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Doctoral School of Economic and Regional Sciences

Characteristics of organizational training in the light of empirical studies
Thesis of the Doctoral (PhD) Dissertation

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1. BACKGROUND OF THE RESEARCH, OBJECTIVES

In terms of economic development, Nobel laureate SCHULTZ (1993) emphasizes the importance of human capital and the knowledge embodied in it. In his view, investments in human capital have a better growth potential than physical capital investments, since investing in the training and development of the employees improves their ability to work and add value. „Due to unpredictability, real knowledge that can ensure competitive advantage and sharing it in a rapidly changing environment is becoming one of the most important organizational potentials as it increases adaptability” (POÓR 2013 p. 138.).

Human resources are distinguished by a high degree of duality: on the one hand, their performance contributes to the accomplishment of organizational targets, but they also represent cost to the organization (CHIKÁN 2006).

KOTLER and CASLIONE (2011 p. 67.) link the strict requirements imposed by the stock market with human knowledge as an economic factor when they state that companies that “do not understand the value of training and development will ultimately carve down from shareholder values”.

My choice of topic is justified by my professional interest, my educational-trainer activities, as the area of human capital, including training and development practices in businesses, has been a part of my professional life for twenty years and has become the focus of it.

The current labour market climate, whose challenge of attracting, acquiring, and retaining suitably trained workforce with the appropriate attitude has been felt for years, firmly supports the timeliness of my topic and research.

My professional interest in the area of education, training and development has provided me with the ability to obtain expertise in organizational business life in addition to intermediate-level and university-level trainings over the past nearly two decades. As a result of all of this, I was able to perceive, among other things, the diversity inherent in the differences of applying each training method and the experiences which I incorporate into the content elements of my doctoral dissertation. I established five research objectives and eight associated research questions as the main concept for my dissertation. I attempted to adapt interpretative (understanding, exploratory) organizational research while ignoring control and confirmatory research directions. Among the methodological tools of organizational and management research, there is a broadly accepted trend developed by members of Cranet (Cranfield Network) Human Resource Management research network which I also follow. As a result, the aim of my study was to investigate and comprehend the features of corporate training and development processes. Several research questions were proposed in relation to the research objectives. The explanation for the multiplicity is the material and conceptual isolation of the variables, which is also consistent with the operating theory of the organizational (corporate) training programs.

- O1: Explore the similarities and differences of the training system in the public and private sector.
 - Q1: How does the different organizational culture of the private and public sectors affect the application of each training type (conference, team building programmes, language training, etc.)?
 - Q2: What effect does the sector classification of the examined organisations have on the number of training days (per job group), the purpose and action to prepare a training schedule, implementation plans, the employment rate of external / internal trainers, the expense of annual training / development as of wage costs, the nature of assessment, performance evaluation, and the special features of knowledge utilisation?
- O2: Analyse the training and development system of profit-oriented organizations with different numbers of employees (small, medium-sized and large companies).
 - Q3: How does the number of employees influence the planning, implementation and evaluation practices of training and development programmes in for-profit organizations?
- O3: Analyse the impact of human resource management practice on the training and development system.
 - Q4: How can the impact of the influencing factors related to the role of human management in the organization on the training and development system be identified?
 - Q5: How does the existence of a quality assurance system in the field of development have an impact on the nature of planning and evaluation?
 - Q6: How does the employment rate of workers under the age of 25 influence planning practices, the number of training days in each job group, and the financial resources spent on training as a proportion of annual labour costs?
- O4: Examine the preferences of responding organizations in terms of the use of human service (external) activities.
 - Q7: What are the needs of the customer group regarding the parameters of HR consulting companies, the information content of their training documentation, and how are they informed about the training and development market?
- O5: Examine the training and development characteristics of domestic organizations in the light of international trends, based on the Cranet survey.
 - Q8: What similarities and differences can be observed between Anglo-Saxon, Western European, Central and Eastern European and Hungarian organizations in terms of training planning, needs assessment, training days and evaluation?

2. MATERIAL AND METHOD

In the data collection, respondents from independent businesses and organizations based in Hungary made up the sample. The HR department's head or employee, or, failing that, the number one leader or nearest employee, offered the majority of the feedback.

The method of sampling used in the research technique is known as expert or access-based sampling, because it is not a random sample (SZOKOLSZKY 2004).

With the support of the Budapest Chamber of Commerce and Industry, the National Human Management Association (OHE), and the National Association of Human Professionals (HSZOSZ); the Management and HR Research Centre issued a call to those concerned. Aside from technical cooperation and assistance, the questionnaire is believed to have reached almost 5,000 organisations.

It was an essential objective that the respondents should mostly be people (employees) who are familiar with the subject and can provide meaningful, appropriate responses.

As a result, in my research I examine training and development practices embedded in the specific environmental and organizational context starting from the approach of comparative HR research, in accordance with the contextual research paradigm,

I often use more powerful statistical tools to confirm the correlations. For the first time in 2016, empirical data was gathered using a questionnaire method, and then the data was collected again in 2019. The issue of „External and internal educators and trainers” application procedure, as well as the selection of external consultancy firms, was aroused at my initiative.

