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THESIS

Possibilities For The Introduction of Strategical Human Resources Education Into Vocational and Adult Training

Public sector, public administration and public service management

HR – Management – vocational training

Interoperability – vocational training

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Table of Contents

1. Hypotheses and research methods.....	4
1.1. Research methods.....	5
1.2. Research and methodological output	6
The explanation of the conducted investigation in chapters.....	6
3.1 The system of public administration training in the Hungarian public administration's history..	6
3.2 Changes after the regime change, the Antall-era	7
3.4 Interoperability - Interoperability between the public and private spheres regarding adult training	17
3.5 Foreign outlook into an EU country. Romania's public administration concerning personnel and HR	22
6. Practical application of research outcomes	29
7. The research's further consideration, suggestions	29
8. Curriculum Vitae: Csilla Megyesi	30
9. the topic of the dissertation published in Hungarian and foreign language publications.....	32

My main thought and objectives are to prove with my research: the education of Human Resources and management skills can significantly contribute to the successes of the Hungarian economy and the escalation of its competitiveness. Namely, to the facilitation and actualization of interoperability between the public and private spheres.

The aim of my research conducted for this thesis is to project the necessary changes in the conveyed material in vocational and adult training. The accomplishments of this research can be used as elements for the compilation of an all-around concept for vocational and adult education. Moreover, they can be elements of higher education and re-training programs, which further support the reduction of unemployment, the interoperability between the private and public sectors, while they can develop the methodology of HR education.

The Treatise's train of thought

In the past decades, the radical changes of socio-economic relationships opened a new era, they triggered a paradigm shift, which the narrower professional circles in adult education had to react to. I need to mention changes, like *professional and existential instability, a shift between the relationship of the market and the state, informatics, the booming development of technology and info-communication, deindustrialization, globalization, and international division of labor.*

The number of adults in education is varied. It depends on which profession they represent, the prestige of that certain profession, its allowance, and it depends on whether that profession demands the continuous development of the employee.

The *paradigm of lifelong learning*, that is also present in the EU's and Hungary's long-term strategy for a long time now, seems to materialize. My research contributes exactly to this, precisely to the development of HR processes, and the strategy of the adult training program in the 21st century. The tutoring of HR competencies not only means the achievement of a certain knowledge but results in ability-creation as well, which is one of the key strategies of the 21st century. It is also a novel question: how does ability creation or "production" work. Besides these phenomenons, the focus, that was concentrated on youth and formal school education for so long, started to shift towards adult training and professional coaching, including informal educational possibilities.

Introduction of the scientific problem

The necessity of HR knowledge – Human resources management and human resources cultivation are primarily the responsibilities of the senior management, but we

cannot call its management level satisfactory, especially in the public sector, in public administration and in small and medium-sized enterprises.

For the leaders of the 21st century, in parallel with professional delegation, the management of change regarding personnel, generation-management, selecting the adequate employee, their retention, development and the deployment of interns is important too. The facilitation of interoperability between the private and public spheres with vocational and adult training— by unearthing the reasons, motivation, and obstacles of employees crossing the line between the public and private sphere, the welfare state's role has to change because of efficiency reasons to aid this process' dynamism.

1. Hypotheses and research methods

Based on the problems outlined above, and the UNESCO's published concept about education policies in 1996, the Memorandum accepted by the European Committee about lifelong learning, and based on the objectives of the Public Administration and Public Service Development Strategy 2014-2020

Hypotheses of the research

H1. History also provides great examples from the personnel's and the management's point of view.

H1/A. For the management of a large-scale change, it is necessary to choose the adequate senior manager. Moreover, he/she needs to have adequate determination, professionalism, management skills, and literacy.

H1/B. It is predominant to learn from history and to adapt the processes that were proven effective. This is also true for human resources cultivation and management.

H2. The tutoring of HR competencies would be useful for all fields of vocational and adult training, as it could result in more effective and fruitful management practice.

H2/A. There is a deliberate connection between the managers' effective and efficient work and their managerial HR knowledge.

H2/B. We can also demonstrate a connection between the managers' HR knowledge and the employees' HR training and development. This is the key for career building. Those managers who have proper human resources training can efficiently conduct change management.

H2/C. An efficient manager is a person, who continuously develops himself/herself and his/her managerial skills.

H3. HR training, including managerial courses, would give more opportunities for the employees in case of interoperability between the private and public spheres.

H3/A. Adult training increases mobility and career-choosing chances between the private and public sectors;

H3/B. Increased mobility between the private and public spheres by adult training serves societal and individual purposes at the same time;

H3/C. There is a connection between the trained and continuously developed employees, who are always endowed with the proper skills and qualifications, and efficient interoperability. The efficiency of interoperability can be increased by HR courses too.

H3/D. There is an inversely proportionate connection between the trained and continuously developed employees, who thus have the proper skills and qualifications, **including HR trainings**, and unemployment. Meaning that the mobility between the public and private spheres, facilitated by adult training, decreases unemployment.

H4. Foreign HR practice confirms or motivates change.

H5. We can demonstrate a significant correlation between the escalation of the role of human resources knowledge and a welfare state.

1.1. Research methods

I built my research on in-depth interviews and surveys. Most of the questions in the survey are yes or no or multiple choice questions with direct or indirect answer possibilities. I interviewed people personally and sent the survey via e-mail. The scope of respondents is wide-ranged. Filling out the survey was voluntary and anonymous. I phrased the following main questions:

- During the course of history, what role did personnel issues play, and what consequences can we deduct from them?
- What kind of courses would be more useful for the interoperability between private and public spheres? Is HR training among them?
- What kind of managerial training would be more effective? Is it necessary to introduce HR knowledge into management courses, and to what extent?

During the first survey, I researched interoperability between private and public sectors, concerning trainings. In this scenario, I viewed the course type as the main aspect, as I was aiming to explore those professional trainings that would effectively increase interoperability between private and public spheres.

The second survey explored other aspects of the thematic segments of management and HR, HR itself, while I put these elements' relationship into focus. I based my study on the fact that HR strategy is a concept that records the business' and the public entities' long-term objectives, determines the necessary resources for those goals, and the main development actions. Although these can only materialize if the would-be employees and the manager have adequate HR knowledge.

The study's secondary resources are also attending to questions about trainings and HR. They were prepared with the use of interviews, professional documents, books, databases, case studies, researches, and digital materials. As training can be viewed as a mid- and long-term investment, I aimed to study the question at hand as a process. As a result, there is a historical outlook in my thesis, inasmuch as the Hungarian public administrators' training has always been in connection with the state's concept of personnel policy. Therefore, today's human resources strategies in public administration can be understood with respect to the trainings' historical precedents. The thesis' topic includes the question of the role of human resources in case of public administration reforms, paying special attention to the changes occurring during the regime change.

While studying this topic, I conducted in-depth interviews with the five leaders of the Antall-government about the era's public administration, in particular as regards personnel issues, the capabilities of senior management, and change management.

1.2. Research and methodological output

The unearthing of new data resources was intentional, as the introduction of HR strategies and education into adult and vocational training would give more possibilities for the interoperability between the private and public spheres and the reduction of unemployment. Experience-based knowledge taken from history helps to establish transfer practices for great personnel-managing solutions and to avoid mistakes. As for the methodologies used for my research, I applied qualitative and quantitative studies at the same time. I created 2 surveys with 77 questions altogether (I. survey: interoperability, 40 questions and II. survey: HR training in adult and vocational education, 37 questions) and 5+1 structured interviews that serve as foundations for the exploration of relationships.

The explanation of the conducted investigation in chapters

3.1 The system of public administration training in the Hungarian public administration's history

In order to place trainings and re-training in the Hungarian system of public service, we need to know how its traditions evolved during the course of history (practically: beginning from the new age). Public administration is as old as the state itself, but this did not mean that official civil servants coordinated the state's issues, quite to the contrary.

3.2 Changes after the regime change, the Antall-era

The era after the regime change has played a significant role in the shaping of today's relations. As a result, this period received an accentuated place in my thesis too. I investigate and analyze the situation formed in that time from the aspect of change management. I primarily direct the attention towards selecting senior managers and the development of human resources. It can be verified, that during the Antall- and Boross-government it was not commonly known that in case of a paradigm shift it is necessary to elevate the training and selection of managers to a strategical level. To explore this topic, I conducted interviews with special attention to personnel issues, the capabilities of senior managers, and change management.

At the time of the regime change, the majority of people thought it goes without saying that the democratic realignment will bring about rising living standards. What is more, there were only a few politicians who had known the country was threatened by an economic crash.

The applied and closed human resources management system did not or just partially included the modifications and methods of the necessary changes, which could have granted organizational advantage in competition. We can state that the conditions of employment have not changed, and the modernization of working conditions started to improve quite slowly. We can find the drastically changing macro-economy, the society, politics, culture and technology, law and order, regulations, the labor market, the clients, the national and local governments, labor unions, interest groups and the factors of forming chambers among the external influential factors that affected the complete public administration in the Antall-era. As these all went through fundamental changes, the motivational and communicational internal environment and the inherited personnel stand changed.

