

University Doctoral Thesis (PhD)

AN ANALYSIS OF COMPANY TRAINING BEHAVIOUR

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1. BACKGROUND TO, AND MOTIVATION FOR, THE RESEARCH

Nowadays one of the most important resources for a firm is people, their skills and abilities, their knowledge and, in a given situation, their specialist expertise. Firm training has a basic role in the development of this resource.

As we can also read in a study conducted by Moerel: "...in a rapidly changing environment workers need the kind of knowledge which enables them to solve a wide range of problems, and this means that further training can have an important role in the formation of the skills of the labor force" (Moerel, 2008, p. 157).

It may well be that the crisis unfolding in the economic sphere has reduced the willingness of firms to train workers, but it is also worth considering whether it is precisely those firms that have not neglected staff training that will find it easier to emerge from the less favorable climate caused by the crisis.

Let us consider why it may be that a firm decides to finance training for its workers. It may happen that workers take part in training immediately after being hired (e.g. accident prevention or fire safety training), so that the tasks that form their job descriptions can be performed at a high level right from the outset, or so that they can respond appropriately to future changes in work requirements. Another form of education is when the worker takes part in a training course, either in response to a particular need, or as part of his/her career plan or career development. This training can be part of a motivation or retention policy, if the worker is important for the firm. At the same time, however, in reality firms' training activities are not always deliberate, planned and multi-layered, and consequently the situation as described in the specialist literature is often very different from the real world, and we must note that in-firm education in many cases does not reflect the rationality of training as read in the sources. The factors listed above all point to the fact that it would be worth devoting our attention to researching firms' training behavior.

Workplace training is not only different from other forms of training in that employees are involved, but also in that generally it is financed by the employer, although this is not

exclusively so (since part of the cost can also be borne by the employee). The research field of firm training is a very important research area, because, as we shall see later, Hungarian companies have not – according to our research – devoted sufficient time, energy and last, but not least, money to the development of their employees' skills and competences.

In our thesis we will attempt to understand the factors which most influence firm training.

In the following, keeping to the order appropriate to the structure of the dissertation, we will demonstrate how we developed our model with the hypotheses we wished to test.

One theoretical starting point for our research is Gery Becker's book, *Human Capital, A Theoretical and Empirical Analysis with Special Reference to Education*, which appeared in 1964, and gave a theory of human capital which was the first widely recognized model which also dealt with the theoretical aspects of firm training. His theory distinguished between two types: general and specialist training. General training improves the employee's productivity at any firm, while specialist training enables workers to acquire firm-specific knowledge. While "...in the former case the employee receives an appropriate wage for the marginal productivity, and the training costs are entirely borne by him/her, in the case of special training the wage received is lower than the marginal productivity, and the training costs and the rewards of training are shared between the two parties" (Becker, 1964, pp. 11-29). At the same time, Becker himself accepted that "... these two pure forms of training are very rare; workplace training includes elements of both the general and specialized theory" (Becker, 1964, p. 18). Concerning the interaction between general and specialized training, we can also read in the article by Kessler and Lülffessman (2002) that, according to the authors, there is a complementary, supplementary relationship between general and specialized training in the sense that the employer, through the financing of specialized training has the opportunity to invest in the general human capital of the employee, and vice versa (Kessler and Lülffessman, 2002, p. 2).

The most widely known theorist dealing with theoretical approaches linking education and economics is Theodor W. Schultz, who believed in the importance of work-time training and adult education as activities improving human skills (in addition to the use of healthcare facilities and services, formal, organized primary, secondary and higher education, and the

migration of individuals and families) (Schultz 1983). The other important aspect of his work was the identification of the characteristics of human capital (Schultz 1993).¹

The theory of human capital has been criticized from both theoretical and empirical sides; the dissertation deals with these criticisms in detail, here, however, we will only point out that it is not only the distinction made between the two types of training that causes problems, but that the question of training, productivity and wage increases are not as unambiguous as Becker described in his original model.

The literature dealing with the management of human resources approaches firm training from a different perspective. In this approach training is important for the firm from the perspective described in the introduction, i.e. that it serves to help with settling in to the job, with fulfilling work-related tasks appropriately and with motivation and career development. In relation to the literature on management, we have built on work linked to Armstrong (1999) and Fisher – Schoenfeldt – Shaw (1999). We must, however, be aware that the educational activities described in the literature in many cases are far removed from practice, as has been empirically demonstrated both internationally and in Hungary. In the present thesis we will also draw attention to the fact that the concept of training itself can be understood in different ways, and not just because there are many forms of training in existence, but because, for example, the terms education, training and development are used in different ways in the international and Hungarian specialist literature. To clarify the definitions we have followed, among others, the work of Armstrong (1999), Ivanevich – Glueck (1986), Sparow – Hiltrop (1994), and Werther – Davis (1985).

Training financed by the firm has been the subject of wide-ranging international empirical research. The following review includes research studies and within them the factors studied which were used to analyze the characteristics of workplace training; we will also consider on the basis of which characteristics the training was studied:

¹ Schultz's two most significant works are "The Economic Value of Education" (Columbia University Press, New York, 1963) and "Investment in Human Capital" (Free Press, New York, 1971); the latter has also appeared in Hungarian.

