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**EFFECTIVENESS OF EDUCATIONAL
ACTIVITIES AND STUDY OF A CASE**

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ABSTRACT

Severe competitive conditions and growing enterprises force owners of enterprises to employ professional managers and qualified employees. Needless to say, an enterprise adapts itself to rapidly changing and developing conditions by means of employees provided with skills abilities. Enterprises may select personnel by best means and employ them by most effective methods, yet such conditions are inadequate. Both current personnel and newly employed ones have to be backed by effective and continues educational programs for better and growing contribution to the enterprise.

Starting with definition, the importance and aims of the education, in my thesis I try to discuss almost all educational methods utilized in enterprises. Then we examine effects and benefits of the educational activities on enterprise and personnel. The first two parts of the thesis focus on theoretical aspects and a questionnaire conducted for search of the effects of educational activities on personnel in service sector. The questionnaire was filled out by banking sector personnel who are believed both in this country and out as involved in massive human relations. The institutions included in the questionnaire are Vakıfbank, Yapı Kredi Bankası and Anadolu Finans.

By the study of questionnaires, I analyzed the effects of educational activities on the personnel while realizing both their personal and organizational goals and some various issues such as to what extent they think that the educational activities are effective.

Key Words:

Education

Effectiveness

Case Study

Questionnaire

ÖZET

Hızla artan rekabet koşulları ve büyüyen işletmeler, neticesinde işletme sahiplerini daha güçlü çalışanları bünyelerine almaya veya mevcut çalışanlarını bu anlamda yetiştirmeye sevk etmektedir. Kuşkusuz işletmenin devamlı kendini yenilemesi değişen şartlara adapte olması çalışanlarının bilgi, beceri ve gayretleriyle olabilir. Ancak bu durum gerek yeni personelin gerekse mevcut çalışanların görevlerini daha başarılı bir biçimde yerine getirebilmesi ve işletmeye devamlı artan bir değer kazandırabilmeleri için onlara hem örgütsel hem de kişisel amaçlarını gerçekleştirebilecekleri etkin ve sürekli eğitim programlarının uygulamasıyla mümkün olabilecektir.

Tezimde eğitimin önemi, tanımı ve amacından başlayarak hemen hemen işletmelerde kullanılan tüm eğitim yöntemlerinden bahsetmeye çalıştım. Hemen ardından eğitim faaliyetlerinin gerek işletme gerekse personel üzerindeki etkilerini, yararlarını irdelemeye çalıştım. Tezimizin ilk iki bölümünde kuramsal olarak incelemeye çalıştığım eğitim faaliyetlerinin hizmet sektöründe çalışan personel üzerindeki etkilerini araştırmak için bir anket düzenleyerek bu anketi ülkemizde ve dünyada önemli kurumlar olarak kabul edilen aynı zamanda hizmet sektörleri içinde en yoğun insan ilişkilerinin yaşandığı işletmelerden olan bankacılık sektöründeki Vakıfbank, Yapı ve Kredi Bankası ve Anadolu Finans Kurumunda çalışan personel üzerinde uyguladım.

Anket çalışmasıyla eğitim faaliyetlerinin yukarıda adı geçen kurumlarda çalışan personel üzerindeki gerek örgütsel gerekse kişisel amaçlarına ulaşmada etkilerinin yanı sıra eğitim faaliyetlerini ne derece etkili bulduklarını farklı sorularla irdelemeye çalıştık.

Anahtar Kelimeler

Eğitim Faaliyetleri

Etkililik

Vaka Çalışması

Anket

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CHAPTER 1

BASIC CONCEPTS AND EDUCATIONAL PROCESSES

1.1 IMPORTANCE OF EDUCATION

The enterprises today perceive education as an investment for the future, in the context of rapid economic and technological developments in order to acquire, process and diffuse knowledge; for survival and successful competition (Espen, 1999: 694).

The labor power should be flexible enough for self-development, high-standard and competitive power and having fair share and subsequently from the market. Such a structure can be attained by education in enterprises. For instance, setting a value system for itself may be evaluated as a competitive advantage for an enterprise. Long-term plans are institutionalized and fixed by personnel of the enterprise and such systems are barely difficult to be transferred and imitated by competitor enterprises (Özgün, Altan, 1997: 44).

As a matter of fact, labor compete in the market rather than service, since it develops services, fixes competition strategies and has contacts with clients. The people not only compete with others but with themselves as well. "Those, who are always in the promotion process, are the people who compete with themselves" (Fidan, 1996: 117).

Another need for education is the gap between education at school and real life.

The reasons may be followed in sequence;

- a) School education is not perfect and effective enough to find out abilities of people.
- b) Business life carries so many sophisticated problems difficult to be solved by knowledge gained at school.
- c) Educational institutions are not well equipped with tools necessary to apply business practices.

Educational applications have a substantial role to improve motivation, prepare a suitable atmosphere for a quality working environment and create an image for enterprises which appreciate human resources (Işık, 1991:1, Ianonne, 2001: 307).

Furthermore, education increases productivity at work. The most influential factor that shapes labor productivity is the human factor which is best formed by education. Since productivity has remarkable place in economic and social life,, then how could productivity be increased?

Productivity increase may occur by effectiveness of work power, proper utilization of machine and equipment, field of raw material and tools, effectiveness of management and organization, full capacity functioning of enterprises, feasible place and scale of enterprise (Zaim, 1997: 296).

Needless to say, education is not a target to be reached, but a tool used by enterprises to realize their goals.

As rarely to happens some managers may perceive education as a waste of resources, since those educated people may be transferred to other enterprises (Tınaz, 2000: 41).

Both in general and professional education the number of years spent is positively correlated with productivity. Because more to spend on education means more to be inclined to learn innovations, be flexible to keep abreast of new production techniques and be productive. The positive correlation between education and learning capacity leads developed countries to invest in educational fields.

American employers separate more than 1-2 % of their profits to education. Same firms such as General Electric's, U.S. Robotics, W.H. Brady, Texas Instruments Anderson Consulting and Federal Express separate 3-5 % of their profits for education since they comprehended importance of education to be the best at their fields. Research findings support positive relation between educational investments and productivity. Education is related to be a monopoly. Because the enterprises tackle with the problems by education (Noe, 1999: 9).

In this connection, education is not only followed for development and progress, but for survival, to be active and dynamic as well.

The top management and organs are responsible for policy and target determination and strategies to apply those policies and real targets. Then, those top managers constitute a central role for effective management of human resources. Thus, any activity and / or especially educational activity of those top managers are of main activities for the success of the enterprises (Sadullah, 1996: 49).

Even though the personnel is transferred to other firms, they are perceived as the gain of the country and of humanity in general.

The researches, together of home or abroad, emphasize importance of education. Cetron summarizes dimensions of education in the research named "American Renaissance at 2000s" as follow (Peker, 1996: 21).

1. Life long education notion will flourish in society, the state, private sector and local institutions will play more active roles.

2. The new technologies will be used much in education and simulation games and virtual reality will be used in that sector.

3. Private firms will be in education much more.

4. Educational costs will increase.

5. Educational institutions will be more sensitive about consequences of their programs and activities.

6. Universities will promote students from every aspect. By redesigning supportive activities of universities, academic and professional consultation will be more than ever, the course books will be recorded or CDs, most of the universities in the world will establish contact with their students through electronic devices.

7. Higher education institutions will decrease in number in the US and schools will merge.

Importance of education may be evaluated both by appreciation which the institution contributes for its personnel and continuity of education and the time, which shouldn't be accepted as a loss. In this framework, the human resource consulting company, Arthur Anderson Published research result of over 750 big scale firms, to show how long would be the duration of education in the following five years (2001-2005).

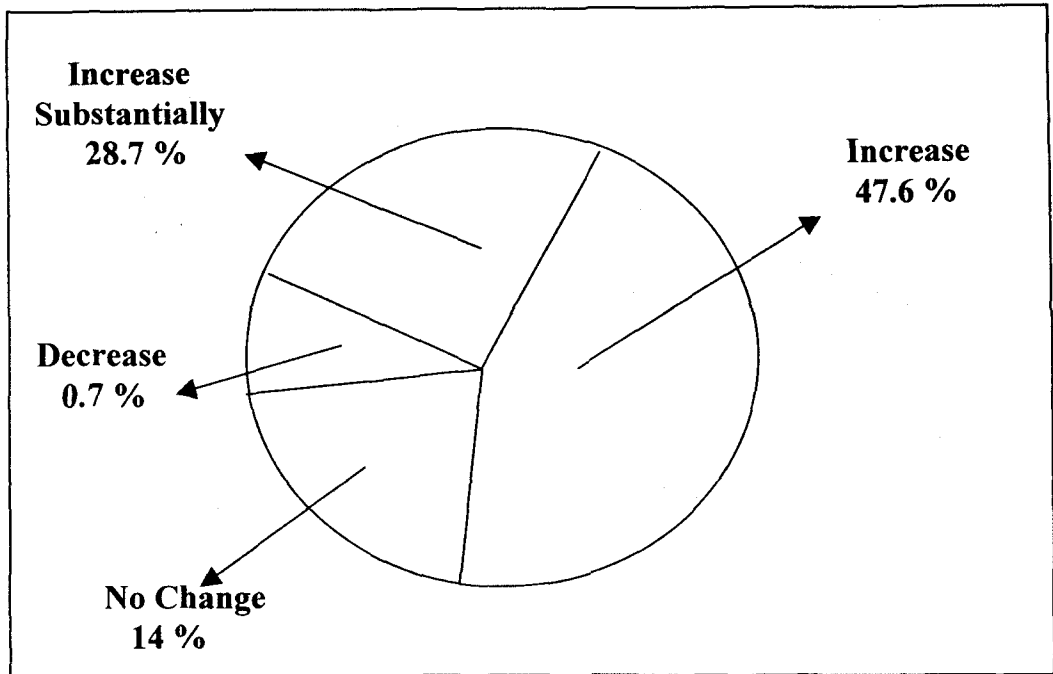


Figure 1. 1 To What Direction the Educational Hours in Enterprises Will Change Per Worker

The results of researches above will probably be used in the world and in our country. Thus / education plays keys role for countries and enterprises.

1.2 DEFINITION OF EDUCATION

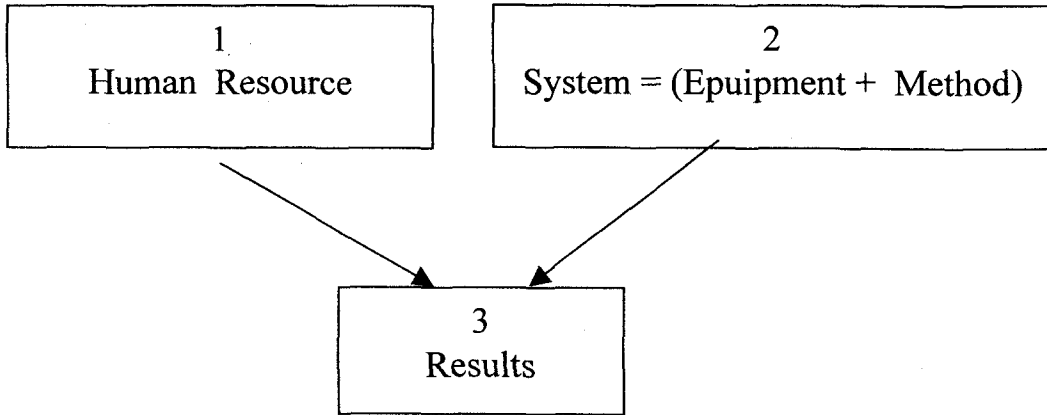
“Education is the effort planned by firm to equip personnel good enough to fulfill activities with the work easily. The equipped personnel is one who holds high performance, applicable knowledge and skills” (Raymond, 1999: 4).

“The most known, clear and easily remembered definition of education is; a tool for the development of skills” (Sabuncuoğlu, 2000: 110).

The definition of education of TQM (Total Quality Management) is “a planned and continuous chain of activities to set a quality consciousness at the organization which is composed of human being both inside and outside” (Kalkan 1999: 99).

For a system three factors are considered; Equipment, Human resource, Method. Those three factors can be categorized as human and system.

$$\text{Equipment} + \text{Method} = \text{System}$$



Considering the mistakes in the result part of the process means only curing the problems. However, the aim should be determining mistakes and solving problems subsequently. The mistakes in the system are not a result but a reason. After solving those problems good results can be obtained. Thus a process control system supported by statistical methods is needed. As mentioned above, 98 % of the mistakes are caused by management. It was examined by Dr. Deming, Dr. Juran and Prof. Dr. Ishikawa who are known as gurus of quality control. The same is right for education as well. Thus, before students are being searched, as the mistaken output of the education, the mistake should be searched in the system beforehand (Zaim, 1998: 329-330).

More participation by people parallel to technological development contributes a drive to seek for better in a world where a machine fulfills a work easily. Such an effort can be best sustained by education.

However, many people could have done the same work earlier. In such a world, doubtlessly, the human being is on the trend of doing things better, a trend that can be facilitated by education, continuously. The definition of personnel education includes all educational activities which enhance personnel's knowledge, skill, lead them take rational decisions, change their behaviours and understanding in a positive way.

Now, the terms such as teaching, developing and training should also be defined here as long as they are too related to education.

Teaching: is the activity of promoting the individual to make him compatible with his / her environment and making him / her better intellectually and socially (Common, 1979: 6). The aim of the activities is providing the individual with knowledge useful both at his / her private or business life. Teaching is too much associated with the school education in Turkey and to a certain level some professional knowledge and general information are given. Being confined to school and being throughout the lifetime is the difference between teaching and education respectively.

The institutions which are involved in professional education are classified as follows,

Organizations which are involved in worker education.

Organizations which are involved in employer education.

Official organs,

Universities,

Autonomous voluntary organs,

Unions and

International organs,

Education of employees is run by unions established by the assistance of international organs in Asia, Africa and South America. For instance Unionism College in Calcutta, India backed by ICETU and worker College in Campala by the support of same organ. American worker studies institute in Mexico is another one which played a remarkable role in the region.

Worker Training Center in the Philippines is another example established by International Labour Organization, International Free World Labour Unions Confederation, UNESCO and Economic Cooperation Organization. The center is attached to university system. This is a good example for worker training (Zaim, 1997: 102-103).

Training; as can be understood from the concept, is a collection of activities part the personnel newly employed. By those activities it is aimed to equip personnel with new skills and knowledge necessary for the work (Tortop, 1989: 194). The term 'training' is mostly used in business life. Despite "training" is used for the personnel out

of managers, the managers though rarely, can be trained to be improved for attaining business mentality as well. When compared to teaching, training aims to develop some skills and knowledge in a shorter time.

Development; is aimed at the personnel who work cravenly but with inadequate knowledge and skills (Tortop, 1989: 194). Development is an activity which focuses on qualifications and skills necessary for the given specific work. In short, the personnel are developed to be relevant to the requirements of the job. Only development can promote current skills and knowledge to a certain level (Özçelik, 1998: 169).

1.3 PURPOSES OF EDUCATION

Education serves for various fields but its basic goal for enterprises is to make contributions to productivity and profit. Today, enterprises approach the education from that perspective. The purposes of education can be classified under two titles; economic purposes and social – individualistic purposes (Diessner, 2001: 495).

A) Economic Purposes of Education

The basic economic aims of education are to increase both production and productivity. In other words the purpose of education from the time of the industrial revolution can be defined as producing goods and services that peak with the lowest cost as possible.

