

Model Suggestion to Improve Internal Communication Skills

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Abstract

Problem Statement: Abilities like communication, understanding or helping are the behaviours that must be earned by a person whose job is related to communication. Especially while performing their jobs, professionals understand the public and help them more effectively by using their abilities. If the communication is performed in the right way, the quantity of the service increases.

Purpose of the study: The objective of this study is to analyze the effect of “Communication Skills Training Model”. Experimental group has been trained with the Model, control group applied to the experimental group for improving their communication skills, the control group hasn’t been applied the Model.

Method: The study was designed according to pre-test and post-test procedures. The subject of study is composed of security staff working in health services. The study consisted of 145 persons (71 experimental and 74 control). Communicational skills were measured by “Communication Skills Inventory” which is developed by Balcı and Ersanlı (1998), and has a correlation coefficient of 0.70 with Communication Skill’s Assessment Scale (Korkut, 1996). The Inventory has Cronbach’s Alpha value 0,913 and three measurements which are concerned with cognitive, emotional and behavioral. Socio-demographic variables are evaluated via a quistionnaire for both groups . After applying “Communication Skills Training Program” to the experimental group, both groups entered the Inventory for the second time. The training model lasted for 12 hours.

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Results: The participants' scores were statistically highly different between pre-test and post-tests in the experimental group whereas there were no difference in the control group.

Discussion and Results: This result shows that the training program is effective in improving communication skills. The results of this research which indicated that Communication Skills Education Programme is effective in improving the communication skills of the subjects, support the findings in the literature which indicate the effect of the relevant education programs on the communication skills (Zoost, 1973; Ridley and Sladeczek, 1992; Markman ve Hahlweg, 1993; Markman et al., 1993; Worthington et al., 1997; Shumate, 1997; Long et al., 1999; Halford et al., 2001). In addition to this, the study of Davis (1995) indicate nonsupporting findings to our study.

Keywords: Communication, Communication Skills, Communication Training, Security staff

As we progress through our careers in the health or social services field, the type of skills that are critical to our success changes and evolves. In order to perform the tasks at hand in the best way possible, one has to expand their knowledge base and skill set by continuing education..

Our effectiveness is centred upon our skills that we have to improve constantly. Proficiency at such tasks is often the initial focus. However, as we continue to grow in our careers, it is likely that success will depend more and more upon our interpersonal skills and our ability to develop effective working relationships with others. Jobs that include a managerial, supervisory or a mentoring role involve complex relationships and require good interpersonal communication skills. Demands can be made by both parties that are conflicting and ambiguous (<http://sablon.sdu.edu.tr/fakulteler/iibf/dergi/files/2011-1-21.pdf>).

Communication is a process that allows people to exchange information in a variety of ways. Since communication is required in every aspect of interpersonal relationships, it is difficult to give communication a single definition. Communication is a process where the information is transmitted from the sender to the receiver in a setting where the information that is shared allows for understanding between the receiver and the sender (Dökmen 2000). Communication can also be described as sharing of emotions and thoughts between two people or in a larger group. Communication depends on three main functions; source or sender, message, receiver or target (Ergin A. & Birol C. 2001). Communication, which is described by Aristo in 3000 B.C.as " it is the ability and the art of persuasion and making an impression on his listeners by a speaker in any way he wants using his speech", Even though communication was described as such then, nowadays there are many different definitions of communication. Communication is an ability that can be learned. The most important feature that sets us apart from other mammals is our ability communicate (Zillioğlu, 1996, Akkoyun F. 1997).

Interpersonal skills and communication skills rank among the most critical abilities for work related success. communication is the most effective when the intended meaning of what is shared by the sender and its perceived meaning by the receiver are the same. Yet effective communication can be affected by external factors such as environment and personal differences in perception. After examining studies involving hundreds of large organisations, Goleman (1997) concluded that a high level of individual success at work was characterised by **'emotional intelligence', or skills of social awareness and communication.** Typically, these included the ability to motivate and influence others, to give honest feedback sensitively, to empathise and develop relationships, to monitor ones own behaviour, to handle emotions both of self and others and to read interpersonal situations and organisational politics. However it is important to note that emotional intelligence, or the skills of social awareness and communication, can be developed and honed. A first step in unravelling the complexity of interpersonal communication is to understand the basic process by which communication occurs. Only then can we identify where possible problems can arise and explore skills for enhancing communication and managing such breakdowns. Human beings are not passive, predictable objects who always interpret meanings and react as they are 'supposed to'. Neither is communication a passive, predictable, one way event. Rather, communication can be viewed as an active process, influenced by all the complexities and ambiguities of human behaviour. It is also fraught with potential points of breakdown. As Clampitt notes, 'We actively construct meanings within a unique vortex that includes the words used, the context of the utterances, and the people involved' (Clampitt 2005, p.8).

