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## SERVICE MARKETING MANAGERS' LEVEL OF REALIZING THEIR INSTRUCTIONAL LEADERSHIP ROLES: THE APPLIED EXAMPLE ON CITY OF ISTANBUL FOR THE EFFECT ON LEVEL OF BUSINESS SUCCESS AND PERFORMANCE

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### ABSTRACT

Today, manager and personnel profiles are continuously changing and developing. Managers and personnel in the field of service marketing should improve themselves in line with the continuous change and development. It is a non-negligible fact that managers undertake instructional leadership roles and they hereby provide their personnel and themselves an opportunity for sustainable training. The purpose of the study is to examine the attitudes and perceptions of managers working in different fields of service marketing for the continuous training of their personnel regarding performance, success and service quality. Moreover, the relation between training and marketing communication was analyzed within the scope of the research. In this context, a two-part questionnaire was applied to a total of randomly selected 950 managers from different service sectors in Istanbul. Data of the questionnaire were analyzed with PASW Statistic 18 package program. Following the reliability analysis, Cronbach's alpha coefficient was found as 0.963. T test was used in independent samples and variables, and one-way ANOVA in comparisons with more than two groups. Besides Chi-Square tests were utilized for independency research. As a result of the research, it was concluded that 78% of the managers have stated continuous training as obligatory in service enterprises. It was observed that managers with high level of education are more conscious regarding providing training for personnel with the purpose of increasing the service quality. It was also determined that educational background of managers is an effective factor on evaluation of efficiency, performance and training and on believing that sales and marketing is the most important factor of communication.

**Key words:** Instructional Leadership, Service, Marketing

### 1. INTRODUCTION

Today's organizations are in a continuous change in line with the necessities of the time in this changing and developing world. Today's organizations feel the need to increase learning and training opportunities of all personnel, notably managers and to provide them with the required information and skill. Leadership is on the table at this stage and helps personnel to determine their basic needs and to make them feel the necessary energy in order to meet these needs rather than pushing them towards a direction with control mechanism (Uslu, 2011: 419).

In this sense, leaders' undertaking the instructional leadership roles focused mainly within the framework of instructional and training activities is of great importance in service sector just like in all fields. Organizations rank among the learning organizations today. It is a fact that realization of training activities within the organization by leaders will contribute to the increase in efficiency and performance of both organization and the personnel in the organization. Whether or not seeking profit, activities directed to increasing personnel's performance are frequently carried out in public or private service organizations in terms of providing quality service. Training activities rank first among these activities. The awareness of managers can be seen as one of the steps to be taken regarding the contributions of these trainings for the organization. Leaders taking this instructional leadership role and assuming the responsibility of this role will be in the position as the practitioners of activities for seeing a thing through and performance. Service is being marketed within the service sector via public or

private companies in many various fields. Service delivery appearing in many fields of life and progressing as fast as manufacturing sector seems like a big market in terms of the reached audiences. It can be uttered that if the personnel working in such market receive sustainable training about marketing strategies, service delivery, transfer, communication skills etc., this will have an active role in organizational success.

In this study, firstly a conceptual framework has been created regarding service sector and instructional leadership subjects, and then the attitudes and perceptions of managers in different service marketing fields for continuous training of their personnel regarding performance and service quality were attempted to be examined.

### 1.1. Leadership And Instructional Leadership

Leadership is a concept as old as human history (Eren, 2006: 431). Many different definitions were made for the leadership concept (Bakan, 2008: 3). Leadership is defined as the process of directing the activities of others in order to realize individual or group objectives under certain conditions (Kayalar and Ozmutaf, 2008: 565). In other words, leadership is the art of making others do the things which s/he believes to be done (Lewis, 2007: 29). For George R. Terry, leadership is the ability of influencing people to make an effort voluntarily for a common purpose (Singla, 2009: 184).

With the lexical meaning, leader means the creative person who leads, illuminates, indicates the future, teaches and feels the wishes and needs of people with whom s/he works in time. Leader can also be defined as the person who is effective in determining or changing the objectives and behaviors of the group (Saruhan et al. 2009: 232).

Leader is the person guiding a group of people towards behaving in line with a certain purpose, followed by those people in order to achieve their individual and group purposes and making them behave as s/he wishes in parallel with her/his wills, orders and instructions (Kocel, 2010: 569).

Leadership results in many desired outputs at individual group level and organizational level. It directs the organization towards more efficient and higher performance outputs (Oztop, 2008). Today leadership is the indicator of competitive capacity of businesses under intense competition environment. It is seen as a key factor for sustainable organizational success and a way of companies' protecting their goods (Erturk, 2008).

The leader is affected from the needs of group members, s/he determines a strategy according to those needs and in this sense s/he collects their energy at a single point and drags its flow to the desired direction by drawing the attention of group members (Gul and Sahin, 2011: 239). The skills essential for being an effective manager are also necessary in order to be an effective leader (Sperry, 2007: 2).

Following the comprehensive researches conducted on leadership, John Huey concluded that today's sharer leaders would confront two missions. The first one is to improve the objectives of the institution and to clearly express them. The second one is to prepare an environment for personnel where they can understand and properly do what is required. According to Huey, the mission of a leader is to be able to discover the importance of organizational learning and to develop a successful direction for application and to facilitate the procedures. This opinion points out the instructional (instrumental) perspective towards leadership (Told by Kaskaya, 2007: 5, 27 from Miller, 1998, p.338). One of the most important reasons for the increase in the interest for leadership behavior is the common thought that the behaviors of a leader affect the performance of organization. It is thought that leadership behavior is effective in reaching to organizational objectives by affecting the performance of personnel in the organization (Rowe et al. 2005: 197-219). The leader has to learn the way of learning in order to see how to cope with learning and applications. As stated by Wick and Leon (1995), an organization will never reach to its potential for success without a learning oriented leader (Zepeda, 2004: 150).

