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EMPLOYEE-BASED BRAND EQUITY: WHY ANKARA UNIVERSITY, TÖMER BRAND IS SO STRONG?

Abstract:

Ankara University TÖMER (Ankara University Turkish and Foreign Languages Research and Application Center) has been established as “Turkish Education Center” in 1984 for the purpose of performing service on the issue of teaching foreign students a large number of languages, primarily the Turkish language. As from the date TÖMER has started its activities until today, numerous public and private qualified establishments wishing to benefit from the value carried by the name TÖMER, sought for using this name. Ankara University, is the pioneer establishment which is the creator of the name TÖMER and which contributed that name in gaining dignity and value. In order to protect this name Ankara University, for the registration of TÖMER brand name made an application to Turkish Patent Institute on 25.05.2010, the form of “Ankara University TÖMER 1984” has been registered on 19.07.2013 and the name TÖMER has been registered on 13.08.2013. With the completion of the registration process, the rights of usage of TÖMER brand name has been solely pertained to Ankara University.

TÖMER has spreaded to countrywide with nine branches and one entity established abroad, continue their education and research activities. TÖMER gives Turkish courses in Ankara (Kızılay and Yenışehir), Istanbul (Taksim and Kadıköy), İzmir, Antalya, Adana, Bursa and Samsun branches. Also TOMER provides contribution to foreign language teaching field in Turkey. The employees skills and knowledge which provide the competitive advantage for an organisation. The aim of this study is to understand how TÖMER brand is interpreted from the employee’s ideas, feelings, emotions in relation to brand experience. In order to investigate employee based brand equity, focus group has been conducted. For this reason the strengths and weaknesses of TÖMER revealed through SWOT analysis in focus groups using six branch of TÖMER. We analyzed data by grouping respondents’ answers, classified answers into categories and prepared a report. Thus, the tools enabling the elimination of the weaknesses for decision makers, and enabling the use of strengths more effectively as a competitive tool, could be developed.

Keywords:

employee based brand equity, brand loyalty, brand identity, SWOT, focus group.

JEL Classification: M31

1. Introduction

TÖMER (Ankara University Turkish and Foreign Languages Research and Application Center) was established as “Turkish Education Center” in 1984 with the intent of performing a teaching service in many languages, firstly the Turkish for foreign students. TÖMER has spreaded all over the country with nine branch offices and one entity established abroad, they have been continuing their education and research activities. (TÖMER gives Turkish courses in Ankara (Kızılay and Yenışehir), Istanbul (Taksim and Kadıköy), İzmir, Antalya, Bursa and Samsun branches. The education service can be described as a high contact, consumer and people based service. Because of the specific characteristics of a service product (e.g., intangibility, perishability, inseparability, and heterogeneity), consumers tend to experience difficulties in evaluating and differentiating the service product from other providers in the market. Customers compare with expectations to determine their overall satisfaction, is underpinned by employee attitudes and behavior (Aghaei, Vahedi etc., 2014, p.869). According to Aghaei, in Vahedi’s research there is a positive and direct relationship among mix factors of service marketing (price, place, product, advertising, process, people and physical evidence) and brand equity. In the service sector, employees have a significant impact on how customers perceive the brand and represent the inter-face between organization’s environment, perceptions, and attitudes with the brand becomes a crucial success factor. There is a need for a more committed workforce to provide high quality services (Terlav, Ruzzier, Kase, 2016, p.1). There are a number of factors that directly influence the evaluation and selection process of the foreign language educational quality and the perception of the service brand as well. These factors include the quality of the staff, location, size, history, the social image of the educational institution, recommendations, financial cost, learning resources, international agreements.

The aim of this study is to understand how TÖMER brand is interpreted through the lecturers’ ideas and feelings in relation to brand experience. In this study, a part of BAP (scientific research project) research which was made in 2015 is presented. TÖMER brand, as a university brand seems as a powerful, institutional brand. Currently, competition on language learning has gained momentum. Employees are the face values of this brand. By internal environment analysis to be made, strengths and weaknesses from lecturers’ perspectives are revealed in the focus group meetings.