By teaching ability of accurate and effective communication, it can be provided that people recognize each other, notice the handicaps of communication, use the non-verbal messages, use some expressions with body language, listen well, develop empathy. And they also use them to communicate in a professional way. It should be highlighted that effective communication ability should be repeated, long-term and directed to group (Goleman 1997).

A more accurate way of looking at the process of communication is probably as a dynamic, circuitous process in which elements such as non-verbal behaviour and individual styles of interpreting and ascribing meaning to events have significant influence. Strategies such as constructing a clear, unambiguous message can encourage effective communication, but so too can seeking to understand meanings imposed by the listener via processes such as actively listening to feedback. Many models have been developed to simplify and summarise the complex reality of the communication process and to aid our understanding. The **'Typical Communication Model'** developed by Clampitt (2005) demonstrates a number of key elements in the communication process (Figure 1).

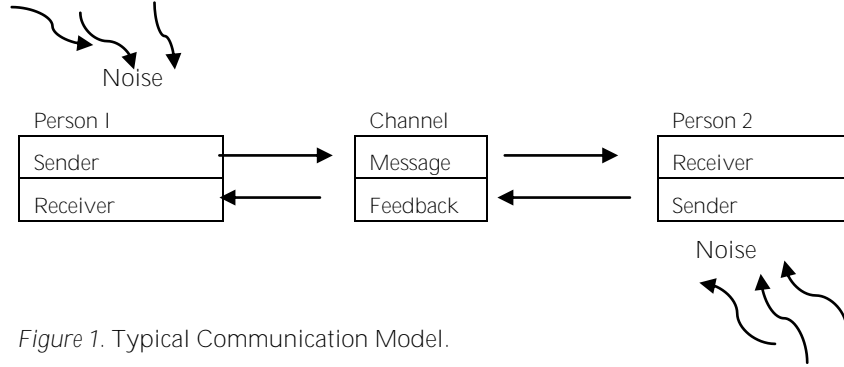


Figure 1. Typical Communication Model.

In the organization, if there is no effective interpersonal communication skill this is going to make individuals who are working in that organization unhappy and unmotivated to their jobs. If interpersonal communication skills somehow misunderstood or unlearned this makes individuals unproductive and also unsatisfied in their jobs which is going to affect their personal life (Johnson 1993). In all occupational groups we need interpersonal communication skills at certain levels in order to establish a communication process, to sustain and to get satisfaction from it (Demirci 2002; Ozerbas & ect. 2007: 125). Because, nearly all of the occupational groups are based on personal relations (Dilekman ve ect. 2008: 225).

In an organization, in order to have good communication, individuals have to have good interpersonal communication skills. This forms an environment where organizational cooperation is formed and if there are any conflicts, resolution of these conflicts can be done more easily. In an organization, if there is no effective and ethical occupational communication between the job groups, we can not mention professionalism in that organization (Berkman Ü. & ect. 2001).

In order to establish good interpersonal communication skills in the occupational groups who have to work with individuals in face to face settings like nurses, teachers, psychologists, advocates, psychiatrists, social workers, security guards, managers, they have to have interpersonal communication skills education before they start to work. These type of educational programs should not be limited to newcomers but should be part of continuing education programs. (Maxwell ve Dickson, 1991; Özgüt, 1991; Connerley, 1997; Dulmen ve Hall, 2000, Tarhan, 2000; Kruijver ve arkadaşları, 2001; Faulkner ve arkadaşları, 2001)

Purpose of the Study

The objective of this study is to analyze the effects of Communication Skills Training program on security personelle of the Health Ministry and the government hospitals. The security personelle was subjected to a 12-hour Communication Skills Training program to improve their communication skills and compared to a control group that did not go through such training

Method

Research Design

The study was designed according to pre-test and post-test procedures. The subject of this study is composed of security staff working in the health services including the Ministry of Health and the government hospitals. The study consisted of 145 persons total; 71 participants were in the control group and 74 participants were in the experiment group which was subjected to 12 hours of training. Communication skills were measured by "Communication Skills Inventory" which is developed by Balci and Ersanlı (1998). Training in Communication Skills was given to 71 people from the experimental group to develop their communication skills and the education model efficiency was investigated. The scale consisted of three dimensions: behavioral, cognitive and emotional. As with the validity study of the inventory, a correlation coefficient of 0.70 was found between Korkut's (1996) Communication Skill's Assessment Scale and Communication Skills Inventory (Ersanlı and Balci, 1998). Cronbach's Alpha was found to be 0.913 in this validity study. The score range of the inventory is between 45 and 225. The independent variable of the research is 12 sessions of Communication Skills Education Program which was performed between pre-test and post-test. This program was developed by an eclectic approach through examining many other resources. The main purpose of the program which was applied to the experimental group, is to help the security staff to assess their own communication skills, to understand social and occupational communication differences, training them to improve their communication skills. After applying 12-hours of Communication Skills Training program to the experimental group, both groups entered the Inventory for the second time. Socio-demographic variables are evaluated via a questionnaire for both groups.

