



Szent István University

Theses of the doctoral (PhD) dissertation

**ANALYSIS OF THE EFFICIENCY OF SKILLS
DEVELOPMENT BASED ON T-GROUP METHODOLOGY**

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**Gödöllő
2019**

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1. RESEARCH BACKGROUND, OBJECTIVES

In modern economic development, the quantity and quality of services are becoming more and more important. Szalavetz (2008:503), based on the model of Fisher (1939) and Clark (1940), states: 'Economic development goes along with tertiarization, as well as the increase in the added value of services.' The explanation of the term 'service' is usually in parallel with the concept of 'product.' According to Kotler et al. (2014) service means some action or performance. For Chikán (2008), it is a non-productive activity, which is realized by using resources. The experience of Durugy – Kollár – Madarász (2016) shows that due to their nature, services cannot be separated from customer service regardless whether it is personal, online or by phone, not to mention other 'web2.0' based ones, which are thought to be the most precious but also the most expensive part of personal contact based and telecommunication tools of the organisation (Dankó, 2009). It is exactly due to its expensive nature that organisations are trying to replace them by other means where possible. By knowing their usefulness and relatively expensive nature, surprisingly little attention is paid to them (two of the rare examples include Furnham - Milner, 2013; Lombart - Louis, 2012). In the meantime, there are more and more signs that even in self-service outlets personal service and advice are more frequently required. Although services vary in quality and price, competition can more intensively be felt in the quality of customer service. The different types of personal sales are inevitable in several business areas. The term 'sales' is used deliberately as in addition to the sale of the service, the values represented by the organization and its image are also sold in the course of a customer service act, which, in addition to consumer commitment, also influences satisfaction and the judgment of the organization as a whole. (Durugy, 2013)

In the marketing profession 'attitudes to clients and customers, increasing the number of loyal customers and dealing with customer satisfaction' have become increasingly important (Hofmeister-Tóth et al., 2003) as retaining an existing, loyal customer is usually less expensive than gaining a new, prospective one for a long term. According to estimates frequently echoed by marketing researchers, in the case of purchases the product characteristics only determine the saleability of a commodity or service in 30% for products offered under similar circumstances and their substitutable products and services, while the decisions of consumers, and the satisfaction of customers in 70% are influenced by the nature of the service. (Durugy et al., 2016) Ranging from consultants and

agents to shop assistants, we can meet employees who have the task of getting in touch with the consumers and customers. There are important expectations for the vendor's behaviour during personal interactions. Of course, these expectations may be varied depending on the type of sales, the sales situation, or even the type of customers, but there are some rules that need to be followed for vendors and customer service staff in the case of all personal services. They can be described by very simple behavioural rules: the co-worker should be polite, service-minded, tactful, patient, should know clients well, with the ability to establish contact and expression skills etc. The expectation of a personal salesperson / customer service representative is tidiness, neat appearance, adequate level of preparation, professional literacy, empathy and helpfulness. All of this is determined by the classic grouping of the sales process: the greeting, the customer's approach, presentation, product offerings and the closing order, according to the order of customer care. (Durugy et. al., 2016; Durugy – Kollár, 2015)

Regarding my subject and research, public utility services play a key role in the sector of services. In the case of public utilities, beyond the technical content, the nature of the service is influenced by contracts, decrees and legislation. All this means limitations for service providers and their relationships with customers. It can also be said that the consumer perceives most whether there is a service or not. In these types of services, it holds especially true that there is a specific competition between service providers, which is most evident in the payment of service charges. That is, it is not directly the service providers but their bills and "cheques" that compete with the 'hard budget constraints' of households (Kornai, 1997), thus affecting the frequency and accuracy of bill payments. The image created of the service provider largely determines the attitude towards it, which is influenced by two fundamental factors: 1. the external communication of the service provider, 2. the direct and indirect connections and experiences of the service provider. Typically, the latter one is based on customer relationships and customer service. For this reason, the judgment of the service providers is mostly influenced by its customer service behaviour in addition to its communication with the public. In order to develop the service provider image, in addition to technical developments, customer relationships also need to be improved, which is based on the working man concept. This includes all those who come into contact with customers, including those filing the complaints, dispatchers, readers, network inspectors, maintainers, administrators, customer records, personal and telephone customer service support staff. In order to develop customer service activities, there is a

need to develop employees who work in these areas (Durugy et al., 2016; Durugy, 2002)

The objectives (O) of my dissertation together with the accompanying questions (Q) and methods employed are drafted as follows.