2. Literature Review

2.1. Brand and Brand Equity

American Marketing Association defines (2007) brand as “A name, term, design, symbol, or any other feature that identifies the seller’s good or services as distinct from those of other sellers’. Successful brands are considered to have a high brand

equity. Aaker defines brand equity as added value, loyalty to brand, recognition of brand, name awareness, perceived quality, added utility, attitude fluctuation caused by brand awareness and so on (Aaker, 1991). The brand plays a broader role where it interfaces not just with end customers but the company, its employees and a network of stakeholders. Brands with specific values are more than names or designs. They help identify and differentiate their products/services from competitors and have become the key element in building valuable relationships with multiple stakeholders. The consumers' experiences with the organization and its employees delivering the service offer are the major determinants of brand meaning. "The service brand is a process beginning with the relationship between the firm and its staff and coming alive during the interaction between staff and customers" (Brodie, Whittome, Brush, 2009, p. 345). As it is understood from definitions above, brand is important not only for customers but also for employees (table 1). Usage rights of TÖMER brand has been only belonged to Ankara University since 2013. It is found out that TÖMER brand is used by a number of institutions. Brand which stands out among its rivals also ensures that institution on which it depends is legally protected and gives a competitive advantage to university. It decreases risk because of the fact that it is a brand which is set up by University.

2.2.Employee Based Brand Equity Definition

Employees have made major contributions to success of the organization, providing a service of good quality and positioning the brand in the minds of consumers. By definition, the employee brand is the image presented to an organization's customers and other stakeholders through its employees. It is tremendously important to the well-being of most organizations, given employees' potential for creating either extremely positive or extremely negative images (Mangold, Miles, 2007, p.424). One of the most powerful brand equities is the employees which the company has. (Table 1). Regardless of in which sector is engaged, creating a powerful brand is subject to that employees embrace the connections with the institutional brand and the roles in here (Çifçi ve Kaya, 2015, p.71).

Table 1: Brand, Brand Equity and Employee Based Brand Definitions

RESEARCHERS	DATE	DEFINITIONS
Gardner and Levy	1955	The ideas, feelings, and attitudes that consumers have about brand.
Farquhar	1989	The added value that a specified brand dedicate to product.
Aaker	1991	A set of assets and capitals that related to brand and increase or decrease the value of goods and services which brand offer.
Keller	1993	Marketing effects that related to brand specifically.
Yoo & Donthu	2001	Various responses of consumer to brand compared with fake goods during both of marketing motivator have the same traits
Han and Collins	2002	Employee based brand equity as beliefs of an employee on company.
Mangold, Miles	2007	Employee based brand equity is the image presented to an organization's customers and other stakeholders through its employees.
American Marketing Association	2007	Brand is a name, term, design, symbol, or any other feature that identifies the seller's good or services as distinct from those of other sellers.
Brodie, Whittome, Brush	2009	The service brand is a holistic process beginning with the relationship between the firm and its staff and coming alive during the interaction between staff and customers.

Source: Aghaei Mohammad, Elham Vahedi, Mohammad Safari Kahreh, Mahdi Pirooz (2014), "An examination of the relationship between Services Marketing Mix and Brand Equity Dimensions ", *Procedia - Social and Behavioral Sciences* 109, p.866; Upendra Kumar Maurya, P. Mishra (2012), "What is a brand? A Perspective on Brand Meaning", *European Journal of Business and Management* , Vol 4, No.3, 122,133.

Han and Collins (2002) describe employee-based brand equity as beliefs of an employee on company. Employees' understanding of the brand and what it means to them in their role is required to translate organizational intentions, as reflected in the brand promise, into meaningful and relevant employee attitudes and behavior (Xiong, King, Piehler, 2013, p.349). Subjective and emotional employee judgments concerning an organization reflect brand equity. What is the employee perception of an organization's reputation? Does an individual associate certain emotions, lifestyles, or experiences with an organization? Has an employee forged an organizational identity, or considered the firm a part of himself or herself? All these questions describe subjective, intangible factors that imply developing an emotional tie with a firm or its culture (Cardy, Miller, Ellis, 2007, p. 144).