Communication Skills Training program was applied in four weeks in three-hour meetings for a total of 12 hours. In this period, the control group was not subjected to any type of training. When the groups were formed, both the control and the experiment groups were tested at the same time as part of a pre-test, using a questionnaire which evaluates socio-demographic and Communication Skills Inventory. Post-test measurements were applied to both groups at the same time. Control group was told that they will be given the training at the end of 2012.

Data Collection Tools

The experimental group was applied 12-hours Communication Skill Training Program between the pre-test and post-test which were independent factors of the study.

Questionnaire I. The questionnaire was prepared by the researcher and included questions about the age, gender, marital status, professional experiences and educational status of the experimental and the control groups.

Communication Skill Inventory. Communication Skill Inventory which was developed by Balci and Ersanlı (1998) was used to measure the communication skills of the experimental group. The scale had three dimensions: behavioral, cognitive and

emotional, and comprised of 45 items and formed from quintette likert-scale. The reactions for scale were arranged as (5) for always, (4) for often, (3) for sometimes, (2) for barely, and (1) for never. The highest point was 225 and the lowest point was 45. While evaluating the total score for each individual, some information can be **obtained about the person's communication abilities. Lower total scores reflect poor communication skills** where as higher total scores show strong communication skills (Balci & Ersanlı, 1998). The correlations found between total scores and cognitive, emotional, behavioral subscales were 0.85, 0.73 and 0.82 respectively. The validity study of the scale was done by Korkut (1996) with Communications Skills Evaluating Scale and correlations was found between two scales as 0.70, which shows that the scale was valid.

Communication Skill Training Program

Communication Skills Training program was held in 12 meetings based on the group activity and the researcher performed pre-test before the training and post-test after the training. This educational program was designed by the researcher and based on a variety of approaches in communication skills. The experimental group of the study which voluntarily accepted to take the communication skills training, received a training in communication skills, evaluation of these skills and use them in their professional and social life. The main goal of the study was to improve the communication skills of these individuals..

Subjects, within the framework of this overall objective, were aimed to perform the following sub-objectives: 1. To recognize main communication barriers and problems in their relationships, 2. Learn how to resolve conflicts using communication skills, 3. Recognizing the importance of the communication in their daily lives, 4. Learning the techniques of effective listening skills, 5. Recognizing the barriers which affect effective communication, 6. Learning how to overcome the Communication barriers, 7. Understanding the importance of body language, 8. To use the 'I message'.

At the first meeting, members of the experimental group met each other and they were informed about the program and its process. The topics covered during the training program included the learning factors that prevent effective communication, using effective listening skills and body language, being perceptive, learning and **applying occupational communication skills, understanding others' body language**, showing empathy when needed, accepting otherse and expressing emotions, . The subjects were given some homeworks to apply the information they learned at the meetings. Conclusions they drew from these experiences were then shared at the next meeting.

Data Analysis

The statistical package for social sciences SPSS 20.0 was used to analyse data. Non-parametric tests were also done. Frequencies were calculated in order to identify the socio-demographical characteristics of participants. Student's T-Test and One-Way ANOVA was used to compare the significant differences between the experimental and the control groups according to socio-demographical properties.

Results

The socio-demographical characteristics of the control group participants were identical to the experimental group. 78,9% (n=56) of the experimental group were male and 21,1% (n=15) were female. 56,3% (n=40) of the participants the age was between 18-26 years and 43,7% (n=31) of them were above 27. 56,3% (n=40) of them were single and 43,7% (n=31) married. 40,8% (n=29) of them worked in a job for less than 1 year, 36,6% (n=26) of them worked for 2-4 years, 8,5% (n=) of them for 5-9 years and 14,1% (n=10) of them for more than 10 years. 62% (n=44) of the participants were graduated of secondary or high school, 38% (n=27) of them graduated from university. In regards with the living location, 45,1% (n=32) of the participants lives in Famagusta (Magosa), 25,4% (n=18) in Morphou (Güzelyurt), 23,9% (n=17) in Nicosia (Lefkoşa) and 5,6% (n=4) in Kyrenia (Girne). 86,4% (n=67) of the control group which consisted of 74 people were male and 13,6 (n=13.6) female. 35,1% (n=26) of them were between 18-26 years old and 64,9% (n=48) of them were above 27 years old. 35% (n=26) of them were graduated from secondary school and 75% (n=48) of them were graduated from university.

