

**ZRÍNYI MIKLÓS**  
**NATIONAL DEFENCE UNIVERSITY**  
**Doctoral Council**

**SZILVIA SZABÓ**

**Leadership competence development for the  
regular staff of some law enforcement  
organizations: Experiences and possibilities**

Ph.D. dissertation outline and official evaluations

(THESES)

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## **STATEMENT OF ACADEMIC PROBLEM**

After the democratic transformation of 1989, one of the most important questions in the area of Hungarian law enforcement is how to determine the objectives, contents and methodology of high-standard training and development for middle-rank and senior leaders. It is obvious that the function and tasks of law enforcement are becoming more complex and multifaceted day by day. The requirements are defined not only by legal regulations but increasingly by the different organizations in society, especially in the civil sphere, which express new needs to be catered for.

The tasks following Hungary's EU accession are also constantly on the agenda. As an overall development objective, it is vital to strengthen our country's "Europeanness". Thus, there are and will be inevitable changes in the life and work of law enforcement organizations. These facts lead to the question of how and with what methods the preparation of leaders should be done. Changes are always to be managed by the leaders at every level, who in turn need to be well prepared in order to be able to lead the organization under their control in the right direction.

For almost a decade, the Institute of Law Enforcement and Crime Prevention, Directorate-General for Education, Ministry of Justice and Law Enforcement, has been responsible for the training and competence-based development of delegated leaders in law enforcement organizations. Their training also serves as the basis for leadership evaluation.

The choice of the dissertation topic was mainly motivated by the question of what may justify – in light of the context described above – the relevance and reality of such competence-based training for the leaders of Hungarian law enforcement organizations in which the interests of the individual and the organization are harmonized. Such a comprehensive approach to the topic can be regarded as unique in the education of this academic field.

Also, the mapping and empirical study of current practices in leadership training is highly topical, if we consider continuous structural changes in organizations. I closed my research in the autumn of 2007. The summary and conclusions of my survey series to be presented foreshadow the changes, and may also serve as the basis for research done on the integrational structural changes in organizations effective as of January 2008.

Apart from the facts outlined above, I was also inspired to present the practice and efficiency of leadership development in the work of the Institute of Law Enforcement and Crime Prevention between 2005 and 2007, as well as to try to propose possibilities for innovation in the institute's operation. This is all necessary, considering the changes made in 2008, and the effect of the Schengen accession on organizational-operational structures.

## **RESEARCH HYPOTHESES, THE MAIN OBJECTIVES OF THE STUDY**

My overall aim was to give a theoretically grounded overview of a certain period of Hungarian competence-based leadership development (training into positions of leader and senior leader), empirically studying the practical relevance of applied educational methods, and their individual and organizational efficiency. Consequently, my

academic research, as well as the objectives and conclusions of my work are all *motivated and defined by the following hypotheses*.

I assume that

1. by these days the so-called key competences have also gained importance besides open competencies in the leadership training of law enforcement organizations, which means that it is not enough to develop the leaders professionally, but they also need developed leadership competences;
2. competence-based leadership development in law enforcement conforms to international (EU and Schengen) trends, and, as part of the overall national security strategy, is effective in helping to attain the integrated human resource development objectives of the Directorate-General for Education, Ministry of Justice and Law Enforcement;
3. this kind of quality development of the training system is inevitable these days, since the human and structural changes in law enforcement make it vital to reconsider the educational system; as a result, the importance of the accreditation process in the training system under scrutiny significantly grows;
4. in comparison with traditional educational forms, the development system using the competence-based modular adult training method tested on the regular staff of the Hungarian law enforcement organizations is relatively unknown; thus, its presentation is useful;
5. the continuous changes in the organizational structure have a negative effect on an educational system that requires stability; thus, if my hypothesis proves right, there will soon be a need for a strong, independent and integrated leadership development system;
6. e-learning (as an innovative educational method) opens up new perspectives in future leadership training and development in law enforcement as well.

On the basis of the hypotheses the following main research objectives were identified and followed in the dissertation:

- forming the definition of the “good leader” as competent leader in law enforcement with the help of combining theoretical and empirical means (firstly, by theoretically examining the various interpretations on the basis of relevant literature; and secondly, by empirically studying responses to the question which were given by the leaders of the law enforcement organizations concerned);
- analyzing the operational mechanism of institutionalized leadership development at the Institute of Law Enforcement and Crime Prevention, focusing on the extent to which the institutional structure and related legal regulations enhance and support or hinder the practices of leadership competence development;
- defining the knowledge-based society in the 21st century, and the most important terms related to it, as well as their specific presence in the practice of leadership development;
- justifying the need for accredited leadership development programs in the successful practice of leadership competence development, with a special emphasis on modular training structures.