Adapting to environmental changes has been a key factor. The new political leadership, which mainly consisted of new members, could still pursue efficient work with former co-workers. In almost all ministries, they retained great professionals.

Professionalism had been the primary criteria for selecting leaders. There were no centralized development, postgraduate courses or exam system. External trainings were missing and self-development was frequent. Action learning and mentoring had been the constituents of not training-like methods, which were significant aspects of personalized

solutions. Even if there was no systematic human resources development, this did not hinder personal and organizational successes.

Knowledge sharing and knowledge transfer were spontaneous within the networks of the organization, which were also aided by internal courses.

The Antall-government – according to György Schamschula– the public administration and the senior management consisted of unprofessional individuals – as József Antall put it: it was a kamikaze-government. None of the ministers had governed before, so Antall had to educate them. According to Marinovich, leadership skills are partially inherent, while partially they can be developed, but basic competencies are not enough in this field. Leadership competencies are inevitable, but the manager's knowledge needs to be improved. Béla Kádár intended to avoid the polarization of the liberal model, seen in Western-European countries, within the boundaries of the social market economy. However, for this purpose, a high degree of professionalism was needed from the government and the employees working in public administration.

Deducting from the interviews, after the regime change, HR, or personnel, as it was called back then, was independent of the senior management and it only had functional and administrative duties. HR processes, as we know them today, were unknown, still, they were practiced and applied by senior managers, for instance during the selection period, that was prominent for all interviewees. In most of the cases, the selected individuals did not have experience in public administration or state governance. The main requirement was the commitment to the establishment of a democratic country.

The opinion of Péter Boross regarding development was dissimilar to other leaders'. According to him, managers do not have to improve themselves during management, but well before it. In case of adequate qualifications, a proper mentor and appropriate personal competencies, a manager can execute more efficient work, rather than in the case of official training during their employment. Béla Kádár's point of view was that an organization should not ignore the importance of human talent, professionalism, which is needed in the life of a company, as foreign and economic experience cannot be changed overnight.

The culture of the organization evolved gradually and developed spontaneously, but we can state that long-term, forward-looking and deliberate cogitation was present as well.

3.3 HR education. Management – HR

In this chapter, I will elaborate on the connection between HR knowledge and the efficiency of leadership serving the establishment of a “good state”. For the creation of modern public administration and the renewal of the system, it is predominant to improve

managerial skills and public administration management. The estimation of training demands is the responsibility of the HR department and the management; therefore, it is inevitable for the managers to have HR competencies. As a result, one of the main foundations of the public administration reform is the demand-based, innovative and development-based HR reform, focusing on objectives and effects.

The unqualified labor force causes serious problems for both the private and public sectors that I illustrated, and supported with statistical data for better understanding and easier management:

- There are fewer and fewer students in vocational and adult training. The reason for this is population dynamics and the lack of interest in self-development.
- Proportionately decreases the number of people who successfully pass an exam.
- The number of postgraduate students' decreases (The National University of Public Service is an exception).
- Based on the outcome of admissions, only 9% of the Hungarian adult population took part in training and education 6 months before the enrollment process. This puts Hungary to the last place among the other EU Member States, where the average participation in trainings was 36%.

Supposedly, the reason for the above-mentioned problems is that there is only a loose correlation between the participation in trainings and promotion possibilities due to current regulations. However, the number of trainings increased because of public administration developments and re-trainings.

In the followings, I will highlight the strategical nature of human resources management. As the socio-economic milieu is rapidly changing around us, the learning period is transposed more and more into adulthood. To achieve successes, it is necessary to consciously direct these processes. One of the forms of HR processes, including human resources management, is when the leadership works together with professional and HR management. To prove this, I created empirical research in 2017.

I will introduce the diversity of the respondents using many different aspects (age, sex, work experience, type of their workplace). The training programs offered by the organization have to fit into the training demands deriving from the position. I also asked my respondents about the specialties regarding training. Most of them, more precisely 66%, thinkwide that trainings and developments are important in all fields of business.

Organizations can only attain their strategical objectives, upkeep or achieve their (long-standing) advantage over competitors, if they employ decent co-workers, develop them and if this development integrates into the culture of the learning organization. Even so, the Hungarian businesses– especially SMEs – do not really improve their employees. While for those working in public administration, there are more obligatory or optional training possibilities before each state-imposed basic and vocational exam.

In the followings, I will introduce the main prerequisite of efficient work, the qualifications of a great manager. A good manager is economically minded, and their most valuable traits are efficiency and effectiveness. It is also important that the manager can keep up with the growing number of tasks and expectations. Based on the considerations outlined above (proper employees are also needed for objectives), a senior manager also needs to be a “primary HR manager” as well. In my research concerning managerial skills, 80% of the respondents believe that management is an asset, which can be developed, while they also think that wide-ranged knowledge is also necessary besides other qualifications. The most important conclusion of the interviews and the surveys is that a great manager needs to have many competencies, knowledge and leadership skills.

Trainings are compulsory for managers in public administration. A new, competency-based training supply is a top priority for the development of programs and methodologies.

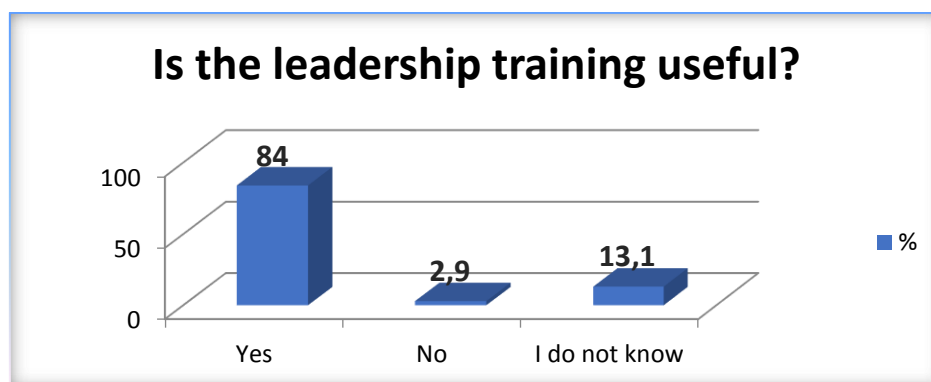


Figure 1. Do you consider leadership trainings useful? , Source: survey

According to researchers and teachers working in management theory and the majority of the respondents (85%), there is still a need for a renewed management training.

78% of the respondents would be happy to take part in leadership trainings.

Leadership trainings have already parted from other vocational education and they soon became an independent profession in Hungary. Universities and colleges, or other professional training institutes, training centers also offer leadership trainings for the private sphere and programs designed for the requirements of large enterprises.

The management trainings of the National University of Public Service are exceptional in public administration and other universities' programs too.

Management trainings are significant in the private sector. Based on estimations, 98% of all corporate issues evolved from human problems- as the companies' weakest point is staffing and job onboarding.

Near 48% of the respondents think that they can put up with a training-like managerial course, that lasts for a couple of weeks. 16-18% of the respondents would take part in a year or two-year-long leadership postgraduate training.

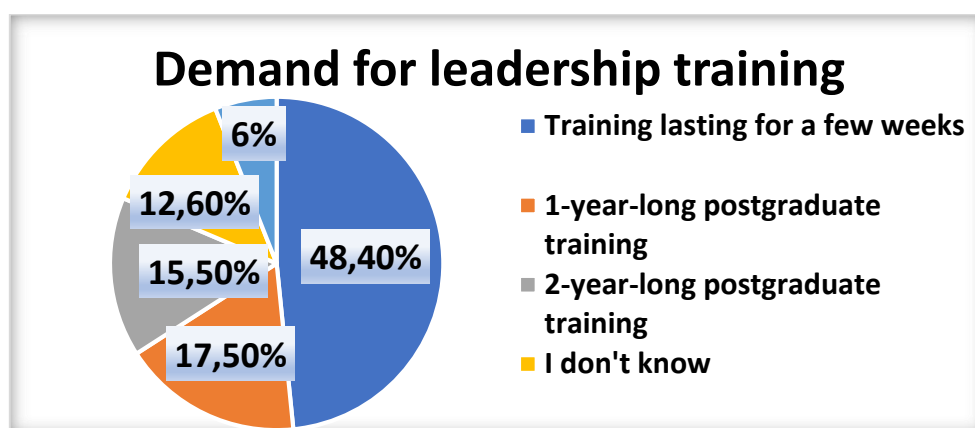


Figure 2. If you enrolled for leadership training, what kind of program it would be? Source: study

In case of the lack of managerial experience, it is necessary to choose a training that develops the institution's coordination, operational management, the strategical management of change and operative control. According to a segment of researchers and professionals, the knowledge of leaders lays on two pillars; leadership experience and leadership training. However, gaining experience and training is only effective, if it becomes a lifelong learning process.

The quality management courses of the 21st century not necessarily provide lexical knowledge. Rather they give a new perspective, the escalation of ideas, the exploration of new possibilities, activity, confidence, diligence, and dynamism.