Davies et al. (2010) state that employees within a service organization are the face of the organization. The personal interaction between the service providers and the customers involves both experiences of how the professional employees engage in their work role to meet customers' expectations and the emotional reactions of the employees during the interaction with the customers. Therefore, brand equity can be enhanced or diminished after a service encounter based upon to which extent the

employees act upon their role expectations and develop affective relationships with the customers (Biedenbach, Bengtsson, Wincent, 2011,p.1094). The literature shows that employees' commitment to the brand and brand equities engenders that employees develop an intrinsic motivation for promoting the excellence of their organizations. Organizational commitment can be defined as "the sense of harmonious and strong devotion to the colleagues and the organization". They easily try to make extra efforts for their organizations, which are called "extra-role behaviors" by helping others, supporting coworkers, participating in discretionary organizational activities. Ensuring that employees are 'good-citizens' at the workplace can be linked to employee's brand commitment and their willingness to demonstrate extra effort towards reaching the brand's goals (Terglav, Ruzzier, Kase 2016, p.2). Employees develop their perceptions about their organizations' intentions from their HR policies and practices in the sense that HR practices convey information from the organization to its employees. Administration should work in congruence for creating brand ambassadors and successfully guide the experiences of employees in organizations about the brand and brand equities (Özçelik, Fındıklı, 2014, p.1126).

Good service, brand-oriented behavior (i.e., brand endorsement, brand allegiance, and brand-consistent behavior) specifically reflects an employee's desire to participate and contribute to the brand's success. Importantly, service employees' behavior must actively demonstrate brand equities, thereby acting as brand ambassadors (King, So, Grace, 2013, p.175). When employees perceive their roles are significant for the brand and the organization's success, they are more likely to invest their emotional, physical, and cognitive effort in the brand building tasks. When employees perceive such a connection, commitment to the brand they consider themselves as part of the brand and are more motivated to be involved in creating unique brand experiences for customers (Xiong, King, Piehler, 2013, p.354).

3. Methodology

3.1. Data collection

In order to investigate employee based brand equity, focus group has been conducted in six branch of TÖMER during early October 2014. Focus group is a qualitative method that explores broader views and opinions within a group of individual on a specific issue. Focus group meetings are the most appropriate method for the purposeful use of interaction to generate meaningful opinions, values, and beliefs in a collective context. The focus group provides a relaxed natural atmosphere for the participants to express their feelings, thoughts on a given topic and learning from their experiences of the phenomenon (Jayasekara, 2012, p.412). Purposeful sampling method enables circumstances which have a comprehensible information as regarded, to be studied thoroughly. It is useful for exploring and explaining the phenomena and events in this sense. In purposeful sampling, researcher uses his/her own decision on whom to chose and puts the most suitable ones into sampling

(Şimşek, Yıldırım 1994). Respondents are selected based on work status, working year profile. Participants were Turkish and foreign language lecturers in Ankara, Antalya, Bursa, İstanbul (Taksim and Kadıköy), İzmir and Samsun branch offices. In this study, administrative personnel are not included in focus group meetings (table 2).

Table 2: Sample Profile

	<i>FOCUS GROUP 1</i>	<i>FOCUS GROUP 2</i>	<i>FOCUS GROUP 3</i>	<i>FOCUS GROUP 4</i>	<i>FOCUS GROUP 5</i>	<i>FOCUS GROUP 6</i>
	ANKARA	ANTALYA	BURSA	İSTANBUL TAKSİM, KADIKÖY	İZMİR	SAMSUN
WORK STATUS	Contractual:11 Regular: 6	Contractual:6 Regular: 6	Contractua l: 13 Regular:6	Contractua l:37 Regular:3	Contractua l:8 Regular:6	Contractua l:5 Regular:3
PARTICIPANTS	17	12	19	40	14	8
LANGUAGE	French, Italian, Japanese, Spanish, English	English, Turkish, French	English, Turkish, French	English, Turkish, French	English, Turkish, French, German	English, Turkish, French, Spanish
WORKING YEAR	2-22 year	17-22year	3-24 year	2-26 year	4-26 year	3-22 year
GENDER	Male: 5 Female:12	Male: 1 Female:11	Male:8 Female:11	Male:10: Female:30	Male:2: Female:12	Male: 2 Female:6

Focus group meetings were carried out in the six branch offices of TÖMER (Samsun, Antalya, İzmir, İstanbul Kadıköy, İstanbul Taksim, Bursa) by two researcher. About 8-20 lecturers were gathered accompanied by a moderator and within the framework of discussion stream, research subject was discussed in a group atmosphere about two hours. Before starting meeting, name tags for respondents (R) were prepared, moderator presented himself/herself and the aim of the meeting, procedure to follow was explained. Instructions were handed out to each lecturer for them to write the strengths and weaknesses of TOMER and opportunities and threats which TOMER is facing, it was stated that they could note for about 10-15 minutes before speech. Then each lecturer was respectively recognized by moderator. Reliability is the extent to which a measure (such as a focus group) is accurate and replicable. In order to provide reliability of the research, recorder was used during the meeting, an interview form on which the questions are clearly stated was used and project assistant also noted the speeches of every lecturer. For focus groups, validity's mean whether it is reasonably certain that people are talking about. For the validity of the research, the findings were attained from two lecturers in six branches of TÖMER, and the findings were shared with the respondents. At the end of focus group meetings, strategic points frequently mentioned by lecturers were summarized and the session was adjourned by thanking all the participants. The recordings were decoded after focus