- O1 – Examining the practice of evaluating human development programmes
 - Q1 – What role does human development play within the area of human resource management?
 - Q2 – What frameworks are available for evaluating programmes?
- O2 – Working out the methodology for evaluating customer service training programmes
 - Q3 – What descriptors can be applied to describe human behaviour in the case of customer service colleagues?
 - Q4 – How can the behaviour of the customer service staff be observed and recorded?
 - Q5 – How can appropriate service for the client be defined?
- O3 – Reliability and validity examination of the methodology for evaluating training programmes
 - Q6 – How can observable behaviour comply with competencies?
 - Q7 – To what extent do the accompanying traits of behaviour form a stable structure?
 - Q8 - Can a performance change be detected by using the developed method for evaluation?

2. MATERIAL AND METHODS

Our company, the Európa Tréning Szervezetfejlesztő és Tanácsadó Kft. (in English: the European Training Organisational Development and Consultancy Kft.) was honoured with the possibility of working out a programme to improve the customer service skills of co-workers who work for one of the four regional water utility service providers in Hungary (DMRV, ÉDV, ÉRV, TRV). In the course of improvement, the co-workers of customer service departments took part in such series of training programmes aimed at skills development that support the participants to solve the needs, signals, necessities and problems of those who require the services by studying the patterns that emerge in the everyday practice of customer service and customer relations and also by using real life situations. Another objective of my research was that customer service staff should transfer values that are appropriate to their organisational culture to clients, act in accordance with the strategic expectations, and create a uniform and complex view of the optimal contents and form elements of customer management. The priority objective was to strengthen the service provider's approach to development, to raise awareness and practice customer management as a service. During the training, participants got acquainted with and learned about positive behavioural models and patterns that make their customer relationships free from conflicts and effective by taking into account the peculiarities of customer-centred behaviour and communication, and help them to achieve a long-term, internally driven, positive approach to tasks.

The following tasks were drafted.

- Provide new knowledge that improve the customer service approach and communication of staff
- Improve the customer service centred way of thinking and practice of the participants
- Widen the existing communication paraphernalia of customer service work by new knowledge
- Compile and transfer best practices and positive experience
- Study the process of creating assertive behaviour and its accompanying communication means
- Develop the communication skills that accompany assertive behaviour:

- collecting information and interrogation technique;
- active listening;
- assertive messages;
- conveying empathy.
- Review the special features of written messaging and promote compliance with mail and email etiquette rules defined in customer communications
- Get acquainted with and strengthen the structure and contents of existing 'Professional Telephone Conversation' in order to support creating standards
- Learn the conscious use of communicating by telephone
- Support the appropriate reaction and communication to personal customer service challenges
- Exchange experience in difficult situations and the possible ways of managing verbally aggressive clients
- Learn the structure and application of inclusive and resolution disagreement management
- Learn how to say 'no' if customer request cannot be fulfilled
- Practice the communication models applicable for confrontations
- Try out the methods learnt in training situations, send and receive feedback on solving different tasks.
- To sum up:
 - make customer relations more effective,
 - enhance customer satisfaction,
 - reduce the length of administration,
 - strengthen the concept and feeling of 'one for all, together to reach common objectives'.

(The detailed script for customer service training is in Annex 1.)

The primary objective of my research is to work out a competency-based measurement tool to evaluate the trainings for developing the employees in customer service jobs.

If we take Kirkpatrick's model previously shown as a basis, we can state that the third output level of trainings aimed at employees in customer service

can be traced down, i.e. the level of behaviour at work. For this reason, while measuring, the real behaviour patterns of man at work must be evaluated. Basically, it is not the question what the person participating in the training is supposed to do after the training; rather, what they actually do and how and to what extent their behaviour changes when activities are performed in a less ideal and harmonious environment and they are driven by routines.