It serves as an indication, that even if 49% of the respondents have leadership experience, 81% of them have not yet participated in managerial trainings. This shows that a leadership course is not a requirement for filling a managerial position.

Another important projection of leadership trainings is knowledge-management, as only the knowledge and continuous development give effective managerial methods.

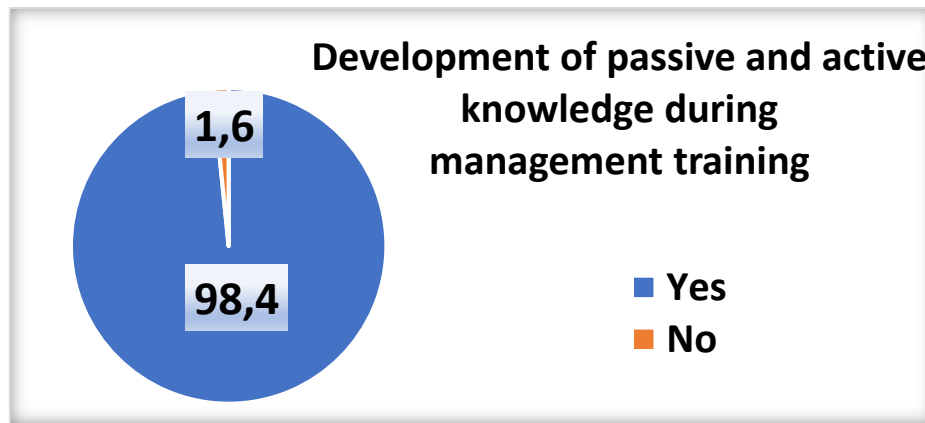


Figure 3. Did your passive and active knowledge develop during the leadership training? Source: survey

The amount of “Yes” answers is almost at 100%, which supports the fact that there is a need for high-quality leadership courses. According to the respondents, the syllabus of the training is also extremely important: change management – generation-management, development, training possibilities, conflict management – psychology, possibilities provided by digital knowledge, communication, career-planning, talent-management, personnel management, and HR knowledge occupies an outstanding place.

As Steve Jobs said once: “Innovation has nothing to do with how many R&D dollars you have. It’s not about money. It’s about the people you have, how you’re led, and how much you get it”.

Leadership trainings have to be in alignment with the era’s market and public administration relations, which can be granted by multi-staged education.

The relation between **HR knowledge and leadership** is a highlighted field in my research. One of the pillars of efficient management is the successful “utilization” of human resources, its development, and HR-management. In accordance with the ideas formulated in the Zoltán Magyary Development of Public Administration Program, human resources management, retention, coordination, improvement, motivation, their commitment and appreciation are the prerequisites of a successful operation and the establishment of civil service career routes. The growing demand for the managers’ HR knowledge was also proved in my study, as 80% of the respondents claimed that HR knowledge is necessary for all managers.

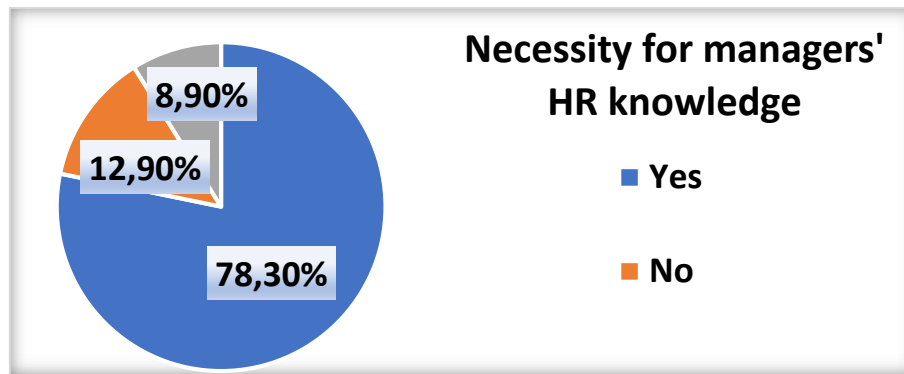


Figure 4. Do you think all managers need to have HR knowledge? Source: survey

HR competencies help in the framing of principles, goals, and tasks in the managers' program. HR knowledge makes managers aware of the fact that one of the most important strategic objectives is the development of the employees' key-competencies and the improvement of outcomes. By owning HR competencies, delegation also becomes more effective.

The analysis of basic competencies and leadership skills learned from trainings was a significant element of my research. As the nature of a great leader depends on many factors, the responses I got are also wide-ranged.



Figure 5. Traits of a good leader. Source: survey

More people believe that reliability is the most important trait. This is followed by professionalism, as more and more people think that a manager needs to have professional

knowledge. Thirdly, great stress-management and a great eye for the facts/sensibility for problems are the next on the list. HR knowledge, social sensibility, and social responsibility occupy the 8th place in the sequence because 35% of the respondents claim that a good leader needs to have these people skills as well.

Judging from the results above, no trait combination impersonates the ideal leader, but that person needs to possess HR competencies too.

For the majority of the respondents (75%) it is important to teach HR knowledge within the boundaries of higher education institutions.

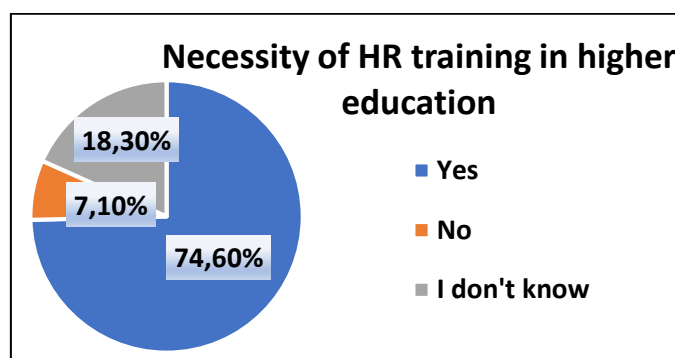


Figure 6. Would the introduction of HR lessons for students in higher education be useful? Source: survey

Nowadays, HR is a complex profession. More than half of the respondents think that we need to add basic HR training to the higher education curriculum. An outstanding proportion – near 36% – said that the education of HR competencies is necessary for public administration programs.

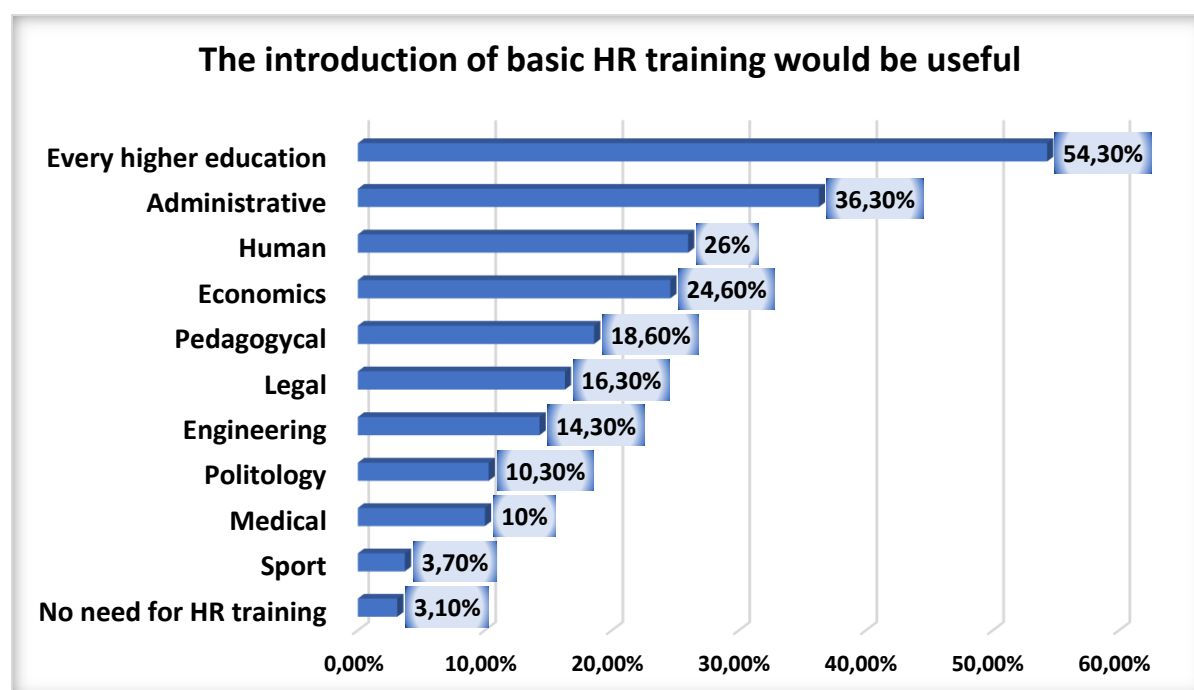


Figure 7. In which higher education institution or program do you find the introduction of basic HR training the most useful? Source: survey

82% of the respondents believe that the introduction of HR training in both sectors is necessary for leaders.