The questionnaire used in the survey covered the following seven main topics:

- Planning and conducting trainings
- Approval of trainings
- Educators and trainers, external and internal (2019)
- Implementation of trainings
- Evaluation of trainings
- Selection of external consulting firms
- Responding organizations and persons / basic data

The data was processed and analysed by Microsoft Office Excel and IBM SPSS programmes. Regarding the applicable statistical analysis methods, I primarily examined the type of variables.

3. RESULTS AND DISCUSSION

Due to the nature of the variables in the study, I used the Chi square test to see if differences might be captured between the public and private sector training methods. The following results can be drawn from the summation of the two observed periods. Conferences, workshops and lectures, according to the descriptive indicators, are more common forms of preparation for the public sector (83.9%) than for the private sector (76,9%) while on the basis of the Chi square test ($\text{Chi}^2=3.431$; $\text{df}=1$; $p>0.05$) it cannot be statistically proven that this type of training is typically used by the public or private sector. In the case of non-qualifying professional courses, the statistical test showed a significant ($\text{Chi}^2 = 3.821$; $\text{df} = 1$; $p < 0.05$) difference. This type of training was mentioned to a greater extent by public sector organizations. Team building trainings appear higher in the private sector by 87.7%, while in the public sector by 69.0%. Based on the significance level of the Chi square test ($\text{Chi}^2 = 29.181$; $\text{df} = 1$; $p < 0.01$) and the residual values, it can be stated that the private sector trains its employees more typically through team-building training programmes than public sector organizations. There is also a characteristic difference in the case of language courses ($\text{Chi}^2 = 20.496$; $\text{df} = 1$; $p < 0.01$). While language training was marked by 55% of private sector organizations, this proportion was 34% in the public sector. Training providing vocational certificate can be considered a less popular type in both sectors ($\text{Chi}^2=0.332$; $\text{df}=1$; $p>0.05$). 22.5% of private sector organizations and 20.3% of public sector organizations indicated this type of training. The organization of ICT courses is typical of barely a third of the surveyed organizations. In the private sector, the rate is 31%, and in the public sector it is 37%, respectively. We cannot find a significant difference between the two sectors ($\text{Chi}^2 = 2.119$; $\text{df} = 1$; $p > 0.05$) Self-knowledge, ability / competence development training appears in a higher proportion (63%) in the case of the private sector than in the public sector (53%). The sectoral difference can be considered significant for this type of development ($\text{Chi}^2 = 4.613$; $\text{df} = 1$; $p < 0.05$). Vocational training courses that do not provide a state qualification were marked by 13% of private sector organizations, while in the public sector this proportion was 31%, respectively. Due to this discrepancy, the difference between the two sectors can be considered significant ($\text{Chi}^2 = 20.865$; $\text{df} = 1$; $p < 0.01$). Although work-related learning process in the workplace was mentioned in a high proportion by both sectors, descriptive statistics suggest a difference between the two sectors. Based on the Chi square test ($\text{Chi}^2 = 18.180$; $\text{df} = 1$; $p < 0.01$) the difference can be statistically confirmed. Official trainings appear more often in public sector organizations (45%), as in the competitive sector this proportion is 35%. The statistical test confirms that official trainings are present in a higher proportion in public sector organizations ($\text{Chi}^2 = 4.050$; $\text{df} = 1$; $p < 0.05$).

Table 1 Applied training solutions in the private and in the public sector

		2016		2019		TOTAL	
		private sector	public sector	private sector	public sector	private sector	public sector
Conference, workshop, lecture	N	208	82	138	53	346	135
	%	75%	82%	78%	87%	77%	84%
Non - qualifying professional course	N	171	71	120	43	291	114
	%	62%	71%	67%	71%	67%	76%
Teambuilding training	N	246	64	154	45	400	109
	%	89%	64%	87%	74%	88%	69%
Language course	N	154	38	93	15	247	53
	%	55%	38%	52%	25%	55%	34%
Training with vocational certificate	N	50	17	47	14	97	31
	%	18%	17%	26%	23%	23%	20%
Computer (ICT) course	N	76	36	54	19	130	55
	%	27%	36%	30%	31%	31%	38%
Self-knowledge, ability, competence development training	N	162	43	112	35	274	78
	%	58%	43%	63%	57%	63%	53%
Vocational training course without a state qualification	N	26	23	30	20	56	43
	%	9%	23%	17%	33%	14%	31%
Work-related learning process in the workplace	N	251	76	160	48	411	124
	%	90%	76%	90%	79%	91%	78%
Official training	N	77	35	70	29	147	64
	%	28%	35%	39%	48%	36%	45%

Source: author's own research

Based on Figure 1, we can make the trend-like statement that employees in higher-level positions receive more training days in a hierarchical context. Although there is no discernible gap between training days for supervisors, clerical employees, and clerical / administrative personnel, manual workers in the private sector undergo one day more training than people in the public sector on average. Based on the results of the statistical tests, we can say that in the case of managers ($t = 0.091$; $df = 584$; $p > 0.05$), intellectual employees ($t = 0.053$; $df = 580$; $p > 0.05$) and clerical / administrative workers ($t = 0.240$; $df = 573$; $p > 0.05$) no significant difference was found between the category averages, while in the case of manual workers ($t = 3,417$; $df = 500$; $p < 0.01$) the number of training days differs.