Leaders have four main roles in learning organizations (told by Kaskaya, 2007: 51).

- Leaders firstly should prove that they are open to learning and development with their opinions and behaviors, and they should take an active role for the efforts in this aspect.
- They should play the role of providing all the personnel with learning and development opportunities and be supportive.
- By integrating the learning opportunities into daily routines, they should create a system in which personnel can find the opportunity of learning at any time
- They should undertake the mission of spreading the importance of learning essential for other sections and the whole organization.

Instructional leadership is a type of leadership which was developed completely in line with the educational leadership (Tatliliogu and Okyay, 2012: 1048). If we assess the managers in the field of service marketing within the framework of behavioral dimensions of instructional leadership;

As instructional leaders, service marketing managers play a role in realization of mission and vision of the organization of which they are a member. They can provide an opportunity to determine the aims and objectives of the organization and to share within the organization. They can carry out the task of reviewing and evaluating the aims of the organization in parallel with the continuously changing and developing conditions. They have the required capacity regarding the training and applications about marketing. They always improve themselves concerning marketing strategies.

## 1.2. Service Marketing And Marketing Management

The concept of service which has been growingly analyzed as of 1700s with systematic and technical terms shows its face with different ways at all stages of our life as a natural result of the living together. Therefore, it is necessary to define the concept of service firstly (Sayim and Aydin, 2011: 246).

The humanity lives in community by nature, communicates with each other and needs each other by social structure. So it is possible to mention the existence of services in all periods from the time when humanity existed until today (Bicer, 2007: 46).

The concept of service is defined- with a simple definition- as abstract activity or benefit presented by an individual or institution to another individual or institution (Tarcan, 2001: 4)

The service sector operating in various fields has a considerably important role as the development standard in economy. For instance in the welfare ranking made by The World Bank among 132 countries, a relation between their level of welfare and the weight of service sector draws the attention. Service sector on which it was highly laid emphasis following 1980s employs 55% to 75% of labor force in industrialized western countries (Zengin, 2005: 2). As of the second half of the twentieth century, service sector has started to leave the other two sectors – agriculture and industry- behind both in developed and developing countries (Sayim and Aydin, 2011: 248). Service sector is accepted as an indicator of development within the national economies. In recent 35 years, average increases up to 50% have been observed regarding the employer numbers in service sector of the USA and Japan. The importance of service sector and its weight in economy are gradually increasing in our country day by day. According to data of 2003, the share of service sector within GNP was 68.2% (Eleren and Kilic, 2007: 236-237)

One of the concepts in service sector is marketing. At the end of the First and Second World Wars, owners and managers of companies saw the negative aspects of war marketing and changed their perspectives towards the market. They focused on what can be sold to consumers. So they developed a new movement of thought; a new perspective, a new philosophy and a new discipline which was called "marketing" (Islamoglu, 2000: 325-327).

Marketing is a brand new discipline when thought as a professional research and practice discipline. It emerged as a research discipline in the USA in 1950s. It developed so fast in the following years and spread to many countries. Physical distribution, sales and sales management were emphasized until 1950 within the marketing context. However, such new concepts as marketing mix, marketing management, organizational marketing, social marketing, international marketing and service marketing were raised after 1960s, and the sense of marketing was enlarged (Altunisik et al. 2006: 8).

Marketing means the operating activities in order to determine the demand, to stimulate, to satisfy, to meet the demand by keeping the products and services ready in the most efficient way and to make profit. This definition-like the other previous definitions- contains the profit-making institutions. In fact many non-profit charity institutions, universities, mosques and churches carry out marketing activities. These institutions try to accelerate their development by molding a public opinion in parallel with their aims and objectives. Therefore, marketing can be defined as the process of planning and application carried out for development, pricing, distribution and promotion of ideas, goods and services in order to realize the changes which will ensure reaching to individual and organizational objectives. This definition is the one involving non-profit organizations (Islamoglu, 2000: 325-327).

The change for meeting the needs and demands of people lie behind the marketing subject. Marketing is defined in terms of business economics as: "planning and application process regarding development, pricing, distribution and promotion of ideas, goods and services that will meet the demands in order to realize the exchanges which will ensure reaching to business objectives" (Akdogan, 2011: 1).

In this sense, service sector has become a field where marketing mentality has started to be widely used (Akdogan, 2011: 1). A service enterprise is a place where the service is generally commercialized. Service enterprises can be defined as the industrial organizations primarily producing and selling service with the purpose of meeting the needs of others (Sayim and Aydin, 2011: 248). Service marketing is accepted as a sub-discipline of science of marketing which is gradually developing and prospering day by day (Akdogan, 2011: 19).

Service marketing has three main objectives. These are (Taskin and Buyuk, 2002:7):

- Economic objectives (increasing and improving service incomes, profitability and sales),
- Business objectives (increasing its market share, profit maximization etc.),
- Social objectives (employment, public benefit, environment and nature protection, development, increasing the level of living etc.).