I studied more questions regarding the form of HR training. Most of the people who filled out the survey, 54%, think that we need to build HR training into programs. This is an influential indicator because it signifies the fact that it is compulsory for everyone to acquire the material built into the syllabus. During HR trainings, the students have to get familiar with the HR activities within an organization, the most important toolbar of HR, and what is the essence of competency-based HR. Supporting the responses arriving for the previous questions, 34% of the respondents think that making HR training an elective course in higher education is ideal. Overall, we can claim that the introduction of HR training could be solved in different ways according to the demand, but it is significant in all cases. Moreover, the education of HR and leadership competencies without practical knowledge will be effective neither in the public nor in the private sphere. 54% of the respondents think that practical education is indispensable.

The underestimation of the role of HR is mirrored by the knowledge of HR processes.

57% of respondents know the process of taking out holidays the most, thus it is in the first place on the list, as employees consider this HR activity the most important. One of the greatest challenges in HR is that in spite of the high-sounding declarations, most companies do not handle performance evaluation at place. The employees of only a few businesses, mainly of multinational corporations, are familiar with HR processes. In the public sector, it only got known in recent years, but solely for certain procedures.

I also enquired about the effectiveness of HR competencies, and we can conclude that it does not matter which form of HR we are talking about – awareness-raising, knowledge lifting or capacity building – HR knowledge is necessary, as the leader and the employee is a human being too.

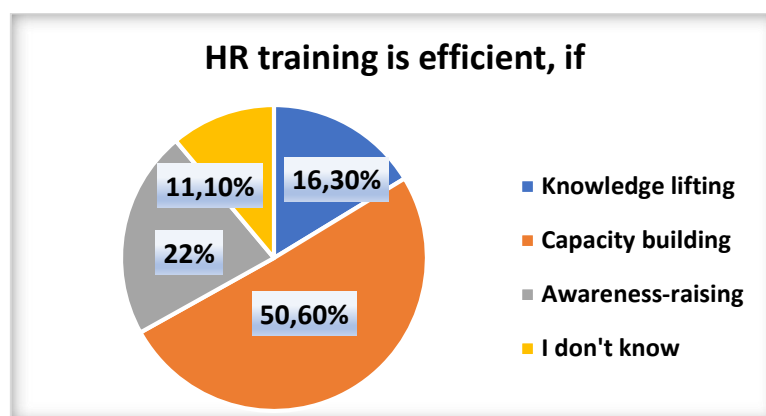


Figure 8.. Which form of HR training do you consider the most efficient? Source: survey

After the responses received for the previous questions, it is a positive and surprising outcome that 85% believes HR education is indispensable on leadership trainings.

Trainings in HR specialization occupy a distinguished place.

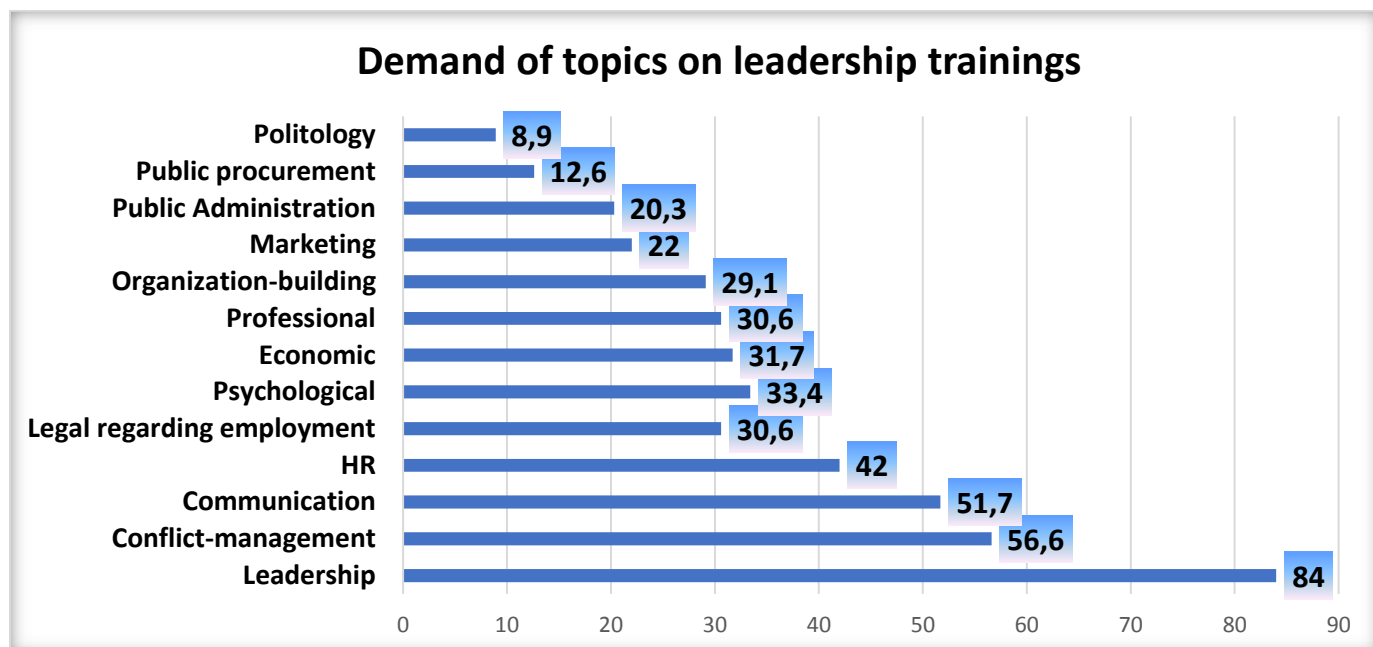


Figure 9. Which skills' education would be the most effective in case of leadership trainings? Source survey

I detailed the question of cooperation between HR and leadership in a distinct sub-chapter. It is necessary to determine, as a long-term goal, the exploration, and training of the demand for quality labor force in both the public and private sectors. The responsibility of leaders is fluctuation after incorrect selection. The management always has more members, no matter what kind of organization we talk about. Within the management of human resources, the responsibilities and approaches of the involved are still not determined. 51% of the respondents say that the role of the direct professional leader is crucial, while 35% thinks it is significant. The results indicate that HR reforms still involve HR professionals in questions concerning decisions about the organization's personnel stand and their preparation only to a small extent. The 4 principles drawn up by Capelli do not prevail, which are: talent development, monitoring of trainings' efficiency, return on investment, and the preservation of investment in accordance with the interests of the employee and the employer. 64% of the respondents believe that a decision can only be regarded effective if professional leaders, HR personnel and the senior management decide together.

As a conclusion, I can claim that for the development of vocational and adult training the material and institutional requirements are established. It is important to re-evaluate the reforms directed towards the development of those working in the private sector. Outstanding

problems are the materials taught in vocational and adult education and the compilation of topics because the executives responsible for the creation of curriculum, exam and professional requirements are not always qualified in those specializations and do not pay sufficient attention to the demands of the market and public administration. Still, the greatest issue is the lack of adequate pedagogical and didactical methods—especially in high school education— where not all teachers are qualified from the taught material. Moreover, in many cases the knowledge and methodology of lecturers specialized in the field is not up-to-date or practical.

Due to the reasons mentioned in the paragraph, the introduction of HR training into management, adult and vocational programs becomes more and more prevalent. The importance of HR knowledge was predominant in the answers of most respondents, regarding leadership training, vocational programs, and other higher education institutions. The introduction of strategical human resources management into vocational and adult training would facilitate and make the process more effective in all fields of the private sphere.

All in all, we can conclude that for efficient public administration it is necessary to have managers and employees (public servants and civil servants) with HR competencies.

3.4 Interoperability - Interoperability between the public and private spheres regarding adult training

By the end of 2016, the government planned the termination and reformation of more than 70 state-aid background institutions, and the budgetary plan, which resulted in the dismissal of 100-150 thousand civil servants until the end of the cycle.

Due to the main objective and thought of my dissertation, I conducted a survey in 2016 about the opinion of employees (mainly the ones working in the public sector) about this change. Furthermore, I asked them about their willingness for education, and about which qualifications they consider useful on the labor market. This paragraph uses the results of the survey to draw up the system of relationships and the possible directions of influences and interventions concerning trainings.