- In my research, first the criteria and expectations are collected that employees working in customer service should meet on the basis of the available professional literature.
- Afterwards, the factors that can and should externally be observed at work are defined.
- The selected points and factors, behavioural forms are divided into so- called 'behaviour mosaics' so that the single behavioural traits could make up a kind of 'effort scale'.
- The single behaviour mosaics are to be validated by experts and clients. Questionnaires are used to decide to what extent experts regard the behaviour mosaics of high or low effort on the one hand, and what level of satisfaction these behaviour mosaics generate for potential clients, on the other hand.
- By taking the results into consideration, an inventory of observations is compiled that contain the single points to be considered and their accompanying scales, as well as behaviour descriptors.

In my research, my primary objective was to define the employers' criteria for front office jobs. The criteria available in professional literature were regarded as a starting point. Afterwards, 14 types of behaviour were defined accompanied by 5-5 behaviour descriptions, respectively. During the single descriptions termed as behaviour mosaics, I was striving to include prohibited, expected and excessive contents that would require extra efforts with regards to service. In the first part of the examination, the expert sampling technique was applied. Such experts dealing with human resource management, training, development, competency testing and customer service were asked who are able to assess the extent to which scale descriptions for employees in customer service can be regarded as low or high efforts with appropriate validity and reliability. Behaviour mosaics had to be evaluated on a scale ranging from 1 to 10. The two extreme values of the scale were given where 1 means low effort, whereas 10 equals high effort. I examined to what extent my 'effort rank' is in line with

experts' evaluation. Descriptive statistics were used to interpret results. The single behaviour mosaics were arranged by considering their median. The minimum and maximum values, the first, third quartile and also interquartile distance were examined. In the forthcoming part of the research I analysed how the behaviour mosaics formulated are judged for potential clients. Unlike the expert survey, in this case I did not seek to answer to the extent to which the single behavioural elements refer to high effort but to the extent to which the behavioural traits of each mosaic on a scale of 1 to 10 would result in satisfaction for respondents. During the sampling I used non- probability, snowball technique. In collecting the sample, I tried to spread the questionnaire to those who could be considered as potential customers. I also investigated how certain variables (gender, age, place of residence) affect the values given to each statement. The question was examined by Mann-Whitney and Kruskal Wallis test. By means of factor analysis, I sought to find out whether the data collected during the mystery shopping could reveal a well-understood internal structure for the variables, i.e. the behavioural groups could be further classified into competencies. During the factor analysis, after the fulfilment of the prerequisites the correlation matrix "anti-image" matrix, MSA values and the KMO indicator were examined and the Bartlett test was also performed. Data were processed by SPSS programme.