Leadership behaviors of managers who have taken on important tasks in realization of these objectives in increasing the organizational performance appear as the effective factor. One of those leadership behaviors is instructional leadership. It is necessary to have the managers working in service marketing adapt the leadership behaviors and to make them see this responsibility on them. Managers who have taken the role of instructional leadership can maintain the marketing activities by setting the appropriate instructional strategies in line with the aims and objectives of the organization. Managers can provide an opportunity for an increase in performance of the organization and personnel by ensuring the increase in efficiency of marketing personnel within the learning organization. They can provide the optimum contribution to the organization by carrying out the necessary training and activities about marketing and by contributing to the development of personnel regarding continuous training. Moreover, well-educated and qualified personnel are required in service enterprises just like in all businesses. It is

an important factor both for managers and personnel being well-educated in Service Marketing and the sustainability of those training activities in terms of businesses. It is a fact that training of personnel regarding every possible matter from marketing practices to marketing communication will provide value-added to the business and bring the success.

For example; if the personnel are trained regarding how to communicate with the customer, this communication may yield more effective results from all kinds of communication (Namal, 2011: 67). Training activities regarding all these similar matters which will be given to personnel will increase the success of the enterprise.

Some training programs are held with the purpose of improving the knowledge level and skills of the personnel in companies. The purpose is to have the personnel gain standard characteristics for the current situation and to prepare them for the future. So companies have to make educational planning for them. Training programs in companies bring necessary knowledge and skills to the personnel, which is required to increase their performance. Training activities held in enterprises contribute a lot to the business management. It is necessary to prepare programs directed to meeting the related educational gap with the study which will be carried out after determining training requirements, to train the personnel and to improve them (MEGEP, 2007: 35).

## 2. METHODOLOGY

In this research, the opinions of the participant managers concerning the training and development of their personnel working in the service sector were evaluated. In this regard, a two-part questionnaire was applied to a total of 950 participants. In the first part of the questionnaire, the participants were asked about their personal information (sex, marital status, income, education etc.) via the classification scale as descriptive variables. In the second part, 55 questions were asked with the purpose of determining the relation between education and marketing communication and the opinions were questioned with 5 likert scale. It was defined as 1-Absolutely Agree and 5- Completely Disagree. Cronbach's alpha analysis was applied in order to test the reliability of the prepared scale.

The research phase of the study conducted took 15 months on average. Firstly a preliminary test was carried out in order to provide the reliability of the questionnaire. City of Istanbul was chosen as the target population and Besiktas district as the sample for the preliminary test. A total of 120 managers participated in the preliminary test. Data obtained from the participants were subjected to Cronbach's alpha analysis for the reliability of the questionnaire and the coefficient was found as 0,876. This number has proved that the scale and the questionnaire used is reliable. Likewise, the questionnaire used in the post graduate thesis titled as "The effect of stress on performance, a study on leader personnel of 40th infantry training regimental commendary by Yilmaz, 2006" from Suleyman Demirel University Institute of Social Sciences was benefited. The questionnaire used in the article titled as "The Applied Analysis of the Effect of Training Provided to the Personnel in Food Production Enterprises on Production Efficiency: Korkmaz et al, 2012" published in the 3rd volume of Faculty of Agriculture Journal (16) from Harran University was also utilized and some contribution was made to the research.

While independent sample t test was used in analyses carried out regarding the variables composed of two independent groups, one-way ANOVA was preferred for the comparisons with three or more groups. Chi-Square tests were also used for independence research. The abovementioned tests were analyzed in PASW Statistic 18 package program.

### 2.1. Data Analysis

Data sets obtained following the questionnaire were analyzed in PASW Statistic 18 (SPSS-Statistical Package for Social Sciences) package program. Reliability analysis, frequency tables, descriptive statistics, independent sample t test, one-way variance analysis, Scheffve Chi-square test were used within the scope of the analysis.

## 3. FINDINGS

### 3.1. Application And Analysis

**Table1.** Reliability statistics related to the scale

| Cronbach's Alpha | Item number |
|------------------|-------------|
| 0.963            | 55          |

Concerning the results of the reliability analysis, 55 items included in the analysis were found to be at high level of reliability.

### 3.2. Demographic Findings of the Participants

It has been found that 16% of the participants included in the analysis work in such places as Banks, Health and Insurance Institutions, Sports Centers and Education Companies; 21% of them work in Security companies. Regarding the distribution by sex, 62% is male. 35% is married and the spouses of 62% work. 38% of the married participants have 1 or 2 children.

34% of the participants work in a company with 50 employees by majority. 43% has the working experience between 10 and 15 years and 41% of them have been working in the current workplace for 10-15

years. Regarding their level of income, the distribution by income between 1501-2000, 2001-2500 and over 2501 is very similar. 93% is undergraduates or higher. 78% knows a second language.

**Table 2.** Descriptive statistics of the participants

|                                                 |     |                                                        |     |
|-------------------------------------------------|-----|--------------------------------------------------------|-----|
| Type of Company                                 |     | How Many Years Have You Been In Working Life           |     |
| Bank                                            | 16% | 1-5 Years                                              | 7%  |
| Health                                          | 16% | 5-10 Years                                             | 22% |
| Insurance                                       | 16% | 10-15 Years                                            | 43% |
| Sports Center                                   | 16% | 15-20 Years                                            | 22% |
| Education                                       | 16% | 20 Years And More                                      | 6%  |
| Security                                        | 21% |                                                        |     |
| Sex                                             |     | How Many Years Have You Been Working In This Workplace |     |
| Female                                          | 38% | 1-5 Years                                              | 10% |
| Male                                            | 62% | 5-10 Years                                             | 17% |
|                                                 |     | 10-15 Years                                            | 41% |
| Marital Status                                  |     | 15-20 Years                                            | 25% |
| Married                                         | 35% | 20 Years And More                                      | 7%  |
| Single                                          | 65% |                                                        |     |
| Does Your Spouse Work                           |     | How Much Is Your Income                                |     |
| Yes                                             | 62% | 1501-2000                                              | 33% |
| No                                              | 38% | 2001-2500                                              | 32% |
|                                                 |     | 2501+                                                  | 35% |
| Do You Have Children                            |     | What Is Your Educational Status                        |     |
| 1                                               | 38% | College                                                | 7%  |
| 2                                               | 38% | University                                             | 32% |
| 3                                               | 24% | Postgraduate                                           | 35% |
|                                                 |     | Phd And More                                           | 27% |
| How Many Service Employees Work In Your Company |     | Do You Know A Foreign Language                         |     |
| With 25 Employees                               | 12% | Yes                                                    | 78% |
| With 40 Employees                               | 23% | No                                                     | 22% |
| With 50 Employees                               | 34% |                                                        |     |
| With 60 Employees                               | 25% |                                                        |     |
| With 100 And More Employees                     | 5%  |                                                        |     |