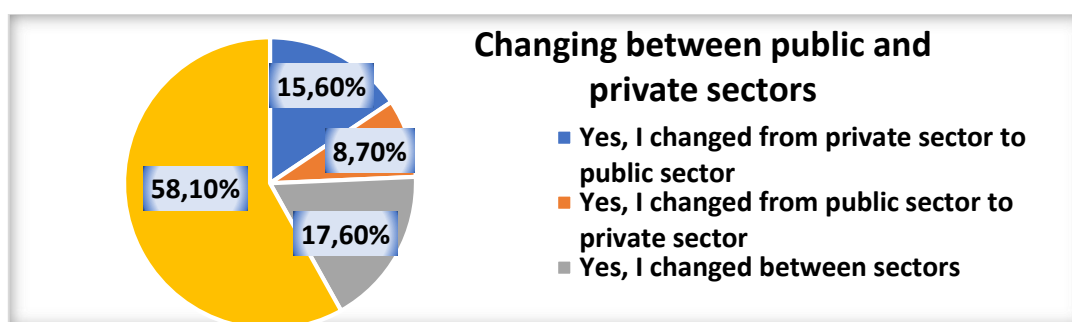


Figure 10. Should you ever changed your workplace: Have your workplace changed from the private sector to the public, or vice versa? Source: survey

The distribution of age and time of employment of almost 360 respondents is quite balanced. 87% of the respondents have multiple years of working experience. More than half of the respondents graduated from university and 15% of them from college, so the majority of the answers arrived from highly trained people.

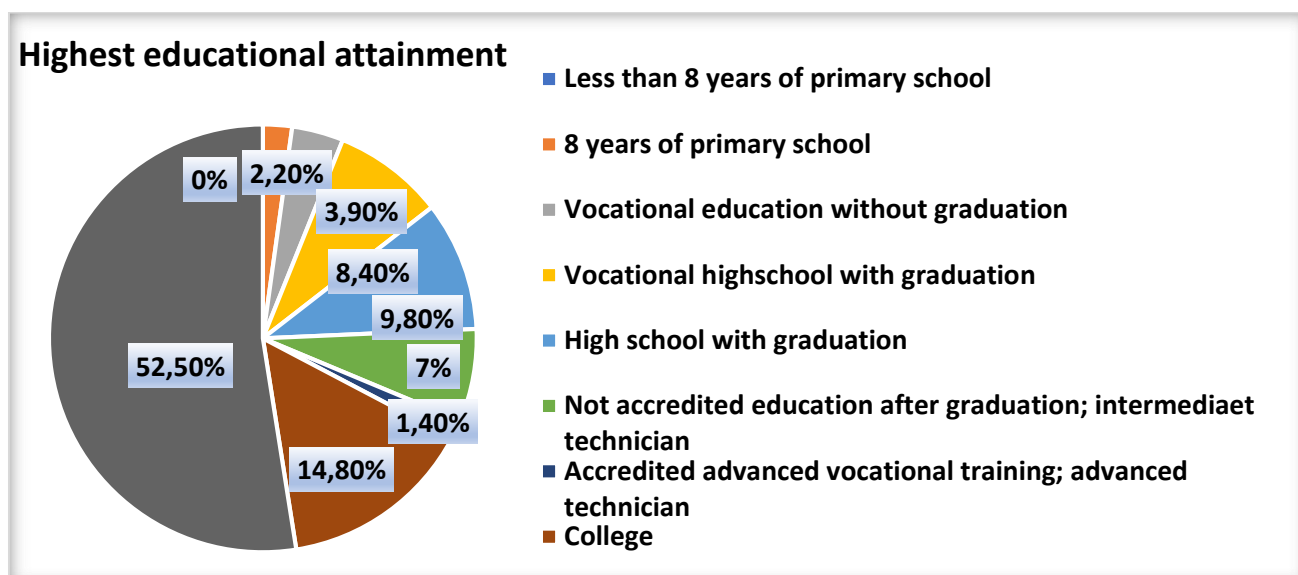


Figure 11. Highest educational attainment, Source: survey

The following diagram shows that most of the responses arrived from those who work in the public sector, but the amount of people working in the private sphere is also significant.

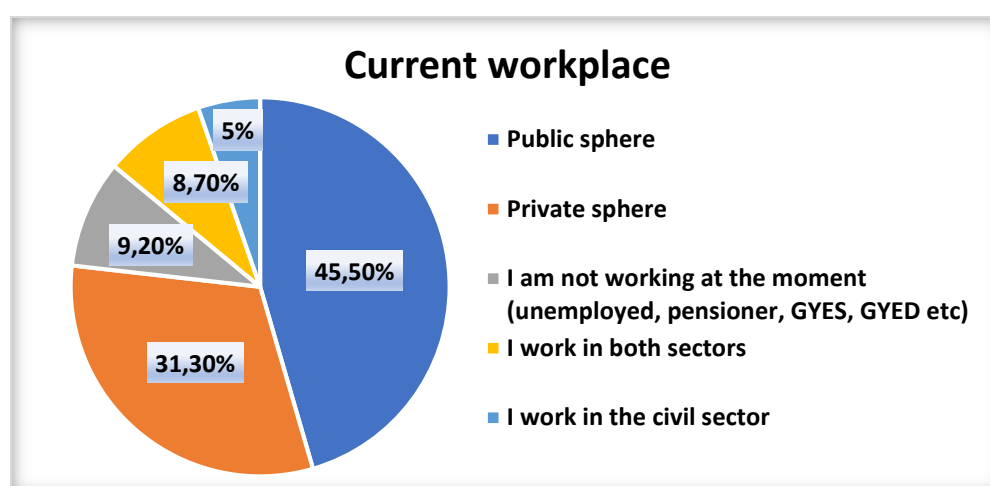


Figure 12. Current workplace, Source: survey

The governmental demand for the reformation of the public administration's efficiency brings about reshaping in the labor force. In Hungary, the division of people working in the public and private sectors is not proportional, as from all 4 million employees, 1 million

receives their paycheck from the state. The government intends to decrease this amount to 10% within 10-15 years. This shift can only be executed by the development of knowledge assets and a well-rounded system of courses and re-trainings.

According to professional literature and different EU and Hungarian strategies, the greatest renewable energy of the 21st century is going to be knowledge. This is why we need to put knowledge under examination. The enrichment and renewal of knowledge, especially *tacit knowledge*, is a lifelong program. Therefore, the EU mapped and determined those key competencies that are inevitable on the labor market, and for standing ground on many fields of life. With the use of different forms of adult learning, we need to aid the citizens to develop their competencies and knowledge. Although the willingness for learning is not common, as those who bog down are not receptive for trainings.

According to many, there is no unbridgeable difference between the public sector, which is colored with management-based elements, and the practice of the private sector. **Around half of the respondents of my study think that with proper training, the difference in practical experience between the two sectors can be filled.**

The workforce of the Hungarian public sector – including public administration – grew after the regime change. In connection with this, I started to examine previous experiences about the interoperability between the private and public sectors. My research experience overlaps with what I have found in academic papers (which was quite few) to a great extent. This is what I expanded with the demand for the question of interoperability within vocational training.

Previously, the public sector was characterized by its stability over the private sector, and 40% of those who I surveyed still feel more comfortable in the public sector. I also expected that interoperability between the two sectors happens due to the difference in working opportunities and salaries. 71,5% of respondent consider the aspect of higher salary as a strong argument when leaving the public sphere, while 15,4% consider it rather strong. Thus, the outcome of the survey also supports my reasoning above. In the case of working opportunities as pulling factors, I did not measure such a difference between the private and public sector. There is a significant generation gap between employees when it comes to commitment towards the public sector and expectations from the workplace. Complicated motivational networks influence the training and re-training of adults. It is necessary to take generational differences, motivational factors into account in case of trainings and re-trainings offered by the state. Moreover, we need to count with the effect of trainings on the market, society and the individual. My study shows that the demand for the different types of educational methods are influenced by the experience of eager generations, even though the respondents showed willingness for development.

HR provides complex competencies, but most of all, about organization, coordination, management and about how one can synchronize their own personal objectives with the corporation's. Apart from this, thanks to its complexity, it can be as practicable in the public sector as in the private. Therefore, it is the “Jolly Joker” of the labor market, which promotes mobility. In parallel with the development of professional knowledge and skills, it is required to improve personal competencies, definiteness, circumspection, precaution, responsibility and HR thinking. This discipline also provides the necessary background knowledge for the creation of reality-orientation.

The connection between the demand for adult training and trainings providing knowledge for interoperability

It is a noteworthy summary that I conducted about adult trainings, concerning ones between the expectations of the market or modern public administration, and ones financed by the state. Adult training would be the most efficient and effective in logical comparison if it provided up-to-date knowledge that is useable in both spheres, while it remains appealing for employees who want to enroll for state-financed courses.

After the detailed analysis of the responses, the cleansing of data and the merging of relevant contents, I merged the clarified data into a few important groups regarding adult training.

