National University of Public Service

Faculty of Political Sciances and Public Administration

Doctoral School of Public Administration

THESIS

The Teaching Methodology of Public Administration Leadership Development

A study of novel methods and techniques, the application possibilities of directed self-development

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1. Topicality of the issue, reasons for my choice of topic and the hypotheses

In our fast-paced world, *the frameworks of learning are widening*. *Lifelong learning* is a basic requirement, which requires *continuous self-cultivation*. I have been dealing with organization and staff development of the public service as a practicing administrator, lecturer and trainer for nearly eight years. I think one of the reasons for the success of outstanding organizations is the fact that *leadership development is part of their organizational strategy*. Managerial challenges have become so complex by now that they cannot be handled with traditional forms of training.

In the past decades, a competency-based development system for *the training of public administration professionals* with focus on the individual (job-related) needs has not been introduced. A significant step in the human resources development of the public service sector was the establishment of a unique training model for training of public administration professionals, including *leadership development*, in 2014. The entire public administration should attend regularly a certain number of training programs, which are provided by the National University of Public Service (NUPS). The system has been catching up with the use of modern forms of development. Besides the former, mainly legal and professional training, the focus has been shifted towards competence development in form of training and e-learning methods. But *their effectiveness can and must be supported*, because *several quantitative and qualitative challenges* can be identified.

I propose (hypotheses) that:

1) *The program offerings*: The programs do not provide a coherent, basic management and leadership knowledge system. The range includes many important skills, but several others are missing.

2) *Customization*: Individual development needs are not identified. The trainings have a "standardized" and not a personalized character. It is not guaranteed that the leaders take part in training courses, which are the most appropriate and necessary ones for them.

3) *Training motivation*: The success of the training depends on the commitment of the participants. Generating and the maintaining motivation of the participants cause currently difficulties.

4) *Effectiveness measures and quality management*: The training effectiveness criteria are only partially defined and the long-term return on training is not measurable.

5) *Self-development and self-knowledge*: The training system does not encourage continuous self-development, which would support successful lifelong learning and becoming a learner's organization. Successful self-development is based on a high degree of self-knowledge and self-reflection, which are hardly present.

6) *Harmonization*: There is a need for developing training alternatives (time-saving, practical, practice-oriented), which suits the daily routine and lifestyle of the executives of the 21st century.

In my dissertation, I will examine these main challenges and I would like to find as adequate answers to them as possible.

2. Research goals, objectives to accomplish and the opportunities for their utilization

The central issue of the dissertation *(the scientific problem)* is *how to increase the effectiveness of public service leadership trainings?* Identifying and managing the above mentioned expected quantitative and qualitative challenges of the training system requires the search for new methods. Therefore*, the primary aim of the research is to support the design of a modern, scientific, flexible and operationally manageable development system by defining the framework of a new education-methodological experiment.* Before submitting the methodological recommendations, as their foundation, a comprehensive study of the system of public service leadership training is necessary, which has so far been lacking in the literature. Therefore, *the secondary aim of the research is an analytical presentation of the system of public administration training and leadership training within the framework of studies on literature, legislation and empirical research.*

Leadership training is constantly evolving and its offerings are expanding, so the research findings can be utilized directly in the development of the system. The research can contribute directly and provide inputs to this. The publication of the results hopefully draws attention to the importance of the issue. The presentation of the findings can provide an opportunity for professional debates, for a contact and dialogue between the peers, which can enhance the formation of public human resources management and adult education policies. In a broader perspective, my aim is to contribute with my research results and my work to the necessary change of attitude in the field of public service human culture, to its renewal and its continuous development.