78% of the managers think that the continuous training in service enterprises is obligatory. In EU harmonization process, the obligation of training all through business life for employees working in service marketing sector is supported. 52% of managers don't consider themselves as sufficient and well-equipped. 46% of the participants agree with the opinion that employees should constantly improve themselves as training and communication is continuous in service marketing.

**Table 3.** Percentage distribution regarding opinions of the participants

|                                                                                   |     |
|-----------------------------------------------------------------------------------|-----|
| I Am in The Opinion That Continuous Training is Obligatory in Service Enterprises |     |
| Yes                                                                               | 78% |
| No                                                                                | 22% |

**Table 4.** Percentage distribution regarding opinions of the participants

|                                                                                                                                                                  |     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Do you agree and support the obligation of training all through business life for employees working in service marketing sector within EU harmonization process? |     |
| Yes                                                                                                                                                              | 58% |
| No                                                                                                                                                               | 42% |

**Table 5.** Percentage distribution regarding opinions of the participants

|                                                                        |     |
|------------------------------------------------------------------------|-----|
| Do you consider yourself as sufficient and well-equipped for your job? |     |
| Yes                                                                    | 48% |
| No                                                                     | 52% |

**Table 6.** Percentage distribution regarding opinions of the participants

|                                                                                                                                           |     |
|-------------------------------------------------------------------------------------------------------------------------------------------|-----|
| I believe that training and communication should be continuous in service marketing, and individuals should improve themselves constantly |     |
| Yes                                                                                                                                       | 46% |
| No                                                                                                                                        | 54% |

