129 security staff that took part in writing the cases, only 100 provided usable data because of time limitation and the participants' in the study.

A comparison of the results of the cases from before and after the training can indicate what changes have taken place. In the application of the cases, the participants were asked not to write down their names to make sure that they would give honest answers, not the answers that the trainer wanted them to give. The results of the cases were analyzed using quantitative methods.

3.2.3 Communication Skills and Customer Relations Training Program Evaluation Scale

According to Bramley (1991), measuring reaction is important for several reasons. First, it gives the trainer valuable feedback that helps the trainer to evaluate the program as well as comments and suggestions for improving future programs. Second, it tells trainees that the trainers are there to help them do their job better and that they need feedback to determine how effective they are. Third, reaction sheets can provide quantitative information that the trainer can give to managers and others concerned about the program. Finally, reaction sheets can provide trainers with quantitative information that can be used to establish standards of performance for future programs.

Root and Basarab (1992) stated that the reaction level evaluation is the most frequently used methodology for evaluating training but is not an effective technique when making program improvements. It provides evidence of possible problems but supplies no concrete indicators of what the problems are or how to correct them.

In the study, a scale involving thirty-five items was developed by the researcher to measure the reaction of the participants in relation to the training program. After the application, it was collected usable data and the data were given feedback for the improvement of the program.

The other expected outcome of the Communication Skills and Customer Relations Training for security staff is to find out their real reactions to the training program. Therefore, Communication Skills and Customer Relations Training Program Evaluation Scale was used in order to evaluate the security staff's opinions on the effectiveness of the training program (see Appendix E). The scale was composed of thirty-five items that were grouped under four headings:

1) General Structure of the Training Program

Part one consisted of fifteen items that were developed by the researcher and used for finding out needs and expectations of the security staff, duration of the training, methods and techniques that were used in the training session, content of the training, professional improvement of the security staff, active involvement of all participants, increasing self-esteem of the staff, and appropriateness of the proposed evaluation method.

2) Performance of Instructor

Part two consisted of ten items that were developed by the researcher. In this part, subjects evaluated the instructor's performance in building communication skills, examples that were given by the instructor, the instruction materials used, manner of explanation used, her lecturing ability, educational background of the instructor, and the use of time management.

3) Training Environment

Part three consisted of five items that were developed by the researcher and were used for finding about the sufficiency of the training context regarding the temperature, size, lighting and atmosphere.

4) General

Part four consisted of five open-ended items that were developed by the researcher and used for finding out positive and negative aspects of the training program according to the participants, necessary and unnecessary topics of the training program, and finally recommendations of the subjects for an effective training program. Open-ended questions provided an opportunity for the subjects to add missing points in the training program if any and, also to add their recommendations for a more effective training program.

The scale consisted of thirty-five items. The first thirty items, which included three-dimensional analyses; namely, the general structure of the training program, performance of the instructor, and the training environment, were prepared in the form of Likert Scale type, which consisted of positive statements with an item point value ranging from 1 to 5. The rest of the five items were open-ended. These were examined by two experts who were from the Department of Educational Sciences of METU, and three experts who were from the Department of Educational Sciences of Hacettepe University.

In the phase of developing the scale, the researcher reviewed the related literature, examined previously developed questionnaires, and analysed the organization in two different dimensions; namely, International Research Institute of Tactical Security (IRITS) and the security staff. Before the main application of the scale, a pilot study was conducted, after the training with fifty-seven security staff. The security staff was asked to rate their opinions for each item with an item point value ranging from 1 to 5. Reliability analyses for the thirty Likert type items of

Evaluation of Communication Skills and Customer Relations Training Program

Inventory were computed. The Cronbach Alpha reliability coefficient was .93.

Table 3.3 Reliability Coefficients of Evaluation Scale on the
Communication Skills and Customer Relations Training Program

<i>Items</i>	Corrected Alpha		<i>Items</i>	Corrected Alpha		<i>Items</i>	Corrected Alpha	
	item-total	if item		item-total	if item		item-total	if item
	correlation deleted			correlation deleted			correlation deleted	
<i>1</i>	.58	.92	<i>16</i>	.62	.93	<i>26</i>	.27	.93
<i>2</i>	.59	.92	<i>17</i>	.60	.93	<i>27</i>	.47	.93
<i>3</i>	.48	.93	<i>18</i>	.54	.93	<i>28</i>	.41	.93
<i>4</i>	.54	.93	<i>19</i>	.50	.93	<i>29</i>	.49	.93
<i>5</i>	.68	.92	<i>20</i>	.49	.93	<i>30</i>	.62	.92
<i>6</i>	.65	.92	<i>21</i>	.60	.93			
<i>7</i>	.70	.92	<i>22</i>	.51	.93			
<i>8</i>	.67	.92	<i>23</i>	.78	.92			
<i>9</i>	.46	.93	<i>24</i>	.67	.92			
<i>10</i>	.61	.92	<i>25</i>	.50	.93			
<i>11</i>	.59	.92						
<i>12</i>	.67	.92						
<i>13</i>	.66	.92						
<i>14</i>	.64	.92						
<i>15</i>	.30	.93						

3.2.4 Interview

According to Cohen and Manion 1992, the interview method has simply been defined as “a two person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives of systematic description, prediction, or explanation”.

Both questionnaires and research interviews are usually seen as part of the survey main method, but interviews of one kind or another are indispensable in case study research. The important point is not to be rigid about what the researcher can or cannot do in case studies (Gillham, 2000).

Interviews can be grouped in terms of the amount of structure imposed. There are four kinds of interviews:

The Structured Interview

The Unstructured Interview

The Focused Interview

The Non-Directive Interview

According to Andrew & Cheery (2000), unstructured interviews are based on questions that are broad in scope and non-specific. They include open-ended questions that cannot be answered with a “yes” or “no.” Burton (2000), stated that these questions asked the interviewee for more information about their opinions and attitudes. An example of this type of question from the study would be “What are your expectations related to Communication and Customer Relations Training?”

The use of open-ended questions places somewhat greater demands on the interviewer, who must transcribe the respondent’s replies. At the analysis phase, much greater costs can be incurred, especially on questions allowing for a more

wide-ranging series of replies because with this form of question, a system for classifying respondents' series answers must be developed before any analysis can proceed (Crano, W. D. & Brewer, M. B., 2002). The development of the interview schedule of this study was explained below.

In order to analyse the effectiveness of the training, an interview schedule containing nine open-ended questions was developed (see Appendix F). When developing the schedule, the related literature was reviewed and experts from the Department of Educational Sciences of Hacettepe University were consulted.

For the pilot study, the sample was composed of the members of the security staff that worked as shift security superiors, and four security officers from different security projects in Ankara making a total of five security staff. The pilot study was done in a training session in April 2004. Before the training session, the subjects were interviewed through four open-ended questions. Following the interview, the training session started. At the end of the training program, five open-ended questions were posed to the same five subjects. As a result of the pilot interview, one question was deleted from the interview schedule used before the training session, (see Appendix G) because it was not understandable for the participants.

For the main application, the sample was composed of one shift security superior, and eight security officers in Ankara making a total of nine security staff. Three questions were used before the training session, and five questions were used at the end of the training program (Appendix G).

Nine members of security personnel were interviewed by the researcher about their expectations from the training session, its contributions to both their social and professional lives, importance of the training, and their additional recommendations before and after training. The researcher explained that the purpose of the interview

was to understand the needs of the security staff and to prepare additional instructional materials and instructional techniques for the future trainings sessions. The interview was completed in approximately thirty-five minutes. During the interviews, twenty-one single-spaced pages of interview transcripts were produced. The results of the interview were analyzed using qualitative methods.

3.2.5 Follow-Up Session

To have increased the reliability, additional interview was carried out. The five security personnel were interviewed again on 24th May 2004, which was six weeks later as a follow-up session. The follow up session aimed at evaluating the effectiveness of the training session, after the program was over and the subjects had a chance to implement their learning. The same questions (Appendix H) were used. Information was collected in a week.

3.3 Other Procedures for Data Collection

The data was collected via instruments explained above and supported by the observation notes taken by the security operation senior managers and the principal researcher. According to Patton (1987), qualitative evaluations provide detailed descriptions of program activities, processes, and participants. An important source of qualitative evaluation data is direct, firsthand observation of the program.

Evaluators bring some questions to the program setting as they begin to observe program implementation. Some of these questions are: What do people in the program do? What are their experiences? What is it like to be a participant in the setting observed? What activities take place? The central focus in most program observations is on program activities and participant behaviors (Patton, 1990).

In the study, the participant behaviors were observed by the site security chiefs via Evaluation of Training Effectiveness Form in order to find out whether the security staff communicated effectively in their job environments. Evaluation of Training Effectiveness Form, which consisted of four closed questions and one open-ended question, was distributed to all managers representing security projects in Ankara. After the Communication and Customer Relations Training, the forms which demanded their observations were filled out by the security operation senior managers of five security projects, namely, Zorlu Energy, Turkish Union of Chambers and Stock Exchanges, Tepe Furniture, TAI, and Tekel Factory.

Observation reports that measured the behavioral changes of the security staff were used in this study in order to increase reliability. In this way, the behavioral changes, which were measured with the other instruments, were measured again by the operation senior managers approximately two months after the training program.

3.4 Procedures

3.4.1 Communication Skills and Customer Relations Training Program

The training program was designed by IRITS for Tepe Defense and Security Systems' security staff. It was a one-day training program consisting of six hours. The aim of this training program was to improve security staff's communication skills, to train security staff in order to define and solve the existing communication problems with the customers and among themselves, to assist security staff to select appropriate basic communication strategies in their relationships, and to support them to reflect on their own practice for the working environment.

Before the research study started, a meeting was held with General Director of Tepe Defense and Security Systems Industry, Managers of Operation, and Head of

IRITS. The aim of the research, how the study was going to help the company, duration of the study, and how the security staff was going to participate in the research were explained at the meeting by the researcher.

In the study, both qualitative and quantitative methods were used and even some of the qualitative findings were explained quantitatively. For instance, the result of the Case Study A, which was applied both before and after the training program, was clarified by paired sample t-test. During the application of the instruments, the following methods were applied (see Table 3.1.3).

First, findings of Case Study A, Case Study C and the evaluation of Communication and Customer Relations Training Program scale were explained as frequencies, percentages and paired sample t-test. A pilot study was conducted for Case A and Case B, and also for the evaluation scale with fifty-seven subjects quantitatively. As a result of the reliability analysis of the scale, the Cronbach Alpha reliability coefficient was .93.

Second, findings were explained using unstructure interview, open-ended questions and written documents of the security chiefs qualitatively.

According to Thacker and Blanchard (1999), there are five phases, namely, needs analysis, planning, designing, implementing and evaluation in any training program. This study focuses on only the evaluation phase.

3.4.2 Contents of the Training Program

After a brief summary of the goals of the training program and the rules of the classroom, the instructor asked the participants about their expectations of the training and the instructor. Moreover, she asked the reason why they attended this training, and how they used the skills that they would have learned at the end of the

training session. She also asked the participants whether they are satisfied with the instructional environment such as their sitting position, and lighting. Then the instructor explained the research to the participants, and asked for their help with the study.

Content of the Training Program is given below:

What is Communication?

One-way Communication

Two-way Communication

Body Language

Empathy

Accepting One's Self and Other People

Active Listening

Transactional Analysis

Trainer-oriented Language

Learner-oriented Language

Customer Relations

Customer Satisfaction

Attitudes of Security Staff

Anger and Self Control

The training session started with a case study, which was developed by the researcher. The participants were given fifteen minutes to complete the cases. After twenty minutes, the researcher collected the cases and the participants were asked by the researcher to write their own cases. After twenty minutes, the researcher collected the cases developed by the participants. Then she handed out every

participant a different case than their own and asked them to respond to it. The participants did not write down their names, but they were asked to give number on their pages, then the researcher gave a break.

The second session started with a question of the instructor, and it continued using many of the instructional methods such as discussion, lecture, and role-play. At the end of the training, the instructor started a discussion about customer behaviors. The session ended with a discussion on the characteristics of customers and the security staff. Afterwards, the instructor handed the cases out again to the participants in order to evaluate the change in the security staff's attitudes with the customer if any, at the end of the training. Then the participants were asked to fill Communication Skills and Customer Relations Training Program Evaluation Scale.

3.5 Data Analysis Procedures

The research questions in the study were examined by using both qualitative and quantitative methods. The data collected through the observation notes of the site security chiefs, the interview with the security staff, the evaluation form, two different case studies, one of which was developed by the researcher and the other one developed by the subjects, were used for providing supporting information and feedback for the training program.