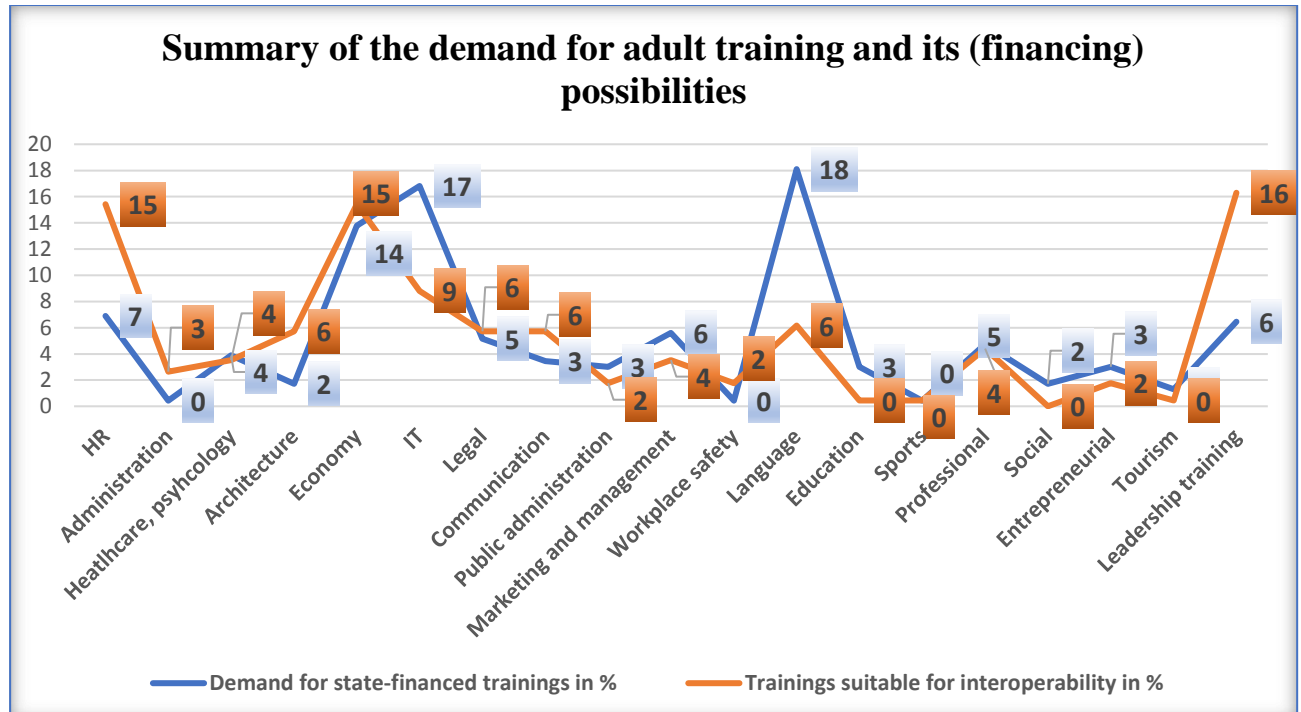


Figure 13. Summary of the demand for adult training and its (financing) possibilities Source: survey

The result of the comparison: There are two adult trainings that satisfy the conditions of “state-financed” and “a facilitator for interoperability between private and public sectors”.

These were chosen by an outstanding number of people, based on the analysis of the received data. These are IT and economy trainings. This finding is obvious, as both of them – with a nearly identical level of knowledge – could be applied in both spheres.

The majority of respondents believe that leadership and HR training give adequate knowledge for interoperability. What is even more interesting is the fact that many of them would enroll for state-financed language training, though a rather smaller number of people chose language training as effective for interoperability between sectors. The demand for legal, marketing, management, professional, medical and communication trainings are almost the same considering the aspect of state financing and interoperability. Despite this, there is a lower demand for these courses.

In the case of professional and medical trainings, this is straightforward, as both of them can be necessary for both sectors. I intend to highlight architects, IT specialists and technical builders among those who require professional training, as they cannot only be employed in the private sector but in the public too, in maintenance and operational fields. Nowadays, in the public sector, operation is more and more important (for instance in hospitals, schools, universities, archives, research facilities, public institutes, theatres, public transport, institutions maintained by the state, ministries, local governments, and background institutions), as these have an economic impact. There is a growing demand for these professions, there is more and more demand for professional development because technology evolves with a fast pace. Development and competitive knowledge can only be achieved by adult training and lifelong learning.

There is a demand for legal, communication, marketing and management trainings as well, but not in a high volume, though it is possible to work with these competencies in both spheres. Maybe the reason for this is that many people choose these programs during their university studies.

Entrepreneurial and public administration trainings were chosen in almost in the same proportion, which means that some of those who work in public administration in the public sector would like to enroll for entrepreneurial training or vice versa. The proof for this is the successful state-financed trainings for SMEs. Although these trainings not only contain entrepreneurial skills but predominantly involve economic, leadership, IT, **HR** and language **competencies** too. Most of my respondents marked public administration knowledge as well, because if a would-be entrepreneur would like to work in public administration – also in public procurement –, they will need such know-how. There is no high demand for administration and procurement, and workplace safety knowledge, according to the responses. This can also be

derived from the fact that these are basic trainings, thus not many people would choose it as a postgraduate program. However, these programs also provide applicable knowledge in both sectors.

The following “success factors” were mentioned multiple times in the survey: adult training, knowledge, HR, IT, economics and language skills.

Contrasting the frequency of these allusions, there is a need for knowledge, training, adult training, and lifelong learning for private, individual and common competency-development financed by the state.

Reduction of unemployment by adult training, necessary for interoperability-With the use of the proper adult trainings, which facilitate interoperability, the reduction of unemployment becomes predictable.

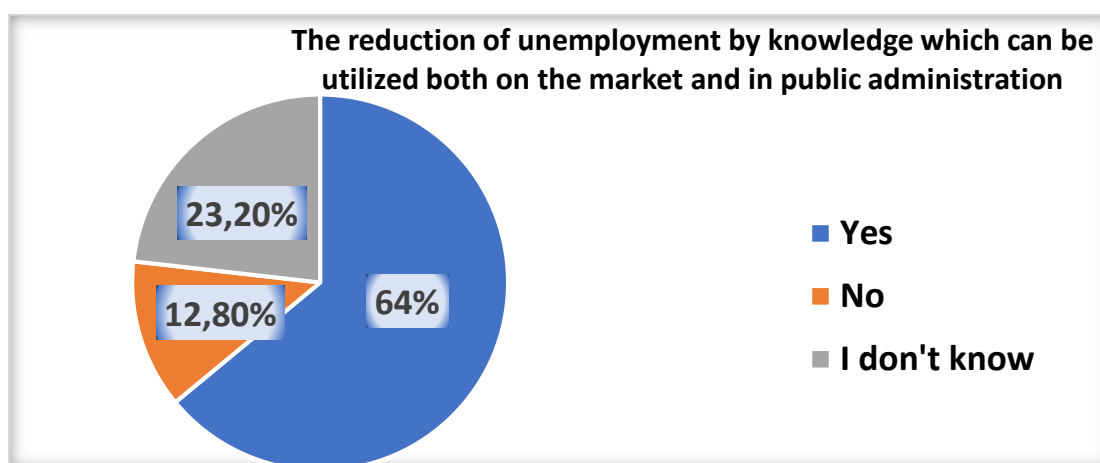


Figure 14. Would unemployment decrease in Hungary with vocational and adult trainings that give up-to-date knowledge, which is useful in both the market and in modern public administration? Source: survey

64% of the respondents agreed with the statement that those trainings, which provide useful and modern knowledge in both sectors, would decrease unemployment.

The reduction of unemployment, which would be effective for everyone, could be more effective with a well-planned adult training. The elements of well-planned trainings are the adequate curriculum, proper financial, material and personnel (who has sufficient professional and social competencies) conditions, and a manager who has HR knowledge.

The material conditions in schools, universities and private educational facilities are more or less decent. What causes more and more issues is personnel conditions. Guaranteeing lecturers and teachers who have up-to-date knowledge becomes problematic, especially in high schools, where the introduction of HR and public administration competencies would be vital.

3.5 Foreign outlook into an EU country. Romania's public administration concerning personnel and HR

Applications and the promotion of managers are based on competitive exams in Romania, which is a stricter selection system and grants higher professionalism. The prerequisite of the exam is the proper level of professional qualification. Proving your knowledge of laws is a precondition on the exam.

Competitive exams are also prerequisites for promotions for higher-ranking civil servant positions, where professional and leadership capabilities are taken into account.

Fewer officers possess public administration qualifications in Romania than in Hungary. Although there are more economists (almost 1/3), and engineers (more than 1/3), while a smaller proportion of people have lawyer qualifications (23%). The intern period for entrant public administrators is long, however, there is no probation period and they have intern programs too. In opposition, in Hungary, there is no probation period for entrants.

Development and training possibilities are similar to the ones in the Hungarian public administration system. They are compulsory and free. The only difference between them is that in Romania this does not happen on a weekly basis, but in blocks and on appointed locations. Usually, they take place on the beach or in the mountains and they can last for more weeks. They also need to apply for these training blocks. The admission fee, accommodation, food and exam fees are granted by the scholarship. Those trainings that last for 8 hours a day and are far from one's home are organized on special locations far from the workplace. As a result, the participants can concentrate, they are not disturbed and they have relaxation possibilities after the training. This method provides a more effective knowledge transfer. Certainly, if they do not show up on the training or fail the exam, they have to pay the costs back.

The termination of the working contract gives security in the Romanian public administration due to stricter regulations, so that fluctuation is much lower than in the Hungarian public administration.