In the direction of that basic aim the economic purpose of education may be counted in the following way (Sabuncuoğlu, 2000: 114).

1. Production increase,
2. Quality rise,
3. Decreasing costs,
4. Standardizing goods and services,
5. Using time wise,

6. Reducing defects and wastage,
7. Reducing number of accidents,
8. Using work machines rationally,
9. Reducing personnel rotation speed and absenteeism,
10. Having less personnel,
11. Reducing maintenance expenditures,
12. Development at work methods,
13. Using less extra-time,
14. Decrease in mistakes,
15. Decrease in inspection costs,
16. Using less materials,
17. Providing personnel with necessary skills and behaviors,

B) Social and Individualistic Purposes of Education

Education does not include the enterprises' economic aims only. In a competitive ambiance among the firms; qualified educated people have a control place. Education also brings a sense belonging and identity to the personnel, leads to cooperation among personnel and between personnel and the societies as well.

Social and individualistic purposes of education can be counted in a detailed and concrete manner as follows (Özçelik, 1998: 172).

1. Motivating the personnel,
2. Developing self-confidence of the personnel,
3. Promoting knowledge and skills of the personnel and providing them with the chance of promotion in hierarchy,
4. Coordinating the personnel and developing a co-working consciousness among the personnel,
5. Entitling workers to be successful and providing them with job satisfaction,
6. Unifying organizational and personal goals,
7. Increasing production by education and salary increase by production increase,

8. Behavioral development of individual,
9. Creativity development of individual,

1.4 EDUCATIONAL PROCESSES

Educational processes are principles and policies of education, determination of educational necessities, educational planning, methods of education and evolution of education. I will explain those processes below excluding education of effectiveness which is the subject of the Chapter 3.

1.4.1 Educational Principles and Policies

A) Principles Followed in Education

Principles followed in enterprises are various and change from enterprise to enterprise. Enterprises which are different from the point of structure, aim and activity fields have the following principles.

a) Continuity of Education

Every development and training activities go hand in hand. Changing working conditions parallel to rapid development of technology forces us to follow education in a continuous manner. Such an education makes the individuals compatible with the changing conditions.

b) Opportunity of Equality

This is the most important principle among others. By that principle, all individuals at work benefit from the education without exclusion and no one can monopolize educational activities. In short, everyone in the hierarchy benefits from the education under equal conditions.

c) Education of Pedagogues

Effective education needs adequate instructors. Effectiveness of educational program can be tested by well-equipped pedagogues. Thus, pedagogues should be educated as well. Because knowledge and transfer of knowledge are different concepts.

The role of pedagogues in the development of educational activities is a fundamental. Hence: "Without a planned program of change, in educational programs directed towards using skills and knowledge, the pedagogues may play a role of facilitator, to ease learning when compared to classical ways of learning.

In such cases,

- Participants adopt more positive approaches towards other participants, education and learning,
- Learn deciding by themselves and present their own ideas,
- Actualize behavioral changes in easy manner" (Uyargil, 1996: 21).

d) Active Participation of Related Personnel

Active participation of personnel is of paramount important once for the success of an educational program. The success of educational plans and programs which are prepared by enterprises are tested by the numbers who participated in those programs and overall effectiveness of the plans and programs. Because a program out of interests of people can not reach the target. Thus, the employers should believe benefit of programs for the success of those mentioned programs.

e) A Planned Education

This principle provides the educational activities with purpose, to whom they are directed, with place and time concerning the future of those activities.

f) Benefits of Education

Educational activities are conducted for some purposes set earlier. Education is directed towards those purposes. What should be said here is why the education is run and whether the purposes are attained. In other words education and benefit have to be correlated. This correlation is the relation between cost and benefits.

B) The Policies Followed in Education

Regardless whether small or big, each enterprise has an educational policy. Educational policies revolve around purposes of education. "To define shortly, educational policy is the sum of ways and principles towards aims" (Tosun, 1990: 4).

Each enterprise sets an educational policy for itself. Here the crucial point is finding answers to some questions for the appropriate educational policy. Those are, who or which unit will be responsible for educational activities, what is aimed for education, which educational methods will be applied, where the education is going to be held and how, which priorities are included regarding education, will the employees, which are under education, be paid and if paid to what extent, whether educational and public institutions and unions will be benefited and so on (Bingöl, 1998: 192). Those and such questions shape educational policies.

The written educational policies allow everyone to understand some things about education and presents continuity even if the personnel, responsible for education leaves the institution.

1.4.2 Determining Educational Needs

Before mentioning educational programs the point should be emphasized which personnel needs education. Regarding the size of budget shared for education by enterprises, the right personnel that should be educated is important. Educating the right personnel at the right place and the right time facilitate the effectiveness of education (Geylan, 1992: 143).

While determining educational needs, false evaluations have to be avoided. For instance low productivity in a department may be explained by inadequate number of personnel, or inadequate morale due to internal conflicts in the plant (Felicity, 2001: 14).

An important point to be mentioned here is enthusiastic power of people. The factors, which affect that power, are all related to human relations in on the enterprise. Employee-employer relations, unity harmony between workers, the relations between

workers and managers do all effect enthusiastic power. However educational inadequacy may be another reason. Solving the internal conflicts may increase the morale of the employees (Zaim, 1997: 297).

Instead of increasing the number of disqualified personnel, focusing on education of current personnel may give more positive results. While determining educational needs the distinction between low productivity stemming from organizational problems and inadequate education should be paid attention to. Educational expenditures, which do not satisfy needs, are waste a costs and affect right steps in negative ways (Şenatalar, 1975: 91).

Educational needs are formulated in general in the following way.

Educational need = (Requirements of job – Current skills of the personnel)

In general, educational needs are determined; by;

- Organizational analysis; which department needs education
- Individual analysis; the personnel is evaluated in terms of adequacy.
- Job analysis; which skills are required for the given job.

Numerous pressure points focus on necessity of education in a figure;

(Figure 1.1, Noe, 1999: 56).

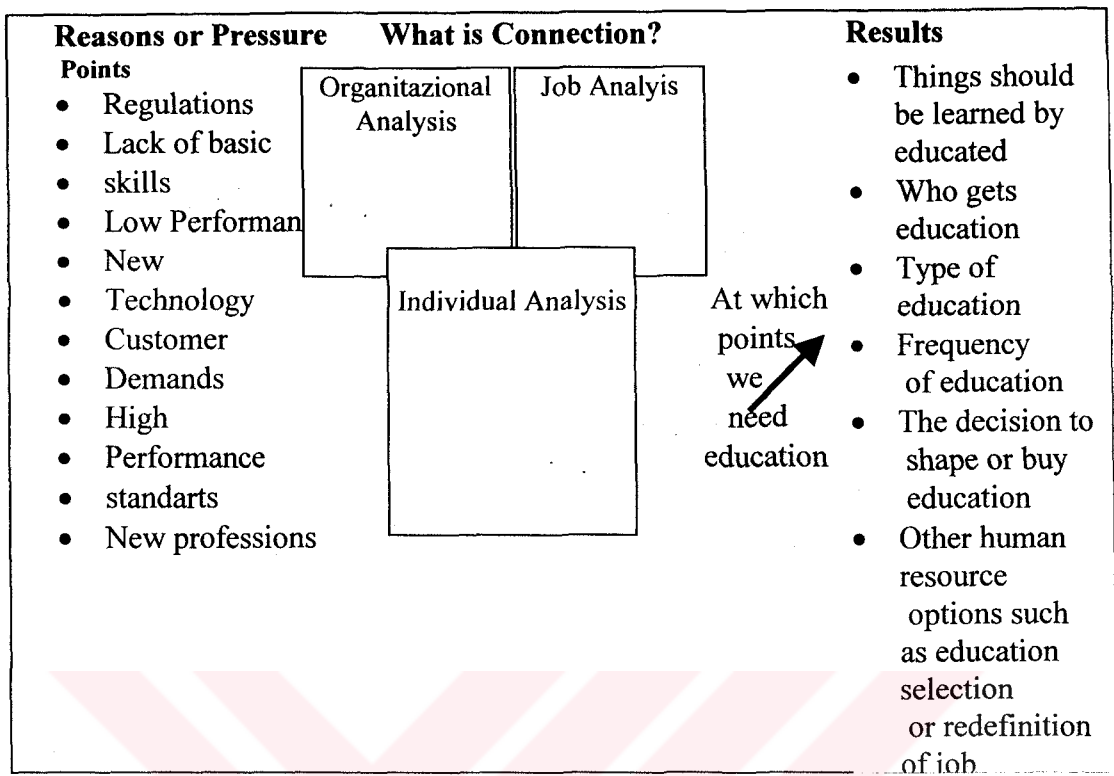


Figure 1.2 The Process of Determining Educational Needs

In this part, mention will be made about tools and methods used in determination of educational needs shortly. In order to state this clearly we will draw a table (Table 1.1, Aldemir, Ataol, Budak, 2001: 198).

TOOLS	BENEFITS	DRAWBACKS	THINGS SHOULD BE DONE AND SHOULD'N'T BE DONE
INTERVIEWS	Determine both realities and feelings about problems and solutions it provides explanation of thoughts and offers	Takes too much time. The personnel, on whom to be applied, is less. Evolution of results are difficult. Personnel may feel themselves in difficulty.	Interviewer and interviewee should conduct a good relation. The results are and imposing ideas. The questions for workers, observers and managers have same properties.
QUESTIONNAIRE	Applied on several personnel in a short time. Needs less expenditure. The results are obtained without some side effects such as (pressure, fear, anxiety) if name is not written. The information can be reported	A voids some responses which are not predetermined. Preparation may be difficult. Less meaningful in explaining how the problems emerged and how they should be solved.	The questions should be prepared before, and necessary changes have to be made. If names are given secretes has to be sustained. It is used for subjects which are learned in positive or negative ways.
TESTS	Some weak aspects are needed to be determined. It provides ones who may be successful at education. Education needs of personnel may be determined by achievement tests.	The tests which are applied to other fields in success may not be applicable for new fields. The results are not definite, but explanatory to an extent.	The test shouldn't be known in terms of results. Being sure is necessary in terms of demanded data. Tests shouldn't be used against the unwanted decisions and force of the administration
PROBLEM SOLVING THROUGH CONSULTATION	Result in education of participants of work during meetings. By a group study of every stage the solutions can be offered and the problems are lessened	Takes too much time, expenditures are high. Administrative officials may be too busy to participate in meetings and leave the job to others. Numerical evaluation may be difficult.	Quick results shouldn't be promised. The meeting should start with the problem which stands for the given group. all problems should be determined
JOB ANALYSIS AND PRODUCTIVITY SUMMARY	Provides definite and clear information about job and productivity. Direct work and willingness is related to performance. The job can be divided into parts in terms of both education and administration	Takes too much time. Needs professionalism. The inspectors avoids discussion on weak sides of employees. Determine personnel's educational needs but not of organization.	Job analysis technique should be developed and related personnel must be educated in that field. Job analysis and performance evaluation should be revised together with personnel. Definition of jobs are needed
REVISING RECORDS AND REPORTS	Give some clues about difficulties. Provides objective data about the results of problems. Applicants can understand easily.	Do not illuminate reasons of problems and do not provide solution offers. Can not evaluate events in meaningful manner (like complaint) Do not reflect last case and continuous changes.	Can be used by control lists together with other tools

Table 1.1. The methods used in Determination of Educational Needs

After determination of educational needs, the methods used for the preparation of educational programs can be shown below for the mentioned research.

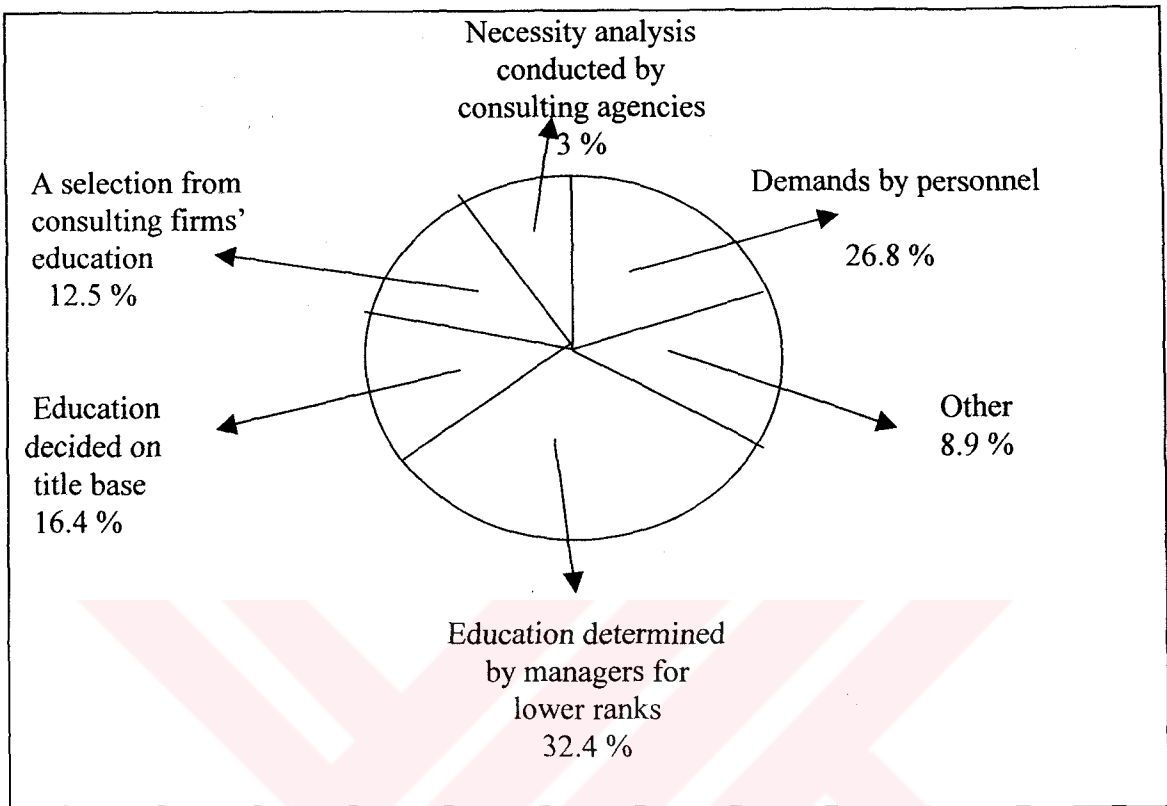


Figure 1.3 The Methods Used for Determination of Educational Programs

1.4.3 Planning Education

Educational activities are run on the base enterprises' needs. Thus for application of any educational plan, the purpose, the plan and the methods during the education must be determined (Gerald, 2001: 107). Educational planning means a process like any other planning activities. The stages of Educational Planning Process are; (Taymaz, 1981: 54).

- analysis of current situation about education and setting targets for future.
- By preparing educational program, the resources should be determined and distributed feasible for targets.
- Setting necessary works to reach targets appropriate for resource distribution in the frame work of program.

- To what extent the conducted educational activities are successful.

Those processes should be applied in a planned manner to accomplish the goals of education. After those steps are considered carefully some questions wait to be answered. Those questions or in other words “principles” are as follows (Şenatalar, 1975: 95).