The reliability of the study was obtained by the instruments that covered each other. For instance, the results of Case A were analyzed by quantifying qualitative data. That is, before and after the training program, a 1-0 matrix based on the eight critical security staff behaviors (i.e., empathy, courtesy, dealing with customer objections, and so on), followed by a paired-sample t test was conducted in order to see if there was a significant change in the use of communication skills, when the

security staff met a problem in their job settings. Afterwards, the results of the t test were compared with the results of the observation reports which were collected from the operation senior managers in the security projects approximately two months after the training program. Also, in order to increase reliability an interview was piloted before the main application, and the reliability coefficient of the communication and customer relations training evaluation scale was computed. In addition to these, the instructor was observed by the head of training department of the company during the training session, in order to compare his own opinions about the instructor's teaching skills with the opinions of the security staff.

3.6 The Limitations of the Study

The first limitation is that the researcher is an employee of Tepe Defense and Security Systems, which means that the study was planned, implemented and assessed by an internal evaluator. In addition to this, the researcher is the instructor of the Communication and Customer Relations Training Program.

The second limitation is that the study was restricted to one city, Ankara, in Turkey. Although Tepe Defense and Security offers security services in various cities, Ankara was selected because of the time limitation and economic reasons. If the sample had consisted of any city other than Ankara, traveling would be compulsory for the researcher. That is, the time, the energy and the money of the researcher would be wasted. Furthermore, preparation of the branch offices in those cities other cities (getting permission from administrations, fixing the shift hours of the staff, using up the staff's personal time, etc.) would not be easy for the study.

The third limitation is that all security staff has to take CCR (Communication and Customer Relationships) training twice a year. The training program is given to two

different groups. One is the untrained group, consisting of security candidates, and the other one is the security staff members of Tepe Defense and Security, Systems who are older and more experienced. Therefore, the subjects of the study were not chosen from the untrained group who had no experience in the field of security.

Lastly, this study was carried out with a sample of 204 respondents who had been working as security personnel. Therefore, it is difficult to make a well-grounded generalization about the other defense and security companies in Turkey based on a limited number of respondents.

CHAPTER IV

RESULTS

The purpose of this study is to evaluate the Effectiveness of the Communication Skills Training Program at Tepe Defense and Security Systems. The focus of the study is to explore the quality of the security staff's communication skills with the customers, and to increase the employment of these skills in a greater number of situations in their workplace.

This chapter covers the results of the study. Results are presented in line with the research questions.

The research questions related to the study are:

1. Do the security staff effectively communicate with customers?
 - 1.1) In which points are Tepe Defense and Security staff good related to their communication skills?
 - 1.2) In which points do they need to improve their communication skills?
2. In what ways do the Tepe Defense and Security staffs' communication skills related to customers in the job environment change after taking the Communication and Customer Relations Training Program?
3. What are the opinions of the security staff regarding the general development,

implementation, and the physical environment of the Communication and Customer Relations Training Program?

The results were examined both quantitatively and qualitatively. For collecting the quantitative data, firstly, a 30-item questionnaire was used, and it was prepared in the form of Likert type scale consisting of positive statements with an item point value ranging from 1 to 5 from 204 security staff. Secondly, it was used the Case Study A that was prepared by the researcher, and Case Study C that was written by the subjects. On the other hand, the qualitative data analysis was presented to support validity of quantitative results and also to get additional information. The data collected through the structured interview, eight open-ended questions (see Appendix G) and written documents that was based on the observations of the site security chiefs.

4.1 Communication Skills of Security Staff

In this part, responses of two sub-questions of the first research question were presented. These sub-questions are:

- 1.1 In which points are Tepe Defense and Security staff good related to their communication skills?
- 1.2 In which points do they need to improve their communication skills?

The first research question of this study was aimed at exploring capable and incapable aspects of the security staff on their communication skills.

4.1.1 Communication with Customers in an Effective Way

In order to find out an answer to the first research question, an interview was done with the nine security staff. Furthermore, the Case Study A was analyzed.

The first interview question primarily focused on whether this training is essential for the security staff's future job needs. The staff examined the question under four main dimensions.

1. Training Program
2. Communication
3. Customer Relations
4. Self Improvement

Considering the first dimension, *training program*, it would be seen that most of the security staff expected a lot from the instructor. As shown below, security staff emphasized instructor features (ability to create an enjoyable atmosphere, learner-centered training, giving more examples, different presentation styles) and they emphasized also the structure of the program (scientific content, renovation of knowledge) during the interview.

The staff stated that the instructor is very important in relation to the variety of examples about the projects and customers, the ability to make different styles of presentations, supplying a pleasant atmosphere during training, and using suitable instructional techniques. Some interesting responses given in relation to this matter are as follows:

It is necessary to take pleasure from the training. Giving examples is always good, if there is a dialogue between the instructor and participations. The instructor should encourage active participation. All of these points depend on the instructor...All the participants should speak, not only the instructor. More examples are better for any training. Thus, I can correct my defects...I hope that this training will be good because of the instructor. I will remember the things that I forgot with this innovative session...Content of the training

do not satisfy me, because it is too simple! I could be more scientific. I mean, a staff member who has got high capacity can be bored and may not pay attention.

For the second dimension, *communication*, the responses of security staff were divided into two sub-dimensions; namely peer dialogue, seriousness and sincerity. The responses indicate that, while three security staff expected peer dialogue, two security staff expected seriousness and sincerity from the other participants and the instructor during the training session.

Some of the responses given were as follows:

Today is my off day, so I do not want to go to the training. One thing that I expect is seriousness and sincerity. Without these factors, training has no meaning for me because I do not want to spend my off day on such a nonsense...Some of the friends can chat with each other during training. I hope that other participants do not chat, because I came to this course to learn something. So all I want is that I am respected and so is the instructor. Another important point is active participation, I mean dialogues.

The third dimension was *customer relations*. In relation to this dimension, while two security staff emphasized the importance of dealing with customer objections, the rest of the participants emphasized that the importance of greeting customers.

The responses given in regard to this dimension are as follows:

I expect to discuss some important issues in the training like dealing with customer objections gently and greeting customers, because these issues are our job...For example, greeting customers properly is very important where I work because it leads to effective communication. The meaning of greeting customer is communication. A small mistake that I will make may affect my career badly. In the same way, when a customer objects to something like giving his/her identity card, I must solve this problem very tactfully using my communication skills.

It can be stated that the security staff are aware of the necessity of customer satisfaction.

Table 4.1

Interview Questions Related to the Research Questions of the Study

<i>Research Questions</i>	<i>Related Interview Questions</i>	
	<i>Before the Training</i>	<i>After the Training</i>
<p>1) Do the security staff effectively communicate with customers?</p>	<p>1) What are your expectations related to Communication and Customer Relations Training?</p> <p>2) Will this training contribute to your social life? If it does, how?</p> <p>3) Will this training contribute to your professional life? If it does, how?</p>	<p>4) What are the main issues or topics from which you benefited most?</p>
<p>2) In what ways are the Tepe Defense and Security staff's communication skills related to customers in the job environment change after taking the Communication and Customer Relations Training Program?</p>		<p>5) Do you think that other security staff should receive this training? If yes, why?</p>
<p>3) What are the opinions of the security staff regarding to general construction, instructor, and physical environment of the Communication and Customer Relations Training program?</p>		<p>6) Was it important to take this type of training for your future professional growth? If it was, why was it important?</p> <p>7) Did the training program meet your expectations? If it did, which ones?</p>

The last dimension was *self-improvement*. As shown below, security staff emphasized, managing stress and the contribution to their professional life in relation to this dimension. Three security staff mentioned the points below:

Our job involves a lot of stress. Customers always expect us to understand or apologize first. Sometimes this is impossible. Thus, one of my expectations is to learn about stress management...We communicate with customers all day. A staff member that has no education makes lots of mistakes during his/her duty. It cannot be expected that this person would be successful in his/her job. So, this situation affects his/her professional life badly.

On the other hand, two security staff underlined the fact that the topics covered by the training are the same each year. They also pointed out that such training sessions do not provide them with anything; they are an obligation if they have a day off. It was seen that successful training programs included volunteer participation and a variety of topics. Table 4.2 shows the responses of the security staff on thirteen different categories related to the first interview question.

*Table 4.2
Responses of the Security Staff
in Relation to the First Interview Question*

<i>Responses</i>	<i>Frequencies of the Responses</i>
Giving more examples	2
Peer dialogue	4
Learner-center training	2
Seriousness and sincerity	2
Pleasant time	5
Contribution to my professional life	2
Stress management	1
Dealing with customer objection	2
Greeting customer	2
No expectation	2
Renovation	1
Scientific content	1
Different slides	2
<i>N=9 (number of responses)</i>	

In the study, to examine the research question 1 and the research question 2, the Case Study A was used as pre- and post-test, and t values were computed in order to see whether the communication skills had developed as a result of Communication Skills and Customer Relations Training. In other words, Case A was handed out before and after the renovation session to see whether any change in the behaviors of the staff. There were 8 critical security staff's behaviors that were identified by the

analysis of Case Study A, which was namely *empathy, courtesy, patience, respect, dealing with customer objection, customer guidance, using appropriate manner and informing security chief about customer objections*. The analysis was done to see if there was a significant change in the use of communication skills when the security staff met a problem in their job settings. The findings related to the eight critical behaviors indicated that the mean for the second application which was handed out to the subjects after the training program ($\underline{M} = 5.15$, $\underline{SD} = 1.28$) was significantly greater than the mean for the first application which was handed out before the training program ($\underline{M} = 4.31$, $\underline{SD} = 1.56$), $t(188) = -7.44$, $p = .000$. That is, the test was significant in relation to eight critical security behaviors. As it can be seen from Table 4.3, the responses indicated that the training program was effective regarding to eight critical security staff behaviors in general. It is assumed that the security staff has developed their knowledge after taking Communication and Customer Relations Training Program.

Table 4.3

Total of 8 critical security staff behaviors

Critical behaviors	<i>M</i>	<i>SD</i>	<i>n</i>
Before Training	4.31	1.56	189
After Training	5.15	1.28	189

$$t = -7.436, p = .000$$

An application of the Case A, a dimension named *empathy* was noticed as the most considerable point towards significance of eight critical behaviors (see Table 4.3). Regarding the analysis, there was a significant difference between results of the second application and results of the first application to the cases. The results of the

empathy exposed that the mean of the second application, which was handed out to the subjects after the training program, ($\underline{M} = .4815$, $\underline{SD} = .5010$) was significantly greater than the mean of the first application, which was handed out before the training program ($\underline{M} = .1376$, $\underline{SD} = .3454$), $t(188) = -8.47$, $p = .000$. The mean difference, .3439, between the first and the second applications explicates that the training program had a positive effect on the attitude of the security staff in relation to *empathy* dimension. This finding showed that spending extensive time with the security staff during training resulted with an increase in their comprehension of *empathy*.

During the application of the Case A, *courtesy* variable was noticed as the second considerable point. Based on the analysis, there was a significance difference between mean of the second application and mean of the first application to the cases (see Table 4.3). In relation to *courtesy* the mean of the second application ($\underline{M} = .8942$, $\underline{SD} = .3084$) was significantly greater than the mean of the first application during the training program ($\underline{M} = .7354$, $\underline{SD} = .4423$), $t(188) = -5.04$, $p = .000$; the main difference was .1588 between the first and the second applications. Similar with the empathy, the reason of the difference may be due to spending more time about *courtesy* during each renovation session. It was revealed that the training program was effective on the communication skills of the security staff regarding *courtesy* in relation to their dialogues with customers.

Of the findings, another important one was *customer guidance*, which means accompanying to the customers or replying the question of the customers sufficiently, based on the analysis of Case A. According to the results, there was a significance difference between results of the second application and results of the first application of the cases (see Table 4.3). In relation to *customer guidance* the

mean of the second application, which was handed out to the subjects after the training program ($\underline{M} = .3915$, $\underline{SD} = .4894$), was significantly greater than the mean of the first application, which was handed out before the training program ($\underline{M} = .2751$, $\underline{SD} = .4478$), $t(188) = -3.06$, $p = .003$. The main difference found was .1164 between the first and the second applications. In relation with the mean scores of before and after the application, it is possible to assert that renovation program was effective in terms of replying customer questions, greeting customers, and solving their problems.

The mean score of the second application ($\underline{M} = .7302$, $\underline{SD} = .4451$) was significantly greater than the mean score of the first application ($\underline{M} = .6455$, $\underline{SD} = .4796$), $t(188) = -2.39$, $p = .018$ (see Table 4.3) in *Patience* dimension. Though the mean difference was calculated as only .0847 between the first and the second applications and it was respectively less than the mean difference of *empathy*, *courtesy* and *customer guidance*, there still was a difference figured out. There could be two assumptions for this: One of this may be duration of renovation session; greater the time spent higher the improvement of their professional skills in the areas of *empathy*, *courtesy*, and *customer guidance*. The other one was that perception of the security staff about *patience* dimension. That is, their perceptions could be considered as adequate, even it was not at an expected level.