3. RESULTS

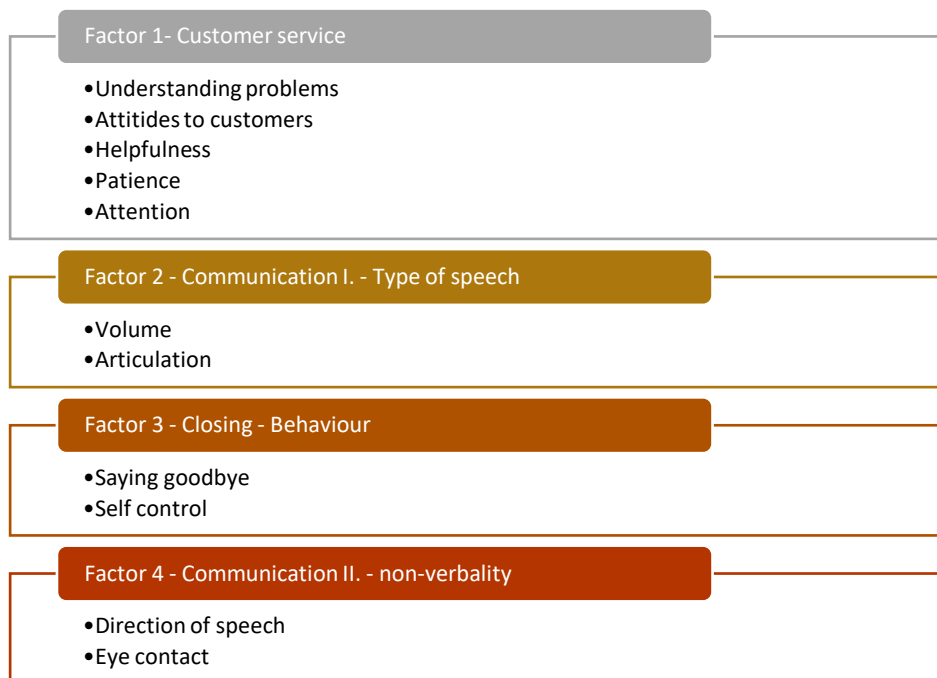
3.1. Identifying competencies

Based on the requirements for employees in customer service available from professional literature, such behaviour mosaics were determined that can be observed and assessed in person during the course of an action in customer relations. Afterwards, 14 types of behaviour were defined accompanied by 5-5 behaviour descriptions, respectively. During the single descriptions of behaviour mosaics, I was striving to include prohibited, expected and excessive contents that would require extra efforts with regards to service. In the first part of the examination, well-known experts with great experience dealing with human resource management, training, development, competency testing and customer service were asked to assess the single behaviour mosaics. These behaviour mosaics had to be evaluated on a scale ranging from 1 to 10 by considering the extent to which scale descriptions for employees in customer service can be regarded as low or high efforts. The two extreme values of the scale were given where 1 means low effort, whereas 10 equals high effort. I examined to what extent my 'effort rank' is in line with experts' evaluation. Altogether, replies from 41 experts were analysed. The single behaviour mosaics were arranged by considering their median. By summarising expert interviews, it can be stated that my effort ranking order is in line with the experts' assessment with the exception of the so-called excessive behaviour mosaics. In contrast with my expectations, the variables describing excessive behaviour were interpreted as not high effort by the experts, rather, directly not appropriate form of behaviour. In the following part, these excessive behaviour mosaics were excluded from the examination. We can still interpret the scale associated with the resulting behavioural groups at the ordinal level. We cannot clearly determine the distance between the individual scores, but we can assume some sort of order among the behaviour mosaics depending on the effort.

In the forthcoming part of the research I analysed how the behaviour mosaics formulated are judged for potential clients. Unlike the expert survey, in this case I did not seek to answer to the extent to which the single behavioural elements refer to high effort but to the extent to which the behavioural traits of each mosaic on a scale of 1 to 10 would result in satisfaction for respondents. Excessive behaviour mosaics were also excluded. The survey was carried out by means of an online questionnaire. Data were collected by a non-representative, snowball

technique. Altogether, 211 responses could be assessed. Forty-six percent of the respondents were male, 54% female, and their age ranged between 22 and 62 (with an average of 41). Two percent had primary, 20% secondary education while 78% went to tertiary education. The overrepresentation of those with higher education ensured the criterion that they could relate to customer service with appropriate critical sense and expectations and its quality could be assessed with diverse and varied values. Accordingly, the sample represents the clientele who are conscious, aware, sensitive and have higher expectations than average.

By means of factor analysis, I sought to find out whether the data collected during the mystery shopping could reveal a well-understood internal structure for the variables. The results of the factor analysis are reflected by the following figure.



3.2. Examining the validity of competencies

While examining the validity of the factors, I sought to find out how the competency scales I have developed correlate with standard scales. Captain Online Competency Test was used to establish and follow up the customer service trainings for the employees of the examined organizations. I had a total

of 179 employee test results. From the point of view of the research, it was a challenge to match the mystery shopping results of each customer service staff with the results of the Captain test, and I had to take into account the mystery shopping acts that were close to the time of the test. When completing the mystery shopper evaluation form, the observers had to state the name of the customer service representative if it was available (e.g. pin, name plate). In the course of data processing, I was able to reconcile the results of mystery shopping and the Captain Online test in a total of 154 cases. I have selected competencies that are more or less the same as the competencies I have set up to examine validity.