- the size of the organization, the strength of the trade unions and the level of their organization, the nature of the workforce, the level of development of the domestic labor market, the complexity of the environment (Knoke and Kalleberg, 1994),
- the size of the organization, the strength of the trade unions and the level of their organization, the expected length of time of a worker's employment, the location of the branch of industry within the economy, who initiated participation in the training, evaluation of the effectiveness of the training (H.J. Frazis, D.E. Herz, and M.W. Horrigan, 1995),
- the size of the organization, the strength of the trade unions and the level of their organization, the expected length of time of a worker's employment, the location of the branch of industry within the economy, who initiated participation in the training, the level of fluctuation, the formality of the training, the number of hours devoted to training, measurement of the effectiveness of the training (H. Frazis, M. Gittleman, M. Horrigan and M. Joyce, 1998),
- the level of expenditure devoted to training, the number of days devoted to training, the measurement of the demand for training, the method used to initiate training, evaluation of the effectiveness of training, the form of training used, the content of the training (A. Hegewish and C. Brewster, 1993),
- the frequency of training, the cost-benefit analysis of the training, the effect of trade unions and the competitiveness of the product market (A. Bassini, A. Booth, M.D. Paola and E. Leuven, 2005).

One of the largest European data collection projects is the Continuing Vocational Training Survey (hereinafter CVTS), which is organized by Eurostat every five years. This data collection allows an international comparison, and shows detailed statistics about the amount of training, its content, investment made in training and, for example, the areas of training strategy and management (CEDEFOP, 2010, p. 10)

During the CVTS research firms with more than 10 employees are contacted, and are then divided according to data collection criteria; here we will only list the most significant groups questioned:

- willingness to support training (a special chapter is devoted to the analysis of those firms who do not support training)
- in the case of firms offering continuous specialist training, attention is paid to the following data:
 - number of participants,
 - time devoted to training,
 - costs of training,
 - evaluation of training,
- in the case of firms supporting other types of training, only the participation is measured (CEDEFOP, 2010, pp. 105-112).

Hungary also participated in the two latest CVTS research cycles, and from the survey carried out in 2005, 4510 statistically assessable questionnaires were returned (CEDEFOP, 2010, p. 120).

A survey was completed in 2004 by the Hungarian Central Statistical Office entitled “Life-long Learning”. The main areas in which data was collected were the following: the proportion of those involved in training; the purpose of training; the method, type and area of training; the organizers of training; time spent on training and other types of informal learning. These areas were examined on a primarily demographic basis, i.e., in terms of gender, age, educational attainment, economic activity, and place of residence (KSH 2007 and 2008).

In the year 2000 the National Observation Office, on the request of the European Training Foundation – EFTI, began the preparation of a series of regional research initiatives involving companies. The first survey was conducted in the Southern Great Plain Region, followed in 2002 by the Western Transdanubia Region, in 2003 by the Northern Great Plain Region and the Northern Hungary Region, and finally in 2005 by the Central Hungary Region. The research covered all HR-economic activity (the state of the work force, recruitment, staff turnover and training and development), but also included an analysis of the external circumstances of the company, i.e. its market position. In these regional surveys answers were sought to the following questions: were the company’s staff provided with training courses, was there any teaching activity for staff following recruitment, what was the proportion of

participation and the average number of days duration of training programs, what format did training take, for what reason did staff take part in the training, was the effectiveness of the training evaluated, was there a written training policy, and what characterized the organization of the training within the firm (NSZI 2001, p. 2003)?

One of the research studies used as the basis for evaluation was “The System of Interests in Adult Training” (“A felnőttképzés érdekeltségi rendszere”), under OTKA grant no. T 034249 (led by István Polónyi). This research was carried out between 2002 and 2003, and the final report was published as the first volume in the *Competitio* books series² (Barizsné Hadházi – Polónyi 2004). The objective was to analyze the motivation and interest of various actors (individuals, employers, the state) in adult education. Beyond an introduction to theoretical approaches, we conducted empirical data collection, partly through questionnaires and partly through structured interviews. The basic hypothesis of the research was that firms of differing sizes and structures had differing educational practices, and in essence the hypothesis was confirmed.

Building on the literature briefly reviewed above, as well as empirical analysis, we searched for further criteria on the basis of which we could describe more accurately the education policy of an organization.

Among the new perspectives used for analysis were the character of the technology used by the company and the position of the company on the lifecycle curve. We devoted a separate chapter in the dissertation to models dealing with the company’s position on the lifecycle curve, since this area has not been researched or dealt with in great detail in the specialist literature in Hungary.

² The *Competitio* series of books are academic publications of Debrecen University’s Faculty of Economics and Business Administration, in which the Faculty offers a forum for the publication of academic research results. A more detailed description of these research results appears in Polónyi (2004): A vállalatok képzési politikájának néhány jellemzője, *Munkaügyi szemle*, no. 4. pp. 22-26.