Regarding to the analysis of the Case A, there was a significant difference between mean of the second application and results of the first application on the dimension of *dealing with customer objection* (see Table 4.3). The mean of the second application was ($\underline{M} = .5185$, $\underline{SD} = .5010$) significantly higher than the mean of the first application ($\underline{M} = .4392$, $\underline{SD} = .4976$), $t(188) = -2.04$, $p = .043$. The significant mean difference, .0793, between the first and the second applications may

explain that the training program was effective in relation to *dealing with customer objection*.

In relation to *respect*, the mean of the second application ($\underline{M} = .9524$, $\underline{SD} = .2135$) was significantly greater than the mean of the first application ($\underline{M} = .9048$, $\underline{SD} = .2943$), $t(188) = -2.53$, $p = .012$ (see Table 4.3). The mean difference .0476 between the first and the second applications was not a considerable difference, nevertheless the training program reached its one of the objectives on the *respect to customer* dimension.

The mean of *informing security chief* for the second application ($\underline{M} = .2540$, $\underline{SD} = .4364$) was significantly greater than the mean for the first application ($\underline{M} = .2169$, $\underline{SD} = .4133$), $t(188) = -1.15$, $p = .251$ (see Table 4.3). When a comparison was done among mean difference of *empathy*, *courtesy*, *customer guidance*, *patience*, *dealing with customer objection* and *respect* both before and after the training program, the mean difference, .0371, for *informing security chief* between the first and the second applications was not as high as it was expected at the beginning of the study.

According to the analysis, it can be stated that the training was not effective for *using appropriate manner* based on findings of the first application ($\underline{M} = .9524$, $\underline{SD} = .2135$), $t(188) = 1.16$, $p = .249$ and the second application ($\underline{M} = .9312$, $\underline{SD} = .2538$). Following Table 4.3 shows all above mentioned findings in a complete picture.

The analysis was done to see if there was a significant change in the use of communication skills when the security staff faced a problem in their existing job settings. When the computed *t values* were examined, it can be interpreted that there was a significant difference among *empathy*, *courtesy*, *patience*, *respect*, *dealing with customer objections* and *customer guidance* after the second application of the

Case A. On the other hand, there was not a significant difference *using appropriate manner* and *informing security chief* between the first and the second applications of Case A.

Table 4.4
Critical Behaviors in Relation to Communication Skills of Security Staff

<i>ITEMS</i>		<i>Mean</i>	<i>N</i>	<i>SD</i>	<i>t</i>	<i>p</i>
<i>Empathy</i>	Before Training	0,14	189	0,35	-8,47	0,00
	After Training	0,48	189	0,50		
Courtesy	Before Training	0,74	189	0,44	-5,04	0,00
	After Training	0,89	189	0,31		
Patience	Before Training	0,64	189	0,48	-2,39	0,02
	After Training	0,73	189	0,45		
Using Appropriate Manner	Before Training	0,95	189	0,21	1,16	0,25
	After Training	0,93	189	0,25		
Respect	Before Training	0,90	189	0,29	-2,53	0,01
	After Training	0,95	189	0,21		
Dealing with Customer Objection	Before Training	0,44	189	0,50	-2,04	0,04
	After Training	0,52	189	0,50		
Informing Security Chief	Before Training	0,22	189	0,41	-1,15	0,25
	After Training	0,25	189	0,44		
Customer Guidance	Before Training	0,28	189	0,45	-3,06	0,00
	After Training	0,39	189	0,49		

Research question 2 was related with the behavioral changes of the staff. To delineate these changes Case Study C was used. After the training program, security staff was asked to write their own cases, the events, that the staff experienced. After writing the cases, the instructor collected them and distributed to the staff as mixed. That is, the staff did not reply to their own cases. The Case Study C was used as a second instrument after the training program in order to measure knowledge level of

the security staff on their communication skills and to see variety of their acquisition of their job requirements. The staff wrote their own cases based on their experiences and replied the cases by considering 26 different topics in relation to customer problems. The topics and number of the cases ordered from most to least frequent issues covered in security staff cases are presented in Table 4.5.

Table 4.5

The Distribution of the Cases in Relation to Customer Problems

<i>Topics</i>	<i>Percentages of Cases</i>
Vehicle Parking	21
Door Alarm	16
Bandaging Customer Bag	16
Giving Identity Card	6
Entrance and Exit Hours	5
Deposited Goods	4
Body Searching	4
Using Alcohol	4
Vehicle Accident	3
Thieving	3
Smoking	3
Carrying Arms	3
Giving License	1
Receiving Department	1
Visitor Card	1
Bag Searching	1
Vehicle Searching	1
Customer Accompaniment	1
Sign	1
Usurp	1
Mischievous Children	1
Unsuitable Customer Behavior	1
Taking Photograph	1
Customer Service	1
<i>Total</i>	<i>100</i>

As indicated in Table 4.5, of 119 security staff members were asked their

opinions on communication problems that are faced during the implementation of their duties. Of the 119 only 100 staff provided useable data. 21% of the security staff indicated that they had problems about vehicle parking with the customers. Furthermore, 16% of the security staff encounter problems about door alarm and sticking nylon bag with the customers so it can be said that 53% of the security staff met mostly about vehicle parking, door alarm, and bandaging customer bags or packages during their tasks.

*Table 4.6
Emphasized Responses of the Security Staff Behavior*

	%	n
1 Courtesy	93	100
2 Dealing with customer objection	63	100
3 Patience	52	100
4 Suitable Guidance	48	100
5 Informing Security Chief	40	100
6 Empathy	21	100
7 Cheerfulness	13	100
8 Using Body Language	7	100

When the responses were analyzed, 93% of the security staff emphasizes courtesy, 63% of the security staff meets customer objections and overcome from them, 48% of the security staff guides the customers in a suitable way as can be seen from Table 4.6. During the application of Case Study B, it was revealed that the most considerable variable was courtesy. That was an expected outcome. One of the reasons was training which were given by IRITS. The security staff had only two training programs, which were namely Basic Security and Communication and Customer Relations two times a year consecutively. These two training programs had an overlapping nature. By this training sessions, some necessary aspects of the

security profile were emphasized in relation to the objectives of Tepe Defense and Security Systems; customer satisfaction. *Courtesy* and *patience* are one of these aspects. Another reason was that the staff realized the importance of *courtesy* and *patience* regarding their customer attitudes or their profiles. Also it was stated that the staff mostly complained about the customer objections and inability of dealing with them. On the other hand, 7% of the security staff uses body language in their communications, 13% of the security staff behaves to the customers in a friendly manner; smiling, and 21% of the security staff emphasizes empathy. It can be inferred that majority of the security staff was not use body language and empathy, and they were not cheerful towards the customers in spite of these importance points.

The quantitative findings showed that there was a change in the behaviors and attitudes of the security staff towards the customers. The changing can be seen easily when the responses of security staff were examined both before and after the training. Although quantitative findings may provide some evidence regarding the effectiveness of the training, the qualitative findings facilitate evaluating and understanding the program effectiveness in a more general perspective.

In order to find out whether there was a change in the use of communication skills of the staff in their job environments after taking the training, nine security staff were asked about the effectiveness of the Communication and Customer Relations Training with 3 interview questions, before starting the program. To find an answer to the effectiveness of the training program, the data collected from the participants through interviews can be found in Table 4.1. The opinions of the security staff about the training program in relation to the research questions of the study are summarized below. The security staff was asked about their

communication skills related to customers in their job settings in order to get information in relation to their thoughts before training.

In order to observe behaviors of security staff on the job setting after they have participated trainings that were delivered by IRITS. The aim of the observation is that whether there is any difference in the professional attitudes of the security staff after application of the training program. To fulfill this aim an open-ended question was asked to the security chiefs. The question was:

Did you observe any difference in the skills and behaviors of the security staff after the training? What is your opinions about contribution of the trainings to the staffs' job completion skills at work?

Four security chiefs from different security projects (Zorlu Energy, TAI, Tepe Furniture, Turkish Union of Chambers and Stock Exchanges) in Ankara replied the question. Responses are as follows:

One of the security chiefs observed that the skills and the behaviors of the security staff towards to customers and project administrating were positive after Communication and Customer Relation Training. Another security chief also indicated that security staffs become more patient and understanding after the training. It was also stated that when the staff met a customer problem they were able to solve it in a very professionally manner. So the customers left satisfied. The other one stated that dialogues with the their customer were better and the staff were more successful and sensitive in customer relations after the training program.

From the response of the security chiefs it is possible to summarize that the all security chiefs were positive about the necessity of the Communication and Customer Relations Training Program.

The second research question of the study was aimed to find out whether there is a change happened in Tepe Defense and Security staffs' communication skills with the customers after the training program. To provide an answer, the second research question related with the behaviors and learning of the participants was analyzed from a qualitative perspective via interview. The second interview question depicted whether this training was useful for the staff's social life. The staff examined the question under three areas.

1. Communication
2. Human Relations
3. Self Improvement

Considering the first area, it would be seen that most of the security staff emphasized using communication skills well. Well-built communication reflected human relations as being more patient or having more a positive attitude to others. As shown below, the security staff focused mostly on communication (more professional speech, cheerfulness, improving active listening, developing empathic understanding, and effective communication) then human relations (being more patient, having a more positive attitude, and contributing to friendship) and lastly self-improvement.

Regarding the first area, *communication*, the security staff stated that the most important point in using communication skills was its contribution to their daily life. They also stated that the training helped them to transfer new knowledge to their social lives by developing empathic understanding and active listening, or speaking better with others and being more cheerful. Some interesting responses used in respect to this matter are as follows:

The topics, which we will talk about, include our daily lives. For example, if you do not listen, you do not understand what your friend or your wife says...Yes. Absolutely, it will contribute to my social life. If I am cheerful and polite, for example, the person that I ask a question reacts politely, like me. In addition to this, I can use words that I will learn, instead of slang...Yes. For example, if my boyfriend says that he cannot go to the cinema for take the tickets, I will not get annoyed with him. Because I know what empathy is. I mean, I treat my boyfriend empathically as well as a customer. Things like that make possible communication with others.

For the second area, *human relations*, the responses of the security staff were gathered under three dimension; namely, being more patient, having a more positive attitude to others, and contribution to friendship. The results of the interview indicated that the contribution of the communication and customer relations training involved mostly having more positive attitude to others.

The staff stated that the noteworthy advantage of the training was improving human relations. The related responses indicated that the staff emphasized the importance of the training in its contribution to their relationships. The responses are given below:

With this training you can be more patient. You can even save your family if you keep a word in your mind...I can put all this into practice. I mean I can apply some communication rules that I will learn today to my life outside. So it will directly affect my friendships. Also, I think that this training will help me to give up some of my prejudices. Thus, I will evaluate people differently.

The last area was *self-improvement* in relation to transferring new knowledge to daily life. The staff stated that everyone who takes this training would be able to transfer something useful to their daily life. The responses used in respect to this area are as follows:

I will not read a book today, but I will take communication training. I am sure that I will learn some different words...Communication is about being human. So you can use it in your daily life.

Table 4.7 shows the responses of the security staff on nine different categories related to the second interview question.

*Table 4.7
Responses of the Security Staff
in Relation to the Second Interview Question*

<i>Responses</i>	<i>Frequencies of the Responses</i>
Being more patience	1
Easiness in communication	6
More professional speech	1
Positive attitude to others	2
Cheerfulness	1
Active listening	1
Empathy	1
Transferring knowledge	2
<u>Contributing friendship</u>	<u>1</u>

N=9 (number of participants)

The third interview question primarily focused on whether this training is important for the staff' future job needs. The security staff was asked about their communication skills related to customers in their job settings in order to get information in relation their thoughts before the training. The staff examined the question under two dimensions:

1. Communication

2. Professional Improvement

According to the first dimension, *communication*, the staff accepted communication as the main component of their jobs. For the staff, better communication is better speech.

Related responses are given below:

I believe that training will be beneficial to my speech and my sentences. In my project, I speak to a lot of people, both male and female...This course will be a supplementary training for my speech.

Considering the second dimension, *professional improvement*, it would be seen that most of the security staff associate communication with professional improvement (renovation of knowledge, having a more outgoing personality, the ability to accept the staff member). While four security staff emphasized the ability to make customers accept them, one staff member considered self-improvement important.

Some of the responses given in respect to this matter are as follows:

I will remember things that I have forgotten. Thus, I can perform my job better. If I perform my job well, customers will accept me easily...The more communication training, the less shyness...Communication training reveals how well a person perform his/her job. As a result, everybody loves this person with a good communication ability.

The fourth interview question focused on the topics or issues of the training. The security staff was asked about their communication skills related to customers in their job settings in order to get information in relation to their thoughts after the training.