group meetings, data obtained from every office were codified, classified and the results were summarized in tables. The data collected are noted directly without any comments. Due to the limited number of respondents, the results are not generalized. The aim of the study is not to make generalizations but to create knowledge about employee based brand by providing focus groups. Numbers in paranthesis at the table 3 and table 4 indicates that how many different lecturer made the similiar comment or expression.

3.2. Results

3.2.1. How can we benefit from each strength in order to increase brand equity?

The results obtained from focus group meetings are indicated at table 3 and table 4. The issues on which lecturers from different offices spoke respectively are classified and similar expressions are categorized. At table 3, the strengths of TÖMER; at table 4, the weaknesses of TÖMER are given. As can be seen in table 3, according to lecturers, the strengths of TÖMER are that it is a institution depending on Ankara University, it is supported by university and it has academically qualified, educated, experienced lecturers. Although lecturers are commitment to their institution and work devotedly, they remark that there are differences between permanent and contractual lecturers and permanent positions are not provided to contractual lecturers. This situation causes that they lose their motivation and make them leave their jobs. Some of the lecturers express their feelings as in the following.

“Even if a student comes after five years, s/he probably can see the same lecturer.”

“It is important to clarify the complexity of status of the lecturers”

According to lecturers, there are other strengths of TÖMER; it provides an Turkish training for foreign students coming from 169 different countries, it is known as the best in Turkish, it gives an education in 16 different language, it is a institution carrying a brand equity, there is cooperation among its employees, it has a good communication. And the other strength of it is that it awards a diploma having a international validity and develops its own books. Lecturers suggest some proposals so as to enhance the brand equity. These are briefly that;

TOMER, which has an experienced teaching staff, provides traning in many languages and carries a significant brand equity. It has young and devoted lecturer staff. Education oppurtunities in disciplinaries which is not part of TOMER could be investigated. Lecturers enjoying their works positively reflect this to the classroom atmosphere and lecturers make a good contact with students. It should be provided that either permanent or contractual lecturers have equal rights and conditions so as to enhance the internal brand more. It should be benefitted from cooperation facilities with foreign language schools and should be kept up with the technological developments. Accession to academic programmes will encourage lecturers. It can be benefitted from International recognition of diplomas, TOMER’s European Language Portfolio and increase in the foreign students.

Table 3: How Lecturers Evaluate TÖMER's Brand's Strengths

TÖMER (Ankara University Turkish and Foreign Languages Research and Application Center) Brand's Strengths	ANKARA (17) R1	ANTALYA (12) R2	BURSA (19) R3	İSTANBUL (TAKSİM, KADIKÖY) (40) R4+R5	İZMİR (14) R6	SAMSUN (8) R7	TOTAL (110)
Commitment to Ankara University (well establish institution, university support, reliable)	13	9	14	28	14	7	85
Loyal, dedicated, experience with academic knowledge lecturers	17	16	11	32	12	6	94
Good dialogue with each of the Instructors	1	5	1	5	-	3	15
TÖMER is the first name that comes to mind for Turkish education, to have a good education	6	6	2	15	5	5	39
One of the oldest language school (1984, 32 years)	5	6	4	12	-	2	29
Brand equity	4	5	4	6	3	4	26
All foreign language education	4	6	-	-	8	3	21
Nonprofit	2	-	-	-	-	-	2
Continuity in foreign language	2	-	4	5	-	-	11
Always helpful and friendly coordinator and head of the department	1	8	1	3	2	3	18
Educated student profile	1	-	1	2	-	-	4
International validity of diplomas granted by TÖMER (have a European Language Portfolio)	-	9	3	21	9	3	45
Instructor and all other staff salaries regularly	-	3	-	-	-	-	3
The implementation of the same teaching methods and the use of the same book in all branches	-	3	2	-	3	3	11
Development of the textbooks and materials themselves (for Turkish)	-	2	2	11	4	2	21
TÖMER branches in different cities	-	-	7	2	8	3	20

3.2.2. How can we fix our each weakness in order to increase the brand equity?

As can be seen in table 4, according to lecturers, mostly mention the weaknesses of TÖMER as; there are differences between permanent and contractual lecturers, academic activities are not supported by university, TÖMER is seen as business enterprise, physical conditions of classrooms are not well, there is not a digital library within TÖMER, the personnel of registration office who firstly contact with students do not know foreign language, conditions of contract are different. Lecturers stated the problems they have been facing as follows.