**Table 7.** Statistical distribution of the opinions of participants regarding the scale

| ITEMS                                                                                                                                                                                        | Completely Agree (%) | Relatively Agree (%) | Agree to Some Extent (%) | Agree a Bit (%) | Disagree (%) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------|--------------------------|-----------------|--------------|
| 1. I explain the general purposes of office to all employees.                                                                                                                                | 33                   | 34                   | 23                       | 6               | 4            |
| 2. I guide everyone in the office to share the purposes of the company.                                                                                                                      | 29                   | 38                   | 23                       | 6               | 4            |
| 3. I review the working programs as per the sales and formed quotas and make the amendments when necessary.                                                                                  | 39                   | 36                   | 15                       | 7               | 3            |
| 4. I review the purposes of the office and redetermine as per today's conditions.                                                                                                            | 52                   | 23                   | 17                       | 7               | 1            |
| 5. I utilize the success of employees while developing the purposes of the office.                                                                                                           | 39                   | 36                   | 17                       | 2               | 7            |
| 6. I take the lead regarding the purposes of the office being in line with the strategy for service marketing.                                                                               | 50                   | 26                   | 18                       | 6               | 0            |
| 7. I open the purposes of the office to discussion in frequently held meetings.                                                                                                              | 71                   | 15                   | 10                       | 2               | 1            |
| 8. I encourage the studies of employees serving the same purpose.                                                                                                                            | 74                   | 19                   | 6                        | 0               | 0            |
| 9. I set the purposes directed to increasing the current success of employees.                                                                                                               | 70                   | 22                   | 5                        | 3               | 0            |
| 10. I take the lead in reflecting the purposes of the school on practice.                                                                                                                    | 72                   | 15                   | 4                        | 7               | 3            |
| 11. I encourage everyone to have high expectations regarding the success of employees.                                                                                                       | 73                   | 13                   | 6                        | 5               | 3            |
| 12. I prepare annual action plan related to the studies of employees and office.                                                                                                             | 68                   | 20                   | 9                        | 0               | 3            |
| 13. I place emphasis on taking into consideration the expectations in annual office and personnel programs.                                                                                  | 69                   | 17                   | 7                        | 3               | 4            |
| 14. I maintain the coordination between annual and long-term programs of the office.                                                                                                         | 77                   | 18                   | 4                        | 1               | 0            |
| 15. I actively participate in review and selection of materials related to marketing activities and programs.                                                                                | 78                   | 12                   | 4                        | 5               | 0            |
| 16. I frequently visit the groups in order to ensure efficient usage of sales and communication time.                                                                                        | 68                   | 19                   | 5                        | 5               | 3            |
| 17. I encourage the personnel to participate in cultural and educational activities for out of office times.                                                                                 | 60                   | 17                   | 12                       | 6               | 5            |
| 18. I care about organizational harmony and cultural structure of the organization.                                                                                                          | 61                   | 10                   | 15                       | 7               | 7            |
| 19. I ensure the initiation and completion of the prepared working programs on time.                                                                                                         | 71                   | 14                   | 7                        | 2               | 6            |
| 20. At work, I spend my whole time on evaluation of such activities as efficiency, performance, training and interpersonal harmony.                                                          | 74                   | 14                   | 6                        | 5               | 0            |
| 21. I pay attention to the harmony of all employees with each other, coherence and the importance of organizational culture.                                                                 | 72                   | 20                   | 5                        | 3               | 1            |
| 22. I receive the opinions and suggestions of employees regarding acting together on all kinds of current or possible problems, reaching a consensus, and meeting at the same point.         | 71                   | 20                   | 3                        | 1               | 5            |
| 23. I discuss with all employees particularly human resources for the service marketing programs.                                                                                            | 63                   | 13                   | 13                       | 3               | 6            |
| 24. I arrive at a consensus with employees about the causes and solutions of the problems and strategic programs.                                                                            | 63                   | 17                   | 9                        | 5               | 5            |
| 25. I follow an innovative approach according to the type and kind of service sold and marketed.                                                                                             | 70                   | 18                   | 8                        | 4               | 0            |
| 26. I frequently inform the employees regarding the newly-formed structure of the office, its technology, customer and service quality and contribute them to receive the required training. | 73                   | 13                   | 8                        | 4               | 2            |
| 27. I reward success of the office for sales and service marketing and the personnel who achieved this success, and I announce it to the whole personnel of the office.                      | 69                   | 20                   | 4                        | 3               | 4            |
| 28. I take the lead in rewarding the personnel who made a hit.                                                                                                                               | 57                   | 23                   | 5                        | 7               | 8            |
| 29. I provide an opportunity for amelioration of the factors that caused failures, and for supply of the required support to the personnel concerning this matter.                           | 53                   | 25                   | 12                       | 6               | 4            |
| 30. I take the lead in group work.                                                                                                                                                           | 74                   | 13                   | 7                        | 5               | 1            |
| 31. I believe in common success rather than personal success.                                                                                                                                | 66                   | 14                   | 10                       | 6               | 3            |
| 32. I always believe in the hypothesis that sales and marketing is the most important factor of communication.                                                                               | 66                   | 16                   | 7                        | 4               | 6            |
| 33. Patience and stability can only be ensured with a good communication technique.                                                                                                          | 69                   | 17                   | 5                        | 7               | 2            |
| 34. Selling an asset which is not service means make it accepted. I believe the importance of communication factor for that.                                                                 | 74                   | 10                   | 6                        | 5               | 4            |
| 35. I follow the developments in service sector and I inform my employees concerning this matter.                                                                                            | 69                   | 13                   | 9                        | 4               | 5            |
| 36. I encourage the employees to receive personal training in order to improve themselves in professional way and to be sensitive about possible problems.                                   | 71                   | 16                   | 4                        | 4               | 5            |
| 37. Striving for professional development (in service training, graduate program participation etc.)                                                                                         | 70                   | 11                   | 8                        | 5               | 6            |
| 38. I copy and distribute the important news about training from newspapers and journals.                                                                                                    | 65                   | 18                   | 8                        | 4               | 5            |
| 39. I invite speakers outside the office to hold conferences for employees.                                                                                                                  | 68                   | 15                   | 14                       | 1               | 3            |
| 40. I hold meetings in order to share new information and skills gained during in-service training activities.                                                                               | 85                   | 6                    | 4                        | 3               | 2            |
| 41. I support the usage of new information and skills obtained from in-service training activities in the class.                                                                             | 72                   | 17                   | 4                        | 5               | 1            |
| 42. I take the lead in formation of "team spirit" between manager, chief, employee and other personnel.                                                                                      | 78                   | 16                   | 4                        | 1               | 0            |
| 43. I provide support for all employees to perform their duties better.                                                                                                                      | 83                   | 13                   | 3                        | 1               | 0            |
| 44. I ensure the required order and discipline for the effective sales and marketing.                                                                                                        | 87                   | 5                    | 6                        | 1               | 1            |
| 45. For all employees in the office, I try to plant the belief that they can learn and be successful.                                                                                        | 62                   | 12                   | 9                        | 9               | 8            |
| 46. I create physical environments where all employees enjoy working.                                                                                                                        | 29                   | 54                   | 5                        | 8               | 5            |
| 47. I take the lead for social activities which will ensure bonding among all employees.                                                                                                     | 45                   | 28                   | 4                        | 10              | 12           |
| 48. I support the individuals who suggest new and different opinions about Sales, Marketing and Communication.                                                                               | 38                   | 51                   | 1                        | 2               | 8            |
| 49. I prevent the office and other employees being damaged because of inter-personal and inter-group conflicts.                                                                              | 24                   | 54                   | 2                        | 4               | 15           |
| 50. I direct the subjects related to all sales marketing in allocation of time and source for the things to be done.                                                                         | 58                   | 23                   | 1                        | 2               | 15           |
| 51. For all employees to be successful, I give the support which will contribute to smooth operation of their relations with family members in addition to socio-cultural activities.        | 45                   | 43                   | 1                        | 2               | 9            |
| 52. I always believe the importance of continuous training for offering better quality service.                                                                                              | 61                   | 17                   | 11                       | 6               | 5            |
| 53. The training programs we provide to our employees increase their motivation and this affects working performance.                                                                        | 68                   | 19                   | 8                        | 5               | 0            |
| 54. I believe the importance of collective training groups for organizational success.                                                                                                       | 72                   | 15                   | 8                        | 4               | 1            |
| 55. Our service quality remarkably increased following the continuous training.                                                                                                              | 69                   | 21                   | 4                        | 3               | 3            |

**Hypothesis 1:** Educational background of managers is not an effective factor on believing the importance of continuous training for giving better service.