- a) Determination of educational need: for those according to their duties in enterprise the education is given what should be the content of the education and its contribution to the enterprise?
- b) Determination of details of duties related to education: What would be taught in the education program for a perfect fulfillment of duty?
- c) Evolution of the personnel who would participate in education: Who will take participate in the education. What are the properties of the participants?
- d) Execution of the educational program: What is the aim of the education? What is the duration of time suggested for educational activities? Who will run the program? What would be the subjects and their dimensions in the educational program? Which tools and equipment’s are going to be used during the education? What are the results anticipated as a result of the program?
- e) Preparation of educational budget: What are the financial facilities provided beforehand for the proper running of educational plans?
- f) Appropriation of the educational by the management of the enterprise: How does the management staff approach the education? Do they believe benefits of education? Do they think reducing educational expenditures or quitting education in case saving is considered?
- g) Arrangement of educational system: What would be the flow chart educational program for the proper execution of enterprise’s activities?
- h) Execution of educational activities: Who will be responsible for educational programs, expenditures, place, expeditions, tool and equipment’s, educational records and reports?
- i) Evaluation of education: To what extent the participants benefited from the program? How much could the program promote the relations between those

at the top and down and between participants and their jobs? What changes are needed for a more effective program?

- j) Announcement of the results of education: Would records, information and reports be given to the managers?
- k) Quitting education of change: What are the changes, which facilitate effectiveness of education.

In addition to those mentioned educational planning, the figure below may provide us with a complete vision (Palmed, Winters, 1993: 120).

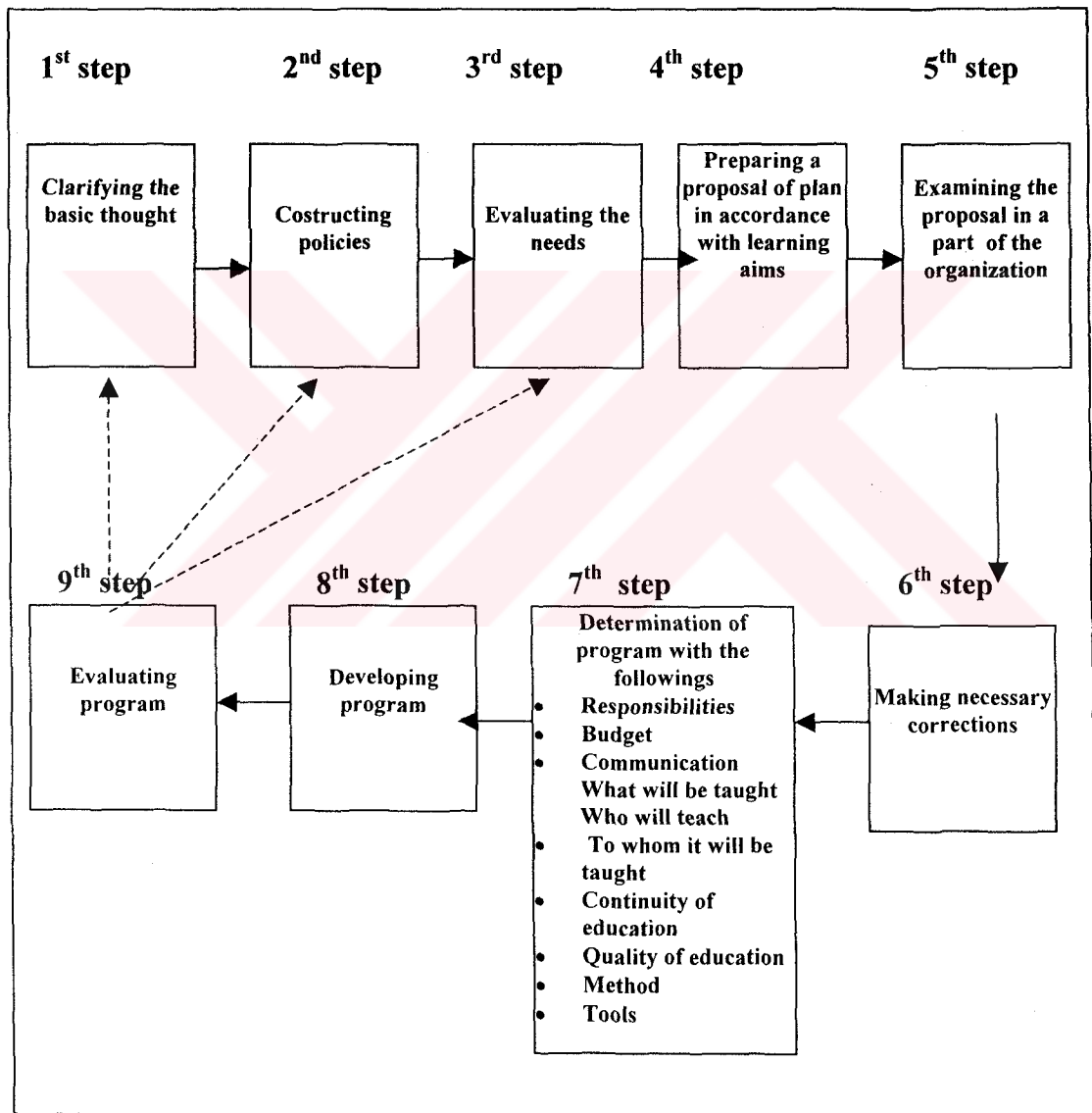


Figure 1. 4 Steps of an Educational Plan

1.4.4 Methods of Education

The methods and techniques of education must be compatible with needs of personnel. As for many fields, no best method we have for education as well (Palmer, Winters, 1993: 120). Revising educational methods by enterprises on the base different criteria a better method can be selected.

Those criteria may be as follows:

- Cost – effectiveness analysis
- Contents of the subjects in program
- Tools, equipment and establishment facilities
- Preferences and educational levels of the personnel in educational program
- Principles of learning

Now grouping the most common educational methods, we will give concise information about them afterwards (Sabuncuoğlu, 2000: 128).

Educational Methods at Work

- Education Under A Supervisor (Coaching One To One Directing)
- Training On The Job
- Education By Apprenticeship Method
- Education By Rotation
- Education By Orientation
- Education By Participation In Team Works
- Demonstrative Education
- Education By Delegation Of Authority.

Educational Methods Out of Work

- Education Cy Conferences, Seminars And Courses
- Education By Simulation Techniques (Virtual Reality)
- Education By Case Study
- Education By Role Playing
- Sensitivity Education (T-Group Technique)
- Education By Management Games Playing

- **Modeling Behaviors**

Technology Assisted Educational Methods

- **Multimedia Education**
- **Computer Assisted Education**
- **Remote Education**

How we examine those methods one by one.

A) Educational Methods at Work

Such type of education depends upon education of the personnel at work place. Thus they are advantageous in terms of cost and time. By such methods the personnel both fulfill their duties and learn the job. Since they can learn fast and easy at work those methods are preferred by enterprises much.

The benefits of educational methods at work are as follows:

- Relate personnel and job,
- Allows instant application of subjects,
- Do not interrupt production,
- Enables correction of weak sides of personnel and mistakes just in time.

a) Education Under a Supervisor (Coaching)

The manager is one who should know his subordinates best. The superior may prepare some combinations to correct his subordinates. In other words this is master-apprentice relation. The technique is effective for learning of simple duties. However, it is prone to danger of managers losing of his job and mistaken-inadequate direction of the manager.

Coaching or one to one directing is an effective and low-cost method of education. Thus such a technique leads the expenditures of education to a real output. Because of proper time, low cost, flexible application, detailed evaluation of education, possibility of practical work and application of developed skills at work place, the method is highly effective one.

b) Training on the Job

It is applicable for personnel at subordinate levels. The complicated works at enterprise get sophisticated day by day by rapidly developing technology. Thus, a monitor among quality workers, technicians or masters is chosen. Those monitors are educated at seminars about the education they will give then reflect the same information and knowledge to lower levels.

c) Education by Apprenticeship Method

A common method of education at every stage. It provides the operatives with approximating working conditions, learning job, pacing with legal changes, developing skills and holding occupational responsibility.

d) Education by Rotation

By that method it is aimed that the personnel should get education at different midts of the work place in order to teach them individual and environmental changes and landmarks of the enterprise. The method facilitates institutional culture and promotion of a sense of belonging among the personnel.

e) Education of Orientation

A successful employment of the personnel in enterprises is not an enough step. Orientation of the personnel not only motivates personnel but makes them feel appreciated as well. Presentation, audio-visual tools, introducing the enterprises, providing the personnel with publications about the enterprise are some ways in orientation. In publications, concise information and the personnel's rights are included.

f) Education by Participation in Team Works

The method is effective in decision-making, informing, planning, making projects etc (Common, 1995: 100). Especially participation of new personnel facilitates them to gain the experiences of established.

The first step of team learning is dialogue. That is, by this way the members of team put their assumptions aside and think together. Because, in modern organizations teams, not individuals, are basic units of learning. Organizations learn when teams learn. Collective behaviors of the individuals constitute learning organization. When they move towards an aim and share a vision, personal interests are underplayed compared to organizational interests, then the shared vision appears as an extension of personal visions. Actually, the desired results are generated by team learning process (Dikmen, 1999: 65).

The more collective reasoning is needed, the more team works emerge in today's enterprises. For instance, a team education was beneficial for the effectiveness of teams, which were responsible for Boeing 777 design. For the design 250 teams each of which was composed of 8-15 members, worked. Engineers from various specialist fields, security specialists, quality experts and marketing experts constituted teams. By this education method, for the concomitant accomplishment of team, the team members saw in a short time to what extent the product of the process are identical with the ultimate product. Because each 777 is composed of millions of parts and they are needed to fly in a harmony (Noe, 1999: 214).

g) Demonstrative Education

The method includes the use of overhead projector, slide show, video and computer as a common way of education. Using audio-visual tools the method facilitates how to improve communication, interviews and consumer services. Use of video in education has many advantages such as revising the lecture, visualizing various positions and making the personnel available to watch themselves.

h) Education by Delegation of Authority

By this method everyone is given a virtual position in organization to be trained for the development of some of his / her skills. In a more general term, the subordinates, even by a delegation, should make decisions, apply them, use priorities in case their superiors are absent (Aldemir, Ataol, Budak, 2001: 173).

The method can be both applied when the superiors are absent due to illness, vacation, travel etc and / or in a planned educational program (Rohlander, 1999: 157).

B) Educational Methods out of Work

These are the activities by which individuals are educated out of work. However, such type of education is also given at work place by authorized personnel, private educational specialists, academics etc.

The benefits of education out of work can be listed as follows.

- Effective education since experts give,
- Minimizing mistakes,
- Opportunity of using special educational means,
- More attention of personnel.

a) Education by Conferences, Seminars and Courses

Conference is a common and a cheap method and allows ordinary presentation and one – sided communication. Thus, the participants can not be tested for their understanding any they are confined to be passive listeners since they only use one of their case organs. Then remembering the subjects later is difficult (Taymaz, 1992: 115). For those obstacles the forum technique is much common nowadays.

Compared to conferences, seminars are longer and continue for a few days. The aim is developing middle and top management.

Courses are longer as well. A course may take the time of a few weeks, months and even years. Including apprentice worker, middle and top managers and even the pedagogues. The place of education may be enterprise, consulting agencies, universities etc depending up the personnel's levels.

b) Education by Simulation Technique

By the method a reality from real life is applied into virtual atmosphere (virtual reality). Then, the decision makers can test the results of their decisions in reality. In a

risk-free ambience management, interpersonal relations and production capabilities are developed.

c) Education by Case Study

The method aims to develop personnel for managerial skills. It is used for adaptation of young managers or manager candidates. The main assumption of case study that learning by case is easy to remember and use. The teacher should direct the participants to find solutions rather than solving the problems.

d) Education by Role - Playing

The method develops communication skills and especially fruitful when superiors act the roles of subordinates. Recording role playing on a video cassette can give opportunities to correct mistakes (Uyargil, 1994: 123).

e) Sensitivity Education (T-Group Technique)

“Examining his / her own experiences, feelings, reactions, perceptions and behaviors the sensitivity education gives idea how others are affected by those. In general, the method tries to develop skills to make connections with others in a good manner. Ultimate goal is constituting an effective organization” (Dinçer, 1994: 16-25).

“Sensitivity is also named as T-groups (Training Groups) which focus on interpersonal relations as small entities” (Dinçer, 1994: 16).

The method is applied for manager education in general. It is applied on groups composed of 15-20 individuals.

Participants from various fields and work groups are invited to work on a subject in unorganized way. Without being supported outside their words and behaviors are product of free atmosphere.

The main properties of sensitivity education are (Common, 1995: 100-101);

1 – No one has a structural authority in group. Everybody is out of his / her study. The group leader has limited role.

2 – The group has no predetermined agenda. They chose their own subjects. The group members are tried to be motivated to discuss their former work places problems.

For instance the questions “what would you do in this case” and similar ones are frequently asked.

3 – Without a common aim the group do not take a structural decision. The only aim is to get data about relations between group and individual.

f) Education by Management Games Playing

Each one in education is given a role of manager in a hypothetical enterprise. Providing them with information and documents, they are asked to find solutions to problems put forward. By assumptions it is tried to find solutions to the problems of real business life.

g) Modelling Behaviors

The method allows the personnel to learn desired and / or undesired behaviors from the real work place or video images in which models act out roles.

C) Technology Assisted Educational Methods

By this way the personnel is educated by computer assisted tools (programs, internet, remote education, intranet etc) in collective or individual manner.

The benefits are as follows;

- The participants learn by their own learning speed without keeping pace with others,
- The subjects can be divided into small parts,
- Every step follows a former step in logical and systematic way,
- The participant is provided with feedback,
- Participant do not need a pedagogue.

a) Multimedia Education

In American companies 17 % of educational time is spared for new technologies and 73 % for traditional technologies.

In the 2000s 35 % of time is thought to be spared for new technologies (Noe, 1999: 223).

Thus, enterprises will increasingly use computer technologies. Multimedia education is composed of co-using of audio-visual and computer technologies. It has high cost. The method motivates high, provides feedback and guidance, tests level of control of the personnel and leads them learn relevant parts.

b) Computer Assisted Education

Computer has motivator affect on learning and analyze information for feedback. Computer assisted education uses laser discs, CD, interactive videos and internet based sources.

c) Remote Education

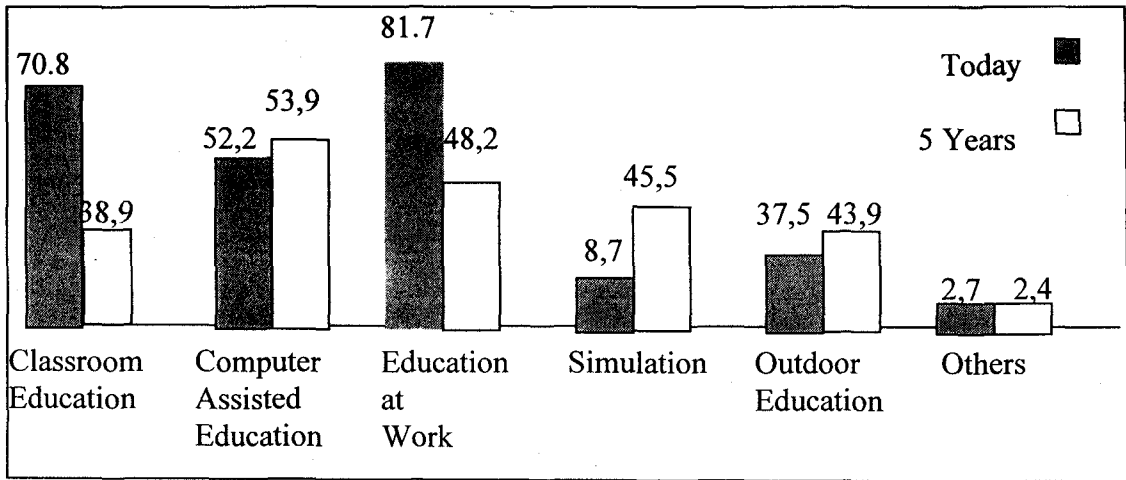
Such type of education is used to transfer information between companies far from each other.