*Table 4.8.
Responses of the Security Staff
in Relation to the Third Interview Question*

<i>Responses</i>	<i>Frequencies of the Responses</i>
Having a more outgoing personality	1
The ability to accept the staff member	4
Renovation	1
Better speech	2

N=9 (number of participants)

The staff examined the question under two dimensions.

1. Communication
2. Customer Relations

Considering the first dimension, *communication*, it was seen that, except for one security staff, the whole staff benefited from the communication (training in using the appropriate voice tone, active listening, empathy and body language).

Three security staff stated that listening actively, using empathy and body language concerning communication with customers is a noteworthy advantage. The statements of the security staff are given below:

I feel better using empathy when I meet a problem in my job setting...Voice tone, body language and listening actively involve communication completely.

For the second dimension, *customer relations*, regarding the topics of the training, the responses of security staff were gathered under six sub-dimensions; namely, cheerfulness, patience, customer-security dialogue, difficult customer, dealing with customer objections, and customer satisfaction. The responses indicated

that most of the security staff emphasized customer-security dialogue during the interview.

Regarding the second dimension, the security staff stated that dialogue between the customer and security staff was very important in relation to the profile of customers, customer satisfaction and customer questions. They also stated that the establishment of good customer relations depends on the cheerfulness and patience of the staff. Some interesting responses used in respect to this matter are as follows:

I am a very shy person, so difficult customers and their objections are the most important topic for me...Sometimes customers drive me crazy. If I go on arguing with them I can be at a disadvantage. For this reason, I stop talking and I try to be patient. So patience is the crucial point for me...I work with special people. So I must pay attention to my speech. Our mission is customer satisfaction...I work at shopping center. For my project, the most important issue is to be cheerful. Customers want me to welcome them cheerfully. The first impression is important both for the customer and the administration.

On the other hand, only one security staff member said:

The topics are usually similar to those in daily communication. I can use my own communication style in my job. I believe in myself. Before I started this job, I was a salesman so communication is my job! For this reason, I do not think that any of the topics in the Communication and Customer Relationships Training are going to benefit me.

The fifth interview question is primarily focused on whether there was a change in the behaviors of the security staff after taking the Communication and Customer Relations training or not. The staff was asked about behavioral differences in relation to using their communication skills in their job environments, after taking the Communication and Customer Relations Training Program. The staff examined the question in two aspects.

*Table 4.9
Responses of the Security Staff
in Relation to the Fourth Interview Question*

<i>Responses</i>	<i>Frequencies of the Responses</i>
Cheerfulness	1
Patience	2
Voice tone	2
Customer-security dialogue	4
Active listening	1
Nothing	1
Dealing with customer objections	2
Empathy	1
Customer satisfaction	1
Body language	1
<u>Difficult customer</u>	<u>2</u>

N=9 (number of participants)

1. Communication

2. Self Improvement

With respect to the first aspect, it can be generalized that multiple dialogues seem to be important. Most of the security staff pointed out the importance of this factor. In fact, while only one security staff considered body language important, seven

security staff considered dialogues important.

More than half of the security staff receiving this training stated that the dialogues prepared them to do their jobs well. The views of the staff in connection with the first aspect are given below:

Some friends of mine have no idea about the topics that you have explained. I think all of the things we have learned enhance our speech...Yes, in order to communicate better. For example, some of the staff shows something to a customer using his/her fingers. It is a condition that body language should be used reasonably. At least I attend the trainings and I apply something that I have learned to both my professional and social life... Certainly. There are a lot of bad experiences that we have had in our job environment. These bad experiences result from customer-security dialogues generally.

In relation to the second aspect, *self-improvement*, responses of the security staff were gathered under four dimensions namely; renovation professional improvement, expressing yourself, improving friendship. The staff emphasized that they needed to improve themselves in terms of their professional lives. The following quotations show their opinions about self-improvement:

Training is necessary to express yourself. For example, I have met two staff from different projects. So my friendship relations are developing by means of training...Yes, I think the meaning of this training is renovation. It will be practical help to the staff in their job environments...We are improving day by day. Change is inevitable. If we attend these trainings, we can perform better in our jobs.

The sixth interview question is focused on whether the attendance to the program was important for the security staff. The staff examined the question in terms of two dimensions.

1. Self Improvement
2. Communication

*Table 4.10
Responses of the Security Staff
in Relation to the Fifth Interview Question*

<i>Responses</i>	<i>Frequencies of the Responses</i>
Customer-security dialogue	5
Peer dialogue	2
Renovation	1
Professional improvement	2
Expressing yourself	1
Improving friendship	1
Body language	1

N=9 (number of participants)

According to the findings, self-improvement is the crucial point in respect to attendance to the training. It includes five sub-dimensions; namely, giving stereotyped behaviors up, renovation, feeling better, current topics, and professional development.

In relation to the interview, security staff stated that the most important factor was self-improvement. They added that the training helped them to believe in themselves and feel better. Thus, they now believe that they will give up some stereotyped behaviors and develop professionally. Some noteworthy responses used in respect to this matter are as follows:

Yes, I have talked to you and the other security staff, so I feel better. At least, I understand customers and their incredible behaviors better. The training helped me about my obsessions. Now, I think differently.

Yes, it was important for me, because I thought that I needed it. We do not put out fires every day, but we have to communicate. I am happy to join this training...Yes, I think I am improving and I do not think that I will meet a problem in my job...Yes. The training includes completely current topics. You can use them both in your professional life and your daily life...It was good as a refreshment. I feel that I am a part of the organization. I discovered that my problems were the other security staff's problems at the same time.

Considering the second dimension, *communication*, only one interviewee stated that the training would help him in human relations. His sight was given below:

This training helped me to improve the use of communication skills.

On the other hand, one of the interviewees stated that his expectations would not be met. This can be explained through his attitude to the company and his mood.

No. It did not meet my expectations! There is something negative about the company. If I had more off-days, maybe I would join the training willingly.

The security staff was asked about their expectations regarding the training with the seventh interview question. The staff examined the question under four areas.

1. Communication
2. Professional Improvement
3. Customer Relations
4. Other Opinions

The first area involves peer dialogue, examples, training atmosphere, active participation, and motivation. It would be seen that most of the security staff expected a lot about communication. The staff mentioned instructor features (learner-centered training, giving more examples, creating a nice training atmosphere and motivation) under the communication heading.

*Table 4.11
Responses of the Security Staff
in Relation to the Sixth Interview Question*

<i>Responses</i>	<i>Frequencies of the Responses</i>
Stereotyped behavior	1
Renovation	2
Feeling better	2
Current topics	1
Professional development	2
No	1
Communication to others	1

N=9 (number of participants)

It is obvious that the role of the instructor was a very important factor the staff during the Communication and Customer Relations Training, as it formed a major part of their expectations. Some of responses used in respect to this matter are as follow:

No. It did not meet my expectations. The content was very simple. However, it motivated me...Yes. There were lots of different examples, so it met my expectations...The training reminded me that there were a lot of things I had forgotten. The atmosphere was good. I did not want to join it but it was good...Yes, absolutely. The atmosphere was good. People were not passive. Giving examples instead of definition was better. I found the answers that I was looking for...Training was good in terms of class management and active involvement.

Regarding to the second area, *professional improvement*, one security staff member underlined the importance of the renovation sessions. The other one stated that the training helped him develop a more professional style of speech. The answers of these two staff members are given below:

My first expectation was refreshment. It was sufficient because I realized my mistakes in respect to my job...I am a very shy person like I said before. Sometimes I have difficulty speaking to others or expressing myself easily. I believe that I will speak more easily in the future.

In relation to the third area, *customer relations*, one of the staff members pointed out that the training program met his expectations in respect to greeting customers and customer satisfaction. He stated the following in respect to customer relations:

Our jobs involve customer satisfaction. We should pay attention to the first impression and greeting of the customers. I think that this topic was mentioned in the training.

Considering the last area, it would be seen that some of the security staff was not pleased with the content of the training. As shown below, three security staff members emphasized the differences between the job and the training, and also complained about the training content being repetitive. The responses are given below:

The training did not meet my expectations because of the repetitions in the content. I had joined this kind of training before I started the job, and I did not learn anything different. Briefly, I was bored during the training...The training content was the same. The professional life and the training are not the same; even there is a big gap between them. Life is not as that simple as in training.

For reliability purposes, additional interview was carried out with five staff, six weeks after the renovation session. The final interview provided data concerning the effectiveness of the training program. Their responses are summarized below:

Most of the security staff expected from instructor to display the knowledge of the subject, possession of some skills in, teaching and facilitation, dress code, sense of humor, cheerfulness. On the other hand, only one security staff replied that the training was not met expectations of him. He also added that he would be joining the

*Table 4.12
Responses of the Security Staff
in Relation to the Seventh Interview Question*

<i>Responses</i>	<i>Frequencies of the Responses</i>
Differences between job & training	1
Peer dialogue	1
Examples	1
Repetitive content	2
Renovation of knowledge	1
Training atmosphere	2
Active participation	1
Motivation	2
Greeting customers	1
Customer satisfaction	1
Better speech	1
<i>N=9 (number of participants)</i>	

training as volunteer. All of the security staff without exception said they were going to use their skills in their daily and professional lives and added that the other security staff should receive this training program regarding their professional lives. They were stressed on greeting customer, using body language effectively, dialogue between security staff and customer in relation to topics or issues of the training. The follow-up session supported the preceding interview.

4.1.2 Perceptions of Security Staff Related to Communication and Customer Relations Training Program

The third research question of the study was aimed at exploring the training program in relation the general development of the training, implementation, and the physical environment of the training.

To find out an answer for the research question 3, communication and customer relations training evaluation scale (see Appendix E) that was developed by the researcher was examined. It was reported in Chapter III descriptive analysis results reveal that the 30 items of the questionnaire could be grouped into three research areas: the areas concerning general structure of the training program, instructor and physical environment of the training.

Results related each of the research areas are presented under two sub-titles; results related to 30 multiple-choices item and related to five open-ended items which is namely general features of the training program.

4.1.3 Opinions of the Security Staff Related to the General Development of the Training Program

During application of the scale in the first part, the security staff was asked to rate the general structure of the training. There were fifteen multiple-choice items in this part. Table 4.13 presents their responses. The ninth item that was about appropriateness of the topics and the timing of the training concerning the outline was the lowest item with mean score 3.77. On the other hand, the first item that was about the application of the knowledge to the security staff's professional life was rated by the staff as the most considerable item.

Table 4.13
Opinions of Security Staff Related to General Structure of the Training

Items	SD		D		UD		A		SA		Mean
	f	%	f	%	f	%	f	%	f	%	
I can apply to knowledge that I have learnt to my professional life	1	0.5	1	0.5	15	7.4	61	29.9	126	61.8	4.52
My self confidence has increased with this kind of training	4	2.0	7	3.4	21	10.3	59	28.9	113	55.4	4.32
The training has met my expectations	3	1.5	8	3.9	40	19.6	86	42.2	67	32.8	4.01
This training will contribute to my future career	3	1.5	2	1.0	21	10.3	70	34.3	107	52.5	4.36
The content of the training was good	1	0.5	7	3.4	32	15.7	89	43.6	74	36.3	4.12
Theoretical training supported with practice	2	0.9	5	2.5	39	19.1	93	45.6	64	31.4	4.04
The training was designed regarding to level of the participants	8	3.9	8	3.9	37	18.1	79	38.7	70	34.3	3.97
The topics of the training were interesting	3	1.5	6	2.9	28	13.7	89	43.6	77	37.7	4.14
The topics and the timing were suitable regarding to the outline of the training	6	2.9	14	6.9	53	26.0	78	38.2	52	25.5	3.77
Most of the subjects has participated to the training	3	1.5	5	2.5	27	13.2	75	36.8	93	45.6	4.23
Methods, techniques and materials were suitable with the training	5	2.5	11	5.4	24	11.8	77	37.7	87	42.6	4.13
The examples were appropriate to our job definition	1	0.5	2	1.0	14	6.9	67	32.8	120	58.8	4.49
Joining to this training was enjoyable	2	1.0	5	2.5	18	8.8	63	30.9	115	56.4	4.40
The evaluation that was done at the end of the training was convenient	1	0.5	6	2.9	13	6.4	91	44.6	92	45.1	4.32
Duration of the training was adequate	15	7.4	7	3.4	18	8.8	78	38.2	83	40.7	4.03

SD=Strongly Disagree, D=Disagree, UD=Undecided, A=Agree, SA=Strongly Agree

4.1.4 Opinions of the Security Staff Related to Implementation of the Training Program

In the second part of the scale, the security staff was asked to rate about the instructor's features. Table 4.14 presents their responses. All items in relation to instructor's features were highly sufficient as expected. There were four crucial items regarding to the instructor. The first item, with mean score 4.78, the second item, with mean score 4.68, the third item, with mean score 4.67, and the last item, with mean score 4.64, showed that the instructor was good at using clear and understandable speech, explaining the topics with an amusing way, describing the points that were not clear and giving sufficient examples. Rating results of the security staff were showed clearly that the most important factor was instructor in any effective training programs. On the other hand, the staff gave the less rating for the instructional material item with mean score 4.11, which showed that the instructor had to developed herself about using appropriate instructional materials during the training session. When it was examined the open-ended questions of the scale, it was seen clearly deficiency of the instructional materials from the replies of the participants.