Comparing test points and ages of experiment group, the two groups which was between 18 and 26 (116.75 ± 9.79) and 27 ages and above, (109.35 ± 11.32 , $t=2.947$, $p=0.004$) ($p \leq 0.005$) a meaningful difference was found when comparing Communication Skill Inventory pre-test test and age groups. In the same group, there was no statistically significant relationship between the result of post-test and age groups. At the result of the pre-test test which was applied to the experimental group, in the cognitive subscale, it was found a significant difference between 18 and 26 age (36.42 ± 3.44), 27 age and above (33.52 ± 5.34 , $f=2.780$, $p=0.007$, ($p \leq 0.05$)). In the emotional subscale, it is found that between 18 and 26 (31.87 ± 4.58) ages and above (27.70 ± 3.83 , $f=4.076$, $p=0.000$, ($p < 0.05$)). It has been found that there was an highly significant difference between emotional subscale and age group.

According to gender, there were no significant differences between experimental groups and control groups. According to marital statue, there was no significant difference in total communication skill, but at the cognitive subscale, there was a meaningful difference of singles rather than married ones. Single (36.5 ± 3.86) and married (33.41 ± 4.90 , $f=2.964$, $p=0.004$, ($p < 0.05$)). In the total point of Communication Skill, there was a significant difference between years, while evaluating pre-test and post-tests. While looking at the total point of pre-test test communication skill, there was a significant difference between people who worked for 1 year or less and for 2-4 years ($p=0.03$). While looking at the post-test, there was a significant difference between people who worked for 1 year or less and for 2-4 years ($p=0.001$). There was no significant difference comparing the living places and Communication Skill. A difference was found between people living in Lefkoşa and the people from Magosa, Girne and Güzelyurt.

Table 1:

Comparison of The Experimental Group's Pre-test test, post-test Scores with the Total scores, cognitive, Emotional and Behavioural Subscale Scores of Communication Skills Inventory

Experimental Group Communication Skills	N	X	ss	t	df	p
Total Score- Pre-test Test	71	113,52	11,04			
Total Score-FinalTest	71	118,49	11,27	2,989	70	0,004*
Cognitive Pre-test-Test	71	35,15	4,57			
Cognitive final-Test	71	37,47	5,11	3,240	70	0,002*
Emotional Pre-test -Test	71	30,05	4,72			
Emotional final-Test	71	30,94	4,01	1,468	70	0,147
Behavioral Pre-test-Test	71	30,32	4,97			
Behavioral post-test	71	32,00	5,65	1,999	70	0,049*

* $p \leq 0,05$

Total scores of the experimental group Communication skills and pre-test test, post-test has a significant difference 0.004 ($p \leq 0.05$). Cognitive Communication Skills Inventory subscale scores of experimental group and pre-test test, post-test has significant difference between their scores 0.002 ($p \leq 0.05$). Emotional Communication Skills Inventory subscale scores of experimental group and pre-test test and post-test scores has not got significant difference between their scores 0.147 ($p > 0.05$). Behavioral Communication Skills Inventory subscale scores of experimental group and pre-test test post-test scores has a significant difference between their scores 0.049 ($p \leq 0.05$).

Table 2.

Comparison of The Control Group's Pre-test test, post-test Scores with the Total scores, cognitive, Emotional and Behavioral Subscale Scores of Communication Skills Inventory

CControl Group	N	X	Ss	T	Df	P
Pre-test Test	74	131,94	11,67			
Post-test	74	132,27	11,85	1,796	73	0,077

* $p \leq 0,05$

Communication Skills Inventory total score of the control group and pre-test test / post-test scores did not show significant difference between their scores. 0.077 ($p > 0.05$)

Conclusions and Recommendations

In this study, there are statistically significant differences between experimental (who were taught communication skills education) and control (who were not taught communication skills education) groups. Communication Skills Training Program is effective to develop communication skills for security staff. As a result of this study participants who had positively changed in the means of their communication skills improved and measured with the post-test. In the experimental group, to increase communication skills for the development of behavior skills this kind of observation has been suggested in a specific time frame. In this study, four weeks are needed to observe the emergence of communication skills, and for training process four weeks is an adequate time interval. In the experimental group cognitive and emotional subscales showed significant difference between the elderly and young participants. This may be due to that young participants were living their late adolescence period. This result is the duplication of the previous publications. In this research, the level of communication skills was developed by Communication Skills Training Programme and also it could be seen in the literature that the Communication Skill Training Programs impact the communication skills positively. (Zoost, 1973; Ridley and Sladeczek, 1992, Markman and Hahlweg, 1993, Markman et al., 1993 Worthington et al., 1997; Shumate, 1997, Long et al., 1999; Halford et al., 2001). However, the result of the current study is also opposed to some of the findings of the relevant literature. (citi. Korkut, 2005).