In evaluation of the hypothesis; Sig value is found  $(0.000) < 0.05$ . H0 hypothesis is rejected accordingly. Educational background of managers is an effective factor on believing the importance of continuous training for giving better service. The ones with higher education believe less than other groups.

**Hypothesis 2:** Educational background of managers is not an effective factor regarding training given to employees has an effect on their working motivation and performance.

In evaluation of the hypothesis; Sig value is found  $(0.000) < 0.05$ . H0 hypothesis is rejected accordingly. Educational background of managers is an effective factor regarding training given to employees has an effect on their working motivation and performance. The ones with higher education believe less than other groups.

**Hypothesis 3:** Educational background of managers is not an effective factor in believing the importance of collective training.

In evaluation of the hypothesis; Sig value is found  $(0.000) < 0.05$ . H0 hypothesis is rejected accordingly. Educational background of managers is an effective factor in believing the importance of collective training. The ones with higher education believe less than other groups.

**Hypothesis 4:** Educational background of managers is not an effective factor on believing that continuous training increases the service quality.

In evaluation of the hypothesis; Sig value is found  $(0.011) < 0.05$ . H0 hypothesis is rejected accordingly. Educational background of managers is an effective factor on believing that continuous training increases the service quality. The ones with higher education believe more than other groups.

**Table 8.** Comparative ANOVA test between opinions of the participants about training and their educational background

| Items                                                                                                      |                | N   | Average | Ss    | F      | P     | Difference Scheffe |
|------------------------------------------------------------------------------------------------------------|----------------|-----|---------|-------|--------|-------|--------------------|
| I Believe The Importance Of Continuous Training For Giving Better Service.                                 | College        | 69  | 3.17    | 1.465 | 28.518 | 0.000 | 1-2,3,4            |
|                                                                                                            | University     | 300 | 1.78    | 1.196 |        |       |                    |
|                                                                                                            | Post Graduate  | 329 | 1.78    | 1.165 |        |       |                    |
|                                                                                                            | Phd And Higher | 252 | 1.78    | 1.193 |        |       |                    |
|                                                                                                            | Total          | 950 | 1.88    | 1.257 |        |       |                    |
| Training Programs We Give To Our Employees Increase Their Motivation And This Affects Working Performance. | College        | 69  | 3.07    | 1.407 | 64.195 | 0.000 | 1-2,3,4            |
|                                                                                                            | University     | 300 | 1.55    | .892  |        |       |                    |
|                                                                                                            | Post Graduate  | 329 | 1.50    | .838  |        |       |                    |
|                                                                                                            | Phd And Higher | 252 | 1.44    | .843  |        |       |                    |
|                                                                                                            | Total          | 950 | 1.62    | .995  |        |       |                    |
| I Believe The Importance Of Collective Training Groups For Organizational Success.                         | College        | 69  | 3.29    | 1.307 | 80.422 | 0.000 | 1-2,3,4            |
|                                                                                                            | University     | 300 | 1.50    | .871  |        |       |                    |
|                                                                                                            | Post Graduate  | 329 | 1.45    | .876  |        |       |                    |
|                                                                                                            | Phd And Higher | 252 | 1.51    | .947  |        |       |                    |
|                                                                                                            | Total          | 950 | 1.62    | 1.041 |        |       |                    |
| Our Service Quality Remarkably Increased Following The Continuous Training.                                | College        | 69  | 1.17    | .568  | 3.740  | 0.011 | 1-2,3,4            |
|                                                                                                            | University     | 300 | 1.53    | .916  |        |       |                    |
|                                                                                                            | Post Graduate  | 329 | 1.57    | 1.013 |        |       |                    |
|                                                                                                            | Phd And Higher | 252 | 1.46    | .894  |        |       |                    |
|                                                                                                            | Total          | 950 | 1.50    | .929  |        |       |                    |

**Hypothesis 5:** Managers' support for life-long training of their employees is not an effective factor on believing the importance of continuous training for offering better quality service.

In evaluation of the value is found  $(0.004) < 0.05$ . H0 hypothesis is rejected accordingly. Managers' support for life-long training of their employees is an effective factor on believing the importance of continuous training for offering better quality service.

**Hypothesis 6:** Managers' support for life-long training of their employees is not an effective factor for the effect of training programs provided to employees on their working motivation and performance.

In evaluation of the value is found  $(0.000) < 0.05$ . H0 hypothesis is rejected accordingly. Managers' support for life-long training of their employees is an effective factor for the effect of training programs provided to employees on their working motivation and performance.

**Hypothesis 7:** Managers' support for life-long training of their employees is not an effective factor on believing the importance of collective training.

In evaluation of the value is found  $(0.000) < 0.05$ . H0 hypothesis is rejected accordingly. Managers' support for life-long training of their employees is an effective factor on believing the importance of collective training.

**Hypothesis 8:** Managers' support for life-long training of their employees is not an effective factor on believing that continuous training increases service quality.

In evaluation of the value is found  $(0.011) < 0.05$ . H0 hypothesis is rejected accordingly. Managers' support for life-long training of their employees is an effective factor on believing that continuous training increases service quality.