Table 4.14
Opinions of Security Staff Related to Instructor of the Training

<i>Items</i>	SD		D		UD		A		SA		Mean
	1	2	3	4	5	Mean	f	%	f	%	
The instructor was sufficient regarding her profession	1	0.5	3	1.5	11	5.4	45	22.1	144	70.6	4.61
She has used clear and understandable speech	–	–	–	–	4	2.0	36	17.6	164	80.4	4.78
She has explained objectives of the training	2	1.0	8	3.9	11	5.4	60	29.4	123	60.3	4.44
She was respectful to the start and the ending hours of the training	1	0.5	–	–	14	6.9	48	23.5	141	69.1	4.61
She has explained the subjects in an enjoyable way	2	1.0	–	–	7	3.4	44	21.6	151	74.0	4.68
She has explained the points that were not clear	1	0.5	–	–	6	2.9	50	24.5	143	70.1	4.67
The instructor's communication skill out of the classroom was sufficient with the participants	–	–	2	1.0	12	5.9	83	40.7	104	51.0	4.44
The examples that she has given were sufficient	1	0.5	–	–	5	2.5	60	29.4	138	67.6	4.64
She has used appropriate instructional materials during the training	12	5.9	11	5.4	18	8.8	64	31.4	99	48.5	4.11
The instructor's communication skill in the classroom was sufficient with the participants	1	0.5	1	0.5	10	4.9	58	28.4	134	65.7	4.58

SD=Strongly Disagree, D=Disagree, UD=Undecided, A=Agree, SA=Strongly Agree

4.1.5 Opinions of the Security Staff Related to the Physical Environment of the Training Program

In the third part of the scale the security staff was asked to rate the physical environment of the training with five items. The mean scores of these items were piled up with 4.04 and 4.44. The items showed that there was no problem concerning lighting and size of the training environment. The first item about heat and airing of the classroom was the poorest item with mean score 4.04. Although physical environment was good enough in terms of its size, lighting, sometimes the classroom could be over crowded led to complains about temperature and air-conditioning. A result of these findings, the physical conditions of the training environment were considered important by the participants.

Table 4.15
Opinions of Security Staff Related to Physical Environment of the Training

<i>Items</i>	<i>SD</i>		<i>D</i>		<i>UD</i>		<i>A</i>		<i>SA</i>		<i>Mean</i>
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	
The heat and the airing was appropriate in the classroom	11	5.4	7	3.4	25	12.3	80	39.2	81	39.7	4.04
The lighting of the classroom was good	2	1.0	2	1.0	13	6.4	77	37.7	110	53.9	4.43
The size of the classroom was appropriate	2	1.0	7	3.4	11	5.4	63	30.9	121	59.3	4.44
The instructional materials were made ready to use before the training	3	1.5	3	1.5	15	7.4	76	37.3	107	52.5	4.38
The physical environment was suitable in relation to communication among the participants	6	2.9	3	1.5	19	9.3	80	39.2	96	47.1	4.26

SD=Strongly Disagree, D=Disagree, UD=Undecided, A=Agree, SA=Strongly Agree

4.1.6 Opinions of the Security Staff Related to the General Features of the Training Program

In the last part of the scale, the security staff was asked to the general features of the training with 5 open-ended questions. This part was primarily based on the general perspective of the staff in relation to the training. The first scale question primarily focused on whether the training is essential for the security staff's future job needs. The questions analyzed below.

1. In which points was the training program sufficient when it was examined in terms of the critics that the security staff had?

The staff examined the question under seventy-six different headings, which takes part with their percentiles and frequencies in Table 4.15 below. The answers can be gathered under seven dimensions.

1. Customer Relations
2. Self Improvement
3. Instructor
4. Examples
5. Communication
6. Socializing
7. Other points

According to the first dimension, customer relations, the results revealed that the security staff most frequently stated the sufficiency of the training program in relation to customer dialogues (29 %), customer satisfaction (11 %) and greeting customer (10 %). On the other hand, just 2 (.01 %) of the security staff emphasized discontinued dialogues with difficult customers, and 3 (.02 %) of the security staff mentioned customer expectations.

In relation to the second dimension, self-improvement, the results showed that the security staff most frequently stated the sufficiency of the training program by saying that it increased their self-confidence (20 %), patience and self-control (12 %), and self-improvement (11 %). At the same time, just 3 (.02 %) of the security staff stressed that the program revealed their strengths they had no idea they were not aware of, 5 (.03 %) of the security staff added their speech was improved.

Results of the third dimension, the instructor, indicated that the security staff most frequently stated the sufficiency of the training program in relation to the importance of the instructor 14 (.07 %), and the domination of the instructor 10 (.05 %). On the other hand, the lowest frequency was discipline of the instructor which accounts for 1 % of the cases.

According to the fourth dimension, examples, the highest rating was obtained from the item “giving real job-life examples” related to (22 %). Besides, 11 (.05 %) members of the security staff thought that the examples were suitable, and 1 (.00 %) member of the security staff added that the training program was sufficient in relation to giving examples from the whole security projects.

Regarding the fifth dimension, communication, 26 (13 %) security staff emphasized improving their communication skills, 13 (.06 %) security staff members stated that the importance of communication, 3 (.02 %) security personnel also added that they knew about the words that they did not know before.

In relation to the sixth dimension, socializing, 15 (.07 %) security staff stated that the importance of recognizing one's self and the others, 3 (.02 %) security staff considered learning about human psychology and 2 (.01 %) security staff mentioned human relations according to the sufficiency of the program.

Table 4.16

Responses of Security Staff Related to Sufficiency of the Training

<i>RESPONSES</i>	f	%
Active participation	77	0,38
Better dialogues with the customers	59	0,29
Positive dialogues between the instructor and the participants	44	0,22
Explaining real-life situations	44	0,22
Cheerfulness	41	0,20
Improving communication skills	30	0,15
Patience and self-control	26	0,13
Improving one's self	24	0,12
Empathy	23	0,11
Customer satisfaction	23	0,11
Greeting customer	22	0,11
Enhancing solving problems	21	0,10
Renovation session	20	0,10
No comment	20	0,10
Transferring the knowledge to the real-life	18	0,09
Guidance of customer	17	0,08
Stressing customer relations	16	0,08
Recognizing one's self and the others	16	0,08
Sufficiency of the program	15	0,07
Emphasizing body language	15	0,07
Difficult customer	15	0,07
Importance of the words in relation to persuasion of customers	14	0,07
The instructor	14	0,07
Preparation to job	14	0,07
Importance of the first impression	13	0,06
Importance of the communication	13	0,06
Appropriateness of the examples	13	0,06
Serving one's self to customer	11	0,05
Respect for security and customer	11	0,05
Expressing one's self better	11	0,05
Accepting one's self	11	0,05
Active listening	10	0,05
Sincerity and the domination of the instructor	10	0,05
Taking responsibility	10	0,05
Content of the training program	9	0,04
Tolerance	9	0,04
Importance of team work	8	0,04
Motivation	8	0,04
Increasing dialogues among the participants	8	0,04
Understanding profile of the security staff	8	0,04

Table 4.16 (continued)

<i>RESPONSES</i>	f	%
Giving real-life examples	8	0,04
Approach of the instructor	8	0,04
Recognizing our mistakes	8	0,04
Suitable guide	8	0,04
Possesing positive attitude	6	0,03
Attitude to customer	6	0,03
Assisting customer spending less time	6	0,03
Giving information about career	6	0,02
Giving time for practice	5	0,02
Replying questions of the customers	5	0,02
Realistic approach to the issues	5	0,02
Expression of the instructor	5	0,02
Smooth speech	5	0,02
Attention	5	0,02
Sharing ideas with the other participants	5	0,02
Deciding faster	4	0,02
Importance of the security	4	0,02
Considering about the problems of security	3	0,01
Expectations of customer from the security staff	3	0,01
Favorableness of the topics	3	0,01
Learning about human psychology	3	0,01
Learning about the words that we did not know	3	0,01
Revealing our aspects that we have no idea	3	0,01
Dialogue with difficult customer	2	0,01
Voice tone	2	0,01
Problems about car parking	2	0,01
Adopting the field of security	2	0,01
Human relations	2	0,01
Discipline of the instructor	2	0,01
Understanding the training completely	2	0,01
Deterrence	2	0,01
Using time well	1	0,00
Learning environment	1	0,00
Giving information about leadership behavior	1	0,00
Giving examples from the whole projects	1	0,00
Using brain storming technique	1	0,00

N=204 (number of the participants)

The last dimension was gathered under other dimension headings such as the content, training environment, timing, practice, sharing ideas, the importance of duty. The second open-ended question in the evaluation of Communication and Customer Relations Training Program scale primarily focused on whether the training program is developed or not. The question is as follows:

In what points does the training program need to be developed?

The staff examined the question under sixty different headings, which takes part with their percentiles and frequencies in Table 4.16 below. The answers can be gathered under nine dimensions, stated below.

1. Instructional Materials
2. Practice
3. Example
4. Timing
5. Content
6. Environment
7. Customer Relations
8. Communication
9. Other Characteristics

Most of the security staff (29 %) frequently stated that there were no features that needed to be developed in relation to the program. On the other hand, only 1 staff member thought that the program needed further improvement. According to the first dimension, as Table 4.16 shows, 21 % of the security staff thought that it should be better to increase instructional materials, while 14 % of them emphasized video projection. On the other hand, 11 % of the personnel determined more visual

training. Only 6 (.03 %) staff members stated that there were different instructional techniques instead of slides, and 5 (.02 %) people stressed VCD in relation to the improvement of the training program.

With a view to the second dimension, practice, 14 % security staff members emphasized more practice in renovation sessions, whereas 18 (.09 %) staff stressed role playing technique, and the minority of the personnel 5 (.02) stated that they needed more instructional activities.

In relation to the third dimension, examples, 10 % of the security staff thought that there should be more examples. 11 (.05 %) of them emphasized examples from different security projects, and a tiny minority of them 4 (.02 %) stated that there should be professional life examples.

Concerning the last dimension, timing, 15 % of the security staff members underlined the importance of the training hours, while 11 % of the personnel proposed that the time should be more, and only 1 staff member pointed out that it was enough to receive training once a year.

As regards to the fifth dimension, training content, 12 % security staff members put an emphasis on dealing with different topics or issues, 9 (.04 %) of them stated that the session should be area specific training. At the same time, only 1 security staff member stated that the topics should be simpler, and the other one suggested that the training content should incorporate issues related to sociology.

For the sixth dimension, training environment, 8 (.04 %) security staff members emphasized appropriateness of the classroom in terms of size, temperature, and lighting, 4 (.02 %) security personnel explicated that training should be given their turn points and also 2 (.01) of them emphasized fewer participants.

Table 4.17

<i>Responses of Security Staff Related to Developing Aspects of the Training</i>		
<i>RESPONSES</i>	<i>f</i>	<i>%</i>
No improvement is needed	60	0,29
Increasing instructional materials	42	0,21
No comment	30	0,15
Appropriateness of the training hours	30	0,15
Using Video	29	0,14
Practice	29	0,14
Becoming different topics	25	0,12
Being visual	22	0,11
Lack of time	22	0,11
More example	20	0,10
Role playing	18	0,09
Example from different projects	11	0,05
Different slides	9	0,04
Area specific training	9	0,04
Active participation	9	0,04
Appropriateness of the classroom	8	0,04
More explanations about customer relations	8	0,04
Example from different turn points	7	0,03
Using different techniques instead of slide	6	0,03
Training content	6	0,03
Recognizing one's self	5	0,02
Emphasizing case study	5	0,02
Emphasizing expectations of the administrating	5	0,02
A humorous atmosphere	5	0,02
Stressing on friendship	5	0,02
Increasing the instructional activities	5	0,02
Giving real-life examples	4	0,02
Using VCD	5	0,02
Taking the training on duty points	4	0,02
Emphasizing diction	4	0,02
Body language	4	0,02
Question-answer technique	3	0,01
Presentation with cartoons	3	0,01
Giving information in detail	5	0,02
Outdoor training	3	0,01
Less participants	2	0,01
I-language	2	0,01
Music	2	0,01
Recognizing one's self's mood	2	0,01
Stressing on security-customer dialogue	2	0,01

Table 4.17 (continued)

<i>RESPONSES</i>	f	%
Emphasizing one's self-confidence	2	0,01
Empathy	2	0,01
The instructional environment	2	0,01
Transferring to other issues in relation to field of security	2	0,01
More course break	2	0,01
Difficult customer	1	0,00
It is enough one time a year	1	0,00
Radio communication	1	0,00
Including security chiefs	1	0,00
Emphasizing sociology	1	0,00
Stressing on institutional relation	1	0,00
Distributing book about the training	1	0,00
More simple content	1	0,00
Improving positive attitude to the job	1	0,00
Emphasizing communication more	1	0,00
Customer satisfaction	1	0,00
Improving the whole program	1	0,00
Empathy with the security staff	1	0,00
Discrimination between experienced and inexperienced staff	1	0,00
Instructor's support	1	0,00

N=204 (number of the participants)

Regarding the seventh dimension, customer relations, 8 (.04 %) security personnel pointed out that the training program should stress the customer relations, 2 (.01) of them cleared that dialogues between the security staff and the customer should be emphasized more, only one of them stressed customer satisfaction.