“Salaries of contractual lecturers are lower than salaries of lecturers working on public sector”,

“Lecturers who newly start to work do not get in-service-training after their one month internship”.

“Besides their job definition, additional duties are imposed to lecturers and these extra work hours are not reflected on their salaries”

“It does not provide an extra payment for such as travel, meal, day care and academic work to its employees”.

“Its lecturers are not given value”“TÖMER, as a research and practice center do not send its lecturers to foreign countries in order them to get a education and make an investigation in regarding language”

“TÖMER is being tried to be administered as a business enterprise not as an educational institution.”

“There is not a standardization among branch offices.” as stated with these expressions.

The other weaknesses are that; books are not revised with regard to present day conditions, opinions related to this issue are not received, TÖMER is not known so much outside of Ankara due to the fact that budget for advertisement and presentation is not shared. The physical conditions of a company affect opinions about firstly the brand perception and other features of a firm. Classrooms are not clean and tidy, it is not successful as much as Turkish in languages which are taught besides Turkish. The physical conditions do not influence only the customers but also employees of firm and therefore the service which makes them interact with the customers one-to-one. Thus, physical conditions of TÖMER should be designated in line with the necessities and demands of the customers and the employees.

TOMER as research and practice center is not able to send its lecturer to the foreign countries for them to have training in regarding language. These deficiencies are required to be fulfilled by administration. Not working as a research center and not having academic programmes seem as threat. It refers to necessity of which it should conduct regular meetings with administration and make a substantive communication. It is laid emphasis on by a number of lecturer that students especially prefer TÖMER because of lecturers' success. We can suggest those in order to overcome these weaknesses. TOMER, as a research and practice center should engage in academic activities aimed at lecturers and students, hold scientific meetings, encourage participation in academic studies. Job analysis and division of labor should be made. Unequal rights and conditions between contractual and permanent lecturers lead to increase in lecturers' desire for leave of employment and lack of motivation. Inequality between permanent and contractual lecturers should be tried to be abolished. Job safety of contractual lecturers should be provided. It has been expected that because contractual lecturers are charged according to their course hours, worry of lecturers about pay loss in the periods in which student demand is low will be overcome, there will be more powerful connection with administration, physical conditions will be improved and social activities will be increased. Budget for advertisement can be shared and brand awareness can be raised by using social media more efficiently. Use of TOMER brand by another language schools, disciplinary implements and changes in the rules according to people and statuses seem to be the sides weakening the institution. Intra-institutional motivation is observed to be low. Although

lecturers are given additional duties apart from their job definition, work hours in these duties are not paid extra and this situation leads to discomfort.

Table 4: How Lecturers Evaluate TÖMER's Brand's Weakness?

TÖMER (Ankara University Turkish and Foreign Languages Research and Application Center) Brand's Weakness	ANKARA	ANTALYA	BURSA	İSTANBUL (KADIKÖY,	İZMİR	SAMSUN	TOTAL
Not to pay attention to the instructor	5	6	-	6	2	3	21
Weak development, not innovative	2	4	5		4	2	17
Old equipment, Inadequate electronic devices in classrooms	11	9	18	36	13	3	90
Different rights between contractual and permanent lecturers (working hours and conditions, unstable salary, unequal salary and class hours)	14	8	7	30	-	5	64
Difficulty of working conditions of contract, lack of personal rights (semester holiday)	3	3	4	13	3	3	29
Inadequate academic activities for lecturers, no support for the academic development	6	5	5	5	5	4	30
The lack of coordination and communication problems between units	3	3	5	-	1	2	14
Unhappy staff	2	-	-	-	-	-	2
The loss of trained teachers	2	-	-	3	-	-	5
Crowded classrooms	2	-	1	7	-	-	10
Not known as a good school in recent years, as a commercial institution	4	2	-	3	-	2	11
The lack of native speakers instructors	2		-	-	1	2	5
Inadequate book revisions	2	2	-	11	2	2	19