**Table 9.** t-test results for the opinions of the participants regarding training

| Items                                                                                                            |     | N   | Average | Ss    | T     | P     |
|------------------------------------------------------------------------------------------------------------------|-----|-----|---------|-------|-------|-------|
| I believe the importance of continuous training for offering better quality service.                             | No  | 398 | 2.02    | 1.330 | 2.906 | 0.004 |
|                                                                                                                  | Yes | 552 | 1.78    | 1.193 |       |       |
| Training programs we give to our employees increase their motivation and this affects their working performance. | No  | 398 | 1.78    | 1.128 | 4.203 | 0.000 |
|                                                                                                                  | Yes | 552 | 1.50    | .871  |       |       |
| I believe the importance of collective training for organizational success.                                      | No  | 398 | 1.77    | 1.188 | 3.940 | 0.000 |
|                                                                                                                  | Yes | 552 | 1.50    | .906  |       |       |
| Our service quality remarkably increased following the continuous training.                                      | No  | 398 | 1.67    | .962  | 2.320 | 0.000 |
|                                                                                                                  | Yes | 552 | 1.50    | .906  |       |       |

**Hypothesis 9:** Believing that employees should improve themselves via continuous training is not an effective factor for better quality service.

In evaluation of the value is found  $(0.000) < 0.05$ .  $H_0$  hypothesis is rejected accordingly. Believing that employees should improve themselves via continuous training is an effective factor for better quality service.

**Hypothesis 10:** Believing that employees should improve themselves via continuous training is not an effective factor for the effect of training programs given to employees on their working motivation and performance.

In evaluation of the value is found  $(0.012) < 0.05$ .  $H_0$  hypothesis is rejected accordingly. Believing that employees should improve themselves via continuous training is an effective factor for the effect of training programs given to employees on their working motivation and performance.

**Hypothesis 11:** Believing that employees should improve themselves via continuous training is not an effective factor on believing the importance of collective training.

In evaluation of the value is found  $(0.001) < 0.05$ .  $H_0$  hypothesis is rejected accordingly. Believing that employees should improve themselves via continuous training is an effective factor on believing the importance of collective training.

**Hypothesis 12:** Believing that employees should improve themselves via continuous training is not an effective factor on believing that continuous training increases service quality.

In evaluation of the value is found  $(0.003) < 0.05$ .  $H_0$  hypothesis is rejected accordingly. Believing that employees should improve themselves via continuous training is an effective factor on believing that continuous training increases service quality.

**Table 10.** t-test results for the opinions of the participants regarding training

| Items                                                                                                            |     | N   | Average | SS    | t      | p     |
|------------------------------------------------------------------------------------------------------------------|-----|-----|---------|-------|--------|-------|
| I believe the importance of continuous training for offering better quality service.                             | No  | 434 | 1.89    | 1.256 | 0.291  | 0.000 |
|                                                                                                                  | Yes | 516 | 1.87    | 1.259 |        |       |
| Training programs we give to our employees increase their motivation and this affects their working performance. | No  | 434 | 1.63    | 1.052 | 0.447  | 0.012 |
|                                                                                                                  | Yes | 516 | 1.60    | .946  |        |       |
| I believe the importance of collective training for organizational success.                                      | No  | 434 | 1.68    | 1.104 | 1.800  | 0.001 |
|                                                                                                                  | Yes | 516 | 1.56    | .983  |        |       |
| Our service quality remarkably increased following the continuous training.                                      | No  | 434 | 1.47    | .917  | -0.911 | 0.003 |
|                                                                                                                  | Yes | 516 | 1.53    | .940  |        |       |

**Hypothesis 13:** Sex and individual's considering herself/himself successful in the job are independent.

Asymp. Sig value is below 0.05.  $H_0$  should be rejected accordingly. Sex and individual's considering herself/himself successful in the job are not independent. In analysis of Crosstab, it is observed that men consider themselves more successful.

**Table 11.** Crosstab regarding the question "Do you consider yourself as sufficient and well-equipped for your job?" and sex variable

|       |       | Do you consider yourself as sufficient and well-equipped for your job? |     | Total |
|-------|-------|------------------------------------------------------------------------|-----|-------|
|       |       | Yes                                                                    | No  |       |
| Sex   | Women | 144                                                                    | 214 | 358   |
|       | Men   | 312                                                                    | 280 | 592   |
| Total |       | 456                                                                    | 494 | 950   |

**Table 12.** Chi-Square table regarding table 11

|                              | Value  | df | Asymp. Sig. (2-sided) | Exact Sig. (2-sided) | Exact Sig. (1-sided) |
|------------------------------|--------|----|-----------------------|----------------------|----------------------|
| Pearson Chi-Square           | 13.919 | 1  | .000                  |                      |                      |
| Continuity Correctionb       | 13.424 | 1  | .000                  |                      |                      |
| Likelihood Ratio             | 13.986 | 1  | .000                  |                      |                      |
| Fisher's Exact Test          |        |    |                       | .000                 | .000                 |
| Linear-by-Linear Association | 13.904 | 1  | .000                  |                      |                      |
| N of Valid Cases             | 950    |    |                       |                      |                      |

**Hypothesis 14:** Years of working and supporting life-long training of employees are independent.

Asymp. Sig value is below 0.05. H0 should be rejected accordingly. Years of being in working life and supporting life-long training of employees are not independent. In analysis of Crosstab, the employees working for 15-20 years are more supported.