These objectives support my overall aim to contribute to the development of an up-to-date and scientifically grounded training system, which is viable in practice as well, and can be flexibly adapted to changing circumstances. In relation to this aim, I formulate a particular proposal concerning the methods of such a leadership development system.

## APPLIED RESEARCH METHODOLOGY

To fulfill the aims of my research, I applied the following *methods*:

1. A special branch of document analysis is the *content analysis of media texts*, applied together with “quantitative semantics”, a strongly related field. I used these tools to analyze existing interpretations of competencies in general, and leadership competencies in particular, which can be found in the literature on the field, in order to work out a definition of competence and the analytical framework for my research. I used the same technique to examine the official documents of legal regulations for leadership development in law enforcement, as well as the National Security Strategy in relation to it. This method helped me in the formulation of my hypotheses.
2. I took a *questionnaire survey*, in which I combined *quantitative and qualitative techniques*,
  - surveying a sample of participants taking leadership development courses in 2007, in order to establish the extent of leader information about definitions of competencies and leadership competencies;
  - surveying the participants of leadership development courses throughout a period of two years (between 2005 and 2007) with the help of quality management questionnaires designed for the accredited training program, at the beginning and conclusion of the program;
  - surveying a group of middle-rank and senior leaders actively participating in the training program, as well as a control group, on their satisfaction with e-learning as an innovative training method.

The *data* gathered was processed by *simple mathematical-statistical methods*. Most of the time I applied *descriptive statistics*, which basically include the gathering, summary and concise description of numerical data.

Apart from the work of data collection described above, I also used other methods during the research period to gather experience and information:

- I participated in various international, national and local conferences on the subject, and presented papers related to my research topic;
- I collected and organized my publications on the subject, as well as my professional experience of almost ten years in adult education;
- I reviewed a broader spectrum of Hungarian and international background literature on the topic;
- I consulted with researchers and professionals specializing in the subject;
- I did specific research on the Internet, in order to support my study.

## THE SHORT DESCRIPTION OF THE RESEARCH BY DISSERTATION CHAPTERS

In accordance with the requirements concerning the content and form of academic dissertations, as well as the research objectives set, I divide my dissertation into five chapters.

In the *first chapter*, I set out to analyze the theoretical and practical aspects of the definition of the “good leader” as competent leader. In this part I give the most fundamental definitions of my dissertation, starting out from the terminology of competence studies and management theories and getting to leadership competencies. Finally, I conclude the literature review with the description of the results of my empirical research, thereby justifying the importance of both the theoretical conclusions in the literature and the practice. I make conclusions about the competencies required from leaders in law enforcement organizations.

In the *second chapter* I present the structure of institutionalized leadership development, and its institutional environment and background. By analyzing the present situation, I show and evaluate the work of institutions and organizational units functioning in close cooperation. I enumerate facts about the historical changes in the Institute of Law Enforcement and Crime Prevention concerning official names and the organizational structure. I also have a look at the practical effect mechanism of these changes. I deal with the operational competencies of the Department of Leadership Training and Management (the organizational unit currently responsible for leadership development), putting a special emphasis on trainers as specialists of development management and control. As a conclusion, I define institutional accreditation as a prerequisite for quality work, and I also analyze the pertaining legal environment to justify the authenticity of my project.

In the *third chapter* I particularly deal with the possibilities and practice of leadership competence development, on the basis of the cooperative work done at the Institute of Law Enforcement and Crime Prevention. I give the key definitions in the area of convertible knowledge, a phenomenon characteristic of the 21st century, including knowledge-based society, globalization and lifelong learning, defined on the basis of career and life management as they are interpreted within the institutional context of law enforcement practice. I also give a short overview of the structure of Hungarian leadership training, with a quick glance at international practices as well. This forms the basis for the presentation of one of the key terminological areas of my dissertation, namely, competence-based training. After this terminological-interpretational analysis, I define training as a genre and present its methodological aspects. Besides laying the theoretical foundation for the research, I describe the modular structure of competence development training for the leaders of law enforcement organizations. Special emphasis is put on the two-year empirical research that justifies the importance and practical viability of the yet-unmapped territory of competence development in leadership training and development.