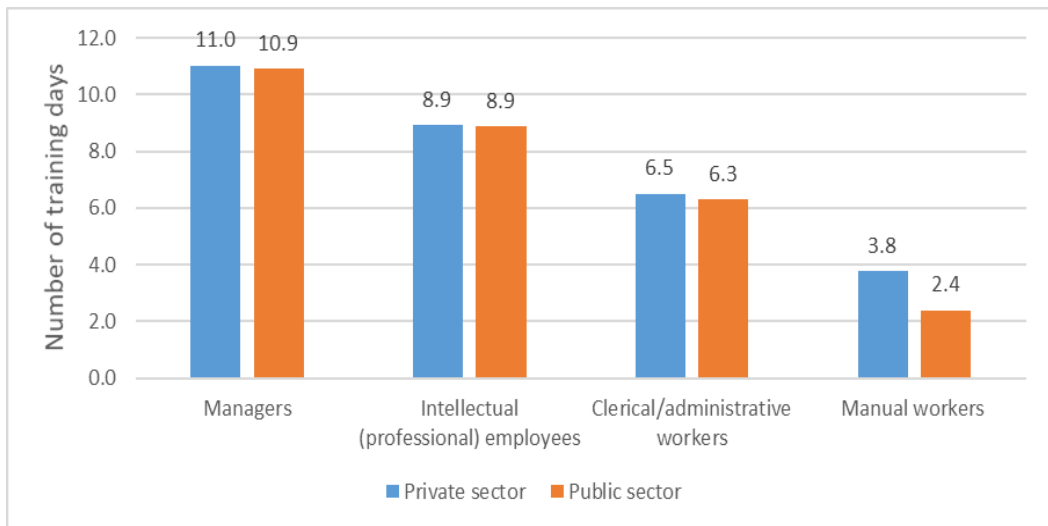


Figure 1 Number of training days per job group depending on the sector
Source: author's own research

According to the data of Table 2, the private sector has a proportion of respondents who prepare a training plan of 66 percent, while the public sector has a proportion of respondents who prepare a training plan of 87 percent. In conclusion, the public sector has a larger percentage of organisations with a training programme. The residual values as well as the results of the Chi square test confirm this ($\chi^2=22.932$; $df=1$; $p<0.01$).

Table 2 Proportion of those preparing a training plan in the private sector and the public sector

			Is there a training plan developed for your organisation?		Total
			Yes	No	
Sector	private sector	N	257	132	389
		%	66.1%	33.9%	100.0%
		AR	-4.8	4.8	
	public sector	N	127	19	146
		%	87.0%	13.0%	100.0%
		AR	4.8	-4.8	
Total		N	384	151	535
		%	71.8%	28.2%	100.0%

Source: author's own research

Table 3 shows the percentage of responding organisations that use and do not use any kind of assessment methodology in the private and public sectors, respectively. We can infer that there is no substantial difference between the two sectors in terms of carrying out the assessment based on the Chi square test ($\chi^2 = 1.717$; $df = 1$; $p > 0.05$). 61 percent of private-sector respondents and 54 percent

of public-sector respondents said they carry out evaluations after the training programmes.

Table 3 Frequency of evaluations in both sectors

			Is there an assessment on the efficiency of your training programmes for your organisation?		Total
			Yes	No	
sector	private sector	N	253	162	415
		%	61.0%	39.0%	100.0%
		Res.	.4	-.5	
	public sector	N	68	57	125
		%	54.4%	45.6%	100.0%
		Res.	-.7	.9	

Source: author's own research

While analysing the results (see Table 4), it can be stated that lack of assessment can be traced back to corporate culture in most of the cases. A larger percentage of the organizations surveyed said that they simply "do not" assess the efficacy and quality of training programmes. More than half of the organisations listed are in either the private or the public sectors mentioned that “there is no appropriate methodology” and “that there is no time for it”. A significant difference in value can be assumed in the justification attributable to financial resources. While only 29% of private sector organizations indicated that “there is no money for it”, in the public sector this proportion was 47% ($\text{Chi}^2 = 20.735$; $\text{df} = 1$; $p < 0.01$).

Table 4 Reasons for lack of assessment in both sectors

		Typical	Not typical	
Lack of proper methodology	Private sector	%	60.10%	39.90%
		AR	-1.5	1.5
	Public sector	%	68.30%	31.70%
		AR	1.5	-1.5
Not typical of organisational culture (simply we do not do it)	Private sector	%	69.00%	31.00%
		AR	-2.1	2.1
	Public sector	%	79.20%	20.80%
		AR	2.1	-2.1
Not necessary	Private sector	%	37.50%	62.50%
		AR	0.4	-0.4
	Public sector	%	35.60%	64.40%
		AR	-0.4	0.4
Lack of time	Private sector	%	58.90%	41.10%
		AR	-0.6	0.6
	Public sector	%	62.00%	38.00%
		AR	0.6	-0.6
Lack of money	Private sector	%	29.20%	70.80%
		AR	-4.6	4.6
	Public sector	%	52.50%	47.50%
		AR	4.6	-4.6
More curses than blessings	Private sector	%	32.60%	67.40%
		AR	1.4	-1.4
	Public sector	%	24.70%	75.30%
		AR	-1.4	1.4
Lack of adequate professionals	Private sector	%	44.20%	55.80%
		AR	-1.4	1.4
	Public sector	%	51.80%	48.20%
		AR	1.4	-1.4

Source: author's own research

In the case of medium-sized and large enterprises (see Table 5), it can be stated that three-quarters of the medium-sized enterprises (73.6%) and a significant majority of large enterprises (95.1%) included in the respondents prepare a training plan. 63% of small businesses surveyed do not engage in training planning. The Chi square test associated with cross-tabulation analysis indicates a significant relationship between planning and organizational size ($\chi^2 = 104.949$; $df = 2$; $p < 0.01$). It can be stated that organizations with a larger number of employees are more systematic in the operation of training systems.