In addition, employee relations programs on communication skills for observing effects in literature is in the long-term like they are carried on for a year or more (Bagorozzi, 1984; Markman et al., 1988; Markman and Halweg, 1993; Markman et al., 1993; Halford et al., 2001). In this study, one-month training program for Communication Skills Training Program were evaluated according to the employees. The difference from the findings of the research, education, mental and behavioral dimensions of emotional communication, education, create more effective communication skills so that you could be shown that mental and behavioral communication. Bringing them into the literature and mental and behavioral skills training was more effective in an interactive, self-knowledge and personal development training in the more developed emotional skills showed. Feelings of self-knowledge to realize that extending the duration of training for targeted and effective training is considered to be work done in the field of emotions. (Ay, 2006; Korkut, 1996; Özdağ, 1999)

Singles have higher scores than other people in the groups about communication skills and this is because they are in stage of young adulthood, this period is also connected to a period where there is more emphasis on interpersonal relationships. In the study, people who have short period of professional experience have better results because of they are in their idealistic phase. After a year of professional idealism of the individual studies, which are related to burnout decreases were exhausted. **These results are consistent with the literature.** (Kocabıyık & Çakıcı 2008), (Aksal A., F., Birol C. & Silman F. 2008)

There were no significant differences between the two groups in emotional communication skills, researcher suggests that the educational program duration is short and because of that reason significant differences have not been found after the educational program. In the literature, there were findings like cognitive and behavioral communications skills can be developed through group working like psychodrama. In these educational or group works self understanding and personal characteristics development educations help individuals to increase their abilities in the emotional communication skills (Üstün B.& Akgün E.&Partlak N. 2005; Altınay D.1998). Besides these findings in the literature there were other researches shows us to measure the effectiveness of the communication skills educational program in which there must be one year or more time. (Bagorozzi, 1984; Markman vd., 1988; Markman ve Halweg, 1993; Markman vd., 1993; Halford vd., 2001). In this research Communication Skills Educational Programme was evaluated after one month educational program.

In this research there was no significant differences was found according to the participants living places and their communication skills scale scores. Although there was no significant differences were found the communication skills scale scores were higher than participants who are living in Nicosia than who are living in other cities like Famagusta (Magosa), Kyrenia (Girne), Morfou (Güzelyurt). The researcher suggests that Nicosia is the capital city of Turkish Republic of Northern Cyprus and social accomodations are more grift in capital cities.

Conclusions were reached in this section based on research findings, and recommendations have been developed.

As a conclusion Communication Skills Training Program is an effective training program for increasing the individual communications skill levels. When we look in subscales, there is a difference between cognitive and behavioral phase; but, in emotional phase the results are almost the same. We might think that singles are open to dating and so they are also open to the interpersonal communication. There were no significant differences between pre-test and post-test scores of control group.

Recommendations

To help researchers and field workers according to the results obtained from this study these following suggestions are given. Communication Skills Training Program can be applied where interpersonal relations are forefront before beginning to work. This Communication Skills Training Programme can be used for different professional groups and for the content of employees for different professional groups will be reorganized and investigated if they will face any problem in the future with encountered examples. This research was carried out by security officers who work in health centers and hospitals. Different socio-cultural level and different age groups also can be subjects in this research. With the Communication Skills Training Programme we can use different psychological variables, professional perceptions of the relationship, expectations about the future of the relationship, etc. in the research. Measurement tools for evaluating the communication skills are limited for individuals in their professional relations in our country.

For the profession nature, these kinds of training programmes have to be mandatory, and after that communication skills improvement will be achieved in the working place in a healthy way. Communication Skills Training Program can be developed with different types of programme and might be spreaded by more options. Communication Skills Training Programs can be repeated by the employees in the future depending on their need and it can be renovated with the accelerated group work. Pre-defined or delimited Communication Skills Training Programs can be pre-defined or delimited from outside organized training programmes for employee needs.

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Kurum İçi İletişim Becerilerinin Geliştirilmesine Yönelik Model Önerisi

Atıf:

- Abatay, G.B. (2012). Model suggestion to improve internal communication skills. *Eğitim Araştırmaları-Eurasion Journal of Educational Research*, 49/A, 243-260

Özet

Problem Durumu: Bütün canlılar yaşadıkları çevreye uyum sağlamak zorunda ~~çılar~~
Bu yönün sağlıklı bir şekilde bilmesin iletişimnin önemi çok büyüktür. İnsan toplumsal yaşam içinde, başkaları ile olan ilişkilerini düzenleyerek çevresine uyum sağlamaya çalışır. Çalışma hayatında sadece kişinin hangi mesleki bilgi ve becerilere sahip olması gerektiğinin yanı sıra birbirleriyle nasıl ilişki kurdukları ve nasıl anlaştıkları konuları da önem kazanmaktadır. İnsanların birbirlerini daha iyi anlamaları ve tanımları, bir örgütte işlerin daha iyi yapılabilmesi ve sorunların daha iyi çözülebilmesi için sağlıklı bir iletişime ihtiyacı vardır. Örneğin, bir organizasyonda yönetim süreci iletişimle başlar. Eğer iletişimle gereken bilgi alınmazsa organizasyonda oluşan sorunları bilmek ve çözmek mümkün olmaz. Bir organizasyon, iletişim sorunlarına yeterli önemi vermezse o organizasyonda insan ilişkilerinin istenilen biçimde gerçekleşmesi mümkün olmaz. İnsanları çalıştıkları kurumlara bağlamanın en etkili yolu iletişimdir. Çünkü iletişim insani ilişkilerin temel elemanı ve gerçek hayatın ayrılmaz bir parçasıdır. İnsan ilişkilerini on plana çıktığı mesleklerde büyük önem taşıyan iletişim becerilerinin, insan ilişkilerine dayanmayan teknik içerikli mesleklerde o kadar önem taşımadığı düşünülmektedir. Dolayısıyla farklı dallarda mesleki ilişkilerini yuruten kişilerin sahip olduğu iletişim becerilerinin de farklı olması doğaldır. İletişim eylemini etkin bir biçimde kurmak, sürdürmek ve bundan bir doyum elde etmek için, iletişim becerileri gerekmektedir. Bu çalışma bunları ortaya koymak üzere gerçekleştirilmiştir.