Two kinds of technology is used.

1. Telephone machine and personal computers of similar technologies to make communication possible between participants and instructors.
2. Web based multimedia education methods.

By the development of internet and multimedia technologies a new dimension was added to education which allows learning at any time and any place, called non-synchronized education (Maroki, 2001: 37). It can reach distinct parts and communities out of classroom, class hour concepts. Not only in organized education but also in common education courses, certificate programs and educational packet special for institutions can be offered easily (Camilia, 2001: 121). The METU Information Institute started a study in the academic year 1998-1999 at fall semester giving 9 graduate and undergraduate courses over 1000 students by METU-Online system. It was the first successful attempt (Onay, 1999: 117-118).

We stop talking about educational methods referring the relevant parts of above-mentioned research. The most popular education methods are as follows according to the research.



Graphic 1.3 Percentage of Educational Methods

(Resource; Andersen, 2000: 68)

We tried tell to what kind of personnel those educational methods are applied. We can show them in a table like below.

<u>Non – Managerial Personnel</u>	<u>Managerial or Non Managerial Personnel</u>	<u>Managerial Personnel</u>
By Apprenticeship Method	By Guide	By Management
By Simulation Method	By monitor	(Business) Games Playing
	By Modeling Behavior	By Case Study
	By T-Group	By Conferences and Seminars
	By Rotation	By Role Playing
	By Computer Assisted	
	By Coaching	

Table 1. 2 Classification of Educational Methods According to Personnel to be Educated

In this Part it will be useful giving educational methods in comparative manner (Table 1.3, Neo, 1999: 216). If can contribute while evaluating different educational methods.

	Narration	Video	Education At Work (EAW)	Apprenticeship	Simulation	Case Study	Business Games	Role Playing	Modelling Behavior	Team Education
Learning outputs										
Verbal Knowledge	Yes	Yes	Yes	Yes	No	Yes	Yes	No	No	No
Intelligence Skills	Yes	No	No	Yes	Yes	Yes	Yes	No	No	Yes
Informative Strategies	Yes	No	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
Attitudes	Yes	Yes	No	No	No	No	No	Yes	No	Yes
Motor Skills	No	Yes	Yes	Yes	Yes	No	No	No	Yes	No
Educational Atmosphere										
Open Purpose	Middle	Low	High	High	High	Middle	High	Middle	High	High
Application	Low	Low	High	High	High	Middle	Middle	Middle	High	High
Sensefulness	Middle	Middle	High	High	High	Middle	Middle	Middle	Middle	High
Feedback	Low	Middle	High	High	High	Middle	High	Middle	High	Middle
Observation and interaction with others	Low	Low	High	High	High	High	High	High	High	High
Educational Transfer	Low	Low	High	High	High	Middle	Middle	Middle	High	High
Cost										
Development	Middle	Middle	Middle	High	High	Middle	High	Middle	Middle	Middle
Administrative	Low	Low	Low	High	Low	Low	Middle	Middle	Middle	Middle
Effectiveness	High (For verbal knowledge)	Middle	High (For structured EAW)	High	High	Middle	Middle	Middle	High	Middle

Table 1.3 Comparison of Educational Methods

CHAPTER 2

EFFECTIVENESS OF EDUCATIONAL ACTIVITIES

2.1 CONCEPT AND DEFINITION OF EFFECTIVENESS

According to “Lawlor” “being a determinant” and “being effective” are two terms that are confused with each other in the relevant literature. But “being a determinant” concerns the proper use of resources and the tools while on the other hand “being effective” is all about purposes and outputs. An attempt may be determining but may not be effective or as opposed to this the attempt may be effective but may not be determining (Artar, Baş, 1991: 134).

Effectiveness is a performance measure which determines the degree of realizing the goals as a consequence of the activities which are done by the organizations in order to achieve their defined goals” (Akal, 2000: 15-17).

Effectiveness as can be seen from this definition is a concept for goals. It determines the level of success in achieving the goals by associating the outputs or as a more precise saying the outcomes of the organization that are obtained.

Effectiveness, thus is the most important performance measure that reflects the total performance of the whole organization due to this property. Since, the outcomes obtained in an organization is a product of total effort related to some factors ranging from the knowledge and capabilities of the managers and workers to the technological capacity and the methods in use and even to the interactivity with the external environment. The goals that are taken into consideration by the effectiveness are generally the long term goals of the organization. It is related to the goals which target the extension of the organization in the long term (Robet, 2000: 64) .

An alternative definition of the effectiveness is “doing the correct things”. The “things” here is meant to be the targets, goals and activities. Effectiveness in this definition is accepted as an indication of whether the goals that are selected and the activities that are being done are correct or not, whether these activities are being done

on time, in the required quality and preferred quantity or not. Here the quality is something that is different from the quality that is required in the properties that can be observed easily in the production of that product. Quality, here is determined by the profit (profit outcome) that is obtained from the product or service (Akal, 2000: 15-17).

The most general subject of the effectiveness measurement is the evaluation of the outcomes that are obtained by using the resources in a specific period of time and manner with respect to the outcomes that are targeted to be obtained. The fundamental problem arises from the measurement of the degree of the effectiveness (or the activity that is not effective) in the case of the outcomes that are obtained and the targeted do not fit in together (Ball,1997: 229). Naturally, the effectiveness measure that is to be used must reflect proximity of the obtained outcomes to the targeted ones (Kasnakoğlu,1980: 137).

The examination of the effectiveness can be done by the questions similar to the ones below (Artar, Baş, 1991: 34).

Are really the required products and services or in other words profitable outcomes produced?

What is obtained in order to obtain what? (Schuttenberg, 1986: 161)

The concept of effectiveness includes a target outcome to be achieved, succeeding in a new performance standard or the ideal potential that is probable when all the limitations are eliminated. Thus organizational effectiveness has two dimension (Artar, Baş, 1991: 34-35).

To achieve higher performance standards by having a better organization and using better management techniques (such as labor research).

Here the target is using all resources in full capacity. In other hands, could we better in spite of inadequacies at resources, low level of enthusiasm and in such negative cases? We try to reply similar questions in positive manner.

ii) Aiming ideal potential in case if we remove both inner and outer restrictions.

Thus, all organizations should appropriate goals seemingly unattainable.

The first level is related to how we can be better, increasing all capacity and skills and benefiting advantages such increases and being aware of that unless productivity will fall.

The second level focuses on what other things can be done?

We can formulate one assortment of effectiveness or follows:

$$\text{Effectiveness} = \text{Real Output} / \text{Planned Output}$$

In fact effectiveness is criteria of what amount of output can be produced by comparing at which effectiveness level the resources are used.

At different levels of resource use various effectiveness levels are measured as combined manner in application.

		Resource Use	
		Bad	Good
High		Effective but not motive, some resources are wasted.	Effective and motive reaches targets, resources are used properly, performance is high.
Target Threshold			
Low		Neither effective nor motive. The targets are not attained, some resources are wasted	Motive but not effective the targets are not attained, but resource use is good.

Figure 2. 1 Several Motiveness and Effectiveness Compositions

No matter in what part of the table is the entrepreneurship, two lessons should be taken here from the table:

- i) Effectiveness should be evaluated current level and effectiveness targets must be set up.
- ii) Productivity developments include mutual interaction. That is, any change in a part of the organization effects the other parts as well and this is a general problem.

Motiveness and effectiveness concepts compositions make the other concept productivity which we use in all enterprises actually, productivity level also includes

some dimensions as novelty quality of working life and such other performance dimensions.

In other words, effectiveness is the criteria, which measure the ratio between the program, which was set before, and production or production factors. That is, previously set standard measurements are compared to that of real measurements.

Effectiveness increase aims to maximize enterprise outputs using all possible ways. Even though the concept of effectiveness is similar to productivity in general sense, it is much more a broader concept means capacity and width (Günel, 1995: 10-11).

In other words, "Effectiveness is ratio of output to input and is related to what extent the resources are used efficient and effective. It is a physical measurement of organizational performance (Artar, Baş, 1991: 36).

By the way we'd better define productivity since, related to our subject. In Herbert A. Simon's words "productivity is reaching the highest values by limited tools and means." Peter F. Drucker defines as "Optimum output from the resources by doing a job better", i.e. "an equilibrium of the least effort and the highest output among all factors" (Baransel, 1993: 35).

Effectiveness is the all methods to obtain productive results at all work. The definition makes effectiveness and productivity closer. The difference is that, by effectiveness as skill, an attitude, all conscious behaviors for a positive result... in short all human behaviors and efforts stemming from reasoning are considered. By productivity, as mentioned earlier, material results are considered. One considers material results, while the other attitudes and behaviors which give results. Effectiveness is not to be cared as something naive, because lack of effectiveness endanger productivity.

Effectiveness has a dimension towards future. An effective management of an enterprise means always positive solution to problems. That is, in case effective management is run, uninterrupted flow to goodness happens. Besides, effectiveness is a conscious search. Ones who sustain effectiveness always look for better fulfillment of jobs. The people who appropriate effectiveness idea develop an intellectual effort with extensive ideas (Gürsoy, 1985: 42).

Effectiveness, as a humanistic concept, means human behaviors with moral, psychological, sociological, physiological, economic and philosophical bases which tell those behaviors to the search of productivity with no end. In this conceptualization effectiveness is set of productivity mentality in human brain. Then, effectiveness is a special attitude towards action bringing humanistic sides of productivity forward. Measurement, evaluation in quantity and number of effectiveness is a difficult process (Gürsoy, 1985: 43).

Effectiveness measurements contributes to performance development at two vital points (Akal, 2000: 18).

1 – Using all resources at full capacity under current circumstances: By effectiveness evaluations we obtain results which may reply the question of “how can we be better”. The purpose is, could have been obtained in case the resources would have been used more effective. Here we mean planned output.

2 – Ignoring inner and outer restrictions reaching the ideal potential: Here the point is appropriating a new and higher performance level.

2.2 EFFECTS OF EDUCATIONAL ACTIVITIES ON MANAGEMENT

“Managing enterprise requires optimum production level using current resources in effective manner” (Baysal, 1981). Attaining those targets is possible by effective management of enterprise and qualified personnel. Such personnel can be developed by education.

The most basic gains of education for enterprise management are: optimum production, profit and competitive power. Regarding the those basic criteria, lets mention benefits of education to enterprise in a concrete manner.

2.2.1 Effects on Produced Goods and Service Quality’s Improvement

Quality, from the point of customer is, total benefit, stems from perception of service interaction and satisfaction of expectations. The above definition is of Klous. From the point of enterprise quality is, “waiting time, cleanness to be on time and such

other physical and technical. Properties; beside being jovial, taking care of clients, saluting clients and dimensions between “interpersonal relations”. The above quality factor are to be enhanced by education (Uyguç, 1998: 22).

On the other hand, quality of a product is determined neither by engineers nor by designers or accountants. Quality level is determined by clients at the market. Today clients are not those to whom the goods and services are sold and never be remembered. The client with satisfied expectations reflects his / her consent and facilitate market share of the enterprise. The enterprises which perceive client expectations and demands in fast and right way and directing their activities to those ends in feasible manner are on the right way of quality concern (Peşkircioğlu, 1997: 36).

Needless to say, quality of goods and services depends on mission of enterprise and personnel adoption of that mission in full manner besides the above mentioned quality expectations. Such a situation can be flourished by supporting personnel continuously parallel to that mission.

2.2.2 Effects of Productivity Increase

Productivity increase depends on quality increase of production and service quality at maximum level. Here the productivity means producing planned ponds and services in planned time or shorter time. In order to attain productivity, all educational steps should be taken.

2.2.3 Effects on Working Accidents / Mistakes' Reduction and Security Increase

Carelessness, impatience, improper utensils and tolls, nervousness, working in non – feasible manner etc. may cause accidents. Mistake in broader sense means incompatibility to procedures and standards in 100 %.

Besides mistake, delay, accidents and some other factors affects productivity of organizational activities (Sabuncuoğlu, 1994: 7).

Furthermore, working accidents mean time lost trends towards decreasing mistakes and accidents are at the same time efforts for working security. This can only be provided by educational support (Uzel, 1982: 162).

2.2.4 Effects on Decreasing Loss Due to Defects in Production

Even though it occurs due to machine failures defected production happens mostly because of workers. Organizations aim to minimize mistakes. The aim is sustained by two factors; human and process. Mistakes in processes can be minimized by controlling results of inputs and outputs continuously mistakes of human factor, on the other hand, can be minimized by comprehensive educational activities (Ersen, 1997: 88).

2.2.5 Effects on Enterprises for Innovations, Renovations and Development of Methods

Education encourage personnel for development of methods and exploring ways. Most of the personnel do not express themselves being afraid of criticized, reserved, irrelevant or uninvolved. By teaching new benefits from developed methods, or showing them how practical methods are developed, personnel express their ideas free which are vital on cost minimizing and production increase.

“Organizations, should take reconstruction efforts into account for international trade, cooperation, new standards and developments at various markets.

One of the reconstruction movement is “Learning Organization” idea. On the other hand, technological innovations and developments, traditional educational methods, organizational structures should all be revised” (Özgen, Türk, 1996: 71).

Thus, educational activities contribute to organizations for new developments.

2.2.6 Effects on Maintenance Cost

Educational activities are also remarkable efforts for workers who must know about tools and gadgets for effective use. Furthermore, personnel are responsible to

organizations in return for their wages and salaries from ethical point of view. Using tools effectively is also important for institutional culture, working ambiance that would contribute to decreasing loss.

2.2.7 Effects on Effective Communication, Human Relations, Adequate Coordination and Coworking

Communication is sending information from a machine, an individual or a place to another side. If defined as a bilateral tool it is, sharing organizational goals, ideas and changing those (Gümüş, 1999: 113).

Any deficiency or neglect in communication process may cause time waste and false perception. Personnel and management can meet at a point where organizational goals coincide (Yalçın, 1985: 245).

Thus all-open communication channels and educational activities towards these ends contribute effective running of the organization both inside and outside of it (Browstein, 2001: 246).

2.2.8 Effects on Personnel Rotation and Absenteeism in Enterprises

Personnel rotation may be especially prevented. Both orientation studies and other educational activities enhance belongingness and familiarity with working environment. Such studies lubricate goals to be reached and prevent rotation. On the other hand, educational activities encourage workers to obey organizational rules intentionally and sincerely even though there has to be some written rules and regulations at every enterprise.

2.2.9 Effects on Disciplinary Actions and Incompatibilities

Especially group based educational activities teach personnel how to solve problems both in organizations and with others and develop them to be compatible with

others at human relations. Besides, teaching why they should comply with the rules in persuasive way, possible incompatibilities and disciplinary actions are reduced.

2.2.10 Effects on Reducing Burdens While Growing Personnel for Other Fields and Upper Duties

In order to obtain such an effect from educational activities career planning of personnel has to be done. Employees personal development needs are determined in that process. By cooperation of employee's consultant who focuses on aimed career the employee is directed towards his / her goals by designed career plans. Those plans determine needed education and learning experiences and the employee transfers them to the enterprise (Aytaç, 1997: 145).

As a result of an adequate educational program personnel perform better at job and even can perform more than one duty.