3. Methods and timing of the research

Due to the complexity of the task system in public administration and life, it is impossible to give a comprehensive description of the processes without referring to the views of other disciplines. The topic is examined in a *transdisciplinary approach* for the sake of holistic clarity. The dissertation *contains six chapters*. Each chapter includes the synthesis of the results of several fields of science. I use both *secondary and primary research methods* in preparing the dissertation The dissertation *is partly descriptive and synthesizing*, requiring extensive, comprehensive knowledge and systematization of domestic and international literature and legislation. I considered it necessary to carry out *a two-step empirical research series* (qualitative structured interviews and quantitative on-line questionnaire research*)*. One can form his/her own opinion and make a concrete proposal based on these and the relevant literature. In this respect, the dissertation *includes explanatory and reconnaissance parts* as well.
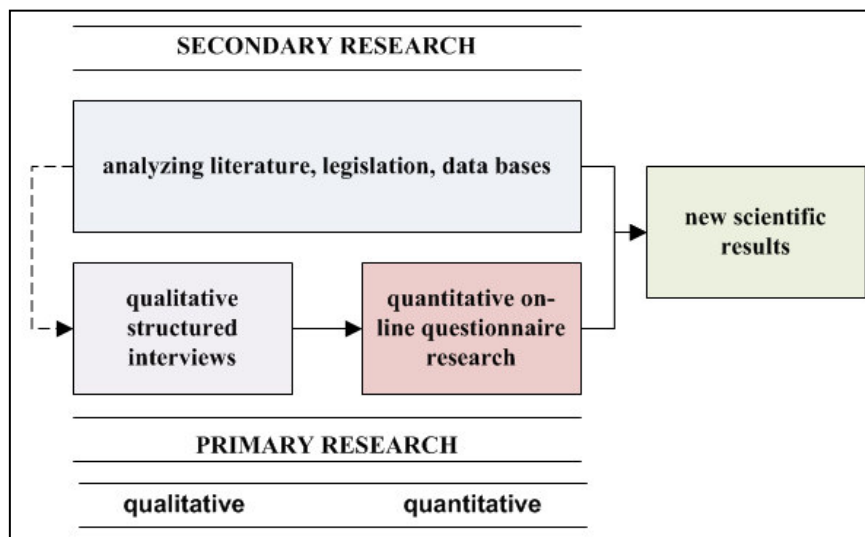

Figure 1: The relation system of research methods used in the dissertation (source: author)

The full list of the literature studied can be found in the Bibliography of the dissertation. But I would like to highlight some of the authors who have had a decisive impact on my research work and concept. Among the classical authors of public administration, *Zoltán Magyary* and *Lajos Lőrincz* have founded my dissertation. With regard to international teaching-methodological research and further reflection, among others, the works of *M. Knowles, David A. Kolb, Graham Gibbs, Carl Rogers, Michael J. Marquardt, Daniel Goleman, Daniel H. Pink, Marc Prensky, Meredith R. Belbin and Nick Petrie* have had a great impact on me. Among the Hungarian scholars I find it important to emphasize the works of *Sándor Klein* on

leadership and organizational psychology, those of *Dénes Koltay and Mátyás Durkó* on andragogy and *János Rudas'* on self-knowledge. In the field of human resource management the works of *David Ulrich, Leonard Nadler* internationally, the works of *Gyula Bakacsi, József Poór and Gábor Szakács,* domestically, have had the most significant influence on me. My thoughts have been shaped by *Napoleon Hill*'s self-help books, the spiritual teachings of *Fr. Thomas Keating*, and *Peter M. Senge*'s work on learning organizations, his novel approach to leadership.

The *research on the topic lasted for more than two years*: from May 2014 till December 2016. I have been studying the field in a broader sense - public service career and HR reforms in the public service - since the beginning of 2011. Therefore, it can be said that the foundation period and the period of professional development lasted for about 6 years.

4. A summary of the research results

I summarize the main findings and the conclusions of the body of the dissertation followed by a brief summary of my proposals on further development.
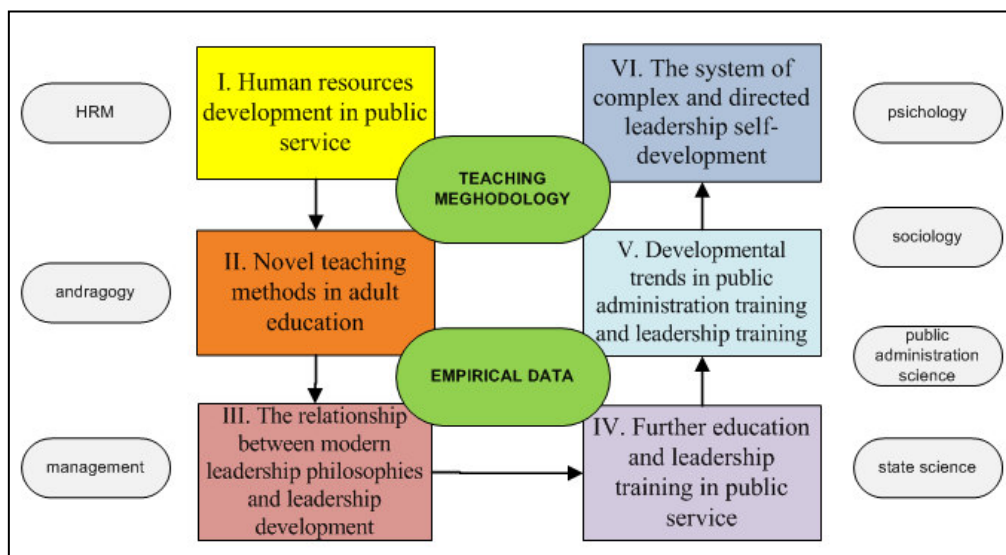

Figure 2: A mind-map of the dissertation (source: author)

Chapter I: Human resources development in public service: it presents the cultural background and the possibilities of human resource management, focusing on the Hungarian public administration.