The lack of job description, lack of principles	2		-	-	1		3
The lack of clean and regular classroom, lack of staff for cleaning	4	2	-	8	1	3	18
Lack of any budget allocated for advertising	-	7	11	10	8	3	39
Lack of the budget allocation for social and cultural activities	-	-	-	1		-	1
Inability to compete with other private language schools	-	5	1	-		3	9
Working staff does not know foreign languages	-	2	3	7	4	2	18
TÖMER brand used by other language schools	-	5	1	4		-	10
Lack of digital library	-	-	1	4		1	6
Failure to provide standardization between branch offices	-	-	-	2		1	3
The lack of a multilingual website				2		2	4
Failure to follow the graduated and successful students	-	-	-	-	1	--	1

It is inquired that if the participants were the only authority in TOMER, what could be the first arrangement they would do. Answers to this question are given below :

What could be the first arrangement you would do if you were the only authority in TOMER?

“I would eliminate the inequality problem between permanent lecturers and contractual lecturers”

“ I would determine the status of contractual lecturers”

“ I would revise TOMER in terms of technology and equipment”

“I would make all the personnel working under this institution to feel themselves more belonged to this institution”

“ I would create an environment which makes employees working in another institutions jealous”

“I would equalize the physical opportunities of TÖMER, and improve working conditions of the employees so as to support their performance”.

CONCLUSION

In this study, focus group meetings are held in six offices in order to investigate how the lecturers working in TÖMER evaluate the TÖMER brand and it is required from lecturers to state the strengths and weaknesses of TÖMER according to their opinions and solution proposals about current situation are searched. It is stated that while it has strengths, for example TOMER is a institution which depends on a State University, it has a young and dynamic academic staff and European Language Portfolio, it has offices around the country and has a brand awareness; it has also weaknesses which are mentioned the most, such as there are unequal rights and conditions between contractual and permanent lecturers and it has not sufficient technological equipment. Because of the fact that TOMER is a research and practice center, it is expected by the employees that academic activities are supported, the inequality between permanent and contractual personnel is eliminated, the worry of lecturers about pay loss in the periods in which student demand is low is overcome, more powerful bond with the administration is established, physical conditions are improved, social activities are increased. It should be ensured that employees embrace the brand and dedicate themselves to that. It is important to increase the value which human capital brings to the brand and to make it continue. However, there have been separations of employment in the institution due to the fact that there are differences in terms of job safety and working conditions between permanent and contractual lecturers. Job motivation will be provided with determination of the problems and overcoming the deficiencies related to that issue, institutional belonging and loyalty will be able to enhanced based on increase in job motivation.

Employees may develop an adequate understanding of the brand. For that purpose, solution proposals related to focus group meetings and current situation are investigated. It is been tried to create a positive perception towards the institution through taking opinions of lecturer by employees. Organizations can achieve a sustainable competitive advantage by successfully developing their employee brand. Help staff members establish healthy contracts with the organization by clearly stating both what they can anticipate from the organisation and what they are expected to give in return. Decision-makers (administration) can benefit from the results which emerge at the end of this study in order to take TÖMER a step further. Strategies for eliminating the weaknesses of TÖMER and using strengths as competitive tool can be developed.

Ankara University TOMER brand was officially registered on 13.08.2013. TOMER brand can be used and commercialized only by Ankara University. It is found out that a great number of language institutions in Turkey are using the “TOMER” brand

without taking the necessary permissions. In this study, it is found that how much is known about usage rights of Ankara University registered TOMER brand only belong to Ankara University TOMER. It is raised awareness about that issue on employees of TOMER through focus group meetings and surveys. It is believed that this study is one of the few empirical studies that specifically examine the importance of the employees view's in the brand management process. Employees need to be motivated and enabled to deliver the brand promise.

Some limitations of the study should also be noted. Focus group methodology was used to determine this study. The sample size is limitation of the study as only the lecturers opinions about TÖMER brands strenghts, weakness were collected. The findings can't be generalized as the study is limited to six branches of TÖMER. More qualitative and quantitative research can be conducted in the future to get the opinions of another staff of TÖMER, its own students, academic and administrative staff, managers and lecturers who do not prefer TÖMER and choose another language schools with survey method. In the next study, it is been tried to be determined whether there is a brand loyalty towards TÖMER or not, and the reasons of getting or not getting a service from TÖMER.

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