Thus, dismissal, illness, going on furlough, absenteeism etc are minimized and extensive benefits are provided for enterprises during heavy work load and in case some should be dismissed from the job and / or new employees should not be employed.

By education, instead of personnel needed to be transferred out of enterprise can be substituted with ones in enterprise with low cost and known from the point of performance.

2.2.11 Effects on Shortened Learning Time

Uneducated personnel perform a job in a larger time and make more mistakes. By planned educational activities learning time can be shortened accompanying with diminishing mistakes and defects. Instant access to information is provided as well.

2.2.12 Effects on Less Managerial Control

By educational knowledge and experiences employees fulfill their jobs better, with good intentions and without any defect. Subsequent diminishing mistakes ease managers responsibilities (Baykal, 1982: 275).

Less time spent on routine controls direct managers focusing on effective working processes.

2.2.13 Effects on Appropriation of Institutional Culture

Basic elements of an institutional culture are, rules, meanings, symbols and tools. Symbols and tools make rules and criteria concrete. Thus, rules and criteria constitute spiritual tools and symbols constitute material culture (Varol, 1989: 23).

As can be understood above definition, institutional and cultural values both have to be transferred from current personnel to new personnel. Identical perception of culture is vital for enterprise goals. For appropriation of institutional culture, education grants remarkable benefits.

2.2.14 Effects on Work Satisfaction and Motivation of Personal

When a staff can not fulfill his / her duties in adequate manner, dissatisfaction, problems with colleagues and decrease in production arise. All are minimized by education self-trust of personnel, satisfaction less working problems, better communication an production they all contribute to enterprise positively.

Such an extensive array of benefits from education motivates enterprise for more education. However, all problem in an enterprise are not in the scope of education.

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2.3 EFFECTS OF EDUCATIONAL ACTIVITIES ON PERSONNEL

Education's effects on enterprise is not the whole picture. The other part of the picture is effects of education on personal.

2.3.1 Effects on Promotion of Self-Trust and Working Security

Educating personnel at first, means his / her appreciation. Such an is appreciation promoted by education experience and knowledge.

Working in competitive atmosphere makes the personnel much more valuable in current business world. Because in economic crisis enterprises firstly dismiss unqualified uneducated personnel and keep their qualified educated cadre. Therefore, education is not only for survival of enterprise but also for personnel even a security of job.

2.3.2 Effects on Career and Promotion Possibilities

The role of education is not to be ignored both in business and civil life for aimed career goals. It also provides them with upper posts and higher successes. Educational facilities by enterprises are cheaper and suitable for working schedules from employee side. Promotions to higher posts are run by considering employee education, performance adequacy etc.

2.3.3 Effects on Knowledge, Skill, Ability and Attitudes Towards Job

The world is getting smaller day by day and globalizing rapidly. Following technological changes in such a world and using them in all fields of life are necessary aspects of business life. Following technology and new developments parallel to that are possible by a good organized education and subsequent educational efforts by employee himself and enterprise. Educational activities enable us learning continuously and following new technologies for more knowledge, skills and abilities.

2.3.4 Effects on Performance and Motivation Increase

Education helps personnel being more effective at work and performing better. People with high performance and motivation maximize their life pleasure.

Other benefits are as follows:

- Taking better decisions and problem solving,
- Encouraging self-development and self trust for success,
- Enabling personnel tackling with stress and disappointment,

2.3.5 Effects on Development of Communication Ability

Communication is an important tool for individual expression. Communication skills obtained from educational activities better serve for him / her at job, among friends and at all levels of life for more success and better communication.

Many more people suffer from inadequate human relations rather than inadequate knowledge. Because they may not be aware of the fact that, the method of how to do a job is not enough for success. For aimed ends all of us should depend on others. Thus, being together with others should be known (Elwood, 1997: 11).

“Communication is power for individuals as well. Ones who communicate effectively both change their experiences and outer world’s experiences on them” (Gümüş, 1999: 118).

2.3.6 Effects on Improvement of Decision Making and Problem Solving

Personal adopts problem solving and decision making by rehearsals and observations applied during educational process. By this way the employee can decide in right manner under stress with resolution and high speed.

2.3.7 Effects on Holding New Responsibilities

The personnel improved their knowledge, skills and abilities is personal and professional matters can fulfill jobs and other responsibilities in the enterprise in case they are offered. Especially current business world is looking for such personnel who can perform a job instead of more than one personnel.

2.3.8 Effects on Improvement of Leadership Skills

Leadership is being influential on duty goals and strategies, devoting himself / herself for attaining these goals, keeping group entity, identity and institutional culture. Philip Saddler separates leadership idea into some parts;

- Leadership is an activity or a process,
- The process involves effect, persuasion, model behavior and some other things,
- Leadership involves followers.

The process is generally defined as aims of the enterprise. People do not choose a career defined as leadership. By working in various professions, they fulfill their duties and become leaders. This is the side related to our subject. Without grasping the leadership as a learning process at one side, people in working area can not be mobilized. Three fundamental knowledge, strategic knowledge and knowledge of tactics. Leadership, as a process, is learning, informing and transforming knowledge into action. Even though some are gained beforehand, most are learned by education later (Özel, 1998: 57-58).

2.3.9 Effects on Improvement of Team Work Skills

Current conditions and rapidly developing technologies hinder learning everything by everybody. Thus, such a situation enforces us benefiting others skills and information in a collective working rule. On the other hand such a team work make people

compatible with others in their civil life. Both skills from applications in enterprise and knowledge from theoretical educational activities affect team work of people in positive way (Kopelman, 1997: 463).

2.3.10 Effects on Improvement of Personal Skills Development

Each enterprise wants its personnel developed personally and professionally. Because enhancing knowledge brings quality products and / or service. Computer use, fast reading, using time wise, running meetings, forcing language etc. are all for personal skills development.

2.3.11 Effects on Increasing Values at Labor Market

Employees increase their value personally in the labor market and promote their money making capabilities by education. Because enterprises try to maximize their productivity through optimum ways such as minimizing personnel by employing one who can substitute more than one personnel as long as he / she is capable of doing several jobs. This attempt can be successful by personnel who are ready and willing to develop themselves.

2.4 EVALUATION OF EFFECTIVENESS OF EDUCATIONAL ACTIVITIES

Some approaches used in evaluation of educational investments shape education planning models to a great extent. According to the manpower need approach, a one-sided cause-effect relation works between productive sectors of economy and education sector. Thus, education sector needs to be planned to satisfy those qualified personnel for economy. Cost-benefit approach says that marginal social cost and marginal social benefit of education should be compared and resources should be separated for education depending upon that comparison. Comparing returns of human capital investments and physical capital investments is another way of calculating educational

investments. For social demand approach decision for extending educational services is related to demand for education (Hacıhasanoğlu, 1998).

Evaluations regarding application of education programs both evaluates adequacy of program and state of candidates. Education program by enterprise management are needed to be investigated whether suitable for attaining determined standards (Artan, 1982).

“A good educational evaluation includes all process to be evaluated from the beginning, where education is planned, to the end. Such an evaluation sets forth that to what extent the education program is successful and what needs to be revised and corrected for latter educational programs. The standards at the beginning are also tested whether they are reached as well” (Işık, 1991: 1)

Education is considered as an investment spared for competitive advantage. Then, cost-benefit analysis also is required for education as applied for all other goods and services.

Evaluation includes finding benefits of education by measuring some criteria and results. Educational results or criteria mean measurements by pedagogue and enterprise for evaluation of educational programs. So we'd better give definition and conditions of evaluation before mentioning evaluation precepts and methods.

Measurement in general tells observation of a situation or property and stating them with numeric symbols. Stating with numbers objective processing reliable and trusted measurement tools, having the object to be measured give coherent and beneficial results (Adal, 1981: 33).

In measurement process, written and oral exams or achievement, ability and attitude measurement tests are applied. By these measurement tools;

- Knowledge (knowledge, comprehension, analysis, synthesis etc) properties
- Psycho – motor (skill, compatibility, creativity) properties
- Attitude (personality, appreciation, communication etc) properties are measured.

Evaluation types are classified as follows;

- First and last evaluation
- Last evaluation

- Comparative evaluation

To explain briefly ;

2.4.1 First and Last Evaluation

A program that collects educational measurement both before and after education. By measuring participants, pedagogues, educational units situation before and after the education the goals set prior to education are tested whether reached or not.

2.4.2 Last Evaluation

It is applied only to measure educational results in case all participants needed to be given similar knowledge, attitudes and criteria at the end of the process.

2.4.3 Comparative Evaluation

As a most common measurement technique it aims to compare two groups, one in educational process and the other not in the same process but having approximate properties.

They are compared in the scope educational subjects.

The criteria can be stated as follows which should be in above mentioned evaluation tests.

- Evaluation education subject
- Evaluation of pedagogues
- Evaluation of educational units
- Evaluation of educational atmosphere
- Evaluation of educational organization
- Evaluation of educational tools

According to Arthur Anderson research statistics about in what was those evaluation methods are used in enterprises are shown below.

Methods Used in Evaluation of Participants	(%)
Participants evaluation at the end of education	33.7
Summary of pedagogue views	82.1
Evaluation reports by educational consultant firms	40.1
Tests before and after education	44.8
Other	8,2
No evaluation	11,1

Table 2.1 Methods Used in Evaluation of Participants

(Resource; Andersen, 2000: 71)

Before examining cost – benefit analysis in education I think I'd better give Hamblin's evaluation cycle for more comprehensive evolution (Hamblim, 1974: 201).

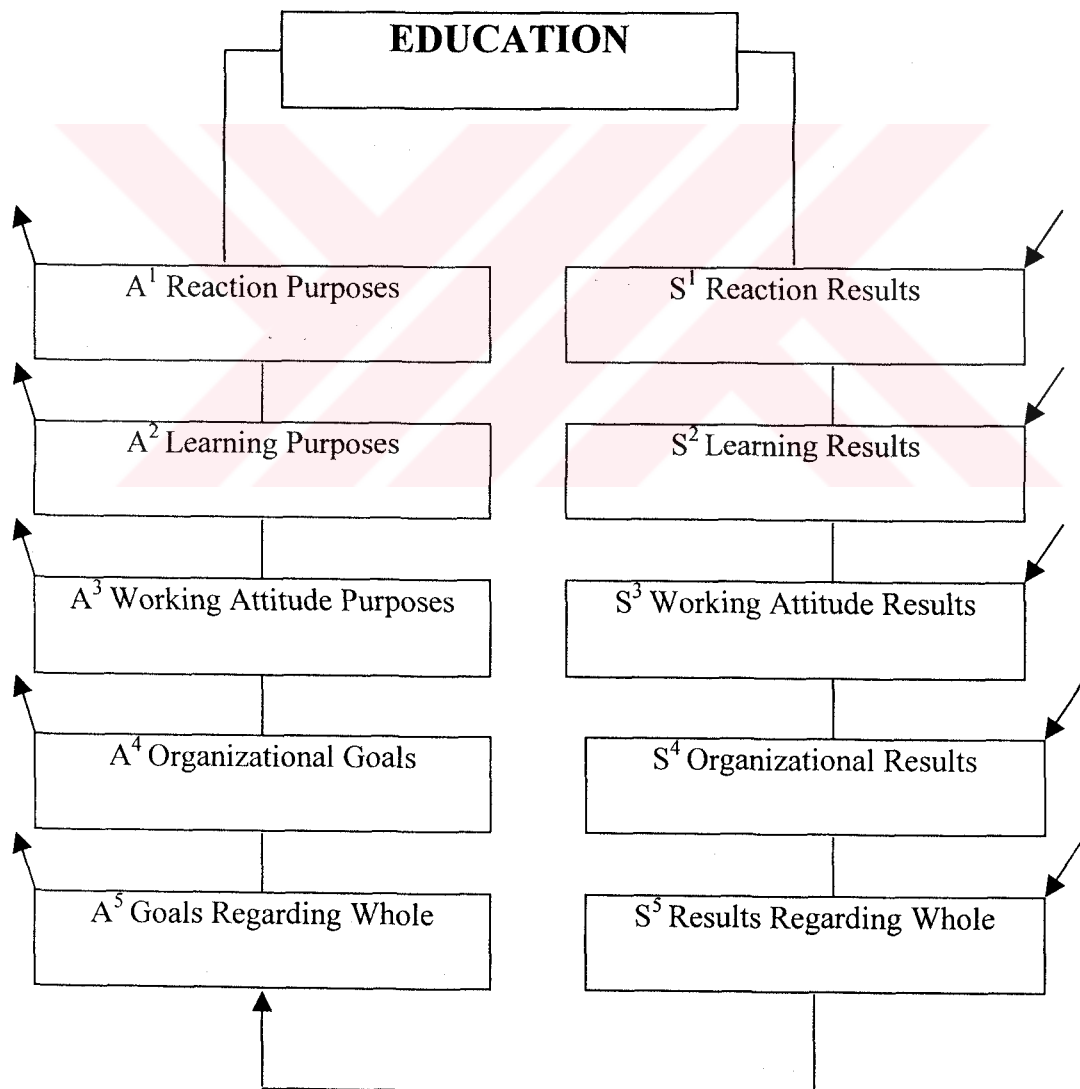
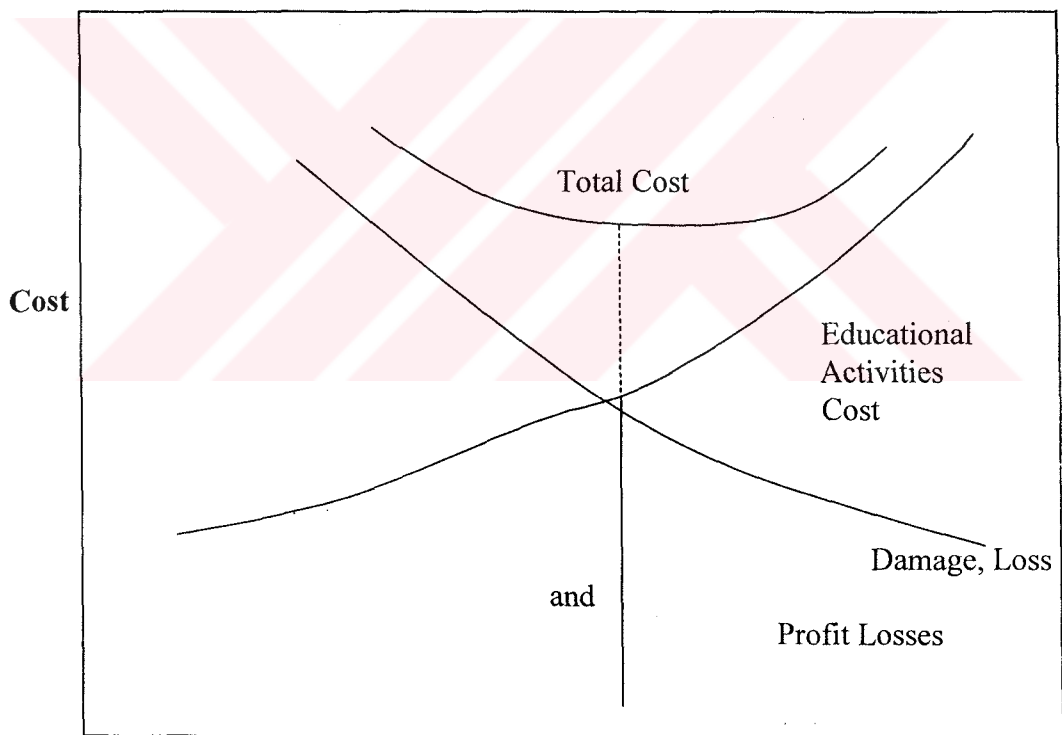


Figure 2.2 Evaluation Cycle (Resource; Hamblim, 1974: 201)

In this part we will discuss cost – benefit analysis as a last point. Educational activities are an investment business. Thus, those investments require having returns. A cost – benefit analysis must be done regarding quality and production increase at the end of educational activities, cost decreases, conscious savings, maintenance cost decreases, consumer satisfaction and sale increase, reduction in extra hours, dismissals and absenteeism.