**Table 13.** Crosstab related to the participants' years of working

|                                        |                   | Do you agree and support the obligation of training all through business life for employees working in service marketing sector within EU harmonization process? |     | Total |
|----------------------------------------|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------|
|                                        |                   | No                                                                                                                                                               | Yes |       |
| How long have you been in working life | 1-5 Years         | 26                                                                                                                                                               | 42  | 68    |
|                                        | 5-10 Years        | 167                                                                                                                                                              | 39  | 206   |
|                                        | 10-15 Years       | 20                                                                                                                                                               | 388 | 408   |
|                                        | 15-20 Years       | 175                                                                                                                                                              | 37  | 212   |
|                                        | 20 Years and More | 10                                                                                                                                                               | 46  | 56    |
| Total                                  |                   | 398                                                                                                                                                              | 552 | 950   |

**Table 14.** Chi-Square table regarding table 13

|                              | Value   | df | Asymp. Sig. (2-sided) |
|------------------------------|---------|----|-----------------------|
| Pearson Chi-Square           | 516.810 | 4  | .000                  |
| Likelihood Ratio             | 593.033 | 4  | .000                  |
| Linear-by-Linear Association | 1.217   | 1  | .270                  |
| N of Valid Cases             | 950     |    |                       |

**Hypothesis 15:** Educational background of managers is not an effective factor on evaluation of efficiency and performance training.

In evaluation of the value is found  $(0.002) < 0.05$ . H0 hypothesis is rejected accordingly. Educational background of managers is an effective factor on evaluation of efficiency and performance training.

**Hypothesis 16:** Educational background of managers is not an effective factor on believing that sales and marketing is the most important factor of communication.

In evaluation of the value is found  $(0.008) < 0.05$ . H0 hypothesis is rejected accordingly. Educational background of managers is an effective factor on believing that sales and marketing is the most important factor of communication.

**Hypothesis 17:** Educational background of managers is not an effective factor on believing that communication is the most important factor.

In evaluation of the value is found  $(0.000) < 0.05$ . H0 hypothesis is rejected accordingly. Educational background of managers is an effective factor on believing that communication is the most important factor.

**Table 15.** The opinions of the participants concerning efficiency, performance and communication

| Items                                                                                                                          |                | N   | Average | SS    | F     | p     | Difference Scheffe |
|--------------------------------------------------------------------------------------------------------------------------------|----------------|-----|---------|-------|-------|-------|--------------------|
| At work, I spend my whole time on evaluation of such activities as efficiency, performance, training and interpersonal harmony | College        | 69  | 1.42    | .898  | 0.000 | 0.002 | 1-2,3,4            |
|                                                                                                                                | University     | 300 | 1.46    | .843  |       |       |                    |
|                                                                                                                                | Post Graduate  | 329 | 1.53    | .956  |       |       |                    |
|                                                                                                                                | Phd And Higher | 252 | 1.48    | .717  |       |       |                    |
|                                                                                                                                | Total          | 950 | 1.44    | .861  |       |       |                    |
| I always believe in the hypothesis that sales and marketing is the most important factor of communication.                     | College        | 69  | 1.36    | .707  | 0.000 | 0.008 | 1-2,3,4            |
|                                                                                                                                | University     | 300 | 1.67    | 1.151 |       |       |                    |
|                                                                                                                                | Post Graduate  | 329 | 1.71    | 1.203 |       |       |                    |
|                                                                                                                                | Phd And Higher | 252 | 1.77    | 1.248 |       |       |                    |
|                                                                                                                                | Total          | 950 | 1.69    | 1.172 |       |       |                    |
| Selling an asset which is not service means make it accepted. I believe the importance of communication factor for that.       | College        | 69  | 1.35    | .764  | 0.000 | 0.001 | 1-2,3,4            |
|                                                                                                                                | University     | 300 | 1.65    | 1.208 |       |       |                    |
|                                                                                                                                | Post Graduate  | 329 | 1.55    | 1.109 |       |       |                    |
|                                                                                                                                | Phd And Higher | 252 | 1.48    | 1.000 |       |       |                    |
|                                                                                                                                | Total          | 950 | 1.55    | 1.095 |       |       |                    |

#### 4. RESULT AND EVALUATION

- ✓ Concerning the reliability results following the questionnaire analyses, the confidence level was found high. The majority of the participants were determined as male and single. The spouses of 62% of the married ones work. 38% of them have 1 or 2 children.
- ✓ Concerning the workplace; 34% works in a company with more than 50 employees. 43% has 10 or 15 years of working experience and 41% has been working in the same workplace for 10 or 15 years. 35% has an income over 2500 lira. 93% is postgraduate. 78% knows a foreign language.

- ✓ 78% of the managers think that continuous training is obligatory in service enterprises. In EU harmonization process, the obligation of training all through business life for employees working in service marketing sector is supported. 52% of managers don't consider themselves as sufficient and well-equipped. 46% of the participants agree with the opinion that employees should constantly improve themselves as training and communication is continuous in service marketing.
- ✓ The educational background of managers is an effective factor on the importance of continuous training for better quality service. The higher the educational status of managers is, the higher the awareness about providing training to increase service quality is.
- ✓ The managers with high level of education is found to be an effective factor on the necessity of employee training in order to increase their working motivation.
- ✓ Collective training group increases the consciousness and creates more harmonized working environment within the group. The managers with high level of education provide support concerning this matter.
- ✓ Continuous training is a must factor in service sector and increases service quality.
- ✓ The managers supporting life-long training of their employees believe that continuous training and collective training are important for better quality service, they can increase the motivation of employees with this way, and continuous training increases service quality.
- ✓ The managers believing that employees can improve themselves via continuous training also believe that continuous training and collective training are important for better quality service, they can increase the motivation of employees with this way, and continuous training increases service quality.
- ✓ Men consider themselves more sufficient and well-equipped than women in their jobs.
- ✓ Working experience of the participants was found to be an effective factor on thinking the obligation of training all through business life for employees working in service marketing sector in Turkey's harmonization process with EU. The employees working for 15-20 years support this matter more.
- ✓ The educational status of managers is an effective factor on evaluation of efficiency, performance and training, and believing that sales and marketing is the most important factor of communication.

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