Key findings: Public service human resource management is currently in a transient, contradictory state. The objective is the implementation of the strategic human resource management, the interconnection and the integrated operation of human processes, which are the preconditions of efficient organizational operations. Strengthening HR activity and positioning it in a strategic role could provide a solid foundation for human resource development culture. HR and attitudinal development in public administration leaders are essential.

Chapter 2: Novel teaching methods in adult education: It reviews novel teaching-methodological models and lists the characteristics of adult education and learning design. Here I elaborate in detail the self-directed learning format that gives the essence of the dissertation and based on it I outline the conceptual frameworks of self-directed development and learning models.

Key findings: Leadership training is a continuous innovation; the integration of novel training methods is a must. One has to find the ideal combination of classic and participant oriented techniques for adult training. Establishing the methodology and culture of the so-called self-directed learning (based on this the new methodology described in the dissertation specifically: the directed self-development) is particularly important. The andragogical expertise of adult training instructors must be improved. New strategies for training motivation and efficiency measurement must be developed.

Chapter 3. The relationship between modern leadership philosophies and leadership development: it shows what main motives (human and developmental focus, emotional intelligence, self-knowledge, self-reflection) the planning of leadership trainings should be based on with regard to the lessons learned from modern management philosophies and trends.

Key findings: Leadership development methodology should be built on leadership philosophies. Every person and every situation is so unique that the "fine-tuning" of leadership work can only be based on self-knowledge-based individual needs. Research findings have shown that few EU Member States develop the competences of public administration leaders in terms of self-knowledge, self-reflection, self-learning and leadership awareness, which should also be pursued at European level.

Chapter 4: Further education and leadership training in public service: This chapter forms the backbone of the theoretical part. The existing legal regulation of further education and leadership training system as well as the analysis of its institutional system are discussed here. *Key findings*: On the base of the NUPS, a complex, national, centrally managed system of administrative training has been developed since 2014, which is founded on a stable institutional and legal basis and focuses both on professional and competence development. Its training model, its methodological and technical tools are also novel, catching up with international educational methodological trends. In addition to classical knowledge transfer methods; participant centred and even more e-learning based techniques play an important role. There is a lack of development of core management competencies and the integration of individual development needs. Challenges are generated in terms of quality, participant motivation and efficiency measurement. It is an important task to convince the leaders because public administration leadership trainings are not a stable part of the organizational culture yet. It is necessary to create awareness, the need for self-development and to build trust.

Chapter 5: Developmental trends in public administration training and leadership training (EMPIRICAL RESEARCH FINDINGS): It summarizes the results of my own empirical research which help to formulate the upcoming developments in the field and the conclusions of the dissertation. First (1) the qualitative phase (20 structured interviews with the subjects participating in public service trainings) was carried out, which was suitable for gathering information and inspiration. Based on the results of this, the second (2) quantitative phase (on-line questionnaire research with stratified sampling among state administration leaders) followed. During both of my research phases, I was aiming to gather information on participants' satisfaction, motivation and suggestions relating to the new public administration training system; to assess leadership attitudes towards self-development and the characteristics and culture of public administration leadership.