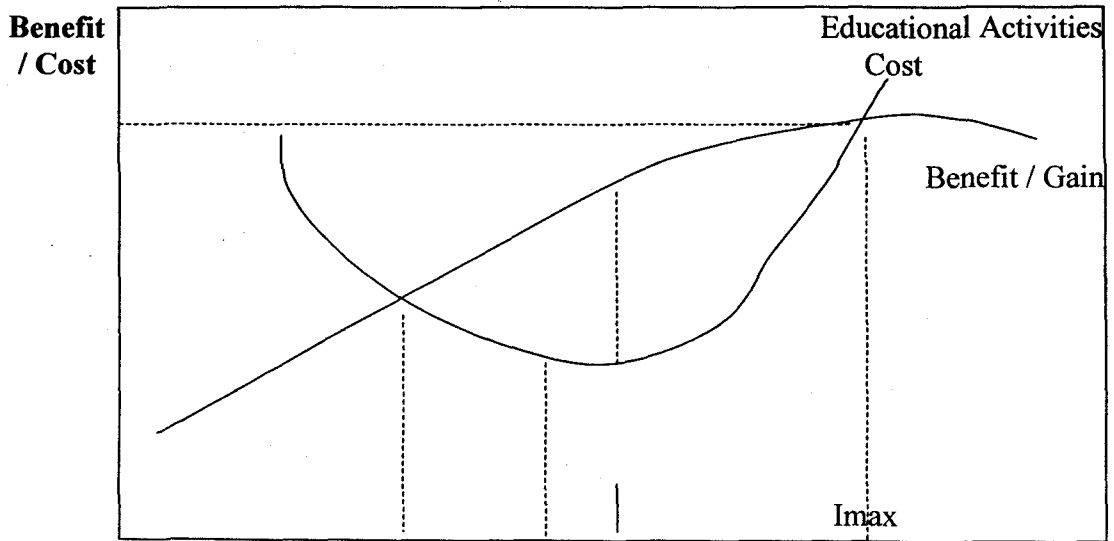
“In a working place inner education should be run considering short, medium and long run problem solving, planning approached and marginal utility’s marginal cost’s equity or when benefit increase ratio to cost increase ratio is equal to one or bigger than one. Under these determination and investigation inner education activities aim to search economical and optimum education – learning criteria models as shown in figures 2.4. and 2.5” (Türkay, 1993: 29).



(Iom) (Optimum Effectiveness) / Educational Activities

Figure 2.3 Educational Activities Cost Components, Cost Function Relation

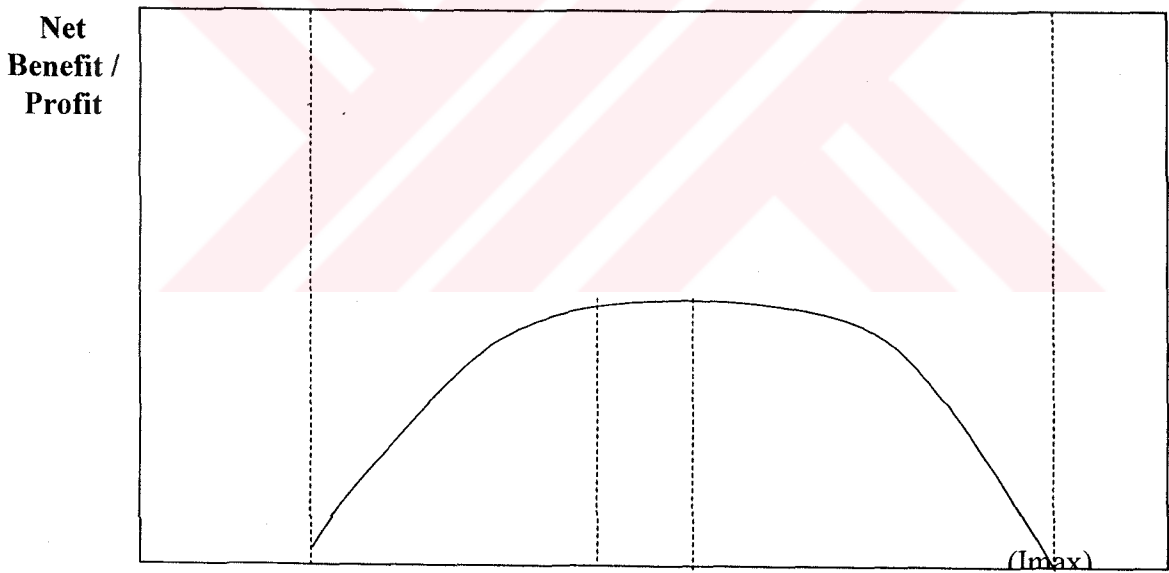
(Resource; Türkay, 1993: 29)



(Iom) (Optimum Effectiveness) / **Educational Effectiveness**

Figure 2.4 Educational Activities Benefit, Cost and Net Benefit Relations

(Resource; Türkay, 1993: 29)



(I₀) (Optimum Effectiveness) / **Educational Effectiveness**

Figure 2.5 Educational Activities Cost Benefit and Net Benefit Relation

(Resource; Türkay, 1993: 30)

Figure 2.3 shows educational activities volume, and the cost depending upon that volume, production defects working accident loss, profit loss stemming from inadequate education, and cost components and total cost function. The education activities which

minimize cost can be defined as optimum education effectiveness (Iom) which is seen in analytical examination of that cost function. This optimum educational effectiveness is the effectiveness where cost increase is equal to cost increase of marginal educational losses, cost, production, damage, accident, loss and profit losses (Türkey, 1993: 29). This is a decision criteria which is free from net benefit of educational activities in work place, but from analytical study of cost components.

Figure 2.4, Figure 2.5 illustrates how net profit function is made up with labor force and goods and services output of workplace by additional benefit function and additional cost of educational activities depending upon educational activities. This additional benefit function is the sum of components of additional benefit which depends on output and quality increase by educational activities of the workplace.

Then, total educational activities related to profession (Io) is between the frequency where additional benefit is higher than additional cost. At that point, marginal cost is equal to marginal benefit. In other words, it is the total of educational activities by which marginal benefit is zero. (Özen, 1996: 133)

Educational activities in a workplace should be determined economically and optimally by investigation of work volume, repetition of educational activities in a given time frequency. The basic method of that determination should be observation by experienced ones, probation and economic analysis methods altogether.

CHAPTER 3

EXAMINING EFFECTIVENESS OF EDUCATIONAL ACTIVITIES BY A CASE STUDY ON VIEWS OF PERSONEL IN BANKS AND FINANSICAL INSTITUTIONS

3.1 AIMS, SCOPE AND IMPORTANCE OF THE CASE STUDY

In the first and second parts of the study the importance, aims and methods of educational activities were examined from a theoretical point of view and its effects on personnel and enterprise management studied.

Aim of the Study

It is aimed to explore effects of educational activities on personnel at various management levels in banking and financial sector.

Scope of the Study

The reason behind why I've chosen banking and financial sector is rapid developments in those sectors and developed service aspect when compared to other sectors. In this framework, for a healthy comparison a public bank, a private bank and a financial institution were selected. Those institutions;

Vakıfbank (A Public Institution)

Yapı Kredi Bank (A Private Institution)

Anadolu Finans (A Private Financial Institution)

The study was held on personnel in same of the branches of those institutions in Istanbul. It was thought in this study that, educational activities leave positive effects on the personnel.

The Importance of the Study

The study informs the managers of the institutions and researchers and evaluates mentioned institutions from some perspectives such as: how the personnel of the institutions are affected by educational activities, which of the educational programs are more effective, what educational activities should be, and how they could be developed and so on. It is also a study, which contributes to those institutions, educational activities. Besides, the study enables the managers to learn about personnel views from educational points of view considering in what direction the personnel express about those activities.

3.2 THE METHOD OF THE CASE STUDY

3.2.1 Exemplification

In the scope of the study three institutions in banking sector in Turkey were chosen by the method of “randomly selected method” in Istanbul over five branches of Yapı ve Kredi Bankası, three branches and General Directory of Vakıfbank and 8 branches and General Directory of Anadolu Finans Institution, over 130 personnel in total.

3.2.2 Tools of Data Collection

As a data collection tool a questionnaire consisting of 16 questions was used (see. Appendix) All are multiple choice questions out of three. The questionnaire forms were filled out by personnel one by one and collected from branches. In some branches the questionnaire forms were filled out through online system for fast and reliable results.

3.3 INTRODUCTION OF BANKS AND FINANCIAL INSTITUTION AT THE CASE STUDY

3.3.1 Vakıfbank

Vakıfbank was established on 13th of April 1954 by private law number 6219. It's initial capital was 50.000.000 TL. Two branches were added in Ankara and Istanbul on 8th of June 1954 and 14th of June 1954 respectively. Currently, it serves through internet, wap, 318 branches, calling center stocks and bands centers an a financial markets for 47 years.

It's current capital is 319 trillion TL and has three branches in Turkey. It's total personnel is 8300 in total.

3.3.2 Yapı Kredi Bank

Yapı ve Kredi joined Çukurova Holding in 1980. New initiatives of Yapı ve Kredi accelerated by a new management approach. The bank serves it's customers over 400 points, 1000 ATM phone, wap, internet and television for 24 hours.

In January 2000 its total capital was 752 trillion TL and 40 % of its shares is in stock-exchange market; total personnel is over 10.000 and has four branches throughout Turkey.

3.3.3 Anadolu Finans Institution

Anadolu Finans was established in 1991 in Ankara relying on decree in force law dated 16th of December 1983 number 83/7506. Being a first private financial institution of domestic capital, the institution was founded by HES Group of Kayseri. The whole capital of the institution moved to Istikbal Group of Boydak family, a leading family company of furniture, home textile and cable.

Besides being a hundred percent domestic capital, financial institution not running on interest rate, it has a remarkable place among others with 37.5 trillion TL worth of capital and 350 personnel in 27 branches.

3.4 EVALUATION OF RESULTS OF THE CASE STUDY

As we mentioned earlier, the questionnaire consisted of 16 questions. Now, I will classify the questions and explain each one. First eight questions are about working and personal life of the personnel. The ninth question is an annual time spent on education throughout the years 1999, 2000, and 2001. In the tenth question I aimed to find out to what extent the personnel benefited from educational programs for organizational goals and in eleventh for personnel goals.

From the point of effectiveness, productivity and performance promotion, the programs are tried to be determined respectively in twelfth and thirteenth questions.

Question fourteen finds out how much the personnel perceive educational activities as effective. In the following questions the pedagogues are tried to be determined from effectiveness side. The last question is for putting forward that, to what direction the personnel had better encouraged educational activities both in and out of enterprise. The questions are in the appendix.

Now, let's make comments on questions. The first eight questions, as mentioned above, are about demographic structure of personnel. The personnel attended to in the questionnaire is composed of **29.2 %** women and **70.8 %** men. Considering age ranges; 20 of them are between 20-25, 15 are between 38-43 and 9 are above 43. Their degrees of education are also different, 9 with master degrees, 77 with bachelors' degree, 7 from vocational schools and 37 from high schools.

On the other hand, their posts and / as duties in the institutions are as follows; 1 general director, 2 director of a unit, 24 experts, 6 junior experts, 10 branch directors, 15 assistant directors of branch, 20 chiefs, 17 subordinate chiefs, 8 cash-desk officers and 27 officials.

Questions six, seven and eight concern degrees of personnel both in working life and enterprise.

	Yapı ve Kredi (Year)	Vakıfbank (Year)	Anadolu Finans (Year)	Ar. Av. (Year)
Degree In The Current Enterprise	8.6	5.8	5	6.47
Degree At Current Rank	3.1	2.6	3.1	2.94
Year Of Service	10	7.5	11.7	9.74

Table 3.1 Quantitative Information of the Personal about Working Life and Degree in the Enterprises

The ninth question finds out hourly education Per personnel through 1999, 2000, 2001.

Educational Hours (Annual)	Yapı ve Kredi (Hour)	Vakıfbank (Hour)	Anadolu Finans (Hour)	Ar. Av (Hour)
1999	6	1.3	9	5.44
2000	9	6.2	5	6.74
2001	5	16.1	8	9.7

Table 3. 2 Hourly Education of Personnel Attended in the Questionnaire

The tenth question aims to find out to what extent the educational programs are effective in achieving organizational goals.

%	No Effect			Little Effect			Middle – Range Effect			Good Effect			Much Effect								
	YK	VB	AF	Ar. Av.	YK	VB	AF	Ar. Av.	YK	VB	AF	Ar. Av.	YK	VB	AF	Ar. Av.					
	0	13,1	1,7	4,93	5,8	21	1,7	9,50	26,4	36,8	24,4	29,20	47	23,6	70,6	47,07	20,5	5,2	3,4	9,70	
Quality Increase Of Goods And Services Produced	0	18,4	0	6,13	0	26,3	3,4	9,90	17,6	26,3	37,9	27,27	67,6	23,6	51,7	47,63	14,7	5,2	6,8	8,90	
Productivity Promotion In Production	0	42,1	3,4	15,17	5,8	18,4	19	14,40	14,7	31,3	39,6	28,53	55,8	5,2	34,4	31,80	23,5	2,6	3,4	9,83	
Diminishing Working Accidents / Mistakes And Security Increase	0	34,2	3,4	12,53	2,9	15,7	8,6	9,07	20,5	42,1	46,5	36,37	47	7,8	38	30,93	38,2	0	3,4	13,87	
Less Loss Due To Defected Production	2,9	10,5	0	4,47	2,9	21	8,6	10,83	17,6	28,9	12	19,50	53	36,8	67,2	52,33	23,5	2,6	12	12,70	
Development Of Working Methods, Renovation Of Enterprise And Appropriation Of Innovations	0	52,6	10,3	20,97	5,8	10,5	24,1	13,47	38,2	31,5	36,2	35,30	38,2	5,2	27,5	23,63	17,6	0	1,7	6,43	
Less Maintenance Costs	0	23,6	0	7,87	2,9	15,7	1,7	6,77	38,2	28,9	17,2	28,10	41,1	26,3	69	45,47	23,6	5,2	12	13,60	
Effective Coordination, Communication, Coworking In Enterprise And Better Human Relations	5,8	36,8	5,1	15,90	0	13,1	10,3	7,80	38,2	34,2	44,8	39,07	38,2	13,1	36,2	29,17	23,6	2,6	3,4	9,87	
Less Absenteeism And Labor Force Rotation	0	42,1	0	14,03	5,8	13,1	17,2	12,03	20,5	36,8	25,8	27,70	47	7,8	51,7	35,50	32,3	0	5,1	12,47	
Decrease In Incompatibility And Disciplinary Acts	0	42,1	6,8	16,30	2,9	13,1	13,7	9,90	23,5	23,6	44,8	30,63	38,2	21	32,7	30,63	35,2	0	1,7	12,30	
Easiness While Preparing Personnel For Other Fields And Upper Posts	0	31,5	6,8	12,77	0	13,1	6,8	6,63	26,4	28,9	24,1	26,47	38,2	23,6	58,6	40,13	32,3	0	3,4	11,90	
Shortened Learning Duration	2,9	39,4	10,3	17,53	0	10,5	13,7	8,07	14,7	42,1	29,3	28,70	61,7	7,8	44,8	38,10	20,5	0	1,7	7,40	
Less Managerial Control	0	18,4	0	6,13	0	21	1,7	7,57	14,7	23,6	10,3	16,20	55,8	26,3	65,5	49,20	23,5	10,4	1,7	11,87	
Appropriation And Enhancement Of The Institutional Culture	0	23,6	1,7	8,43	11,6	18,4	5,1	11,70	11,7	28,9	31	23,87	55,8	23,6	53,4	44,27	38,2	5,2	8,6	17,33	
Increase In Work Satisfaction And Motivation Of The Personnel																					

Table 3.3 Contributions of the Educational Programs that are Attended for the Realization of the Organizational Goals

The question in the questionnaire about the organizational goals of the educational activities such as quality increase of goods and services produced productivity promotion in production, renovation of the enterprise of itself, adoption of innovations, development of working methods, effective communication, good human relations and adequate coordination in the enterprise, appropriation and enhancement of the institutional culture, increase in work satisfaction and motivation of the personnel were replied as having good or very good contribution. The ratio is **60.01 %**.