In the *fourth chapter* I deal with the renewing set of solutions applied in leadership development. I present the educational approaches of the integrated human resource development project related to my research, as well as the most important professional forums and conferences on the subject. The chapter justifies the need to rework leadership training and development for law enforcement organizations, and gives an overview of renewal initiatives in this field. I propose solutions as to how to give wider

publicity to these successful initiatives at the Institute, and how to apply them in practice.

In the *fifth chapter* I give a summary of my research and the results achieved during the formulation of my dissertation. I propose methods for utilizing the results, and new directions for further research and development in the problem area.

## **SUMMARY OF THE RESULTS**

The topic of the thesis was motivated by the ever-accelerating and comprehensive process of restructuring in the practice of leadership work in law enforcement organizations, which started with the democratic turn of 1989. The organized training and development courses for leaders and senior leaders gave authentic evidence concerning the necessity of incorporating into the training material the experience gained during actual leadership practice. The training as an organizational form of educational work is suitable for such a purpose. In my opinion, the question – the competence-based innovation of leadership development – is a fruitful area of research. It can contribute to the body of knowledge in andragogy and military sciences, and has great practical potentials in it. It also enhances the innovation of leadership development within an external (social) and internal (structural) context that has undergone a considerable transformation since 1989, and helps conform to 21st-century European and national requirements of standard and quality. Moreover, the research results may pave the way to further development and research.

The research described in the dissertation has also showed the ways in which the realization of combined professional and leadership training and development could contribute to the enhancement of today's competent leadership efficiency. Working out a strategic system of modular competence-based training methods in leadership training and development, as well as adapting this system to the new requirements of information technology, would also be instrumental in achieving this goal.

## **NEW ACADEMIC RESULTS**

### **1) Emphasis on the concept of competence, and its adaptation to the area of law enforcement**

In my dissertation I explained and evaluated the relevant concept of competence, and defined those competence values necessary for effective leader personalities and leadership styles which may serve as the basis for identifying the qualities required from leaders in law enforcement according to practical requirements set by the European Union. I also established the significance of emotional intelligence in the formulation of the concept of competence. Moreover, I proved that besides the complexities of legally defined requirements, there are other specific professional competencies which are to be developed alongside leadership competences.

### **2) The institutional background of leadership development**

I justified the role and importance of the institutional background of leadership development in law enforcement, and defined the qualitative expectations and requirements it needs to meet, as well as the possible directions for its development.

### **3) Leadership development programs**

I evaluated leadership development programs, and justified *a)* the possibility of adapting them to various purposes in the process of lifelong learning, *b)* the

relevance of the application of modular programs according to competence requirements, c) and the necessity to introduce a unified system of norms that can be adapted to changing social needs as well as the self-evaluation processes of actual leaders in law enforcement.

#### **4) Monitoring the changes in practical leadership competences**

I proved that, because of the rapid and continuous change in requirements, it is necessary to incorporate practical experience in programs of leadership development. In order for this incorporation to take place, we need to create those forums and procedures that ensure that practical experience is purposefully adapted for educational purposes and finds its way into study materials, in order to enhance training efficiency.

#### **5) The method of e-learning in leadership development**

I examined and justified the practical applicability of a leadership development system that is supported by e-learning methods; I worked out a proposal concerning the introduction of the necessary infrastructure, program procedures and applied pedagogical methods, as well as the development of study material.

### **THE PRACTICAL APPLICABILITY OF THE DISSERTATION, RECOMMENDATIONS**

I suggest the *following areas and issues* in which the results of my thesis may prove important and/or useful:

- the topic of the dissertation may be of particular importance for the overall integration of the National Police and the Border Guards, as it establishes a point of departure for the new organizations in identifying leadership competencies, and provides a method for the development of those competencies that show the successful harmonization of individual interests and institutional objectives;
- because of the large-scale tendency of quitting and retirement among police personnel in the past few years, and the unavoidable changes in the leadership that have followed;
- in the formulation of a unified, modular system of training and development in law enforcement;
- in the work of the Institute of Law Enforcement and Crime Prevention, which was the subject of my analysis, especially in the formulation and consolidation of trainer competencies;
- in the operation of training systems which are supported by modern information technology;
- for teachers, students, researchers and decision-makers with an interest in the topic.