Table 5 Frequency of preparing a training plan based on organisational size

			Size			Total
			Below 50	50-249	250 and above	
Is there a training plan for your organisation?	Yes	N	55	78	116	249
		%	36.9%	73.6%	95.1%	66,0%
		AR	-9.7	1.9	8.2	
	No	N	94	28	6	128
		%	63.1%	26.4%	4.9%	34,0%
		AR	9.7	-1.9	-8.2	
Total		N	149	106	122	377
		%	100,0%	100,0%	100,0%	100,0%

Source: author’s own research

Small businesses generate a similar proportion of personnel development plans as training plans (see Table 6), but medium and large businesses still carry out a smaller proportion of personnel development processes for staff than training planning.

Table 6 Frequency of preparing a personnel development plan based on organisational size

			Size			Total
			Below 50	50-249	250 and above	
Is there a personnel development plan for your organisation?	Yes	N	56	57	110	223
		%	37.3%	56.4%	82.1%	57.9%
		AR	-6.5	-0.4	7.0	
	No	N	94	44	24	162
		%	62.7%	43.6%	17.9%	42.1%
		AR	6.5	0.4	-7.0	
Total		N	150	101	134	385
		%	100,0%	100,0%	100,0%	100,0%

Source: author’s own research

Compared to 69 percent of medium-sized businesses and 84 percent of businesses with 250 or more employees, less than half of businesses with fewer than 50 employees do not conduct a needs assessment (Table 7). Depending on organizational size, a statistically significant difference may be inferred ($\chi^2=47.212$; $df=2$; $p<0.01$).

Table 7 Frequency of training and development needs assessment based on organisational size

			Size			Total
			Below 50	50-249	250 and above	
Is there a needs assessment on personnel training and development for your organisation?	Yes	N	79	76	125	280
		%	47.9%	69.1%	84.5%	66,2%
		AR	-6.4	.7	5.8	
	No	N	86	34	23	143
		%	52.1%	30.9%	15.5%	33,8%
		AR	6.4	-.7	-5.8	
Total		N	165	110	148	423
		%	100,0%	100.0%	100.0%	100.0%

Source: author's own research

In the area of trainings, less than a third of small businesses had a quality assurance system in operation. Quality management is used by 51 percent of businesses with 50 to 249 employees, compared to 62 percent of large businesses (Table 8). The Chi square test reveals that there is a significant difference between size categories ($\chi^2=25.702$; $df=2$; $p0.01$).

Table 8 Operation of a quality assurance system based on organisational size

			Size			Total
			Below 50	50-249	250 and above	
Is there a quality assurance system for developing personnel in your organisation?	Yes	N	46	46	66	158
		%	31.1%	51.7%	62.3%	46,1%
		AR	-4.8	1.2	4.0	
	No	N	102	43	40	185
		%	68.9%	48.3%	37.7%	53,9%
		AR	4.8	-1.2	-4.0	
Total		N	148	89	106	343
		%	100,0%	100.0%	100.0%	100.0%

Source: author's own research

The findings (Table 9) support the tendency that larger organizations are more characterised by strategic program planning. According to the data, 82.4 percent of large businesses assess their training/education programmes, compared to 65.3 percent for medium-sized businesses and 39 percent for small businesses ($\chi^2=60.458$; $df=2$; $p0.01$).

Table 9 Examination of the efficiency of training and development programmes based on organisational size

			Size			Total
			Below 50	50-249	250 and above	
Is there a training efficiency assessment for your organisation?	Yes	N	62	66	117	245
		%	39.0%	65.3%	82.4%	60,9%
		AR	-7.3	1.0	6.5	
	No	N	97	35	25	157
		%	61.0%	34.7%	17.6%	39,1%
		AR	7.3	-1.0	-6.5	
Total		N	159	101	142	402
		%	100,0%	100.0%	100.0%	100.0%

Source: author's own research

According to the data (Table 10), 76 percent of companies where the HR officer/manager is a member of the board of directors or equivalent senior management body perform a training and development needs assessment, compared to only 54 percent of organizations where HR is not a member. A correlation between the variables is also shown by the Chi square test result ($\chi^2=35.116$; $df=1$; $p<0.01$).