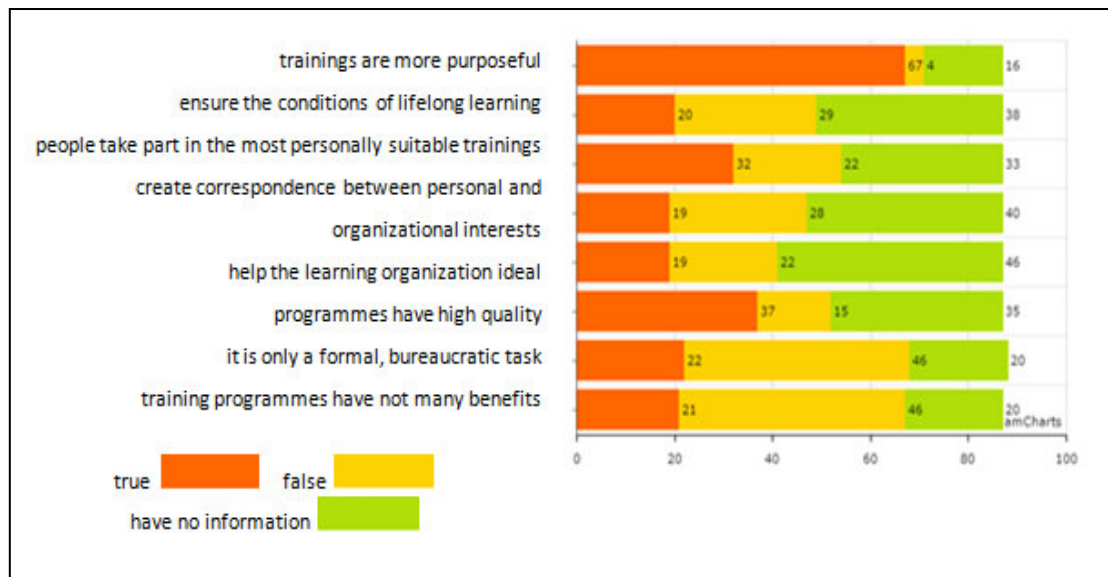An illustrative example from the questionnaire research:

Figure 3: Opinions on the training system (source: author)

Key findings: The organizational culture is less open to strategic human resource development. The evaluation of the public administration training system is mainly positive among the persons affected. Respondents are satisfied with the quality of the trainings but are uncertain about their effectiveness. 89% of the executives have not been pre-trained before occupying the position. It would be important that the training system provides basic leadership pre-training to raise the awareness of lifelong learning in the leaders and to help achieve this. Participants' motivation is low in many cases. The training process is not complete because it is not based on individual development. Leaders would have a need for complex pre-training, and three quarters of the respondents would attend such training. Further development of the system and pushing it into the direction of the learning organization, and in particular the detailed elaboration of leadership development, is justified. The realistic directions of development are: individual development funds, development of training technologies, quality assurance, motivation, connections to career paths, career advancement. The demand for and the culture of leadership learning as well as the ability to effective self-development must be supported more.

Chapter 6: The system of complex and directed leadership self-development: the essence of the dissertation. Based on the literature and my empirical research, I formulate concrete proposals in two directions: a complex system (integrated leadership skills development) and methodological bases of self-directed development.

Key findings: *Developing core leadership competencies* is necessary because it is currently incomplete. I suggest a complex system in this respect. On the other hand, I am thinking of *developing new techniques in educational methodology*, which may support the existing leadership training methodologies.

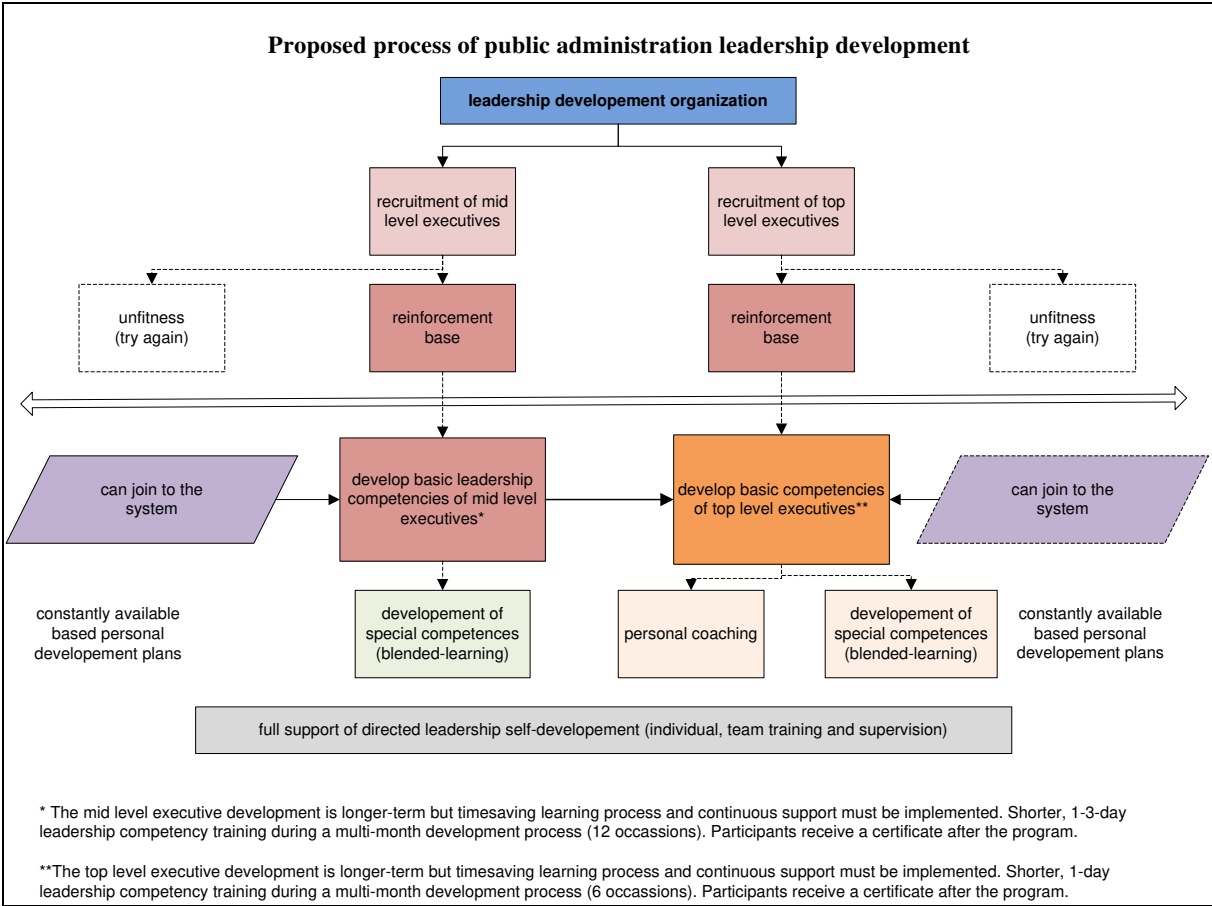Below I summarize the key findings of this chapter.