The correlation values between the factors and Captain's competencies can be seen in the table below.

		Dealing with clients	Communication I. – Type of speech	Closing - Behavior	Communication II. – non-verbality
Work motivation	Pearson Correlation	,888**	-0,086	,260**	,358
	Sig. (2-tailed)	0	0,288	0,001	0
	N	154	154	154	154
Purposefulness	Pearson Correlation	,877**	-0,094	,238**	,333**
	Sig. (2-tailed)	0	0,246	0,003	0
	N	154	154	154	154
Personal involvement	Pearson Correlation	,871**	-0,092	,187*	,320
	Sig. (2-tailed)	0	0,254	0,021	0
	N	154	154	154	154
Attention to details	Pearson Correlation	,874**	-0,095	0,132	,353
	Sig. (2-tailed)	0	0,24	0,102	0
	N	154	154	154	154
Assertiveness	Pearson Correlation	,235	,588**	,374	0,117
	Sig. (2-tailed)	0,003	0	0	0,148
	N	154	154	154	154
Self-control	Pearson Correlation	,232	-0,002	,746**	-0,108
	Sig. (2-tailed)	0,004	0,983	0	0,184
	N	154	154	154	154
Need for consensus	Pearson Correlation	,871**	-0,106	,214**	,346**
	Sig. (2-tailed)	0	0,19	0,008	0
	N	154	154	154	154

Social openness	Pearson Correlation	,370	,200*	0,152	,564**
	Sig. (2-tailed)	0	0,013	0,06	0
	N	154	154	154	154
Social cooperation	Pearson Correlation	,752**	-0,037	,235**	,289**
	Sig. (2-tailed)	0	0,645	0,003	0
	N	154	154	154	154

3.3. New and novel scientific results

The new and novel scientific results of my empirical research can be summarised as follows.

R1: According to Bohnné (2008) Czimmerman (2008), Arany et al. (2013), the criteria for employees in customer service and my examination based on the questionnaires a framework that can be used for the behavioural analysis of customer service staff was established.

R2: Based on interviews with the experts and the potential 'consumer' groups the preference order of the potential behaviour traits of customer service employees were identified. It was pointed out that regarding service, the customer service staff with extra effort can decrease customer satisfaction.

R3: On the basis of the factor analysis the aspects for observation that include my behaviour mosaics were classified alongside four competencies. In my examination I pointed out that parts of the customer service job observable by the client can be well identified along the competencies in 'service', 'closing', communication speech and non-verbality.

R4: In my research such an evaluation framework was created in which the reliability of the scales is acceptable ($0.615 < \alpha < 0.884$) and the validity of the scales meets the criteria when compared with the standard competency test developed by Captain Hungary.

R5: In my dissertation it was also pointed out that the competence-based mystery shopping technique worked out by me can be suitable to examine the efficiency of customer service trainings.

4. CONCLUSIONS AND RECOMMENDATIONS

In my dissertation the place of human development within human resource management was examined (Q1). The training-development system connection model of Fehér (2011) human functions are interpreted basically alongside two branches: management and communication-competency module. In my opinion, in addition to the 'classical' human functions, employer/corporate branding should play an outstanding role. Training and development can be linked to employer/corporate branding through the preparation of employees in front office jobs. In addition to the sale of the service or product, corporate image is also sold in the course of a customer service act. It also influences the future decisions of the consumer and their relationship with the organisation. The knowledge and abilities of the skilled personnel are the basic sources for competitive advantage on the global market. The development of the necessary knowledge, skills and abilities for work requires effective training programmes, which have an impact on employee motivation and commitment. In my experience when employees realise organisational goals via training programmes, they make the greatest possible efforts to reach these goals by doing their best. Employees are the most precious asset of every organisation, and even if it is not fully recognised yet, they are able to maintain and raise the reputation of the company, which can also affect profitability. Employees are responsible for doing their work at such a standard that can satisfy the customers when selling a product or providing a service. Without proper training the new or old employees cannot acquire skills that would enable them to fulfil tasks to their maximum. At the same time, however, we have to remark that training programmes only have a beneficial impact if implementation is accompanied by systematic planning and follow-up. In my dissertation a toolkit was developed to be able to meet these requirements.