Table 10 Assessment of training needs based on HR function

			Is there a needs assessment for the training and development of employees in your organization?	
			Yes	No
Is the HR officer/manager in your organization a member of the board of directors or an equivalent senior management body?	Yes	N	247	76
		%	76.5%	23.5%
		AR	5.9	-5.9
	No	N	170	144
		%	54.1%	45.9%
		AR	-5.9	5.9

Source: author's own research

In organisations where the HR officer/manager is a member of the board of directors or an equivalent body in senior management, 82% prepare a training plan while 61% of organisations where HR is not a member carry out training-related planning (Table 11). The residuals also suggest significant relationships, as confirmed by the Chi square test ($\chi^2=28.470$; $df=1$; $p<0.01$).

Table 11 Preparation of a training plan based on HR function

			Is there a training plan prepared for your organisation?	
			Yes	No
Is the HR officer/manager in your organization a member of the board of directors or an equivalent senior management body?	Yes	N	223	49
		%	82.0%	18.0%
		AR	5.3	-5.3
	No	N	161	102
		%	61.2%	38.8%
		AR	-5.3	5.3

Source: author's own research

As expected, organizations where the HR officer/manager is a member of the board of directors, or a related senior management body are more likely to have a personnel development strategy (Chi2=40.013; df=1; p0.01) than organizations where HR is not a part (Chi2=40.013; df=1; p0.01).

Table 12 Preparation of a development plan based on HR function

			Is there a personnel development plan prepared for your organisation?		Total
			Yes	No	
Is the HR officer/manager in your organization a member of the board of directors or an equivalent senior management body?	Yes	N	211	95	306
		%	69.0%	31.0%	100.0%
		AR	6.3	-6.3	
	No	N	117	156	273
		%	42.9%	57.1%	100.0%
		AR	-6.3	6.3	
Total	N	328	251	579	
	%	56.6%	43.4%	100.0%	

Source: author's own research

74% of organizations assess training programmes where the HR officer / manager is a member of the board of directors or an equivalent senior management body. In organizations where HR does not play a senior management role, only 43% conduct a study related to the effectiveness and efficiency of programmes (Table 13). In this case, too, the effect of the role played in the hierarchy on the evaluation can be demonstrated (Chi2 = 58.814; df = 1; p <0.01).

Table 13 Examination of training efficiency based on HR function

			Is there an assessment on training efficiency prepared for your organisation?	
			Yes	No
Is the HR officer/manager in your organization a member of the board of directors or an equivalent senior management body?	Yes	N	229	80
		%	74.1%	25.9%
		AR	7.7	-7.7
	No	N	122	161
		%	43.1%	56.9%
		AR	-7.7	7.7

Source: author's own research

Where the proportion of employees under 25 is up to 10%, 62% of organisations prepare a training plan. For respondents where the proportion of young workers is between 10% and 50%, 76% of organisations prepare a training plan. The results also show that, for the sample, as the employment rate of workers under 25 years of age increased, the proportion of organisations preparing a training plan did not increase (Table 14). It is important to note that organisations with a proportion of employees under 25 of between 51% and 100% were included in the sample with a much lower number of items. The Chi square test for cross tabulation analysis showed a significant difference in the distributions (Chi2=10.707; df=2; p<0.05).

Table 14 Preparation of a training plan as of employees under 25

			Is there a training plan prepared for your organisation?		Total	
			Yes	No		
Proportion of employees under 25	0-10%	N	162	99	261	
		%	62.1%	37.9%	100.0%	
		AR	-3.2	3.2		
	11-50%	N	174	56	230	
		%	75.7%	24.3%	100.0%	
		AR	3.0	-3.0		
	51-100%	N	40	16	56	
		%	71.4%	28.6%	100.0%	
		AR	.5	-.5		
Total			N	376	171	547
			%	68,7%	31.3%	100.0%

Source: author's own research

Table 15 shows that organisations with a lower proportion of employees under 25 years of age also have a lower proportion of personal development plans. The Chi square test for cross-tabulation analysis suggests a difference in distributions (Chi2=13.352; df=2; p<0.01). In this case, we can also assume that there is a

correlation between the employment rate of workers under 25 and the preparation of personnel development plans.

Table 15 Preparation of a development plan as of employees under 25

			Is there a personnel development plan prepared for your organisation?		Total
			Yes	No	
Proportion of employees under 25	0-10%	N	129	140	269
		%	48.0%	52.0%	100.0%
		AR	-3.5	3.5	
	11-50%	N	139	86	225
		%	61.8%	38.2%	100.0%
		AR	2.4	-2.4	
	51-100%	N	35	16	51
		%	68.6%	31.4%	100.0%
		AR	2.0	-2.0	
Total		N	303	242	545
		%	55.6%	44.4%	100.0%

Source: author's own research

Figure 2 shows that as the percentage of young people increases, the surveyed companies invest proportionally more in training and development programmes. For the purposes of data analysis, I would like to point out that there are only 14 organisations with a proportion of workers under the age of 25 between 51 and 100 percent, opposed to 0-10 percent (104) and 11-50 percent (85). A meaningful comparison can be made in the organizations where the proportion of young employees is 0-10% as well as 11-50%. In this case, too, there is a tendency for organizations that employ a higher proportion of workers under the age of 25 to spend almost twice as much on implementing training and development programmes ($F=28.411$; $df=2$; $p<0.01$).