4. Conclusion – Verification of hypotheses, new scientific outcomes and their practical application

I also examined the causal relationship or correlation of my hypotheses. After contrasting the results of the survey with the phrased hypotheses in the dissertation, the following conclusions can be drawn as a summary:

Summary of the 1st part:

In the first part of my dissertation, I proved that for the management of a large-scale change, the selection of a proper senior manager, the manager's commitment, professionalism, inherent leadership competencies, and literacy is necessary. My H/1A hypothesis is partially correct.

During the Antall-era, many organizations changed from one-tiered learning processes to multiple-tiered learning, without this procedure being conscious. Organizational cohesion, the common goal, respect towards each other and the cause at hand, and trust motivates the management of change. For its effective completion, a motivated senior manager is needed, who has the adequate competencies. Thus, *we need to learn from history and adapt the processes that were proven effective*. As a result, my **H1/B hypothesis was verified** concerning personnel and management, so **TRUE**.

We can conclude that *history also serves with great examples from both the personnel's and the management's point of view*. Consequently, we can declare that my **H1 hypothesis** is correct, **TRUE**, because values, laws, political and economic relationships, and network relations change, the past still serves as a great example.

Summary of the 2nd part

As long as leaders are able to quit the routine and hierarchical decisions' spell, decision-making becomes more effective. Moreover, if HR, professional and senior management is able to depart on a common, more rational road, the decision-making process becomes more efficient and effective as well. The work and decision of a manager who has HR knowledge will be more fruitful. My **H2/A hypothesis**, stating that there is a deliberate connection between the managers' effective and efficient work and their HR knowledge was verified, **TRUE**.

Raise loses its motivational effect after some time. Although an effective development process, an internal or external training program, which is important for the individual and the organization as well, facilitates career, interoperability, reduces unemployment and will be successful without a doubt. My H2/B hypothesis about the connection between the manager's HR knowledge and the employees' training and development and about those leaders who have proper human resources qualifications and can effectively coordinate change management is also **correct. It is TRUE**.

My research crashed the perspective, which claims that leadership is an art and you need to be born to become a leader. This has been proved by the results of my study. Today, a successful leader has to prepare for swift changes, and prepare how to react to them. My research and several other case studies prove that managerial and leadership skills can be improved by different trainings and courses. In a crisis caused by the labor force, there is a need to strengthen the corporation' internal organization. The management of generational and cultural differences is inevitable as well. By possessing HR competencies, the manager's strategic thinking will also develop and become more effectual.

The **H2/C hypothesis** detailed in my dissertation, namely the statement about effective leaders, who continuously develop themselves and their managerial skills, is also sound, **TRUE**. This is confirmed by almost 100% of the responses arrived to the questions posed in the survey. Without a continuously developed manager, there is no organizational development nor effective work.

One of my research's practical significance is that the investigation verified the H2 hypothesis, which states that the education of HR competencies would be useful in all fields of vocational and adult training. It would call forth more effective and efficient leadership. **In order to emphasize the importance of HR knowledge, it is key to create a new dimension in mid- and long-term thinking and in making it more effective, both in the private and in the public sector.** My interviews and survey-based research prove that the significance of people has always been important, and it will become even more significant in the future. The role of a highly competent employee is outstandingly important, while change- and crisis management's effectiveness depends on the presence or lack of key individuals.

The role of people weighs more in the 21st century. As a result, the advent of new management approaches supports the tendency claiming that leaders and employees need HR qualifications.

Strategic and HR management has to be balanced, and they need to react to changes with respect to their objectives. The significance of people and the knowledge of – applied at the right place – elevated into a strategical position in today's critical period. With the possession of the proper human resources management competencies, the wide-ranged nature of human resources surfaces.

My H2 hypothesis, according to which, *the education of HR knowledge would be useful in all fields of vocational and adult training and would result in a more effective and efficient leadership practice*, also becomes verified, proves to be TRUE.

Summary of the 3rd part

In many cases, not certain elements answer to the questions, so I looked for connections between them and tried to create new relations. The trainings shown in the following diagram, outstanding HR and leadership competencies contribute to the efficient coordination of public administration, its effectiveness, its individual career and the operation of the good state.

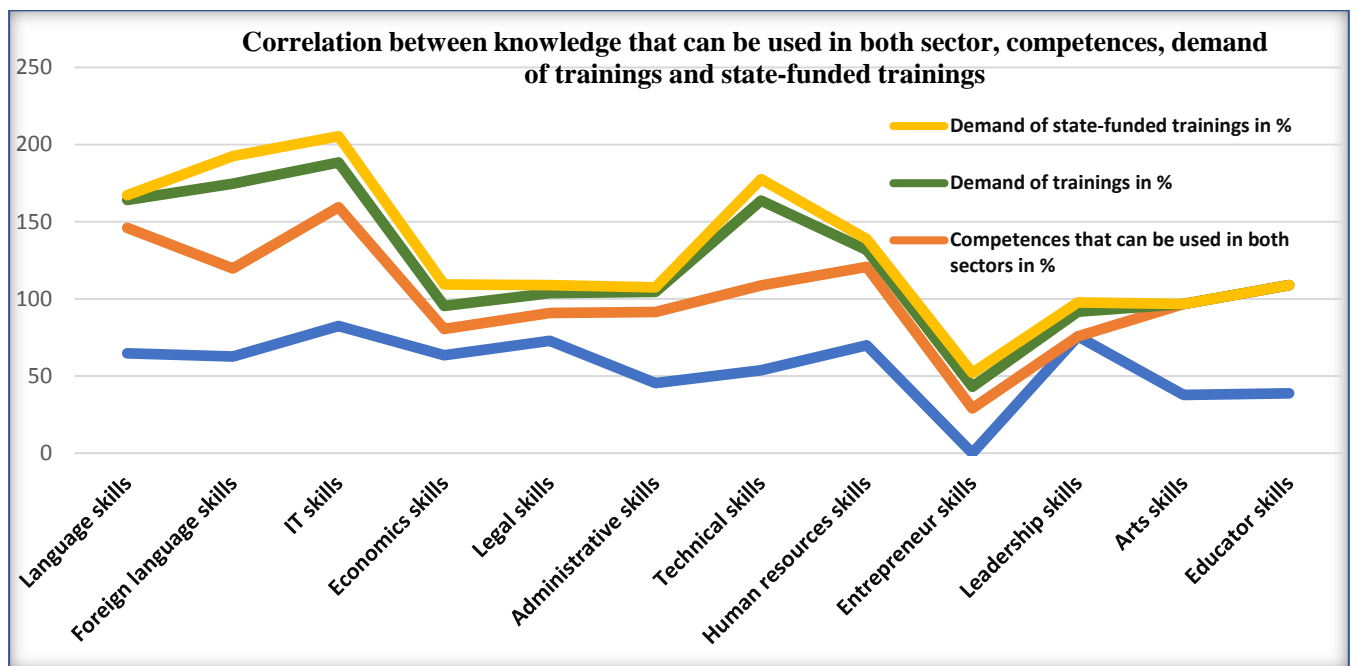


Figure 15. The connection among interoperability, competency and trainings Source: survey

The growth theory of the last century empirically proved that economic growth entails technological development and changes in employment. This is directly proportional to the effective qualification and continuous development. Adult training constantly develops knowledge, professional and other competencies (skills, attitudes, and knowledge), hereby improves the attitude towards work, provides better career opportunities, living conditions and creates opportunities for changing workplace. The answers of the majority of those who filled out the survey also support this argument. Therefore, my **H3/A hypothesis** about whether adult training improves the mobility and career choice opportunities between the public and private sector is confirmed, **TRUE**.

The work and life experience and the willingness for individual development can be connected with multi-tiered education, thus adult training, with the want of knowledge gain and the constant expansion of professional and basic competencies. That is why changing workplace equals with knowledge expansion and thirst for knowledge – in which case re-training and other courses are inevitable and indispensable for effective work. The efficiency of work increases the institutions' and organizations' effectiveness, so it contributes to the country's improvement and augmentation of the GDP. Consequently, my **H3/B hypothesis** examined in the dissertation about whether mobility between private and public spheres, increased by adult training, serves economic, societal, and personal goals, again proves to be **TRUE**.

The results of my research and my empirical analyses support my premise that there is a relation between the development and training of the employed human resources and

management and interoperability. There is a directly proportionate relationship between the trained workforce, who continuously develops themselves and effective interoperability. As a result, my **H3/C hypothesis is confirmed, TRUE.**

There are already several studies proving that by developing the labor force, unemployment decreases. It has been shown in the results of my study, that there is a directly proportionate relationship between trained workforces, who continuously develops themselves, thus always has the adequate qualifications, and unemployment. This is why mobility between the two sectors, facilitated by adult training, decreases unemployment. This way, my **H3/D hypothesis is also TRUE.**

Service or production – on managerial or on any other level– cannot come true without the benefit of human presence. The addition of human value cannot materialize without HR knowledge, psychology, professional and leadership competencies. The education of HR competencies in vocational and adult training provides more opportunities for employees and for the interoperability between the two sectors. As a result, the **H3 has been confirmed, TRUE.**

Summary of the 4th part

Contrasting the number of people working in public administration in the two countries: 8,63% of the Hungarian citizens work in public administration, while in Romania only 6%. Interoperability is low, as salaries are higher than the average revenues in the country. This would serve as a great example for Hungary for increasing the wages in public administration.