Proposed process of public administration leadership development

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                    leadership developement organization

        recruitment of mid                    recruitment of top
        level executives                       level executives

  unfitness        reinforcement        reinforcement        unfitness
  (try again)      base                 base                 (try again)

can join to the    develop basic leadership    develop basic competencies    can join to the
system             competencies of mid level   of top level executives**     system
                   executives*

constantly         developement of    personal coaching    developement of    constantly
available          special competences                     special competences available
based personal     (blended-learning)                      (blended-learning) based personal
developement plans                                                            developement plans

        full support of directed leadership self-developement (individual, team training and supervision)
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* The mid level executive development is longer-term but timesaving learning process and continuous support must be implemented. Shorter, 1-3-day leadership competency training during a multi-month development process (12 occassions). Participants receive a certificate after the program.

**The top level executive development is longer-term but timesaving learning process and continuous support must be implemented. Shorter, 1-day leadership competency training during a multi-month development process (6 occassions). Participants receive a certificate after the program.

Figure 4: Proposed process of public administration leadership development (source: author)

Three stages of the leadership development system:

1. Group of programs for developing basic leadership competencies: The development must cover all levels of leadership. The longer-term but timesaving learning process and its continuous support must be implemented. Shorter, 1-3-day leadership competency training during a multi-month development process (e.g. to lay the foundations for mid level executives at least 12 attendance courses are necessary). The key leadership competencies can be developed by the combination of attendance and e-learning. Development of basic leadership competences can be achieved in a modular system after identifying the desired competencies.

2. Group of programs for developing special competences: After completing a basic course, leaders can choose from additional professional or skill development programs based on their individual development plan and interest. By completing these, they can advance in the existing credit-based system of the leadership training system (Probono).

3. Group of programs for supporting directed leadership self-development: Research findings show that one of the most effective forms of learning strategies for adults is self-managed, self-directed learning. I assume that it is possible to develop a new method and training program, the so-called directed leadership self-development that supports the institutionally aligned and bound, independent, continuous, conscious, internal development of the leader.

Methodological basics:

The foundation of the methodology: self-directed learning, cooperative techniques, training, coaching, action learning, self-coaching, supervision, psychoanalysis and e-learning. My aim is to combine the benefits and to overcome the shortcomings of popular formats of learning in the methodology of directed self-development based on the concept of self-directed learning. The table below shows the theoretical characteristics of directed self-development and makes it comparable with common learning formats (training, coaching, e-learning).

learning formats	in organized format	learning goals defined	length of learning	independent learning of participants	developing expert	learning autonomy	number of participants
training method	yes/no	yes	short	in groups	yes (trainer)	middle level	groups of 10-15
individual coaching (supervision)	yes/no	yes	middle	both, with expert and individually	yes (coach)	high level	1pers.
team coaching (supervision)	yes/no	yes / partially	short	in groups	yes (team-coach)	middle level	3-6 pers.
action-learning	yes/no	partially	short	in groups	yes (modera-tor)	high level	4-7 pers. /small group
self-coaching	no	to small extent	longer	individually	no (but supportable)	very high level	1 pers.
e-learning	yes	yes	short	individually	no (but tutor possible)	middle level	unlimited
directed self-development	yes	partially	long	totally individually	no (but supportable)	very high level	unlimited