I also examined the frameworks available to assess the training programmes (Q2). Half of the examined organisations deal with surveying needs systematically prior to the training. Poór et al. (2015, 2018) pointed out that in most national companies training costs do not exceed 3% of wage expenses. It was also found out that the higher one is placed within organisational structure, the more training days they have. The research also revealed that most of the examined organisations do not evaluate the results of the trainings. Within the applied assessment procedures, work performance analysis before and immediately after training, and performance testing before and a few months

later, are even less significant. All this suggests that studies of this type - confirmed by the survey mentioned - are time-consuming and costly, and even methodologically unsustainable. At the same time, expenditures (taking into account non-training related costs such as lost salary and contributions, location, supplies, equipment, organization, etc.) are not negligible and require reconsidering returns, data and calculations. Each calculation is based on the determination of the variables to be measured and the exact measurement.

In my research I analysed the descriptors alongside which human behaviour can be observed in the case of customer service staff (Q3), and also how the behaviour of customer service employees can be observed and recorded (Q4). During the research a solution had to be found to the practical problem of by what methods competencies required in front office jobs can be examined by excluding snapshot tests and also complicated and costly psychological analyses so that conclusions and observations can be drawn from the results by taking the principle of not interfering with the process into account while not disturbing it at all. In the present case, one of the well-established methods of marketing research, i.e. mystery shopping as a method of observation was applied. A special feature of the method is doing business disguised as a client in a real client situation and real business so that the socio-cultural embeddedness and value system of the observer should not affect the assessment. The application of behaviour mosaics serves this end, so the observer's form to be filled in after "administration" only includes aspects that can be answered by 'yes' or 'no', depending on whether or not this behaviour mosaic occurred during the process. Thus, subjective, necessarily personal value judgments and evaluations that are inherent in the method can be greatly reduced and even eliminated by applying appropriate evaluation criteria. We have to note, however, that no special skill or qualification is necessary to measure it, but thorough preparation is a must regarding the objectives, roles represented and also the situation and matter selected. The basis of the successful measurement is a credible sense of role and setting a real purpose of administration, thus displaying the 'real customer' in order to identify and understand the real reactions of the agent.

While working out a proper method of measuring competencies an answer was sought to how a desirable service to a client can be defined (Q5). By summarising expert interviews, it can be stated that my effort ranking order is in

line with the experts' assessment with the exception of the so-called excessive behaviour mosaics. In contrast with my expectations, the variables describing excessive behaviour were interpreted as not high effort by the experts, rather, directly not appropriate form of behaviour. In the following part, these excessive behaviour mosaics were excluded from the examination. We can still interpret the scale associated with the resulting behavioural groups at the ordinal level. We cannot clearly determine the distance between the individual scores, but we can assume some sort of order among the behaviour mosaics depending on the effort. In the forthcoming part of the research I analysed how the behaviour mosaics formulated are judged for potential clients. Unlike the expert survey, in this case I did not seek to answer to the extent to which the single behavioural elements refer to high effort but to the extent to which the behavioural traits of each mosaic on a scale of 1 to 10 would result in satisfaction for respondents. Excessive behaviour mosaics were also excluded. Based on the replies it can be stated that expert effort ranking order and customer satisfaction preferences overlap. The preparation of mystery shoppers was carried out in simulation situations in groups of 10-12. We have created a total of 4 "ideal typical" situations according to the scale values of each observation aspect. For each situation, the standard deviation is reduced after each repetition. Based on this, we can conclude that the mystery shopper ratings have become more homogeneous during the preparation.