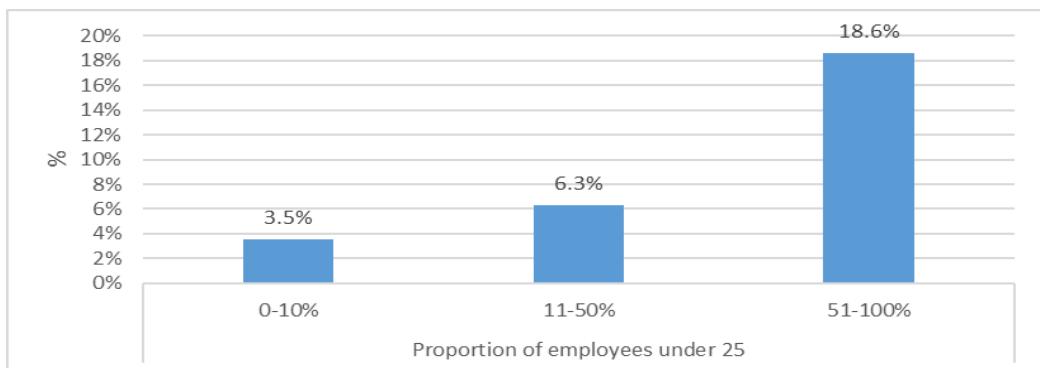


Figure 2 Percentage of financial resources spent on training as a proportion of labour costs

Source: author's own research

In my dissertation, I analysed the selection criteria of companies that provide training and development services using factor analysis. I investigated whether a latent variable structure could be detected beyond the perception of each aspect. The analysis was conducted using principal component method and varimax rotation. The Kaiser criterion was used to determine the factor counts. 15 variables were included in the final model. In addition, the best interpretable factor structure was obtained under this condition system. In total, the variables were grouped into four factors. ***This also means that the service selection criteria of the surveyed organisations can be interpreted along 4 dimensions.***

For the first factor, variables related to the service provider's network, size, official licence, international certification and references were added. These can be interpreted as formal parameters of "training" companies.

Factor 2 includes factors related to the characteristics and value for money of the training and development service. These are payment conditions, price level, outsourcing, complexity of the service and time limit. Factor 3 describes the extent to which the customer is influenced by the geographical location and residence of the company when choosing a service. Factor 4 can be interpreted as a "relationship" variable. It shows how important previous experience and the quality of the working relationships already established with the service provider are for the organisations surveyed.

4. CONCLUSIONS AND RECOMMENDATIONS

Respondents in the private sector are most likely to use team-building trainings to promote team cohesion, as well as international language courses, self-awareness, skills and competence training. They have also reported to pay more attention to train newcomers. A greater proportion of professional courses and vocational courses without state certificates, and official trainings are organized by public sector organizations in a higher proportion.

Differences in skill requirements between industries can clarify this disparity. The differences in the teaching approaches used mean that a greater focus is placed on so-called "softer" skills (e.g.: communication, interpersonal or conceptual) than in the public sector. At the same time, the public sector is putting more emphasis on the professional competences related to the jobs and tasks to be performed.

The difference can also be explained by different cultural traits, but it is important to note that we cannot speak of a standardised organisational culture in the public sectors, as subcultural influences can lead to different patterns of organisational culture within sectors. Various professional courses and official trainings, which are often required to comply with legal requirements, can be better incorporated into the educational systems of bureaucratic, hierarchical organizations. This statement can be paralleled with the features of the role culture, stressing the relevance of the job role and the way it operates by rules and regulations.

In my research, I looked for an answer to the question of what differences exist in the training organisation experience of companies in the private and public sectors. The findings revealed that the number of training days per job category in the private and public sectors is almost equal. Only in the case of manual jobs was I able to demonstrate a statistically verifiable distinction. This peculiarity can be traced back to the different work systems of the two sectors. ***In the case of manufacturing, production and service providing enterprises, more attention is paid on workers in manual jobs, as the tasks associated with these jobs are closely linked to the primary activity of the enterprise and can be considered a quasi-strategic area.*** In the public sector, manual jobs are mainly related to operations and facilities management. I would like to point out that fewer training days in the public sector should not necessarily be the standard, as competence expectations may vary in specific fields. Meeting new knowledge and skill needs can be important.

The results suggest a significant difference in training plans between the private and public sectors. While 87% of public sector organisations produce a training plan, the figure for the private sector is 66%. We can conclude that public sector organisations are more aware and more compliant in this area of the operation of training systems.

In contrast to training plans, we find different results for personal development plans for employees. In contrast to the former, 58% of private sector respondents

prepare a development plan. In the public sector, this proportion is only 50%. No significant difference between the two sectors could be found, but in the public sector it is indicative that only half of the respondents make personal development plans for their employees. It can be concluded that respondents in the public sector are more conscious of preparing organisation-wide training plans, while less emphasis is placed on personal development of employees.

In connection with the evaluation of the training and development programmes, the following observations can be made. The Chi square test did not show any statistically verifiable difference between the two sectors. 61% of private sector respondents and 54% of public sector organisations carry out assessment on the training/education programmes. In this context, I also investigated the reasons for lack of assessment. For both sectors, more than half of the organisations mentioned "not having the right methodology" and "not having the time". I was able to identify a statistically justifiable difference in the reasons attributable to financial resources. While only 29% of private sector organisations indicated that they "do not have the money", the figure for the public sector was 47%, respectively.