Figure 5: Comparison of characteristics of teaching-methodological models

The learning process of the method:

The parts of the directed self-development learning process and the tasks of the participants (institution, participant, employer) shown in a visual:

Stages in the learning process	Institutional tasks	Participant tasks	Employer tasks
1. INSITUTIONAL DEVELOPMENT	establishing learning frameworks, conditions, surfaces; initiating learning; development of learning strategies; creating a motivational base	continuous feedback following the start of the program, which can be used during development	definition of training needs; feedback
2.PARTICIPANT LEARNING	Continuous support, standby	commitment to the program; Diagnosis of development needs and learning goals with supplementary materials; learning and testing strategies and learning strategies	Support, encouragement
3. EFFICIENCY MEASUREMENT DURING PROCESS	asking for feedback from the participant and the institution at regular intervals	periodic feedback on partial results and the process; evaluation of partial results in a self-reflective way	feedback
4. SUBSEQUENT EFFECTIVENESS MEASUREMENT	As a closing of the learning process subsequent effectiveness measurement	evaluation of results and self-reflection within the frameworks of fulfilling closing conditions	definition of training needs; feedback

Figure 6: The learning process of directed self-development and the tasks of the participants

The learning process consists of four elements in the course of requirements and steps of directed self-development are predominating. First, the institution carefully develops the program henceforward the participants accomplish their own self-development processes. The third important step is the process efficiency measurement because (1) it gives constant feedback and information for program development, (2) the institution helps to overcome obstacles, (3) helps to maintain the motivation. After the program fulfillment and a few months later come the subsequent effectiveness measurement which enable to evaluate the effectiveness of the whole program.

A possible version of a program for directed leadership self-development:

1. An *interactive e-book for self-development*: Self-development e-books can be made with differentiated content in terms of their respective levels of leadership (executive recruitment, operational managers, middle managers, senior executives). A modern, tailored, user-friendly and timesaving e-book is a *workbook + supplementary material +*

personal diary in one. *Its structure logic*: short self-knowledge exercises (as part of the new types of cognitive processes), tasks, and then practical tasks, techniques and advice aimed at developing leadership competencies (e.g. learning traits of managers, time management, problem solving, etc.).

2. *Mobile app*: A downloadable mobile app can support the process. The apps will regularly (daily, weekly) send few-minutes-tasks to the manager *to keep his/her attention and interest alert.*

3. *Regular small group meetings, workshops, focus groups:* Participants can be prepared in advance to effectively manage the leadership self-development process. The training sensitizes the self-knowledge topic and lays the foundations of use of the e-book.

Linking the method to other methods of public administration leadership development:

It is necessary to create a set of tools that can be applied *cost-effectively in case of large number of participants*, which needs relatively *little validation and organization. It allows an unlimited number of users, has minimal validation (correction) needs, and is not coupled with attendance courses*. A further expectation is that it should be *based on individual needs and not "one size fits all"*. The program *can be integrated into the set of existing methodological tools of public administration leadership development*. The method of directed self-development can be linked to the existing public administration leadership training system at three points: *founding, supporting and maintaining*.

The future of the method:

The ideas related to the methods of leadership self-development *are worth being the objects of further complex, empirical research.* This is justified by the fact it could contribute to the development of *a unique, modern, yet cost-effective, practical and easy-to-use public administration leadership development toolkit for the individual development of masses*. My present idea includes *the conceptual core of a theoretical model.* The elaboration of the details and the testing of the methodology can be realistically carried out by involving several researchers, as a result of joint work in the future.

In addition to the sketchy description above, the dissertation sets out the details of the new methodology. It addresses in particular *the practical structure of the method, its personal and organizational effects, its learning process, conditions and limits, its possibilities and the question of testing effectiveness.*

5. New scientific results, areas requiring further research

The main question at the beginning of the dissertation (the scientific problem) was *how to increase the effectiveness of public administration leadership trainings?* During my research, I managed to give adequate answers to this question. Based on the literature and the empirical study I consider my assumptions (hypotheses) valid in several respects. The comprehensive, analytical examination of the system of public administration training and leadership training was not in vain. It can also be stated that responding to the quantitative and qualitative challenges of the training system requires new and novel methods for which the dissertation has come up with adequate answers.