Considering the arithmetical average of the results appeared in the Table 3.3., the contributions of the educational activities to realize the organizational goals can be examined. The results; much effect, good effect middle-range effect less effect and no effect are as follows respectively in percentage; **11.29 %**, **38.99 %**, **28.35 %**, **9.83 %** and **11.65 %**. The sum of the first two results is **50.28 %** and adding the following will give the result of **79.31 %**. That is, such a big share responded the effects of educational activities positively on realization of the organizational goals. At institutions base the results can be summarized in a table.

Effects Of Educational Activities On Realization Of The Organizational Goals %	No Effects	Less Effect	Middle – Range Effects	Good Effects	Very Good Effect
Yapı ve Kredi	0.82	3.31	23.6	47.05	25.22
Vakıfbank	30.6	16.4	32.25	17.97	2.78
Anadolu Finans	3.5	9.4	31.27	51.05	4.78
Arithmetical Avarage	11.64	9.7	29.03	38.69	10.92

Table 3.4 Effects of Educational Activities on Realization of the Organizational Goals.

As can be see from the results of the table above private bank or financial institution employees responded to the questions positively as educational activities having good or very good effects or good, very good and middle range effects with the rates **64 %** and **91 %** respectively. However, the same questions were responded **20.75 %** and **53 %** respectively by the employees of the public bank. The results of the

questionnaire related to the public bank can be linked to various reasons. Such as poor functioning of human resource unit compared to private firms, promoting the personnel by appointment, inadequate performance incentives, (salary increase, reward etc), interventions out of institution, inflexible enterprise structure, having difficulties following fast changes and so on.

The question eleven scrutinizes that to what extent the educational programs up to now affected personal goals.



	No Effect			Little Effect			Middle – Range Effect			Good Effect			Much Effect							
	YK	VB	AF	Ar. Av.	YK	VB	AF	Ar. Av.	YK	VB	AF	Ar. Av.	YK	VB	AF	Ar. Av.				
%																				
Improvement Of Duty Responsibility	2,9	23	0	8,63	0	15,8	6,9	7,57	29,4	36,8	17,2	27,80	41,1	18,4	62	40,50	26,4	5,2	13,7	15,10
Enhancing Career And Promotion Facilities	2,9	42	13,8	19,57	2,3	18	12	10,77	29,5	23,6	25,8	26,30	38,2	14,7	41,3	31,40	26,4	2,6	6,9	11,97
Development Of Skills, Attitudes And Abilities Related To Job	0	7,9	1,8	3,23	0	15,8	5,1	6,97	25	39,5	17,2	27,23	47	31,5	69	49,17	32,3	5,2	6,9	14,80
Performance And Motivation Increase	0	15,8	0	5,27	2,3	21	5,1	9,47	23,5	34,2	20,6	26,10	38,2	23,6	67,2	43,00	35,2	2,6	6,9	14,90
Development Of Communication Skill	0	31,6	0	10,53	2,3	21	1,8	8,37	26,4	26,3	15,5	22,73	38,2	15,7	65,5	39,80	32,3	5,2	17,2	18,23
Betterment Of Decision making And Trouble – Shooting Abilities	0	18	0	6,00	2,3	18	3,6	7,97	17,6	30	22,4	23,33	61,7	30	62	51,23	20,5	5,2	12	12,57
Shouldering New Responsibilities	2,9	18	1,8	7,57	2,3	23,7	8,6	11,53	14,8	26,3	24,1	21,73	55,8	21	44,8	40,53	23,5	10,4	20,6	18,17
Facilitating Leadership Capabilities	2,9	31,6	5,1	13,20	0	15,8	3,6	6,47	11,8	34,2	29,3	25,09	55,8	14,7	51,7	40,73	29,5	5,2	8,6	14,43
Having Better Skills At Team Work	0	31,6	0	10,53	2,3	15,8	5,1	7,73	20,5	30	32,7	27,73	50	18,4	31	33,13	26,4	5,2	13,7	15,10
Personal Development Skills Enhancement	2,9	18	0	6,97	0	15,8	5,1	6,97	23,5	47,3	18,9	29,90	41,1	15,7	62	39,60	32,3	2,6	13,7	16,20
Increase In Job Security	2,9	55	10,3	22,73	2,3	10,5	15,5	9,43	23,5	30	32,7	28,73	38,2	5,2	38	27,13	32,3	0	3,4	11,90
Being Appreciated Much More In Labor Market	2,9	34	1,8	12,90	0	15,8	6,9	7,57	26,4	30	37,9	31,43	41,1	21	41,3	34,47	29,5	0	10,3	13,27

Table 3.5 Contributions of the Educational Programs that are Attended up to Now for Realization of the Personal Goals

The arithmetical results of the Table 3.5 denote effects of educational programs on realization of personal goals. The categories are much effect **14.72 %** good effect **39.22 %** middle-range effect **26.5 %** less effect **8.4 %** and no effect **10.59 %**.

The first two categories, that is more positively results, constitute **53.94 %** and the first three categories constitute **80.44 %** that positively responded percentage. The results can be examined on the institutional base as follows in a table.

To What Extent The Educational Programs Affected Realization Of Personal Goals.	No Effects	Less Effect	Middle – Range Effect	Good Effect	Very Good Effect
Yapı ve Kredi	1.69	0.92	22.65	45.53	28.88
Vakıfbank	27.7	17.25	32.25	19.15	4.2
Anadolu Finans	2.88	6.6	24.52	52.98	11.15
Arithmetical Avarage	10.75	8.25	26.9	39.22	14.74

Table 3.6 Effects of Educational Programs on Realization of Personal Goals

The table shows that employees of the private bank and the financial institution responded the question positively considering good and very good effect; and good very good and slightly good effect with the ratios **69.26 %** and **92,84 %** and **55.71 %** for the public bank. The possible reasons of those results above were tried to be explained.

The question twelve tries to find out more effective and productive educational methods. (Since the question could be replied by more then one choices, totals may exceed 100 %)

%	Yapı Kredi	Vakıfbank	Anadolu Finans	Ar. Av.
Under a Manager	17	13.1	10.3	13.4
Coaching	8	18.4	24.1	16.8
By Expert	0	10.5	3.4	4.6
By Apprenticeship	29.4	26.4	25.8	27.2
By Rotation	76.4	60.5	51.7	62.8
By Team Works Participation	50	55.2	62	55.7
By Visual Methods	5.8	7.8	5.1	6.2
By Simulation (Virtual Reality) Method	35.2	10.5	18.9	21.4
By Case Study	17.6	42.1	32.7	30.8
By Business Games	11.7	10.5	18.9	13.7
By Role Playing	17.6	15.7	10.3	14.5
By Sensitivity (T-Group) Technique	5.8	5.2	5.1	5.3
By Multimedia (Prog. Pack, CD-Rom Etc)	11.7	15.7	8.6	12
By Computer Assistance	38.2	42.1	34.4	38.2
By Remote Education (Internet Based)	5.8	21	3.4	10
By Delegation of Authority	44.1	42.1	0	28.7
By Conferences, Seminars, Courses	70.5	60.5	82.7	71.2

Table 3.7 Effectiveness of Educational Methods

The table illustrates that the classical educational methods such as conferences, seminars and courses constitute highest percentage of **71.2**. The followings are rotation by **62.8 %**, participation to team works by **55.7 %** computer assistance by **38.2 %** case study by **30.8 %** and apprenticeship by **27.2 %**. Thus, the results show that developed educational methods are not used effectively and / or common. Inadequate infrastructure may cause such a consequence.

By thirteenth question the educational programs are tried to be evaluated according to working performance. (Since the question could be replied by more than one choices, totals may exceed 100 %).

%	Yapı Kredi	Vakıfbank	Anadolu Finans	Ar. Av.
Programs Related to Your Expertise Field	67.6	89.4	68.9	75.3
Programs Related to Your Personal Development	32.3	28.9	43.1	36.1
Leadership Programs	32.3	21	41.3	33
Time – Management Programs	26.4	23.6	51.7	36.9
Technical and Technological Knowledge	38.2	50	58.6	50.7
Effective Communication Programs	41.1	26.3	58.6	42
Team – Work Programs	41.1	50	60.3	52.3
Project Methods	20.5	28.9	24.1	24.6

Table 3.8 The Educational Programs Directed Increase in Work Performance

Evaluating the numerical results in the table, expertise programs constitute highest percentage by 75.3 %. The second is team work by 52.3 %, the third is technical and technological knowledge by 50.7 % and the fourth is effective communication programs by 42 %. The importance of those educational methods at institutional base was evaluated beforehand. According to results, working performance is positively affected by professional knowledge, team work, technological knowledge and effective communication programs respectively.

The question fourteen evaluates the views of personal on effectiveness of the educational activities.

%	Yapı Kredi	Vakıfbank	Anadolu Finans	Ar. Av.
No Effectiveness	0	4.6	1.5	2
Less Effectiveness	5.8	18.4	13.5	12.5
Middle-Range Effectiveness	29.4	42.1	43.1	38.2
High Effectiveness	50	21	31	34
Very High Effectiveness	14.7	2.6	8.6	8.6

Table 3.9 To What Extent the Educational Activities are Effective

The table puts forward the views of the personnel on effectiveness of the educational activities by a single question clearly. The last two rows in the table have a high percentage of 42.6 %. Adding the previous now the result is 80.8%.

When we look up the question which is about to what extent the educational activities are effective from the perspective of demographic distribution the results appear as follows. Middle rank managers replied the question by 38.5% as education has good and very good effect; and 78.9 % replied that education has middle range effect good effect and very good effect. Similarly, lower rank managers and officials replied the question approximately with the same results, 43.8% and 82.1% respectively. Then, it is right to say that both parts of the employees perceive the effectiveness of the educational activities almost same.

Which is really a high percentage when we compare Table 3.3. and Table 3.5, which mentions about effectiveness of educational programs on realization of organizational and personal goals, with Table 3.9 the results appear as follows in Table 3.10. Arithmetical averages will be used in comparison.

%	No Effect		Less Effect		Middle Range Effect		High Effect		Very High Effect	
	1	2	1	2	1	2	1	2	1	2
Yapı ve Kredi	1.25	0	2.11	5.8	23.12	29.4	46.29	50	27.05	14.7
Vakıfbank	2.89	4.6	16.8	18.4	32.3	42.1	18.96	21	3.49	2.6
Anadolu Finans	3.19	1.5	8	13.5	27.89	43.1	52.01	31	7.96	8.6
Arithmetical Av.	2.4	2	8.97	12.5	27.77	38.2	39.08	34	12.8	8.6

Table 3.10 Comparison of Effectiveness of Educational Activities in General

The columns numbered 1 in the table illustrate the arithmetical averages of Table 3.3 and Table 3.5 which are about realization of personal and organizational goals. The columns 8 numbered 2 illustrate effectiveness of educational activities by one question (Table 3.9). Comparison of these columns partly illuminates coherence both between institutions and respondents to the questionnaire. However comparisons may not give clear results since the column number 1 is the average of total 26 questions and not the each question directly related to service sector employees. Thus a 100 % healthy results shouldn't be expected. The deviations are normal.

It is tried to be examined effectiveness of the instructors. (Since the question could be replied by more than one choices, totals may exceed 100 %)

	Yapı Kredi	Vakıfbank	Anadolu Finans	Ar. Av.
Instructors At Working Environment	64.7	47.3	46.5	52.8
Academic At Working Environment	52.9	92.1	68.9	71.3
Academics From Consultant Firms	23.5	7.8	34.4	21.9
Academic Instructors	5.8	23.6	15.5	15

Table 3.11 Which of the Instructors are More Effective

The academics at working life has the highest percentage by **71.3 %**. Instructors at working environment constitutes **52.8 %**. The results illustrate importance of instructors at working life.

The sixteenth question determines how incentives would be used to participate to educational programs in and out of enterprise for performance enhancement. (Since the question could be replied by more than one choices, totals may exceed 100 %).

	Yapı Kredi	Vakıfbank	Anadolu Finans	Ar. Av.
Rewording by a Certificate	38.2	18.4	39.6	32
Rewording by Monetary Means	11.7	10.5	8.6	10.2
Rewarding by Promotion	61.7	18.4	32.7	37.6
Rewording Participants by Material Support	5.8	13.1	29.3	16
By Permission of Participation in Educational Programs	38.2	44.7	20.6	34.5
By Entitling Participants with New Duties	50	63.1	68.9	60.6

Table 3.12 What Should be Done for Performance Enhancement and Participation to Educational Programs

The personnel want to be entitled to new duties by **60.6 %**. Promotion, permission of participation in educational programs follow it by **37.6 %** and **34.5 %** respectively.

Being rewarded by monetary means has the last place with **10.2 %**. Because as long as the employees are paid fairly the other elements would be appreciated much.

Because of the small number of institutions the data analyzed have low confidence and generalized only for the institutions included in the case study. Besides, the questionnaire was replied by computer assistance in some branches but replied on paper in some other branches even though it was thought and prepared to be replied by computer assistance. Inadequate infrastructure in some branches caused such a result. Thus, advanced statistical analysis failed to be applied.

Although we applied the study in the same sector, public bank, private bank and financial institution employees put forward how effective the educational activities at institutional base are. I hope such a study would be helpful both for sector employees and managers, and researchers. Further studies in some sectors and at general level would be helpful for closing information and knowledge gap.



CHAPTER 4

CONCLUSION

Severe competitive conditions and growing enterprises force owners of enterprises to employ professional managers and qualified employees. Needless to say an enterprise adapts itself to rapidly changing and developing conditions by means of employees provided with skills, abilities and effects.

Enterprises may select personnel by best means and employ them by most effective methods, yet such conditions are inadequate. Both current personnel and newly employed ones had to be backed by effective and continues educational programs for better and growing contribution to the enterprise.

Beginning by definition, importance and aims of the education, in this thesis it is tried to be mentioned about almost all educational methods utilized in enterprises. Then it is examined effects and benefits of the educational activities on enterprise and personnel. The first two parts of the thesis focus on theoretical aspects and a questionnaire conducted for search of the effects of educational activities on personnel in service sector. The questionnaire was filled out by banking sector personnel who are believed both in this country and out as involved in massive human relations.