The higher level of human resource management practices is also supported by the fact that almost half of small enterprises assess their training and development needs, compared to 69% of medium-sized enterprises and 84% of enterprises with more than 250 employees. The programme design resulting from the needs assessment fits in with this trend. 37% of small enterprises prepare a training plan.

It can be seen that small enterprises are more likely to carry out a needs assessment, but less likely to translate their needs into a plan. In the case of medium and large enterprises, three quarters (73.6%) of the medium-sized enterprises and a large majority (95.1%) of the large enterprises surveyed produce a training plan. ***A comparison of the results suggests that among medium-sized and large enterprises there are also organisations that design training programmes without systematic needs assessments.***

31% of small enterprises have a quality assurance system for training and development. 51% of enterprises with between 50 and 250 employees have a quality control system compared with 62% of large enterprises. Based on the Chi square test, we can hypothesise the impact of the number of employees on the quality system.

82.4% of organisations with more than 250 employees carry out a systematic evaluation following the implementation of training and development programmes. The rate is 65.3% for medium-sized enterprises, while 39% of small enterprises evaluate the effectiveness and efficiency of programmes. The Chi square test showed a significant difference in the distributions. ***The size of the organisation influences whether or not a systematic assessment is carried out. Organisations with higher employment levels are more likely to evaluate the effectiveness and efficiency of programmes.***

My research also showed that organisations, where the HR officer/manager is a member of the board of directors or an equivalent decision-making body, are more likely to produce training and personal development plans for employees.

I analysed the relationship between the place and role of HR and the assessment of training and development needs. In organisations where the HR officer/manager is a member of the board or an equivalent senior management body, three quarters of organisations carry out a training and development needs assessment, while in those where HR is not a member, only 54% carry out a needs assessment. The Chi square test indicated a significant difference in the distributions. It can be concluded that ***the role of HR in the hierarchy is related to whether or not needs assessments are carried out in the responding organisations.***

In the case of both organisational training and personal development plans for employees, we find that ***a significantly higher proportion of organisations where HR is put to the highest place in the organisational hierarchy record training and development objectives and plans in writing.***

In line with the results so far, the finding that ***the role of the HR officer/manager in the board of directors or an equivalent senior management body is associated with a systematic evaluation of training programmes*** is well-established. Among the respondents where the HR officer/manager is a member of the board of directors, 74% of organisations carry out an assessment of training programmes, in organisations where HR does not have a senior management role, only 43% measure effectiveness and efficiency.

In my dissertation I compared the proportion of employees under 25 and the characteristics of training systems. I examined whether the employment rate of young workers is related to human development practices. The results showed that organisations that employ a higher percentage of young workers produce a higher percentage of personal development plans for the whole organisation and its employees. The relationship was tested using Chi square test, at $p < 0.05$ significance level the distributions differed. ***The proportion of employees under 25 years of age is correlated with whether the surveyed organisations produce a training and development plan. The results also show that as the employment rate of young workers increases, on average, more money is spent on training and development programmes by the surveyed organisations.***

In my work, I analysed the selection criteria of organisations that provide training and development services using factor analysis. I investigated whether a latent variable structure could be detected beyond the perception of each aspect. The analysis was conducted using principal component method and varimax rotation. The Kaiser criterion was used to determine the factor counts. 15 variables were included in the final model. In addition, the best interpretable factor structure was obtained under this condition system. In total, the variables were grouped into four factors. ***This also means that the service selection criteria of the organisations surveyed can be interpreted along 4 dimensions.***

Since hiring new employees with up-to-date knowledge generated by technological progress can only be a profitable strategy in a few cases, **continuous thinking, planning and implementation of employee training opportunities is worthwhile and essential.** A more future-oriented and focused approach to the analysis of past experiences in the national organisations is recommended.

An organisation can respond adequately to the challenges of external and internal environmental change if its workforce is in line, at the level of competence, with the values represented and pursued by the organisational culture. **A diagnostic process that identifies organisational (corporate) values, norms, rules and desirable patterns of behaviour, conducted with the appropriate professionalism and regularity, can effectively support** the definition of the priorities and objectives of HR systems, including **training and development objectives, needs and methods. Diagnostic procedures using questionnaires, interviews, document analysis and observation should be regular and up to date.**

Based on my research, I suggest that medium-sized and large companies in the private sector should place more emphasis on **the articulation of training needs** of employees when designing training programmes. It can be useful to **collect real employee needs as a content unit in performance appraisal interviews or as part of a job satisfaction survey,** year after year. It is undeniable that if the employees themselves can come up with a request for training, the usefulness of the training itself will increase, since **a motivated participant really wants to learn and develop. Based on the Cranet research, international trends also call attention to the fact - for domestic organisations - that needs assessment, the identification of employees' real training needs, should become a practical practice, together with a more balanced attention to individual job groups.**

As part of my conclusions, I explained the relatively high share of training as **coaching** basically by the regularity of the labour flow today. In this **context,** and in the context of the frequency of applying modern training methods, I recommend e-learning-based training in the organisational/business environment, which, although extra work and financial investment are required, may pay off in terms of the increasing number of people involved. **Video documentation of organisational operations and corporate culture** can now be produced using readily available technical tools. Placing the material produced on an online platform provides an easy, efficient and informative way for a new entrant to obtain information.