The main scientific results are summarized below and I suggest accepting them:

(T1) An important result of my dissertation is that the comprehensive presentation and critical analysis of the system of public administration leadership development, which has been lacking so far, have been made.

(T2) The examination of the public administration leadership training was carried out in the form of a in this field novel, transdisciplinary literature analysis, which makes an integrated, holistic approach to the topic feasible.

(T3) The quantitative and qualitative empirical examination of system of training and leadership training has been carried out, whose results and test methodologies may supply a long-felt want.

(T4) It has been proven that the role of self-directed learning should be given a special emphasis.

(T5) I have outlined a possible theoretical model of a complex system of public administration ledership training (program groups for developing basic leadership skills, special leadership skills and directed self-development, based on one another).

(T6) I have developed a possible, new, educational methodological model of public administration leadership development: the frameworks of the theoretical model of directed leadership self-development

(T7) The method of directed leadership self-development can be assumed to produce effective responses to the traditional quantitative and qualitative challenges of public administration leadership training in many respects. Furthermore, its methodology can be suitable for being incorporated into existing leadership trainings as complementary knowledge.

(T8) I have set up the theoretical frameworks of a self-examination technique of the so-called contemplative and self-reflective leadership learning.

The public administration leadership training focusing both on professional and competency development started to operate on national level in 2014. It is novel from a methodological and technical point of view catching up with international teaching methodological trends. At the same time, due to the quantitative and qualitative challenges presented in the thesis, it is necessary to improve the quality of the training system, to support participant centred teaching techniques and self-directed learning as the foundations of lifelong learning. Development of basic and special leadership skills should be accessible at all levels of leadership. The complex methodology enhancing directed self-development could promote awareness of management activity and the continuous development of individual leadership competencies by supporting training efficiency.

The objective of public administration leadership development is to provide a learning environment and a set of tools in which each leader can find the knowledge elements necessary for his/her individual development and is able to apply them consciously for the sake of self-cultivation. In this way, lifelong learning and the transformation of public administration organizations into learning organizations can be supported. Thus, leadership training can become an integrated human resource development function that increases the competitiveness of public administration.

6. CV

Csilla PAKSI-PETRÓ

She has been dealing with human resource management since 2010, both in the academic life and as a practitioner in her daily work. She completed her BA and MA at the Faculty of Public Administration at Corvinus University of Budapest. She has graduated as a Public Administration Manager and as an Expert of Public Administration. She speaks English on advanced level, German on middle level.

She started her doctoral studies in 2010 (Budapest Corvinus University, Doctoral School of Political Science). At the same time she worked in the National Institute of Public Administration (NIPA) where she co-ordinated public administration development projects. She participated in the implementation of several human resources projects (e.g. developing a TÉR system, preparing a SOW-based system). From July 2013, she took part as a specialist at the National Civil Service University (NUPS) in the development of a new national training system for civil servants. She has been a lecturer at NUPS and its predecessor since 2010. Since the spring of 2015, she has been a full time lecturer at the Institute of Humanities Resources at the Faculty of Political Sciences and Public Administration. She teaches subjects of public service and human resource management, and provides competency development trainings as an instructor.

Within the framework of her scientific activities, she participated as a researcher in several large volumes of research, e.g. in the implementation of the SROP "New Public Service Lifeline" project. She also participated as secretary general of the Department of Public Administration of the National Federation of PhD Students in the foundation of the scientific department and in setting up its operational framework.

She is well acquainted with the field of leadership development and she was awarded a certificate in law enforcement leadership training in 2015. As a trainer and a co-trainer she has held leadership training sessions organized by the Ministry of the Interior. As a lecturer and trainer, she also participates in public administration trainings organized by the National University Public Service.

She obtained her doctoral absolutorium from the Doctoral School of Public Administration at National University of Public Service in September 2014. Her field of research covers primarily the development of public service personnel policy and the examination of the career path. Within this, she focuses on the effective public service training and leadership training system as well as the development of new teaching-methodological solutions.

7. Publications in Hungarian and foreign languages on the topic of the dissertation

PAKSI-PETRÓ Csilla: Overview of the Executive Training System in Public Administration (to be published: *VII. Taylor Vezetéstudományi Konferencia Kiadvány* (Szeged, 26 May 2017.) electronic issue. May 2018.)