Suggestions for the *extension of the study, areas for further research*:

I find it important to extend the analysis of the subject of my dissertation. A possible topic for further research may include a *follow-up efficiency analysis* in which contact is established with the participants in the leadership and senior leadership training and development programs at the Institute of Law Enforcement and Crime Prevention, and the researchers study the efficiency at which the knowledge and competences acquired in the course of these development programs have been applied in practice. The study of the content and form of the leadership training and development program is far from being complete. It would be useful to take a *follow-up survey* with the participants in the training and development programs described in the dissertation, with a focus on the

practical uses and applicability of the additional knowledge acquired during the modular, competence-based leadership development courses. It would also be a good idea to do a *study material- and training method-fit analysis* with alternative groups of leaders, after the necessary corrections, supplementations and modifications in the training methods and study materials have been made. The social changes and changes in the law enforcement sector that objectively affected the content of my topic did not and could not be markedly present in the actual dissertation. Further studies may aim to do an *effect analysis* in order to grasp and describe the effects of the political transformation and the post-1989 era on the actual functions of law enforcement and the work of its leadership.

For a research team, the following questions, which are related to the issues above, may be of interest in an interdisciplinary research project:

- What are the requirements for improving Hungarian law and order, and what are the tasks that the fulfillment of these requirements entails for the system of regular staff training and development?
- What are the methods that can be used to examine the new phenomena of democratic society, and how can the newly generated problems in law enforcement be solved?
- What objective and subjective qualities and features are required of the institutional background, educational apparatus, and infrastructure of an effective training and development system in law enforcement today?

#### LIST OF PUBLICATIONS

- 1) Sánta, Georgina and Szabó Szilvia. The Practice of Career Management at King Sigismund College. Hungarian. [A karriermenedzsment gyakorlata a Zsigmond Király Főiskolán.] Annual publication of the Institute of Business and Management Studies. Budapest: ZSKF, 2008. To be published.
- 2) Kabai, Imre and Szilvia Szabó. Career Tracking Analysis: Higher Education, Labour Market. Hungarian. [Pályakövetés vizsgálat – Felsőoktatás, munkaerőpiac.] In *Állásstart*, Budapest: Start Kiadó, 2008, 8-11.
- 3) Szabó, Szilvia. E-learning as an Efficient Means of Competence based Training. [http://www.jampaper.eu/Jampaper\\_E-ARC/No.4\\_II\\_2007\\_files/JAM070403e.pdf](http://www.jampaper.eu/Jampaper_E-ARC/No.4_II_2007_files/JAM070403e.pdf).
- 4) Szabó, Szilvia. E-learning as an Efficient Means of Competence-based Training. Hungarian. [E-learning mint a kompetencia alapú képzés hatékony eszköze.] [http://www.jampaper.eu/Jampaper\\_E-ARC/No.4\\_II\\_2007\\_files/JAM070403h.pdf](http://www.jampaper.eu/Jampaper_E-ARC/No.4_II_2007_files/JAM070403h.pdf).
- 5) Szabó, Szilvia. Innovation in Leadership Training in Law Enforcement. Hungarian. [Innováció a rendészeti vezetőképzésben.] In *Kard és Toll 2* (2007): 92-141.
- 6) Szabó, Szilvia. Competence-based Leadership Training. Hungarian. [Vezetői kompetencia alapú képzések.] Scientific Committee, Office of Military Security. In *Szakmai Szemle*, 2 (2007): 165-177.