It can be concluded that the main purpose of human resource training and development in the workplace is to improve organisational performance, to align individual needs, goals and interests with organisational goals. In order to achieve all these, it is essential that **employers and employees participate in the planning of training and development processes through conscious, joint thinking and cooperation. This requires a supportive organisational**

(company) culture, employee commitment and adequate information on training and development opportunities, their content and strategic relevance. Critical attention should be paid to identifying the development needs and professional vision of those involved in the training and development process, and then to selecting appropriate and effective training methods. It is necessary to **organise training programmes that support two-way communication** between the organisation and the employee, the manager and the subordinate, and which are able to unblock and increase the willingness of the actors to share, explore and identify information. This is because the characteristics of domestic social and organisational functioning in this area still strongly maintain the attitudes that were present in organisational functioning before the change of regime. In my literature review, I have also referred to this 'heritage' that surrounds and defines Hungarian organisational functioning. Even today, generations of people are active in the labour market who have their own experience, or experience from their immediate environment, for example in dealing with the communication and behaviours expected in manager-subordinate relationships, mainly from an organisational environment where the leader is always right, or, to put it differently, the leader is/may be right. I think that learning and mastering communication techniques that support effectiveness should be done through practice-oriented training programmes that offer opportunities for experience at all levels of the organisation, in a comprehensive way.

It is generally accepted at individual and organisational levels that we live in an era of change, of paradigm shifts. It is becoming natural that with globalisation and the info-communication revolution that the amount of knowledge to be understood and processed is increasing, and the time needed to acquire and master it is decreasing. Adapting to change as a basic expectation is no longer enough, since **today, given the proactive approach that can be identified in organisational operations, it is not enough to be able to react to change, but to bring about change.** For this to happen, **it is essential to recognise, support and, where necessary, enhance the role of HR in proposing, deciding and strategizing at the appropriate level.**

While my research has shown that **the public sector** has a higher share of professional courses and training for public authorities aimed at developing functional competences, the results also show that there are training and development methods within this sector that are better able to support the implementation of the concept of the so-called "new public administration culture". I therefore recommend that greater emphasis should be given to training and development techniques, methods and content within the public sector that support the development of **competences that are linked to the value dimensions of innovation, success orientation, customer orientation and quality.**

My recommendations for external HR consultancy firms are to offer complex service packages, as comprehensive information with a broad spectrum

of professional expertise can make consultancy more attractive and credible. Demonstrate a **client-focused attitude** during the implementation of the programmes and after their completion, as personal and previous work relationships are a key factor in the selection of a human services firm. In addition, I can also make a suggestion to carefully set **competitive prices** for services and to ensure **favourable payment terms**. My research has shown that clients mainly find out about available training and education courses, as well as about the companies' references, mainly through the service **providers' websites and professional forums**. I therefore propose a clear, informative, user-friendly, interactive, creative and up-to-date online presentation. Even today, participation in conferences and professional forums is still an opportunity **to establish personal contacts and build relationships** with business partners, whether unknown or already established.

In organisational practice, the compatibility of the names and content of training programmes is often a problem. **A future research objective could be to analyse the content of training and development processes and programmes in domestic organisations.**

As an actor in a university environment, who is mainly involved in teaching, research and consultancy, and who is familiar with international trends and the theoretical and practical environment, I consider it important to **revitalise programmes that actively share the experience of the organisational (corporate) and academic (higher education and research) environment.** I consider it necessary to organise more professional conferences, workshops and seminars where, for example, the experience and results of student research work on these can be combined with an open and adaptive approach on the organisational side.

5. NEW SCIENTIFIC RESULTS

On the basis of the responses to the empirical research on "Education and training practices in Hungarian companies and institutions" and the literature review, I make the following statistically justified scientific findings:

R1: I have shown that the training development, evaluation and effectiveness measurement practices of Hungarian organisations (regardless of sector) are in line with the empirical and literature assumption that organisations rarely go beyond the first level of training evaluation, i.e., the reaction (satisfaction) measurement.

R2: I have shown that organisations where HR is part of the board or equivalent senior management have a significantly higher frequency of training needs assessments, written training and development plans, quality assurance systems for human development and systematic evaluation.

R3: I have shown that the frequency of training and development plans and the amount of financial resources allocated to these programmes increase with the rise in the employment rate of employees under 25.

R4: I have shown a higher proportion of vocational training courses without a state certificate and official training as training methods in the public sector as of for-profit organisations, in addition to more conscious and compliant training planning practices in the public sector.

R5: I found a greater emphasis on the use of soft skills development methods and more training days for manual workers in the private sector than in public sector organisations.

R6: I have found that the professionalism of the operation of training and development systems in the private sector is related to organisational size. As the number of employees increases, the proportion of organisations that prepare a training and development plan, carry out a needs assessment, operate a quality assurance system and carry out systematic evaluation also increases.

R7: I have identified the criteria for the selection of training and development consultancy firms along the dimensions of formal parameters; value for money of the service; geographical location of the service provider and preference for personal and work relations.

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