Amaç: Kişilerarası ilişkilerin üst düzeyde olduğu bir kurumda çalışan tüm personelin iletişim haritasının oluşturulması ve bu kuruma bağlı çalışanlar arasından seçilmiş bir guruba İletişim Becerileri Eğitimi Modeli uygulanarak kişilerarası iletişim eğitimi alanlarla almayanlar arasında anlamlı farkın analizi bu araştırmanın en genel amacıdır. ve değişkenler açısından aralarında anlamlı farkı araştırmaktır.

Yöntem: Gruplarının oluşturulması için gerekli izinler alınarak çalışma başlatılmıştır. 145 kişi çalışma grubu olarak seçilmiştir. Daha sonra birbirine eşit görünen hem sosyodemografik hem de puan olarak birbirine denk iki grup belirlenmiştir. Bu gruplar 71 kişilik deney, 74 kişilik kontrol grubu olarak oluşturulmuştur. Deney grubuna toplam 12 saatlik eğitim uygulanmıştır. Kontrol grubunda bu süre içerisinde herhangi bir uygulama yapılmamıştır. Çalışmada, ön test, son test ve deneysel bir desen kullanılmıştır. Anket I: Sosyodemografik değişkenlerin araştırıldığı bir ankettir. İletişim Becerileri Envanteri; Deneklerin iletişim becerilerini ölçmek amacıyla Balcı ve Ersanlı (1998) tarafından geliştirilen 'İletişim Becerileri Envanteri' kullanılmıştır. Ölçek davranışsal, zihinsel ve duygusal olmak üzere üç alt boyuttan oluşmaktadır. Envanterin geçerlik çalışmasıyla ilgili olarak; Korkut (1996)'un geliştirdiği İletişim Becerileri Değerlendirme Ölçeği ile korelasyonu incelenmiştir. Yapılan geçerlik çalışmasında iki ölçek arasındaki korelasyon katsayısı 0.70 bulunmuştur. (Ersanlı ve Balcı, 1998). Ölçeğin geçerlilik çalışması yapılmıştır ve Cronbach's Alpha değeri 0,913 olarak saptanmıştır. Bu değerlendirme sonucunda en az puan 47 ve en üst puan ise 235 olarak değerlendirilmiştir. Araştırmanın bağımsız değişkeni, ön-test ve son-test uygulamaları arasında gerçekleştirilen grup yaşantısına dayalı 12 oturumlu İletişim Becerileri Eğitim Programı'dır. Program araştırmacılar tarafından eklektik bir yaklaşımla bir çok kaynaktan yararlanılarak geliştirilmiştir. Deney grubuna uygulanan programın genel amacı, güvenlik görevlilerinin ilişkilerini değerlendirmelerini sağlamak, mesleki ve sosyal iletişim farkını kavramalarını sağlamak, onlara iletişim becerilerini öğretmek ve iletişim becerilerini artırmaktır.

Verilerin Analizi: Verilerin analizi non-parametrik testler yardımıyla, spss 20.0 programı ile yararlanılmıştır. 0.05 anlamlılık düzeyi ile değerlendirilmiştir. Sosyodemografik değişkenlerin deney ve kontrol gruplarının değerlendirilmesinde T-testi ve tek yönlü varyans analiz istatistik yöntemleri kullanılarak karşılaştırma yapılmıştır.