- 7) Szabó, Szilvia. Innovation in Leadership Training in Law Enforcement: The Results of E-learning Material Development.” Hungarian. [Innováció a rendészeti vezetőképésben – e-learning tananyag tesztelésének tapasztalatai.] 4 June 2007. Budapest, SZÁMALK, VIII. eLearning Forum, Ilias tutorial. In T2 ILIAS [http://ilias.gdf-ri.hu/goto.php?target=pg\\_17880&client\\_id=ilias-ha](http://ilias.gdf-ri.hu/goto.php?target=pg_17880&client_id=ilias-ha).
- 8) Szabó, Szilvia. Innovation in Leadership Training in Law Enforcement: The Results of E-learning Material Testing. Hungarian. [Innováció a rendészeti vezetőképésben – e-learning tananyag tesztelésének tapasztalatai.] In 4-5 June 2007. Budapest, SZÁMALK, VIII. eLearning Forum, Ilias tutorial. In T2 ILIAS.
- 9) Szabó, Szilvia. Competence-based Leadership Training for Middle-rank and Senior Leaders in Hungarian Law Enforcement Organizations (Police, Border Guards). Hungarian. [Vezetői kompetencia alapú képzések a Magyar Rendvédelem (rendőrség, határőrség) közép- és felsővezetői hivatásos állománya körében.] In *Kard és Toll*, 3 (2006): 131-141.
- 10) Szabó, Szilvia. Management Studies. Multimedia learning material. Ed. Szabó, Svelta, Sziklai, Eröss. Twinning Project in Competence-based Integrated Human Resource Development. Institute of Law Enforcement and Crime Prevention, Directorate-General for Education, Ministry of Justice and Law Enforcement. [www.e-rendeszett.hu](http://www.e-rendeszett.hu).
- 11) Szabó, Szilvia. Intercultural Education. ”Europilot” Project. In *Die Schönheit der Moral*. [The Beauty of Morale.] Conference Papers on Ethics, Aesthetics, and Education, Kaposvár. 27-29 August 2003. Proceedings. Ed. József Czirják, Tamás Földesi, András Javorszki et al. PFK, University of Kaposvár, 2005, 627-632.
- 12) Szabó, Szilvia: Professon – Cultural Mediation. [Professzió – Kultúraközvetítés.] In *A múzeumo, mint a tanulás helyszínei*. [Museums as learning places.] Ed. Jutta Thinesse-Demel and Balázs Németh. / Lernmuse – SOCRATES-Accompanying Measures. Project number: 2002–3478/001–001 SO281 AWC (Lifelong Learning Research Booklets 1) 105-126.
- 13) Szabó, Szilvia. Management Training and Marketing in Light of Human Resource Development. Hungarian. [Menedzserképzés és marketing az emberi erőforrás fejlesztés vonatkozásában.] In *Az emberi erőforrás mint pedagógiai probléma*. Essay collection. Ed. Dénes Koltai and Szabolcs Vida. Pécs: PTE TTK FEEFI, 2004, 127-161.
- 14) Szabó, Szilvia. Intercultural Communication: The ”Europilot” Project. Hungarian. [Interkultúrális kommunikáció – az „Europilot” projekt.] In VII. Nemzetközi Erkölcs-, Művészetfilozófiai és Nevelési Konferencia. *Internationale Konferenc für Moral-, Kunstphilosophie und Erziehung*. Collection of abstracts. Ed. the organizer committee of the conference. Kaposvári Egyetem Csokonai Vitéz Mihály Faculty of Pedagogy, University of Kaposvár, 2003, 104-105.

- 15) Koltai, Zsuzsa and Szilvia Szabó. Intercultural Education: The Results of the Europilot Project. Hungarian. [Interkulturális nevelés – az Europilot projekt tapasztalatai.] In *Tudásmenedzsment*, 4.2 (2003): 90-100.
- 16) Szabó, Szilvia. The Possibilities of Multicultural Education: The Teaching of the Hungarian Language to Roma Students. Hungarian. [A multikulturális nevelés esélyei: Cigány tanulók magyar nyelvi tanítása.] In *Az európai tanulási tér és a magyar neveléstudomány: 3rd National Conference on Education, 9-11 October 2003. Program, paper synopses.* Ed. András Buda and Ildikó Holik. Budapest: Pedagogical Association, Hungarian Academy of Sciences, 2003, 136.  
<http://pedkonf.unideb.hu/konfkotet.html>.
- 17) Sári, Mihály and Szilvia Szabó. Conferences Organized by FEEFI. Hungarian. [Konferenciák a FEEFI szervezésében.] – In *Tudásmenedzsment*, 1.2 (2000): 3-10. <http://feek.pte.hu/tudasmenedzsment/index.php?ulink=574>.