Afterwards, by means of factor analysis, I sought to find out whether observable behaviour can correspond with competencies (Q6) and to what extent the accompanying behaviour traits make up a stable structure (Q7). The variables that describe serving the customers built up the first factor. The second factor was characterised by communication, or more precisely, the way of speech within it. The third factor is closing the service while the fourth one can be interpreted as another aspect of communication, i.e. the non-verbal communication. The examination of the validity of competency scales was carried out by means of the so-called Cronbach Alpha. The internal consistence between the variables that belong to the single factors were ranging between 0.6 and 0.8. To carry out the validity analysis of my competency scale, the standard competency measuring tool managed and distributed by Captain Hungary was used.

Finally, I analysed whether there was a detectable change in performance while using the evaluation method worked out (**Q8**). Our company, the Európa Tréning Szervezetfejlesztő és Tanácsadó Kft. (in English: the European Training Organisational Development and Consultancy Kft.) was honoured with the possibility of working out a programme to improve the customer service skills of co-workers who work for one of the four regional water utility service providers in Hungary (DMRV, ÉDV, ÉRV, TRV). The project provided an opportunity to test the competency-based methodology of mystery shopping in a real-life situation. Summarizing the results, we can say that the impact of customer service training can be seen in the standardization of customer service behaviour. On the basis of the measurement data, no measurable performance improvement could be observed after the training, but the measurement results after the training are much closer to each other.

Knowing the experiences of customers and those interested, analysing their viewpoints, serving them and the accompanying behaviour can be improved day by day, their satisfaction, their attachment to the services they use can be continuously strengthened, and with this in mind the perception and the volume of sales can be significantly increased. In competency-based mystery shopping, it is possible to measure how people in a real, everyday situation see the other people examined and how their activities are judged. By further improving mystery shopping techniques and with the participation of specially prepared experts not only marketing experience but also the so-called ‘competence print’, i.e. all the behaviour forms, expressed skills and abilities (competencies) of the service staff can be measured. By means of this, the objectives of sales and marketing can successfully be merged with human development goals. The main advantage of the method is that the examination is followed by eliminating the shortcomings, due to which the change available during the course of the next mystery shopping can be measured again as a result of modern training methods. Another advantage of the competency-based mystery shopping is that unlike other diagnostic tools, it acts as an integrated part of the human resource management system of the organisation. The method is suitable for analysing jobs on competency basis. Based on the gained data, information can be provided for reorganising jobs, which can act as a basis for the structural and cultural transformation of the organisation. It is important to note that the elaborated method requires further research and development. My objective in the future is to extend the aspects of observation to be able to identify other competencies.

5. SUMMARY

In my dissertation the literature of human resource development was reviewed and analysed. The methodology of evaluating trainings was also dealt with by stressing the problematic areas in the assessment of trainings. My research also involved the measurability of the efficiency of skills development based on the T-group method. The objective of my dissertation was to work out such a measurement tool that can contribute to the evaluation of organisational trainings. In my research, first the criteria and expectations are collected that employees working in customer service should meet on the basis of the available professional literature. Afterwards, the factors that can and should externally be observed at work are defined. The selected points and factors, behavioural forms are divided into so-called 'behaviour mosaics' so that the single behavioural traits could make up a kind of 'effort scale'. The single behaviour mosaics are to be validated by experts and clients. Questionnaires are used to decide to what extent experts regard the behaviour mosaics of high or low effort on the one hand, and what level of satisfaction these behaviour mosaics generate for potential clients, on the other hand. By taking the results into consideration, an inventory of observations is compiled that contain the single points to be considered and their accompanying scales, as well as behaviour descriptors. In the principle component analysis of the results a relatively stable factor structure was established on the basis of which the structural validity of the evaluation can be guessed. The internal consistence between the created competencies was measured by the alpha indicator. My dissertation also included an attempt made to carry out the validity analysis of the competencies formed. In this part of the research I was looking for the correlation between the competency scales I have developed and other standard scales. The Captain Online Competency Test was used to establish the customer service training aimed at the employees of the investigated organizations and to follow up on them. In connection with the training program presented in my thesis, series of competency-based mystery shopping were carried out in order to establish and follow it. Summarizing the results, we can say that the impact of customer service training can be seen in the standardization of customer service behaviour. On the basis of the measurement data, no measurable performance improvement could be observed after the training, but the measurement results after the training are much closer to each other.

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