In relation to the eighth dimension, communication, 4 (.02 %) the security staff depicted that body language can be explained more, 2 (.01 %) of them highlighted empathy.

As for the last dimension, other characteristics, 15 % security staff stated no comment about the second open-ended question. Furthermore, 9 (.04 %) of them pointed active participation. Moreover, 5 (.02 %) of them emphasized recognizing one's self and emphasized friendship. Besides, 4 (.02 %) of them emphasized

diction. Only one participant indicated that there should be a distinction between experienced and inexperienced security staff and emphasized improving empathy to them.

The third scale question primarily focused on what issues or topics are important in relation to the training. The question is stated below.

Which issues or topics were important that was mentioned during the training?

The staff examined the third open-ended question under forty different headings, which takes part with their percentage figures and frequencies in Table 4.17 below. The answers can be gathered under three dimensions.

1. Customer Relations
2. Communication
3. Self Improvement
4. Other Aspects

22 % of the security staff most frequently stated that all issues or topics were important in the program, but 9 (.04 %) security staff interpreted comments on this issue. In relation to the first dimension, customer relations, as Table 4.17 shows, the majority of the security staff (50 %) underlined that the most noteworthy issue was the dialogue between security staff and customer. Dealing with the customer objection followed the dialogue between security staff and customer with 25 % as the second sub-dimension. On the other hand, only 4 (.02 %) security staff members emphasized attitude of customer, and 3 (.01 %) of them emphasized expectations of customer and administrating from the security staff.

Regarding the second dimension, communication, 16 % security staff members stressed empathy and the ways that facilitated to communication. At the same time, 3

(.01 %) security personnel emphasized attitudes and only 2 (.01 %) of them emphasized transactional analysis.

Table 4.18

Responses of Security Staff Related to Important Issues of the Training

<i>RESPONSES</i>	f	%
Dialogues between the security staff and the customers	101	0,5
Dealing with customer objections	51	0,25
All topics or issues were important	45	0,22
Customer satisfaction	38	0,19
The techniques that facilitate to communication	33	0,16
Empathy	33	0,16
Active Listening	16	0,08
Using body language effectively	16	0,08
Being more patient	14	0,07
Persuasion ways of the customers	13	0,06
Cheerfulness	13	0,06
I-Language	13	0,06
Tactfulness	12	0,06
Constructive-destructive dialogues	10	0,05
Addressing the customer	10	0,05
Transferring the knowledge to daily-life	9	0,04
Attitudes and behaviors of the security staff	9	0,04
No comment	9	0,04
Solving customer problems	8	0,04
Eye-contact	8	0,04
Vehicle parking	7	0,03
Attitude of the customers	7	0,03
Respect to one's self and the others	6	0,03
Recognizing one's self	6	0,03
The first impression	6	0,03
Deterrence	6	0,03
Voice tone	5	0,02
Understanding body language of the customers	5	0,02
Greeting customer	5	0,02
Motivation	5	0,02
Human relations	4	0,02

Table 4.18 (continued)

<i>RESPONSES</i>	f	%
Expectations of customer and administrating from the security staff	3	0,01
Improving self-confidence of security staff	3	0,01
Duty of security staff and the importance of security staff	3	0,01
Transactional analysis	2	0,01

N=204 (number of the participants)

The security staff most frequently emphasized in relation to the third dimension, self-improvement, being patience with 07 %, and being cheerful with 06 %. On the other hand, 2 (.01 %) security staff pointed out that they would be evaluated events more positively with the fewer percentage regarding the third dimension.

The last dimension was gathered heading of other aspects such as vehicle parking with .03 %, deterrence with .03 %, and problems with the security chiefs with .01 %.

The fourth scale question primarily focused on the issues or topics of the training program that were not important for the future job needs of the security staff.

The staff examined the question under thirteen different headings, which takes part with their percentiles and frequencies in Table 4.18 below. The answers can be gathered under four dimensions.

1. Content of the training
2. Customer Relations
3. Examples
4. Other aspects

Regarding the first dimension, content of the training, 91 % security staff explicated that there was no unnecessary topic in the training program, 19 (.09 %) of them stated that it was unnecessary to explain the same issues.

In relation to the second dimension, customer relations, 4 (.02 %) security staff emphasized customer satisfaction, only 1 security staff member stressed vehicle parking and body searching.

According to the third dimension, examples, 2 (.01 %) security staff stated that the examples were simple, only 1 of them stated that there were too many examples.

Table 4.19
Responses of Security Staff Related to Unimportant Issues of the Training

<i>RESPONSES</i>	f	%
All of the information was necessary	186	0,91
No comment	17	0,08
Explaining the same topics	10	0,05
Always the same	9	0,04
Customer satisfaction	4	0,02
Simple examples	2	0,01
Body searching	1	0,00
Too many example	1	0,00
Vehicle parking problems	1	0,00
Emphasis on definitions	1	0,00
Wide range of topics	1	0,00
Being positive security	1	0,00

N=204 (number of the participants)

The last dimension dealing with the importance of the issues was gathered under heading of other aspects. For instance, 17 (.08 %) security staff members did not answer the question, only 1 of them complained about the emphasizing positiveness of the security staff.

The last question primarily focused on the recommendations of the security staff to improve the training program. The staff examined the question “what are your recommendations for developing a more effective training program” under sixty-six

different headings, which takes part with their percentiles and frequencies in Table 4.20 below. The answers can be gathered under five dimensions.

1. Physical Environment
2. Instructional Materials
3. Participants Features
4. Instructional Techniques
5. Other Dimensions

According to the first dimension, physical environment, 22 % security staff members put an emphasis on the appropriateness of the time, while 27 (.13 %) of them emphasized regulating shift hours. On the other hand, 9 (.04 %) of the personnel complained about the lack of time to the training, and 9 (.04 %) of them emphasized appropriateness of the classroom.

Regarding the second dimension, instructional materials, 35 (.17 %) of the security staff interpreted that there should be different instructional techniques depending on this matter. Besides, 15 (.07 %) security staff members stressed the more visual training program.

With a view to the third dimension, participants features, 8 (.04 %) security staff members stated that they did not relieve after training, while 4 (.02 %) of them underlined that it was paid attention their mood. Furthermore, 4 (.02 %) of the personnel pointed out that it should be take into consideration of staff problems, and only 1 security staff member stated that it should be inform about the training one week before.

Under the fourth dimension, instructional techniques, 17 % security staff members focused on using different instructional techniques, while 15 (.07 %) of

them emphasized the use of role-play technique. On the other hand, only 1 personnel stated that the participants should be used in presentation of training.

The last dimension was gathered heading of other aspects. For instance 17 % security staff members underlined that everything was good about the training program, while 15 % of them did not interpret anything according to the question. The minority of the staff 2 (.01) stated that the instructor should be worked at security projects before she gave training. The table below indicated whole replies.

Table 4.20

<i>Responses of Security Staff Related to their Recommendations</i>		
<i>RESPONSES</i>	f	%
Appropriateness of time	44	0,22
Using different instructional techniques	35	0,17
Everything was sufficient	34	0,17
No comment	31	0,15
Appropriateness of day	28	0,14
Regulating shift hours	27	0,13
More training	27	0,13
Examples in practice	26	0,13
Using role play	15	0,07
Increasing variety of examples	15	0,07
More visual training	15	0,07
Distributing books including training topics	11	0,05
Multiple-choice test	9	0,04
More time for training	9	0,04
Appropriateness of the classroom	9	0,04
Communication between the instructor and the participants	8	0,04
Not relieving after training	8	0,04
Increasing active participation	8	0,04
Giving real-life situations	6	0,03
Cheerfulness of instructor	6	0,03
Explaining with cartoons	5	0,02
Clear expression	5	0,02
Practice	5	0,02
Question-answer technique	4	0,02

Table 4.20 (continued)

<i>RESPONSES</i>	f	%
Paying attention to staff's mood	4	0,02
Taking into consideration of staff's problems	4	0,02
Different content	4	0,02
Entertaining training	4	0,02
Area specific training	4	0,02
Listening to security staff in relation to their problems	3	0,01
The staff would be distinguish their learning capacity	3	0,01
Training with scenario	2	0,01
Effectiveness of training depends on security staff	2	0,01
Instructor should be worked at security projects before giving training	2	0,01
Better planning	2	0,01
Concrete examples	2	0,01
Informing about the annual training program	1	0,00
Presentation of training by participants	1	0,00
Instructor should be honored the participants	1	0,00
Informing the security staff of training before one week	1	0,00
Emphasizing body language	1	0,00
Outdoor training	1	0,00

N=204 (number of the participants)

The results obtained by the analysis of the instruments show that the security staff had acquired the communication skills that the training program had aimed. The analysis of the case studies showed that there is a significant difference between pre- and post applications. The observation notes that collected from the site security chiefs from the different security projects exposed the security staff has changed significantly in the desired direction in relation to using communication skills in their job settings. The analysis of communication and customer relations evaluation scale showed that the training was effective in application of knowledge, improving self-confidence, the training atmosphere, the instructor, and the physical environment of the training. On the other hand, the staff complained about the instructional materials, physical conditions of the classroom, and the instructional techniques

used. Results of the interviews also supported the findings of the scale. For instance, most of the staff agreed with the structure of the training, and the instructor dimension but they disagreed with the instructional materials, which were used during the training session.

CHAPTER V

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

This chapter presents the discussion and conclusions of the results that were reported in the previous chapter, the implications for practice, and outlines areas for the future researchers.

5.1. Discussion and Conclusions

The purpose of this study was to evaluate the Communication and Customer Relations Training Program in relation to the security staff's learning level, their reactions to the training program, the change in their behaviors which may positively affect the organization, and to help security staff develop personal and interpersonal skills via the findings of the study.

In this section, the discussion the of the results regarding the research questions and the conclusions of the study are presented.

5.2 Communication Skills of Security Staff

According to Hughes (2004), effective communication is the key element for the professional growth. For this reason, professional associations provide

developmental seminars for their employees on topics such as time management, problem solving, and communication.

The first research question of this study was aimed at exploring the capabilities and incapacities of the security staff in terms of their communication skills. To find these out, Case Study A, which was prepared by the researcher, and Case Study C, which was written by the subjects, were used. Responses to the case studies were coded according to the expected critical behaviors of the security staff.

In the application Case Study A, eight critical security staff behaviors, namely, empathy, courtesy, patience, respect, dealing with customer objections, customer guidance, using appropriate manner and informing security chief, were found. In the analysis of Case A, the findings indicated that *empathy*, *courtesy*, and *customer guidance* were the aspects which improved after the training program. The reason for this may be the instructor putting more emphasis on these three dimensions. In addition, the previous training sessions may have had an impact on the aforementioned dimensions. Nevertheless, the staff was aware of the customer profile because the projects in which the staff worked were sensitive regarding customer-security staff interaction and providing guidance for the customer. Razavi et al (2002) investigated the use of empathy by health care professionals and they reported similar findings to those of this study. It was noticed that there was an increased frequency of emotional words used by health care professionals right after having been trained. Fallowfield et al (2003) also found that empathy and self-efficacy were some of the increased skills as a result of a 12-month follow-up training program in relation to the impact of communication skills. In conclusion, the professional empathy process involving courtesy and customer guidance was clearly enhanced by training workshops. When the computed *t values* were examined, it can

be interpreted that there was a significant improvement in *empathy, courtesy, patience, respect, dealing with customer objections* and *customer guidance* after the second application of Case A. On the other hand, there was not a significant difference in *using appropriate manner* and *informing security chief* between the first and the second applications of Case A. Several assumptions can be made about why these two dimensions were non-significant. The first one may be that the instructor did not sufficiently exploit these two critical behaviors; namely, using appropriate manner and informing security chief, by giving an efficient presentation and good examples during the training. The second assumption is that the staff did not feel obligated to inform their site security chiefs in the projects about the situation because of their self-confidence. In addition to this, there could be perceptual differences between the staff and the instructor regarding what an appropriate manner was. The third assumption is that there were differences in the staff's sequencing or ordering the importance of the critical behaviors. That is, the staff may have assumed that empathy or courtesy were more important than using appropriate manner or informing security chief. Thus, according to the perceptions of the security staff, certain critical behaviors may have been considered more important than others. The last assumption is that there was a time limitation and lack of motivation of the staff since the second application of the Case Study A was made at the end of the training. For this reason, the motivation level of the staff may have decreased.