My premise, whether foreign practical experience confirms or motivates change is **TRUE**, because in many cases it is similar to HR training (remuneration, pension, career, HR activity). What is a good example from us is a central university, currently the example of the NKE, which can serve as an outstanding example for the Romanian public administration. For us is the professionalism of the selection process and the methods of development and training. In Romania, the application for leadership positions is a lot stricter. For filling a civil servant vacancy, they need to take a competitive exam, which is difficult and happens within the premises of a central examination system, with a central exam commission. The same is true for filling public officer and public-sector employee vacancies, which also result in a quality and more efficient selection process. This can be exemplary for the Hungarian public administration. My **H4 hypothesis** about foreign HR practice, saying that it verifies mutual HR activity in public administration education, while it gives motivation for change concerning training and the selection process, also became **TRUE.**

The conscious and long-lasting development of human resources, including the introduction of HR competencies into vocational and leadership trainings provides a more reliable public administration, which is a prerequisite of a good state. As a result, the organizations and institutions, which comprise of continuously developing civil servants and public sector-employees, will possess such operational competencies that seamlessly vindicate the national interest in a national, regional or global scale. The **H5 hypothesis** that is examined in the dissertation claiming that there is a correlation between the escalation of the role of human resources knowledge and the welfare state is **TRUE**.

I showed that management trainings are accepted, but it can only become more effective if the manager has HR competencies and cooperates with the HR manager and other leaders in the establishment of HR processes and effective operation.

We can conclude that proper knowledge and competency can only be achieved through adequate training, which also results in the growth of effectiveness. The development of public administration becomes more effectual, thus, it gives reliability, quality, flexibility, and pace for the services provided by public administration. The base for all this are the professionals working in that field who work together, their professional argument, then the development of background materials and the rationalization of the existing ones.

The hypotheses proven by me are new in this is that the syllabus of trainings, the introduction of HR knowledge into vocational, adult and management trainings, the cataloging of trainings and their financial support by the state should be much more goal-oriented, because this effectively aids personal development, career building, the effectiveness of leadership, and all levels of public administration. This is how the effectiveness of change management and interoperability between the private and public sectors can be raised.

5. New scientific outcomes

My research that I conducted in 201-2017 verified my hypotheses and my dissertation brought new results.

My new output regarding the analysis of the **Antall-era** in personnel issues is that I edited and analyzed the interviews and the survey from an HR point of view, according to HR processes and HR functions. I handled the selection of senior managers, the personal competencies of human resources and the problems and successes of senior management during the Antall government as a top priority.

The education of HR knowledge in vocational and adult training showed a necessity for the expansion of HR education into vocational and adult training, higher and university education. I proved that the introduction of managers' HR knowledge into managerial courses would result

in a more effective leadership. The competencies of HR knowledge, processes and functions would create effective public administration, which is the basis for a good state.

Interoperability between private and public spheres; the new scientific output is that with my study I could unearth those competencies and factors affecting mobility, that were not examined before or not on this scale. I gave information about the demand for vocational and adult training and the planning of lifelong learning concerning interoperability.

6. Practical application of research outcomes

In public administration;

- In the reformation of public administration and the planning of change management,
- In the planning of the long-term public administration training program,
- When determining the training program of public sector-employees,
- When financing education and the effective management of public funds.

In education;

- In the mid- and long-term planning of vocational training; when establishing the training program in the public and private sector, in case of the development of the curriculum, and when setting up exam requirements,
- In adult training, adult education, in the development of the school system, in the development of education outside apart from the improvement of the school system.
- **When reforming the educational system of;**
- **In the HR processes of public administration institutes and organizations;** when developing employees, establishing training programs, selecting managers, facilitating the more effective cooperation among leaders, and when creating personal developments and career paths.

7. The research's further consideration, suggestions

Taking the current results into consideration, I see the continuation of the research justified under the following conditions.

The primary scope of the future examination is that the validity circle has to be expanded, as there can be demonstrable differences among Central- and Western-, and Eastern-Hungarian regions.

The second viewpoint is thematic, inasmuch as it concerns the segmentation of the population used in this research. The segmentation can be executed by considering unemployed people, who pursued white-collar or administrative jobs.

8. Curriculum Vitae: Csilla Megyesi

Graduated from the Civil Engineering Faculty of Traian Vuia Polytechnical Institute of Timișoara in 1984 as a civil engineer, and received a degree as a teacher of engineering at the Faculty of Nature and Social Sciences of Science University of Timisoara. Both degrees were naturalized at The Budapest University of Technology and Economics in 1993. Received an educational IT specialist qualification at Soter-Line Education Center at Budapest in 1998, and in 2006 she got a degree as leader of public education and specialized educationist at the Faculty of Economy and Social Sciences at the Budapest University of Technology and Economics. She received a master educationist degree in 2015.

Post-gradual degrees: “Teaching of Entrepreneurship in Specialized Education” qualification at the Teacher’s Training Faculty of Kálmán Kandó High School of Polytechnics; leading auditor qualification in 2010. Attended a training of management and leadership skills at the Teacher’s Training High School of Bern in Switzerland in 2003.

She has got advanced language knowledge in Romanian, speaks Russian and German at an intermediate level, speaks English and possesses passive language skills in Italian and Spanish.

She started her career as a designing engineer at the UNIO Machinery Company at Satu Mare, and then taught mathematics and physics at the Ferenc Mező Primary School at Budapest.

She was a teaching engineer and a teacher of professional informatics at the Frigyes Schulek Bilingual Vocational High School of Architecture and at the Miklós Ybl Vocational High School of Architecture, where she trained architect technicians, and later she became deputy manager of the TISZK of Construction Industry.

She is an expert in vocational- and adult education, in areas of research, organizational development, public education, pedagogics and in various project managements with 29 years of experience.

She is a consultant in the faculties of architecture and construction industry at the Advisory Institute of Pedagogics and Career of Budapest, and had the same position at the Institute of Educational Research and Development.

She is a regular exam president at advanced level graduations and vocational (architecture and pedagogics) exams; professional consultant at architectural groups at the commission of National Office of Vocational Education and Training and Adult Learning (NGM and ITM) and the Hungarian Chamber of Commerce and Industry. She has done and constantly does pedagogic evaluation, institutional evaluation, as well as audition and professional consulting at education-administration and practical locations by the commissions of the Office of Education (EMMI), the National Office of Vocational Education and Training and Adult Learning (NGM and ITM), and the Hungarian Chamber of Commerce and Industry.

She was project leader, project manager at various professional European Union projects (TÁMOP, KMOP) for many years, in the areas of organization development, methodological and professional development of educationists, curricular development, infrastructural development of vocational- and adult education, building of vocational training centre and acquisition of necessary instruments, development of the quality and content of vocational education. She has led vocational groups and proofread vocational books during the adaptation of the methodological guide for the shared contents of national frame curriculum of secondary- and vocational schools, and during the publication of educational manuals, vocational Literature.

In parallel with her educational activities she also became engaged in the sphere of culture. She has gained experience during her work in institutions dealing with Hungarian nationality and history. She was a secretary general of Global Alliance of Hungarians; she was the head of office at the Foundation of Research of Middle- and East European History and Society; foreign affairs rapporteur at the Institute of 20th Century, and financial officer at the Committee of National Piety. She has performed academic secretary duties besides the academic vice rector of the National University of Public Service.

At these places she has got to know and developed prefectural and HR activities.

At present she is the Head of Department and Principal Executive at VERITAS History Research Institute and master-researcher teacher at Budapest Komplex Vocational Center.

Her spheres of research are leadership skills, HR learning, vocational- and adult education. In these areas she issued several publications, and held a number of academic presentations at professional conferences. Her topics are: HR management, leadership, vocational- and adult training, development of education, tuitionary administration, professional trainings linked to adult education on the labor market, employment-subservicing trainings, problem-exploration, renoveling vocational- and adult training activities. She does research and supervision on vocational and exam requirements, fulfilment of vocational frame curriculum, career guidance systems and the complex vocational exam. She has regularly done professional and methodological development, and was

responsible for adult-training and linked development tasks, as well as analytical and evaluating duties.

She has been involved in vocational- and adult training since 1993, and since 2006 she has been doing human resources management, alongside of dealing with leadership skills as a practical expert during her work on everyday level.

She has started doctoral training in 2013 at the Doctoral School of Public Administration Sciences at the Political Sciences and Public Administration Faculty of National University of Public Services. Her sphere of research is exploring the possibilities of introducing human resource-management in the system of vocational- and adult education.

9. the topic of the dissertation published in Hungarian and foreign language publications

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A szocialista időszak káderei

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