PAKSI-PETRÓ Csilla - BODA Boglárka: A teljesítménymenedzsment humánfolyamata és humánfunkciói [Human Performance and Human Functions of Performance Management] In: Szabó Szilvia, Szakács Gábor (ed.) Közszolgálati Stratégiai Emberierőforrás-menedzsment [Public Service Strategic Human Resource Management] p. 338. NKE Szolgáltató Nonprofit Kft., Budapest, 2016. (ISBN:978-615-5527-96-8) pp. 187-222.

KRAUSS Ferenc Gábor - PAKSI-PETRÓ Csilla: Az ösztönzésmenedzsment (kompenzáció és javadalmazás) humánfolyamata és humánfunkciói [The Human Process and Human Functions of Incentive Management (Compensation and Remuneration)] In: Szabó Szilvia, Szakács Gábor (ed..) Közszolgálati Stratégiai Emberierőforrás-menedzsment [Public Service Strategic Human Resource Managemen] p, 338. NKE Szolgáltató Nonprofit Kft., Budapest, 2016. (ISBN:978-615-5527-96-8) pp. 225-268.

PAKSI-PETRÓ Csilla: Tudatos, fejlesztő vezetők a köz szolgálatában (megjelent: HR&Munkajog, 2016/5. pp. 32-38.) PAKSI-PETRO Csilla: Conscious, development leaders at the service of the public (published by HR & Munkajog, 2016/5 pp. 32-38.)

JUHÁSZ Lilla Mária - PAKSI-PETRÓ Csilla – Pedro Reis: Virtual learning all over the world, Good practice from Portugal (Pro Publico Bono – Magyar Közigazgatás „A" kategóriás szakfolyóirat, 2015. évi 4. szám pp.133-145.)

PETRÓ Csilla: A közszolgálati emberi erőforrás menedzsment rögös útja a személyügyi adminisztrációtól a stratégiai humánerőforrás menedzsmentig [The crude way of public human resource management from human resources administration to strategic human resources management] Tavaszi Szél 2014. konferenciakötet II.; Doktoranduszok Országos Szövetsége pp. 409-420.)

PETRÓ Csilla: Vezető-kiválasztás a közigazgatásban [Leader Selection in Public Administration] (published: Tanulmánykötet a belügyi vezető-kiválasztási eljárásról, edited: Hegedűs Judit, Belügyminisztérium, 2014., ISBN 978-963-9208-39-1. pp.39-51.)

KRAUSS Gábor – PETRÓ Csilla: A közszolgálati javadalmazás rendszerének aktuális kérdései. [Current issues of the system of public service remuneration.]Pro Publico Bono Magyar Közigazgatás, Budapest, 2014. évi 2. szám pp. 56-68. Gábor

KRAUSS – PETRÓ: A közszolgálat béren kívüli juttatási rendszerének aktuális kérdései [Current Issues of the Public Allowance Scheme] (published: Pro Publico Bono – Magyar Közigazgatás „A" kategóriás szakfolyóirat, 2014. évi 4. szám. pp. 45-58.)

SZABÓ-SZAKÁCS-PETRÓ: Innováció – növekedés – fenntarthatóság [Innovation - Growth – Sustainability] (published: VII. Országos Tanácsadói Konferencia tanulmánykötete [The 7th National Conference of Consultants] . p. 177. Konferencia helye, ideje: Budapest, Magyarország, 2014.10.30 Budapest: Budapesti Kereskedelmi és Iparkamara, 2015.pp. 31-35.(ISBN:978-963-89734-1-2)

PETRÓ Csilla A közszolgálati életpálya elemei [Elements of the Public Service Course] (e-learning course) Nemzeti Közszolgálati Egyetem, Budapest, 2014. p. 80.

PETRÓ Csilla: Vezetőképzés a közigazgatásban? [Leadership in Public Administration?] (published: Új Magyar Közigazgatás 2014. évi 4. szám.pp.9-17.)

PETRÓ Csilla: Új közszolgálati életpálya az átjárhatóság szemszögéből [A new public service career from the perspective of interoperability] (published: Magyar Rendészet 2014. évi 4. szám, pp. 41-53.)

PETRÓ Csilla: A közszolgálati tisztviselői életpálya aktuális fejlődési irányvonalai [Current Development Perspectives of Public Service Officers] (published: (Date: December 2014, location: Society and Defense)

PETRÓ Csilla – STHRÉLI- KLOTZ Georgina: Formálódó új közszolgálati életpálya, különös tekintettel a munkaköralapú rendszer bevezetése irányába tett hazai kísérletekre[Formation of a new public service career, with special regard to domestic attempts directed towards the introduction of a SOW system] (published: Polgári Szemle 2014. évi 10. évfolyam 3-6 sz.)

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