Findings of Case C based on the experience of the staff were gathered under eight headings: *courtesy, dealing with customer objections, patience, suitable guidance, informing security chief, empathy, cheerfulness, and using body language*. The results revealed that the personnel who received training toward professional

development rated *empathy, cheerfulness, and using body language* as less beneficial than *courtesy, dealing with customer objections, patience, suitable guidance, and informing security chief*. In one respect, although security staffs' ratings were low on *empathy, cheerfulness, and using body language*, the training program dealt equally with these issues. The remaining five domains, which require more and better verbal skills in a real job environment were rated as more important. Therefore, the trainees might have considered these issues as more beneficial for their professional growth. Actually, it was an expected finding. Empathy, cheerfulness, and using body language are nonverbal variables depending on personality or the mood of the staff. From this point of view, the security staff did not emphasize using body language (7 %) or cheerfulness (13 %) in their own cases as much as verbal skills, namely, courtesy (93 %) or dealing with customer objections (63 %). Wayne, Mitchell and Scriven (1992), reported similar findings regarding the use of communication skills. In their study, they examined the value of interpersonal communication skills to be successful on the job in relation to three aspects, namely, verbal behavior, nonverbal behavior, and group interaction behavior. The results underlined the fact that the verbal skills evaluated by the employees were rated high compared to nonverbal, and group interaction skills.

According to DeVito (1976), 55% of communication is body language. Based on this statement, it was expected that the security staff should use their body language within the context of their communication process. In the same way, just 13% of the security staff emphasized cheerfulness in their own cases although one of the expected outcomes of the training program was the staff treating customers in a more friendly manner. There could be two reasons for this low percentile. First, the security staff may have thought that customers would not obey the rules, if the staff

were friendly towards them because the staff considered their image to be a deterrent for unfavourable behavior on the part of customers. The second reason can be explained by the selection of the sample for the study. If the sample had consisted of only shopping malls, the results of the study would have been different in this dimension. In shopping malls, friendliness is considered the most important. Another dimension with a low rating, was empathy with a percentage of 21. Although the instructor mentioned the importance of empathy during the training, the staff did not emphasize this point. Actually, in the cases which were written by the security staff (see Table 4.1.3, in Chapter IV), it was figured out that the cases were not connected directly with empathy. As can be seen from Table 4.1.3, most of the problems stemmed from vehicle parking (21%), door alarm (16%) and putting bandages to the bags of the customers when they entered the store for security purposes (16%).

5.3 Behavioral Changes of Security Staff Related to their Communication Skills

In today's workforce each employee needs to see everyone he or she comes in contact with as an internal or external customer. Companies have always known they need careful, polite interaction with external customers (Roach, 2003).

During the application of the instruments, professional improvement, especially self-esteem, was found to be an important factor. Having good communication skills can improve self-esteem, increase productivity, and reduce workplace tension (Lynott, 2004). In this study, some of the security staff stated that their self-esteem increased after the training program. Jamieson and O'mara pointed out similar findings. They conducted a second language-training program at Northeastern Products Company for Asian employees. The results of their studies showed that

using communication skills effectively affects self-esteem of the employees positively.

During the interview, transferring new skills to the job environment was found to be another noteworthy factor in relation to the change of the behaviors of the security staff after the training session. In their evaluation of communication and customer relations scale, 27 staff members stressed this factor, transferring new skills to the job environment, as well. However, Taylor (2000) reported that there were a lot of barriers transfer of preventing the skills learned to the workplace. She grouped them in four main categories in her research: time pressures, peer pressures, limited opportunities to practice, and learner attitude. These findings are congruent with Clarke's (2002), who evaluated the effectiveness of an in-service training program in risk assessment. Clarke's findings also demonstrated that the training had minimal impact on trainee behaviors. That is, the training failed to in able the transfer of acquired skills to practice due to insufficient time to learn and the specific work environment.

5.4 Opinions of Security Staff in Relation to Communication and Customer Relations Training Program

According to Kirkpatrick (1994), there were some requirements for behavioral changes. Assessing the effectiveness of the behavioral outcomes included rating sheets by the participants, qualitative questionnaires, personal interviews, and assessor observations. In the study, all of these research techniques were applied. In the participant rating sheets, one of the considerable positive features found was related to the instructor. For instance, results of self-rating sheets revealed that 74 % of the security staff strongly agreed to participate in an enjoyable training session.

This finding was quite similar to those of Lupton, Weiss, and Peterson (1998) study, which found out that more enjoyable training sessions resulted in more learning-oriented and motivated staff. Kurt (2000) examined this aspect from a different perspective. According to him, if participants are volunteers, the training sessions can be based on their interests and, thus, can be more enjoyable. That is, the approach and willingness of the trainee is more important than the role of instructor. Similarly, in this research study, the results of the interview revealed that some of the staff did not volunteer to attend the training because of their shift and working hours. In this respect, the instructor undertook the biggest role in relation to motivating the staff during the training hours, or capturing their interests.

Another considerable feature of the training program was the instructional materials and techniques. The training session started with lecturing and continued with discussion by active participation. The results of the interviews showed that the security staff demanded more active involvement and less lecturing from the instructor. In other words, the trainee valued a learner-centered approach and using role-plays in such trainings as having more educational value for better professional growth. The results of the Effectiveness of Communication and Customer Relations scale also supported the interview results. For instance, the staff rated the appropriateness of the instructional techniques and materials (different instructional materials like video, different slides, role play, and so on) with % 42.6 (strongly agree), and % 37.7 (agree). Similar to the findings of the present study, Rollnick, Kinnersley, Butler (2002) demonstrated that active instructional techniques like using role play, or case study should be the main teaching method in communication skills training. On the other hand, Bretz and Thompsett (1992), demonstrated in their single group pre-post test research that there was no significant difference between

lecture-based training method and integrative training method. However, in the integration based training there were more positive reactions from the subjects than in the traditional one.

5.5 Implications and Recommendations

This study investigated the effects of an in-service training aiming at the improvement of communication skills of the security staff which will affect their human relations and future career, and make them more effective in their jobs.

The results obtained from observations, interviews, training program evaluation scale, and case studies made it possible for the researcher to evaluate the effects of the Communication and Customer Relations Training Program and to recommend further studies. However, the study had some limitations. For instance, it was limited to only one city, Ankara, and there was a restriction on time. Furthermore, the study was planned, implemented and concluded by an internal evaluator. The data collection instruments used supported each other. As a result of the use of these instruments, several implications may be mentioned both for further research and future training programs.

Implications for Researchers:

- 1) Additional investigations can be conducted with a larger sample. In this study, the sample was selected from the trained staff. However, selecting a sample from untrained staff would provide comparable data on whether the training makes a difference between trained and untrained staff.
- 2) During this study the principal investigator was the participant researcher. However, an independent researcher or outsider may add strength to a study.

In other words, an independent evaluator and instructor may be employed to enhance the reliability and the validity issues.

- 3) A comparative study may be conducted in the field of security in Turkey, in communication skills training, considering needs analysis and duration.

Implications for Development and Evaluation of Training Programs:

- 1) In-service training programs should be arranged according to the needs of the security staff.
- 2) Evaluation of training programs may reveal the relationship of communication patterns of instructors and the performance of the participants in relation to their use of communication skills in their work.
- 3) The content of the training program can be modified to include more practice in customer relations, and to focus on learner-centered teaching techniques and different presentation styles.
- 4) Different instructional methods and techniques (i.e., case-based learning, role play) and instructional materials (i.e., video, VCD) may be used.
- 5) The security staff can be informed about the training sessions one week in advance.
- 6) The security staff should be encouraged and trained not only in communication skills but also in stress management or human psychology.

It is possible to say that participating in such training programs help the security staff to be aware of their attitudes, perceptions, and customer expectations and to develop and apply communication skills in their job environments in relation to the

customers, the administration and themselves, or so that they can solve customer problems more easily.

This study provided opportunities for reflection and innovation in communication skills training. Also it provided information that can be further developed into research on development and evaluation of in-service training programs.

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APPENDICES

APPENDIX A

ÖRNEK OLAY A

Aşağıda bir güvenlik görevlisi ile alışveriş merkezine gelen bir müşteri arasında geçen diyalog verilmiştir. Müşteri arabasını kapalı otoparka indirmiş, fakat yanlış yere park etmiştir. Bunu farkedenden güvenlik görevlisi ile arasında şu diyalog yaşanmıştır.

G G: Güvenlik Görevlisi

M: Müşteri

G G: Bayan pardon! Arabayı çeker misiniz? Yanlış yere park etmişsiniz.

M: Hmm...Öyle mi? Zaten işim çok kısa sürecek.

G G: Bayan, işinizin kısa ya da uzun sürmesi önemli değil. Ben size oraya park edemeyeceğinizi söylüyorum.

M: Ee iyi de kardeşim, o zaman park yapılmaz gibi bir tabela koysaydınız. Zaten zamanım kısıtlı, geç kaldım.

G G: Ablacım, bak sana kaç defa söylemem gerekiyor arabayı çekeceksin diye. Allah Allaah!

M: Bana bak! Nası konuşuyorsun sen benimle öyle? Terbiyesiz!

G G: Bayan, bak ben sana saygısızlık etmedim. Doğru konuş!

M: Sen kim oluyorsun da benimle bu şekilde konuşuyorsun. Kim senin müdürün? Şikayet edicem seni. Sen benim kim olduğumu biliyor musun? Ahlaksız!

G G: Git kime neye şikayet edersen et!

M: Demek öyle ha! Ben sana yapacağımı bilirim. Arabayı da çekmiyorum işte.

Sonuç olarak müşteri arabasını park ettiği yerden çekmemiş ve iki tarafında sınırları gerilmiştir. Siz yukarıdaki güvenlik görevlisinin yerinde olsaydınız sözkonusu müşteriye karşı nasıl bir yaklaşım sergilerdiniz?

APPENDIX B

ÖRNEK OLAY B

Evli ve bir çocuk babası olan Ahmet Aktürk özel bir güvenlik şirketinde güvenlik görevlisi olarak çalışmaktadır. İki yıldır severek çalıştığı işinde 6 ay önce amirliğe yükselmiş ve bir sitede görevlendirilmiştir. O akşam da her nöbetçi olduğu akşam gibi saat 20:00'da işine gelmiş, masabaşı işlerini tamamladıktan sonra altında çalışan 23 güvenlik görevlisini iş başında gözlemek için devriyeye çıkmıştır.

Dışardaki açık ve yıldızlı gece ona 2 ay önce memleketinde babasıyla birlikte geçirdiği bayramı hatırlatmıştır. Babasını 1 ay önce aniden kalp krizinden kaybetmiş ve acısı hala dinmemiştir. O sırada telsizden acilen A Blok'un önüne çağrıldığını farkeder. Olayın olduğu bölgeye gittiğinde, güvenlik görevlilerinden birinin bir müşteriyle tartıştığını görür. Sitenin prosedürüne göre, akşam saatlerinde araç içinde beklemek yasaktır. Güvenlik görevlisi beyi uyarmış, fakat sonuç alamadığını görünce telsizden amirini (Ahmet Aktürk) anons etmiştir. Güvenlik amiri Ahmet beyle arabasından inmek istemeyen müşteri arasında aşağıdaki diyalog geçer.

G A: Güvenlik Amiri
M: Müşteri

G A: Beyefendi iyi akşamlar, nasıl yardımcı olabilirim?

M: Yardımcı olamassın kardeşim!

G A: Beyefendi, sitede mi oturuyorsunuz?

M: Hayır.

G A: Efendim, site prosedürüne göre, site sakini bile olsanız araç içinde beklemeniz yasak.

M: Niyeymiş o? Terörist miyim ben kardeşim?

G A: Beyefendi tabiki onu kastetmedim. Sadece bu site yönetiminin almış olduğu bir karar ve bizler bu kararların takibini yapmak için buradayız.

M: Sen kim oluyosun lan?Arkadaşımı bekliyorum kardeşim. Polis misin sen, ne karışyorsun?

G A: Efendim ben buranın güvenlik amiriyim. Dolayısıyla şikayetlerinizi bana iletebilirsiniz.

M: Bana bak amirmisin nesin. Benim tepemin tasını attırma fena yaparım.