Rapid growth in the sector brings quality and quality changes together. Thus qualified personnel is the most needed element which necessitates education's, a public bank, a private bank and a financial institution was selected for a healthy comparison. A study of questionnaire was held at some branches of those institutions. Those are Yapı ve Kredi (a private institution), Anadolu Finans (a private financial institution) and Vakıfbank (a public institution). The questionnaire applied on 130 personnel employed at general directories of the institutions and at some branches in Istanbul.

Before the study, educational activities were thought to have positive effects on personnel. Beforehand the results of the questionnaire were evaluated in Chapter 3. The following results may be derived from those evaluations.

The personnel, on which the study conducted, had yearly education of 5.44, 6.74 and 9.7 hour in 1999, 2000 and 2001 respectively. Even though the country experienced

a severe economic crisis in 2001, the hourly education increased. The enterprises cut off some expenditures but educational expenditures.

The most important two questions in the questionnaire were directed to find out effects of educational programs both on realization of organizational and personal goals. The programs affected the organizational goals in positive ways in the private bank and the financial institution at **67.87 %** level as good and fairly good. The ratio in the public bank is **20.67 %**. The results for the personal goals also varied to a great amount between the public bank; and the financial institution and the private bank. The results stood **23.26 %** and **69.46 %** respectively.

The educational activities for realization of the organizational and personal goals have quite different effects on the public institution and the private institutions, education activities in the private institutions are more effective nearly three times than in the public institution. Such a result may stem from various reasons, such as inadequate functioning of human resource unit and incentives directed to performance enhancement (recording, pay increase etc.) interventions out of the institutions, lack of competitive aspects, inflexible structure of the enterprise and following the developments in hampered way.

Looking at the details of the aims especially the organization aims such as increase in produced goods and services, productivity increase, renovation of the enterprise of itself and adaptation to changes, realization of working methods, effective communication and better human relations, effective coordination, appropriation of institutional culture, enhancement of motivation and work satisfaction were replied positively in **63 %** amount as education has good or very good effect. On the other hand, the question about the realization of personal aims was replied that education affects them good or fairly good in **64.9 %**. Those personal aims affected positively by education are; promotion of team-work skills, development of skill, abilities attitudes and knowledge related to profession, enhancement of decision making and trouble shooting ability, development of communication skills, performance and motivation increases etc.

Effectiveness of the educational methods was also researched in the study. The results favoring the methods were as follows: Conference, seminar and courses **73 %**,

rotation **60.7 %**, education through team-works **56.9 %**. Other type of educational methods have lower percentages, that is skill classical methods are dominant in educational field. However use of computer assisted education with **37.6 %**, remote education (internet based) with **9.2 %**, multimedia education with **11.5** tell that technology based educational methods are used in accelerated ratio.

A question about education programs which promote performance in work life evaluated in the following ratios. Programs related to expertise field is **74.6 %**, team work is **50.2 %**, technical and technological information is **50.7 %** and effective communication program is **44.6 %**.

Arithmetical average effects of the educational activities in realizing personal and organizational aims indicate results of follows.

%	To What Extent The Educational Programs Effect Realization Of Personal And Organizational Aims	To What The Educational Activities Are Effective
Good, Very Good	52.09	41.50
Middle, Good Very Good	79.88	80.80

Table 4.1 Comparison of Effectiveness of Educational Activities

The first question is average of 26 questions while the second question is the result of a single question. Then, the table can be read that the respondents replied in consistent manner.

The participants also replied to a question about the instructors. Academic instructors in working environment are the most effective with **70.7 %** and instructors in working environment with **51.5 %** subsequently. The results tell how practice is important. Lastly, reward matters are evaluated by the respondents. That is, how the personnel who attend the educational programs should be rewarded. The results are striking. Rather than material expectations, duties to be assigned related to the program they attend is **62.3 %**, promotion **36.1 %** and attending a new educational program is **32.3 %**.

Presupposing that the educational activities should have positive effects on personnel prior to study was tested and the result is positive. According to the results the

educational activities affect in good and very good manner with **52,09 %**, and good very good and middle range manner with **79,88 %**. Thus the educational activities have positive effects on personnel and enterprises. It is naive to claim that all problems about enterprises and personnel are expected to be solved by the help of education.

Because of the small number of the institutions the data analyzed have low confidence and generalized only for the institutions included in the case study. Besides, the questionnaire was replied by computer assistance in some branches but replied on paper in some other branches even though it was thought and prepared to be replied by computer assistance. Inadequate infrastructure in some branches caused such a result. Thus, advanced statistical analysis failed to be applied.

Although we applied the study in the same sector, public bank, private bank and financial institution employees put forward how effective the educational activities at institutional base are. I hope such a study would be helpful both for sector employees and managers, an researchers. Further studies in some sectors and at general level would be helpful for closing information and knowledge gap.

APPENDIX

QUESTIONNAIRE

- 1) Name Surname Your Branch :.....
- 2) Gender ? Woman () Man ()
- 3) Age range?
() 20-25 () 32 – 37 () 56 – 61
() 26 – 31 () 38 – 43 () 62 +
- 4) Educational status?
() Secondary school () Faculty () High school
() Occupational school () Bachelor's Degree () PhD
- 5) Your rank at the branch?
() General Director () Assistant General Director
() Director of Unit () Expert
() Assistant Expert () Branch Director
() Assistant Branch Director () Chief
() Assistant Chief () Cash-desk official
() Officier () Others
- 6) Your seniority at your unit?(Year)
- 7) Duty seniority at your rank? (Year)
- 8) Your work life? (Year)
- 9) Have you ever attended to an educational program by support of your institution?

How Many Hours

- | | |
|------|-----|
| 1999 | () |
| 2000 | () |
| 2001 | () |

10) Effects of educational programs to your personal and organizational goals?

	No Effect	Little Effect	Middle Range Effect	High Effect	Very High Effect
Quality increase of goods and services	()	()	()	()	()
Productivity increase	()	()	()	()	()
Decrease in accidents and increasing security	()	()	()	()	()
Less loss by decrease in defected production	()	()	()	()	()
Renovation of enterprise, approximation of innovations and new working techniques	()	()	()	()	()
Decrease in maintenance expenditures	()	()	()	()	()
Effective communication human relations, adequate coordination in enterprise	()	()	()	()	()
Decrease in personnel rotation and absenteeism	()	()	()	()	()
Less incompatibility and disciplinary acts	()	()	()	()	()
Less burden while directing and developing personnel for other fields	()	()	()	()	()
Shortened learning period	()	()	()	()	()
Less managerial control	()	()	()	()	()
Appropriation and enhancement of institutional culture	()	()	()	()	()
Increase in working satisfaction and motivation of personnel	()	()	()	()	()

11) Effects of educational programs that you attended to you personal and organizational goals? (Can be replied by more than one choice)

Development of feeling of trust	No Effect	Little Effect	Middle Range Effect	High Effect	Very High Effect
Increase in career and promotion possibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enhancement of knowledge, skill, attitude and ability towards duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase in performance and motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development in communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Better decision making and trouble shooting ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handling new responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitating leadership skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Better team-work skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase in personal development skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More secure job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Higher value in labour market	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12) Which of the following educational methods are more effective and productive? (Can be replied by more than one choice)

- | | |
|--|---|
| <input type="checkbox"/> Under a monitor | <input type="checkbox"/> By simulation |
| <input type="checkbox"/> Coaching | <input type="checkbox"/> By case study |
| <input type="checkbox"/> By a leader | <input type="checkbox"/> By business games |
| <input type="checkbox"/> By appraficeship | <input type="checkbox"/> By role-playing |
| <input type="checkbox"/> By rotation | <input type="checkbox"/> By sensitivity |
| <input type="checkbox"/> By team work participation | <input type="checkbox"/> (T-Group) technique |
| <input type="checkbox"/> By show-up | <input type="checkbox"/> Multimedia (programs CD Roms etc) |
| <input type="checkbox"/> By delegation of authority | <input type="checkbox"/> By remote education (internet based) |
| <input type="checkbox"/> By computer assistance | |
| <input type="checkbox"/> By conferences, seminars, courses | |

- 13) Which of the following educational programs can enhance your working performance? (Can be replied by more than one choice)**
- Programs related to your expertise field
 - Personal development programs
 - Leadership programs
 - Time-management programs
 - Technical and technological information
 - Effective communication programs
 - Team-work programs
 - Project methods
- 14) To what extent the educational activities are effective?**
- Very little Little Middle Much Very much
- 15) Which of the instructors are most effective in educational programs that you attended? (Can be replied by more than one choice)**
- Can be replied by more the one choice
 - Instructors at work-life
 - Academic instructors at work-life
 - Academic instructors from consultant firms
 - Academics
- 16) How can personnel be encouraged for participation to programs in and out of enterprise? (Can be replied by more than one choice)**
- Being rewarded by certificate
 - Being rewarded by monetary terms
 - By promotion
 - By material support
 - By permission of participation to educational programs
 - By being entitled to new duties related to programs that are attended

10. Bugüne kadar katılmış olduğunuz eğitim programlarının, aşağıda bazıları belirtilen **örgütsel (işletmesel) amaçların** gerçekleştirilmesine olan etkisini belirtiniz?

	<u>Hiç Etkisi Olmamıştır</u>	<u>Az Etkisi Olmuştur</u>	<u>Orta Derecede Etkisi Olmuştur</u>	<u>İyi Derecede Etkisi Olmuştur</u>	<u>Çok Fazla Etkisi Olmuştur</u>
Üretilen mal ve hizmetin kalitesinin artırılması	()	()	()	()	()
Üretimde verimliliğin yükselmesi	()	()	()	()	()
İş kazalarının / hatalarının azalması ve iş güvenliğinin artması	()	()	()	()	()
Kusurlu üretimin dolayısıyla zayıfın azaltılması	()	()	()	()	()
İşletmenin kendisini yenilemesi, yeniliklere uyum sağlaması ve iş metodlarının geliştirilmesi	()	()	()	()	()
Bakım ve onarım giderlerinin azaltılması	()	()	()	()	()
İşletmede etkili haberleşme, beşeri ilişkiler, yeterli iş birliği ve koordinasyonun sağlanması	()	()	()	()	()
İş gücü (personel) devrinin ve devamsızlığının azalması	()	()	()	()	()
Uyumsuzluk ve disiplin olaylarının azalması	()	()	()	()	()
Personelin bir üst göreve veya başka alanlara yetiştirilmesi yükünün azaltılması	()	()	()	()	()
Öğrenme süresini kısaltması	()	()	()	()	()
Yönetici denetiminin azalması	()	()	()	()	()
Kurum Kültürünün benimsenmesi ve geliştirilmesi	()	()	()	()	()
Personelin iş tatmininin ve motivasyonunun artırılması	()	()	()	()	()

11. Katıldığınız eğitim programlarının, aşağıda belirtilen ilgili olduğu bireysel (kişisel) amaçların gerçekleştirilmesine olan etkisini belirtiniz?

	<u>Hiç Etkisi Olmamıştır</u>	<u>Az Etkisi Olmuştur</u>	<u>Orta Derecede Etkisi Olmuştur</u>	<u>İyi Derecede Etkisi Olmuştur</u>	<u>Çok Fazla Etkisi Olmuştur</u>
Güven duygusunun geliştirilmesi	()	()	()	()	()
Kariyer ve yükselme imkanının artırılması	()	()	()	()	()
Göreve yönelik bilgi, beceri, tutum ve yeteneklerin geliştirilmesi	()	()	()	()	()
Performans ve motivasyonun artırılması	()	()	()	()	()
İletişim kurma yeteneğinin geliştirilmesi	()	()	()	()	()
Karar verme ve sorun çözme yeteneğinin artırılması	()	()	()	()	()
Yeni sorumluluklar yüklenmesi	()	()	()	()	()
Liderlik becerilerinin artırılması	()	()	()	()	()
Ekip çalışma becerilerinin artması	()	()	()	()	()
Kişisel gelişim becerilerinin artması	()	()	()	()	()
İş güvencesinin artırılması	()	()	()	()	()
İş gücü piyasasındaki değerlerinin artırılması.	()	()	()	()	()

12. Aşağıda belirtilen eğitim yöntemlerinin hangisi/hangilerini daha etkin ve verimli buluyorsunuz ? (Birden fazla işaretlenebilir.)

- | | |
|--|---|
| <input type="checkbox"/> Yönetici gözetiminde | <input type="checkbox"/> Simülasyon (sanal gerçeklik) tekniği |
| <input type="checkbox"/> Coaching (birebir yönlendirme) | <input type="checkbox"/> Vak'a çalışması |
| <input type="checkbox"/> Kılavuz aracılığıyla | <input type="checkbox"/> İşletme oyunları |
| <input type="checkbox"/> Staj yoluyla | <input type="checkbox"/> Rol oynama |
| <input type="checkbox"/> Rotasyon(yer değiştirme) | <input type="checkbox"/> Duyarlılık (T-Grup) tekniği |
| <input type="checkbox"/> Takım çalışmalarına katılım yoluyla | <input type="checkbox"/> Multimedya (paket prog. CDRom vb) |
| <input type="checkbox"/> Gösteri yoluyla | <input type="checkbox"/> Bilgisayar destekli |
| <input type="checkbox"/> Yetki devri yoluyla | <input type="checkbox"/> Uzaktan eğitim (internet tabanlı) |
| <input type="checkbox"/> Konferans, seminer, kurslar | |

13. Aşağıdaki eğitim programlarında belirtilenlerden hangisi veya hangilerinin verilmesi iş hayatınızda performansınızı artırır? (Birden fazla cevap verilebilir)

- | | |
|--|---|
| <input type="checkbox"/> Uzmanlık alanınızla ilgili programlar | <input type="checkbox"/> Etkin iletişim programları |
| <input type="checkbox"/> Kişisel gelişinizle ilgili programlar | <input type="checkbox"/> Ekip çalışması programları |
| <input type="checkbox"/> Liderlik programları | <input type="checkbox"/> Proje yöntemleri |
| <input type="checkbox"/> Zaman yönetimi programları | |
| <input type="checkbox"/> Teknik ve teknolojik bilgiler | |

14. Eğitim faaliyetlerini genel olarak ne kadar etkin buluyor sunuz?

- | <u>Çok Az</u> | <u>Az</u> | <u>Orta</u> | <u>Fazla</u> | <u>Çok Fazla</u> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

15. Almış olduğunuz eğitimlerde hangi eğitimciler daha etkili olmuştur?

(Birden fazla işaretlenebilir.)

- | | |
|---|--|
| <input type="checkbox"/> Çalışma hayatındaki eğitmenler | <input type="checkbox"/> Danışman firmalardan gelen akademisyen eğitmenler |
| <input type="checkbox"/> Çalışma hayatındaki akademisyen eğitmenler | <input type="checkbox"/> Akademisyen eğitmenler |

16. Personelin performansını arttırmak için işletme içi ve dışı eğitim faaliyetlere katılmaları nasıl teşvik edilmelidir ? (Birden fazla işaretlenebilir.)

- | | |
|--|--|
| <input type="checkbox"/> Katılana işletme tarafından belge verilerek | <input type="checkbox"/> Eğitim programlarına katılma izni verilerek |
| <input type="checkbox"/> Parasal ödüllendirilerek | <input type="checkbox"/> Katıldığı programlarla ilgili yeni görevler vererek |
| <input type="checkbox"/> Terfi ettirerek | |
| <input type="checkbox"/> Katılanlara maddi destek vererek | |

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