#### CONFERENCE PAPERS AND ABSTRACTS

- 1) Szabó, Szilvia. The Practice of Career Management at King Sigismund College. Hungarian. [A karriermenedzsment gyakorlata a Zsigmond Király Főiskolán.] Human Resource Management and Its Environment Today. Workshops of the Institute of Business and Management Studies, King Sigismund College, Science Day 2007. Budapest, 13 November 2007.
- 2) Szabó, Szilvia. Innovation in Training for Law Enforcement: The Results of E-learning Material Testing. Hungarian. [Innováció a rendészeti vezetőképzésben – e-learning tananyag tesztelésének tapasztalatai.] 8th eLearning Forum, Ilias tutorial and workshop, SZÁMALK, Budapest, 4 June 2007.
- 3) Szabó, Szilvia. Material Development in Leadership Training. Hungarian. [Tananyagfejlesztés a vezetőképzésben.] Twinning HR Project Closing Conference, Police Headquarters of Hungary, Budapest, 8 May 2007.
- 4) Szabó, Szilvia. The Results of Testing the E-learning Material for Management Theories, and Its Future. Hungarian. [A vezetéselmélet e-learning tananyag tesztelésének tapasztalatai, jövőkép.] Conference on the Innovation of Training in Law Enforcement. Section 3: E-learning as a Means of Competence-based Education. Siófok, 18 April 2007.
- 5) Szabó, Szilvia. E-learning as a Means of Competence-based Education. Hungarian. [E-learning mint a kompetencia alapú képzés eszköze.] Conference on the Innovation of Training in Law Enforcement. Section 3: E-learning as a Means of Competence-based Education. Chair, moderator. Siófok, 18 April 2007.
- 6) Szabó, Szilvia. Accredited Leadership Training in Law Enforcement. Hungarian. [Akkreditált rendészeti vezetőképzés.] Conference on the Innovation of Training in Law Enforcement. Workshop 2: Major Aspects of the Training Program under Reform. Siófok, 17 April 2007.

- 7) Szabó, Szilvia. Modularity in Competence-based Leadership Training in Law Enforcement. Hungarian. [Modularitás a kompetencia alapú rendészeti vezetőképzésben.] Competencies, Modularity, Methods: The Topical Questions of Home Affairs Training, with a View on International Practices. Section 1: The Possibilities of Modular Training. Siófok, 7-8 March 2006.
- 8) Szabó, Szilvia. Museums as Learning Places. Europilot Project Closing Conference. Institute of Adult Education and Human Resource Development, University of Pécs, 30 March – 3 April 2004.
- 9) Szabó, Szilvia. Intercultural Education: The Results of the "Europilot" Project. Hungarian. [Interkulturális nevelés – az „Europilot” projekt tapasztalatai.] Science Day, PTE, TTK, Pécs, 3 November 2003.
- 10) Szabó, Szilvia. The Possibilities of Multicultural Education. Hungarian. [A multikulturális nevelés esélyei.] Section on Education in an Alternative Environment, 3rd National Conference on Education, Hungarian Academy of Sciences, Budapest, 9-11 October 2003.
- 11) Szabó, Szilvia. Intercultural Communication: The "Europilot" Project. Hungarian. [Interkulturális kommunikáció – az „Europilot” projekt.] *Die Schönheit der Moral*. [The Beauty of Morale.] Section of Artistic Education, 7th International Conference on Ethics, Aesthetics, and Education, Kaposvár. 27-29 August 2003.
- 12) Szabó, Szilvia. Conception of the Visitor Friendly Museum. Conference on Museums as Learning Places. Louvre, Paris. 26 June 2003.

## **PROFESSIONAL AND ACADEMIC RESUME**

### **EDUCATION:**

- 2007 –** ZRÍNYI MIKLÓS NATIONAL DEFENCE UNIVERSITY  
Doctoral School in Military Science
- 2004 – 2005** FACULTY OF BUSINESS AND ECONOMICS, UNIVERSITY OF PÉCS  
MBA in Management
- 2001 – 2004** FACULTY OF HUMANITIES, UNIVERSITY OF PÉCS  
Social and Applied Psychology, Doctoral School in Psychology
- 2000 – 2002** FACULTY OF BUSINESS AND ECONOMICS, UNIVERSITY OF PÉCS  
MBA in Marketing
- 1996 – 2000** JANUS PANNONIUS UNIVERSITY  
Institute of Adult Education and Human Resource Management  
University degree in human resource management

### **OTHER QUALIFICATIONS:**

- 2006** Certificate in ILIAS study material editing – Ministry of Justice and Law Enforcement, Gábor Dénes College
- 2003** EUROPILOT PROJECT – MUSEUMS AS LEARNING CENTERS – EU specialist
- 2002** PARTNERS HUNGARY – MONA FOUNDATION – "Women in Public Life" course in management and training