G A: Beyefendi arabadan iner misiniz lütfen!

M: Ulan sen kime emir veriyosun amir bozuntusu. Senin babanın

Arabasından büyük bir sinirle inen müşteri, güvenlik amiri Ahmet Bey'e ağza alınmayacak küfürler etmiş, en önemlisi de acısı daha taze olan babasına küfür

etmiştir. Bunu duyan Ahmet Bey sinirlerine hakim olamamış ve elindeki telsizle müşterinin kafasına hızlı bir şekilde vurmıştır. Kafasına aldığı sert darbe sonucunda müşteri yere yıkılmış, ne olduğunu anlamayan Ahmet Bey’se donup kalmıştır. Müşteri kendine gelir gelmez polis çağırması ve güvenlik amirine dava açmıştır. Ahmet Bey mahkeme sonuçlanana kadar görevinden uzaklaştırılmıştır.

Siz Güvenlik Amiri Ahmet Bey’in yerinde olsaydınız müşteri karşısında ne gibi bir tutum sergilerdiniz?

Case Study A: If I were that security staff;	
Responses of Participants	Number of Participants
I would inform about the situation to my superiors	12
I would tell gently the customer about my responsibility and my duty	10
I would inform the administration about the situation	2
I would say that this spot place belongs to ambulances or police cars	3
I would be cheerful and polite to the customer	3
Ladies are more understanding than gentlemen so I would be polite	17
I would not use such bad words like "ablacım, Allah Allah". They are rude	13
I would be polite, because the customer is always right	8
I would not start my sentence like this. I would say "welcome"	12
I would tell the customer her car is in danger	4
I would say the customer that her car could be told away	10
Case Study B: If I were that security chief;	
Responses of Customers	Number of Participants
I would control myself	13
I would inform my superiors about the situaiton	14
I would not confuse my professional life with my personal life	11
I would report the situation to the police or gendarme	15
I would inform the housing management about the situation	5
I would tell the customer gently about my responsibility and duty	3
I would do the same, because he is right	8
I would let the customer sit in his car and would observe him	2
I would stop my dialogue with the customer and observe him	3
I would never behave disrespectfully towards the customer	3
I would leave the region	2

APPENDIX D

ÖRNEK OLAY C

Aşağıda bir güvenlik görevlisi ile alışveriş merkezine gelen bir müşteri arasında geçen diyalog verilmiştir. Müşteri arabasını kapalı otoparka indirmiş, fakat yanlış yere park etmiştir. Bunu farkedenden güvenlik görevlisi ile arasında şu diyalog yaşanmıştır.

G G: Güvenlik Görevlisi

M: Müşteri

GG: Beyefendi buyrun. Nasıl yardımcı olabilirim ?

M: Arkadaşım neden arabayı cep kısmına aldırılmıyorsun ?

GG: Beyefendi sofor yolu bilmediği için yolun ortasında durdu.

M: Banane kardeşim. İşinizi yapın. adamı hasta etmeyin.

GG: Beyefendi biraz sakın olun lütfen.

M: Nedemek sakın ol sen kimsin kardeşim.

GG: Efendim gelen araca işaret yaptık fakat yolu bilmediği için direk adres sorup gidecekmiş.

M: Ben anlamam arkadaşım işinizi yapın sizin paranızı ben veriyorum.

GG: Tamam efendim kusura bakmayın böyle bir olay tekrerrür etmez.

M: Ben onu bunu anlamam orada omlet gibi oturacağınıza işinizi yapın. Şizi Tai İnsan Kaynaklarına şikayet edecem. Haberiniz olsun.

Sonuç olarak müşteri arabasını park ettiği yerden çekmemiş ve iki tarafında sınırları gerilmiştir. Siz yukarıdaki güvenlik görevlisinin yerinde olsaydınız sözkonusu müşteriye karşı nasıl bir yaklaşım sergilerdiniz?

İLETİŞİM ve MÜŞTERİ İLİŞKİLERİ EĞİTİM PROGRAMINI DEĞERLENDİRME FORMU

AÇIKLAMA: Bu anket, Tepe Savunma ve Güvenlik Sistemleri Sanayi A.Ş. bünyesinde verilmekte olan "İletişim ve Müşteri İlişkileri" eğitiminin amacına ne ölçüde ulaştığını değerlendirmek için hazırlanmıştır. Her bir soruyu cevaplamadan önce dikkatlice okumak ve boş seçenek bırakmamaya özen göstermek çalışmanın amacı için çok önemlidir. Vereceğiniz samimi cevaplar tamamen gizli tutulacak ve yapacağınız öneriler eğitim programının geliştirilmesi için kullanılacaktır. Lütfen formdaki ifadeleri okuduktan sonra, ne derece katıldığınızı uygun seçeneği (1'den 5'e doğru) işaretleyerek belirtiniz. Dağıtılan formlar üzerine ad ve soyad yazmanıza gerek yoktur. Yardımlarınız ve samimi cevaplarınız için teşekkür ederim. ODTÜ Eğitim Bilimleri Bölümü, Ayça DÖNMEZ

Kesinlikle Katılmıyorum			Kesinlikle Katılıyorum		
1	2	3	4	5	

BÖLÜM I: EĞİTİM PROGRAMININ GENEL YAPISI

1	Eğitimde öğrendiklerimi görevimde uygulayabilirim.				
2	Böyle bir eğitim verilmesi kendime olan güvenimi artırdı.				
3	Eğitim ihtiyacımı ve beklentilerimi karşıladı.				
4	Bu eğitim mesleğimde gelişimde olumlu katkı yapacaktır.				
5	Eğitim programının içeriği iyi planlanmıştır.				
6	Teorik olarak verilen eğitim uygulama ile desteklenmiştir.				
7	Eğitim katılımcıların düzeyine göre hazırlanmıştır.				
8	Eğitimde kapsanan konular ilgi çekiciydi.				
9	Eğitim öncesinde gösterilen taslak plana göre konular ve zamanlama uygundu.				
10	Grubun çoğunluğu derse aktif olarak (soru sorarak, örnek vererek, deneyim paylaşarak, vb.) katıldı.				
11	Eğitimde kullanılan yöntem, teknik (uygulama, soru-cevap, tartışma, vb.) ve materyaller (tepegöz, barkovizyon, vb.) dersin içeriğine uygundu.				
12	Eğitim sırasında verilen örnekler görev tanımımıza uygundu.				
13	Bu eğitime katılmak zevkliydi.				
14	Eğitimde yapılan değerlendirmeler amaca uygundu.				
15	Eğitimin süresi yeterliydi.				

BÖLÜM II: EĞİTİMİN PERFORMANSI

Eğitmen:

16	Konusunda yeterliydi.				
17	Açık ve anlaşılır bir dil kullandı.				
18	Eğitim öncesinde dersin hedeflerini açıkladı.				
19	Dersin başlangıç ve bitiş saatlerine özen gösterdi.				
20	Dersi ilgi çekici bir şekilde anlattı.				
21	Anlaşılmayan noktaları her bir katılımcının anlayabileceği şekilde açıkladı.				

Eğitimin:

22	Katılımcılarla sınıf-dışı iletişim kurma becerisi yeterliydi.				
23	Konuları anlatırken verdiği örnekler yeterliydi.				
24	Eğitim esnasında kullandığı materyaller (barkovizyon, tepegöz, yazı tahtası, vb.) yeterliydi.				
25	Katılımcılarla sınıf-İçi iletişim kurma becerisi yeterliydi.				

Appendix E (continued)

BÖLÜM III: FİZİKSEL ORTAM

		1	2	3	4	5
26	Eğitim salonu içindeki sıcaklık ve havalandırma yeterliydi.					
27	Eğitim salonunun aydınlatması yeterliydi.					
28	Eğitim salonunun büyüklüğü uygundu.					
29	Eğitim sırasında kullanacağımız materyaller (dosya, kağıt, kalem, vb.) sağlandı.					
30	Katılımcıların birbirleriyle kurdukları iletişim açısından, fiziksel ortam elverişliydi.					

BÖLÜM IV: GENEL

1. Belirlenen eğitim programı, bir güvenlik görevlisinin sahip olması gereken kriterler açısından incelendiğinde hangi açılardan yeterliydi? Lütfen olumlu bulduğunuz 3 özelliği yazınız.

- 1) _____
- 2) _____
- 3) _____

2. Belirlenen eğitim programının hangi açılardan geliştirilmeye ihtiyacı vardır? Lütfen geliştirilmesi gereken 3 madde yazınız.

- 1) _____
- 2) _____
- 3) _____

3. Programda üzerinde durulan hangi konular önemliydi. Lütfen nedenlerini açıklayınız.

4. Bu program kapsamında üzerinde durulmasını gereksiz bulduğunuz konular nelerdir? Lütfen önerilerinizi yazınız.

5. Etkin ve kalıcı bir eğitim programı için sizce neler yapılmalıdır? Önerilerinizi lütfen yazınız.

- 1) _____
- 2) _____
- 3) _____
- 4) _____

Anket bitmiştir. Yardımlarınız için teşekkür ederim. ©

APPENDIX F

GÖRÜŞME

PİLOT UYGULAMA

BÖLÜM I: EĞİTİMDEN ÖNCE

- 1) İletişim ve Müşteri İlişkileri Eğitimi ile ilgili beklentileriniz nelerdir?
- 2) Bu eğitimi alacak olmanın özel hayatınıza bir katkı sağlayacağını düşünüyor musunuz? Neden?
- 3) Bu eğitimi alacak olmanın sosyal hayatınıza bir katkı sağlayacağını düşünüyor musunuz? Neden?
- 4) Bu eğitimi alacak olmanın iş hayatınıza bir katkı sağlayacağını düşünüyor musunuz? Neden?

BÖLÜM II: EĞİTİMDEN SONRA

- 5) Eğitim programı beklentilerinizi karşıladı mı? Karşıladıysa ne yönlerden karşıladı? Karşılamadıysa neden karşılamadı?
- 6) İletişim ve Müşteri İlişkileri eğitimi ile ilgili öğrendiğiniz hangi konular mesleğinizde rahatlık sağlayacak?
- 7) Sizce bu eğitimi diğer güvenlik arkadaşlarınız da almalı mı? Almalıysa neden?
- 8) Bu eğitime girmiş olmanız sizin için önemli miydi? Önemliyse nedenlerini açıklayınız?

9) Eğitim programı ile ilgili olarak eklemek istediğiniz başka görüşleriniz var mı?

APPENDIX G

GÖRÜŞME

ASIL UYGULAMA

BÖLÜM I: EĞİTİMDEN ÖNCE

- 1) İletişim ve Müşteri İlişkileri Eğitimi ile ilgili beklentileriniz nelerdir?
- 2) Bu eğitimi alacak olmanın sosyal hayatınıza bir katkı sağlayacağını düşünüyor musunuz? Neden?
- 3) Bu eğitimi alacak olmanın iş hayatınıza bir katkı sağlayacağını düşünüyor musunuz? Neden?

BÖLÜM II: EĞİTİMDEN SONRA

- 4) Eğitim programı beklentilerinizi karşıladı mı? Karşıladıysa ne yönlerden karşıladı? Karşılamadıysa neden karşılamadı?
- 5) İletişim ve Müşteri İlişkileri eğitimi ile ilgili öğrendiğiniz hangi konular mesleğinizde rahatlık sağlayacak?
- 6) Sizce bu eğitimi diğer güvenlik arkadaşlarınız da almalı mı? Almalıysa neden?
- 7) Bu eğitime girmiş olmanız sizin için önemli miydi? Önemliyse nedenlerini açıklayınız?
- 8) Eğitim programı ile ilgili olarak eklemek istediğiniz başka görüşleriniz var mı?

APPENDIX H

GÖRÜŞME

- 1) İletişim ve Müşteri İlişkileri Eğitimi ile ilgili beklentileriniz nelerdi?
- 2) Bu eğitimi alacak olmanın sosyal hayatınıza bir katkı sağlayacağını düşünüyor muydunuz? Neden?
- 3) Bu eğitimi alacak olmanın iş hayatınıza bir katkı sağlayacağını düşünüyor muydunuz? Neden?
- 4) Eğitim programı beklentilerinizi karşıladı mı? Karşıladıysa ne yönlerden karşıladı? Karşılamadıysa neden karşılamadı?
- 5) İletişim ve Müşteri İlişkileri eğitimi ile ilgili öğrendiğiniz hangi konular mesleğinizde rahatlık sağlayacak?
- 6) Sizce bu eğitimi diğer güvenlik arkadaşlarınız da almalı mı? Almalıysa neden?
- 7) Bu eğitime girmiş olmanız sizin için önemli miydi? Önemliyse nedenlerini açıklayınız?
- 8) Eğitim programı ile ilgili olarak eklemek istediğiniz başka görüşleriniz var mı?