Bulgular: Bu çalışmaya 145 kişi katılmıştır. Katılımcıların yaş ortalaması 28.90 ± 7.35 (19-60) dir. Araştırmaya katılan toplam 71 kişilik deney grubunun %21.1 (n=15) kadındır, %78.9 (n=56) erkektir, %56.3(n=40) 18-26 yaş aralığında, %43.7 (n=31) 27 yaş ve üzerindedir. %56.3 (n=40) bekar, %43.7 (n=31) evlidir, mesleki deneyime bakıldığında %40.8 (n=29) 1 yıl ve daha az bir süredir çalışırken, 2-4 yıl arası deneyimi olan %36.6 (n=26), 5-9 yıl arası deneyimi olan %8.5 (n=6), 10 yıl ve üzeri deneyimi olan ise %14.1 (n=10), eğitim durumuna bakıldığında ilk orta öğreniminde %62 (n=44), üniversite ve üzerinde %38 (n=27), yaşadığı yere bakıldığında Magosada yaşayan %45.1(n=32), Güzelyurt %25.4 (n=18), Lefkoşada yaşayan %23.9 (n=17) ve Girnede yaşayan %5.6 (n=4) dır. 74 kişilik kontrol grubunun %86.4(n=67) erkek, %13.6 (n=13.6) kadındır, %35.1 (n=26) 18-26 yaş aralığında, %64.9 (n=48) 27 yaş ve üzeridir. %35 (n=26) ilk orta eğitimini tamamlamış, %75 (n=48) üniversite ve üzeri eğitim almıştır.

Deney grubunun yaş ve ön test puanları karşılaştırıldığında 18-26 yaş aralığında olan grubun $m=116.75$ ve $sd=9.79$ ve 27 yaş ve üzeri ile karşılaştırıldığında $m=109.35$ ve $sd=11.32$ bulunmuş $t=2.947$ $p=0.004$ bulunmuş. İletişim Becerileri Envanteri ön-testi ile yaş grupları arasında istatistiksel olarak anlamlı bir fark bulunmuştur. Aynı grupta son test sonucunda yaş grupları arasında istatistiksel bir anlam bulunmamıştır. Ayrıca deney grubuna uygulanan ön-test sonucunda zihinsel alt boyutta 18-26 yaş arası $m=36.42$ $sd=3.44$ 27 yaş ve üzerinde $m=33.51$ $sd=5.34$ $f=2.780$ ve $p=0.007$ ($p<0.05$) anlamlı bir fark bulunmuştur. Duygusal alt boyutta ise 18-26 yaş arası $m=31.87$ $sd=4.58$ ve 27 yaş ve üzerinde $m=27.70$ $sd=3.83$ bulunmuş $f=4.076$ ve $p=0.000$ ($p<0.05$) yaş grubu ile duygusal alt boyutta istatistiksel olarak ileri derecede anlamlı bir fark bulunmuştur.

Cinsiyete göre istatistiksel olarak anlamlı bir fark oluşmamıştır. Medeni duruma göre de toplam iletişim becerileri puanında anlamlı bir fark oluşmamasına karşın bekarlarda evlilere oranla alt ölçeklerden zihinsel iletişim becerilerinde anlamlı fark saptanmıştır. Güvenlik görevlilerinden bekarların $m=36.5$ $sd=3.86$, iken evlilerde $m=33.41$ $sd=4.90$ $f=2.964$ $p=0.004$ ($p<0.05$). Zihinsel iletişim becerilerinde daha iyi olmalarını iletişimin zihinsel boyutta daha başarılı davranışsal ve duygusal boyutta daha yetersiz olmaları evlilerin iletişimde daha başarılı olduğu sonucunu düşündürmektedir.

İletişim Becerileri toplam puanlarında ön-test ve son-testte yıllar arasında istatistiksel olarak anlamlı bir fark bulunmuştur. Ön-test iletişim becerileri toplam puanlarına bakıldığında, 1 yıldan az deneyimi olanların 2-4 yıl deneyimi olanlara göre istatistiksel olarak anlamlı bir fark bulunmuştur ($p=0.03$). Aynı şekilde son-testte de 1 yıldan az deneyimi olanların 2-4 yıl deneyimi olanlara göre istatistiksel olarak anlamlı bir fark oluşturmuştur ($p=0.001$). İletişim Becerileri ile yaşanan yer ilişkileri karşılaştırıldığında istatistiksel bir anlam çıkmamasına karşın Lefkoşa'da yaşayanların Magosa, Girne ve Güzelyurt ile karşılaştırıldığında İletişim Becerileri toplam puan ortalaması arasında anlamlı olmasa da bir fark oluşmaktadır.

Deney grubunun İletişim becerileri ön-test son-test toplam puanları arasında anlamlı bir fark oluşmuştur. 0.004 ($p<0.05$). Deney grubunun İletişim Becerileri Envanteri Zihinsel Alt Ölçek puanı ön-test, son-test puanları arasında anlamlı bir fark oluşmuştur. 0.002 ($p<0.05$) Deney grubunun İletişim Becerileri Envanteri Duygusal Alt Ölçek puanı ön-test, son-test puanları arasında anlamlı bir fark saptanmamıştır 0.147 ($p>0.05$) Deney grubunun İletişim Becerileri Envanteri Davranışsal Alt Ölçek puanı ön-test, son-test puanları arasında anlamlı bir fark saptanmıştır 0.049 ($p<0.05$). Kontrol grubunun İletişim Becerileri Envanteri Toplam Puanının ön-test, son-test puanları arasında anlamlı bir fark saptanmamıştır 0.077 ($p>0.05$)