### **PROFESSIONAL EXPERIENCE:**

- 2007 –** INSTITUTE OF BUSINESS AND MANAGEMENT STUDIES, KING SIGISMUND COLLEGE  
assistant professor, director of Career Centre
- 2006 – 2007** MINISTRY OF JUSTICE AND LAW ENFORCEMENT  
Department of Leadership Training and Management  
deputy head of department, head of training section
- 2006** INSTITUTE OF LAW ENFORCEMENT AND CRIME PREVENTION, MINISTRY OF THE INTERIOR  
Department of Leadership Training and Management – deputy head of department
- 2005 – 2006** INSTITUTE OF LAW ENFORCEMENT AND CRIME PREVENTION, MINISTRY OF THE INTERIOR  
Subdepartment of Leadership Training – head of subdepartment
- 2001 – 2005** FACULTY OF SCIENCES, UNIVERSITY OF PÉCS  
Department of Cultural Management, Institute of Adult Education and Human Resource Development – teaching assistant
- 2000 – 2001** FACULTY OF SCIENCES, UNIVERSITY OF PÉCS  
Department of Adult Education, Institute of Adult Education and Human Resource Development – specialist
- 1999 – 2000** KAPOS KATEDRA EDUCATIONAL ORGANIZATION AND CONSULTING INC. – consultant, trainer
- 1999 – 2000** SOUTH TRANSDANUBIAN GAS SUPPLY PLC. – Directorate of Human Resources – trainee

**OTHER PROFESSIONAL / EDUCATIONAL EXPERIENCE:**

- 2006 – DIRECTORATE-GENERAL FOR EDUCATION, MINISTRY OF THE INTERIOR  
Twinning Project for Competence-based Integrated Human Resource Development  
Study module: Developing e-learning strategies in management theory
- 2005 – 2007 INSTITUTE OF BUSINESS AND MANAGEMENT STUDIES, KING SIGISMUND COLLEGE  
Specialized seminar instructor, trainer (staff development and career management)
- 2005 – 2006 INSTITUTE OF LAW ENFORCEMENT AND CRIME PREVENTION  
International Academy for Crime Prevention – instructor
- 2005 – 2007 DIRECTORATE-GENERAL FOR EDUCATION, MINISTRY OF THE INTERIOR  
Coordinator of Twinning Project for the Implementation of a Competence-based  
Integrated Human Resource Development System
- 2004 – 2005 COLLEGE FACULTY OF PEDAGOGY, UNIVERSITY OF KAPOSVÁR  
Program in Cultural Management, Program in Youth Assistance – instructor, trainer
- 2004 – 2005 COMENIUS SECONDARY VOCATIONAL SCHOOL, Institutional Communicator  
Training Program  
Teaching – economics,  
Training – training courses in self-recognition, communication, self-development
- 2003 – 2005 OTP, Hungarian Radio, Nagybajom and Region Savings Cooperative  
specialist trainer
- 2003 – 2004 FACULTY OF HUMANITIES, UNIVERSITY OF PÉCS  
Department of Social Policy, Institute of Sociology and Social Studies – instructor
- 2002 – 2005 SOCRATES BILINGUAL SECONDARY VOCATIONAL SCHOOL  
Teacher, form-mistress

**OUTSTANDING PROFESSIONAL ACTIVITIES:**

- 2007 Management and coordination of program accreditations – Ministry of Justice and  
Law Enforcement
- 2007 Twinning Project; coordination and management of funded project, coordination of  
the preparation of e-learning material
- 2006 Institutional accreditation; management and organization – Ministry of the Interior

**SCHOLARSHIPS AND GRANTS:**

- 2004 25-27 March 2004, Maastricht, ELLPROFT (European Lifelong Learning Professional  
Training) ”Intercultural management in adult education”
- 2003 SOCRATES – GRUNTVIG III ”Adult education teacher mobility”
- 2002 PARTNERS HUNGARY – MONA FOUNDATION – ”Women in Public Life”
- 2001 HU-99 04-01 PHARE PROGRAM ”Supporting the Integration of Individuals with  
Multiple Disadvantages, with a Focus on Roma Youth”
- 2001 Study trip – Sri Lanka – Colombo – University of Colombo, India (3 weeks)
- 1998 Funded study trip – MANNHEIMER ABENDAKADEMIE UND VOLKSHOCHSCHULE,  
Germany (2 months)

**LANGUAGES:**

- English** State language examination (complex), CEF level B2 (2003)
- German** State language examination (complex), CEF level B2 (1995)
- Italian** Language examination (written), CEF level A2 (1999)

**MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS:**

- 2005 – Hungarian Association of Law Enforcement Studies
- 2004 – 2005 PTE TTK FEEFI - HR Club