Sonuç: Bu araştırmada, iletişim becerileri eğitim programına katılan deney grubunun iletişim becerilerinin eğitim almayanlara göre anlamlı derecede fark oluşmuştur. Sağlıklı bir ilişkinin yürütülmesi için kişilerarası iletişimin ön planda olduğu meslek gruplarında çalışmaya başlamadan önce iletişim becerilerine sahip olması gerekmektedir. Programı güvenlik görevlilerinin iletişim becerilerini geliştirmelerinde ve bu becerilerin kalıcı hale getirmelerinde etkilidir. Bu araştırmanın bulguları İletişim Be-

cerileri Eğitim Programına katılmayan çalışanların iletişim becerilerinin son test ölçümlerinde değişmediği ancak deney grubunda eğitim sonrası olumlu yönde geliştiğini göstermektedir. Deney grubunda iletişim becerilerinin artış göstermesi, davranışa yönelik bu tür becerilerin gelişiminin gözlenebilmesi için belirli bir zaman aralığına ihtiyaç duyulduğunu düşündürmektedir. Bu araştırmada öngörülen bir aylık eğitim sürecinde iletişim becerilerinin ortaya çıkmasını gözlemlemek için yeterli bir zaman aralığı gibi gözükmemektedir.

Bu araştırmada ise İletişim Becerileri Eğitim Programının çalışanlara yönelik bir aylık eğitim programına göre değerlendirilmiştir. Araştırmada elde edilen bulgulardan eğitimin zihinsel ve davranışsal boyutlarda fark oluşturması eğitimin duygusal iletişimden çok davranışsal iletişime ve zihinsel iletişim becerilerine daha etkili olabildiğini göstermiştir. Literatürde zihinsel ve davranışsal becerilerin kazandırılmasının interaktif eğitimlerin daha etkili olduğunu, kendini tanıma ve kişisel gelişime yönelik eğitimlerin ise duygusal becerileri daha fazla geliştirdiğini psikodrama gibi grup eğitimlerinde daha başarılı olduğunu göstermiştir. Eğitim süresini uzatıp kendini tanımanın hedeflendiği ve duygularımızı fark etmeye yönelik çalışma yapılırsa duygular alanında da eğitimin etkili olacağı düşünülmektedir. Araştırmada bekarların iletişim becerilerinin daha yüksek çıkmıştır.

Öneriler: Araştırmadan elde edilen sonuçlara dayalı olarak araştırmacılara ve alanda çalışanlara yardımcı olması için aşağıdaki önerilere yer verilmiştir. İletişim Becerileri Eğitim Programı göreve başlamadan önce kişilerarası ilişkilerin ön plana çıktığı mesleklerde çalışanlar için yaygınlaştırılarak uygulanabilir. İletişim Becerileri Eğitim Programı'nın içeriği değişik meslek gruplarına sahip çalışanlar için yeniden düzenlenerek, bu çalışanların karşılaşma ihtimali olan örneklerle geliştirmesinde etkili olup olmadığı araştırılabilir. Bu araştırma, sağlık merkez ve hastanelerinde görev yapan güvenlik görevlileri ile gerçekleştirilmiştir. Farklı sosyo-kültürel düzeyde yer alan ve farklı yaş grubundaki deneklerde araştırma tekrarlanabilir. İletişim Becerileri Eğitim Programı'nın farklı psikolojik değişkenler üzerindeki etkisi değerlendirme, mesleki ilişkiye yönelik algular, ilişkinin geleceği hakkında beklentiler vb.) yeni araştırmalarla incelenebilir. Ülkemizde mesleki iletişimde bulunan bireylerin ilişkilerini değerlendiren ölçme araçları sınırlıdır. Bireylerinin ilişkilerinin niteliğini değişik boyutlarda değerlendirebilecek ölçme araçlarına ihtiyaç duyulmaktadır. Bu nedenle alanda yapılacak betimsel ve deneysel çalışmalara kullanılmak amacıyla, bu konuda değişik ölçme araçları geliştirilebilir. Mesleğin niteliğine uygun olarak işe başlamadan çalışanlara bu programlar zorunlu hale getirilerek, sağlıklı iletişim kurabilmelerinde çalışanlara yardımcı olunabilir. İletişim Becerileri Eğitim Programı daha fazla farklı türde program içeriği oluşturularak hem yaygınlaşmış ve hem de seçenekleri artırılmış hale getirilebilir. İletişim Becerileri Eğitim Programları önceden belirlenmiş veya sınırlandırılmış programların dışında kalan tamamen çalışanın ihtiyaçlarına göre düzenlenen programlar olarak da geliştirebilirler.

Anahtar Kelimeler: İletişim, İletişim becerileri, mesleki iletişim, güvenlik görevlisi