2. THE STRUCTURE OF THE DOCTORAL DISSERTATION AND THE METHODS APPLIED

The structure of the doctoral dissertation

In accordance with the description of the subject given above, the structure of the doctoral dissertation was the following:

- Introduction
- Firm training according to the human capital theory
- Training from the perspective of the literature on management
- Firm lifecycle models
- International empirical studies on firm training
- Hungarian empirical studies on firm training
- Analysis of firm questionnaires
- Analysis of firm case studies
- Research results and possible new directions for research
- Summary

The dissertation – although it was built on the research database of the OTKA research led by Dr. István Polónyi, and the firm case studies collected by Dr. Kun András – was my own work, both in terms of the data processing and the conclusions drawn, and the results are my own result results.

Methodology applied

In terms of the methodology applied for the research, this was basically qualitative research, by which we meant that the observable factors were for the most part not numerically expressible and the research did not require all facts to be expressed in numbers.

Our research was also inductive research, i.e. we attempted to draw conclusions from individual cases.

We also used the research questionnaire and the case studies from the OTKA research mentioned above. The case studies themselves did not apply any methodology referred to in any books that I know of which deal with methodology, and so in what follows I present the advantages and disadvantages of these methodologies on the basis of my own personal teaching and research experience.

The case studies make systematic data collection and deeper analysis possible, and can give us a fuller picture of the phenomenon under examination than questionnaire research itself, and also demonstrate what would be worthwhile investigating in future research; we can also often find answers to the “why” and “how” questions with the help of case studies. It is also a suitable way of presenting individual phenomena. Case studies are prepared from systematic personal interviews or from data that is already in existence (e.g. nationwide surveys). The disadvantage derives precisely from this, in that it is difficult to generalize from the conclusions arising from case studies, and in many cases they only make it possible to supplement previous results.

The case studies analyzed during the research were built on structured interviews. The structured interviews provided information which allowed the case studies to be compared according to different criteria, while at the same time there was the possibility to express opinions on the subject at issue, and to provide supplementary detail for the question.

We would also like to emphasize that our research was based on the analysis of secondary data: we attempted to prove the hypothesis by means of the so-called critical analysis of sources method, i.e. we re-analyzed the previous data and case descriptions in the light of the criteria discussed above.

The database for our research was the Babbie (2001:205) sample calculated on the non-probability choice distributed easily attainable objects sample selection process. This sample selection process did not guarantee the representativeness of the sample and generalizing the results of the analysis had to be done carefully; it did, however, make it possible to develop further research processes and to conduct preliminary tests on questionnaires (Babbie 2001:205-206).

Despite the limitations regarding the findings from our analysis which arose from the sample selection process we can still affirm that the conclusions drawn from our data were in accordance with other, larger, representative databases and research results (both in Hungary and internationally).

The table below summarizes what characterizes firms from the perspective of the criteria we studied.

1. Table: Characteristics of firms in the case studies examined

Firm	Workforce	Technology	Ownership				Lifecycle			
			Multinational/ foreign-owned	100% Hungarian owned	Mixed ownership	State/ Local authority	Newly-formed/ starting phase	Growing	Maturity, stability	Decline
A	15000	b	X						X	
B	1970	b			X				X	
C	465	c			X				X	
D	250	a	X							extended, now being re-structured
E	170	b		X					X	
F	380	c	X					X		
G	160	c		X				X (young firm, 6 years old)		
H	91	c				X			X	

In the 'Technology' column the letters stand for the following:

a: technology pioneer and user of leading technology,

b: technology adopter,

c: user of traditional technology.

Source: author's own work

We can observe that in the current stage of our research we did not have access to a representative sample³, but the case studies and structured interviews themselves made the analysis possible. Our plan is to use a larger sample in the future to reinforce the research results we have obtained.

³ Unfortunately in Hungary opportunities for representative data collection are extremely limited, and we did not have the opportunity to use this method during our research.

3. THE RESEARCH QUESTIONS OF THE DOCTORAL DISSERTATION

On the basis of the theoretical and empirical literature and our own earlier research results, the research question is the following:

How are the main features of the educational behavior of the firm influenced by the size of the firm, the technology it applies, the ownership structure and its position on the life curve?

On the basis of the criteria defined we analyzed the characteristics of firms' training policy through the following dimensions:

- **the size of the firm** (micro-, small-, medium- or large firms),
- **the firm's ownership structure** (entirely foreign-owned, mixed ownership, entirely (private) Hungarian owned, and state-owned),
- **the technology used by the firm** (technological pioneer, user of leading technology, firm adopting technology or firm using traditional technology),
- **the organization's position on the life cycle curve** (newly-formed firm, firm in the growth stage, firm in the mature/stable phase, firm in the declining stage).

We must, however, note that the above dimensions probably influence the firms' training policy to differing degrees. On the basis of empirical research carried out thus far, it seems that it is rather the size of the firm, the ownership structure and the technology employed that play the main role, while the industrial sector and the firm's position in the life cycle curve have a secondary importance.

We examined the educational activities from the following perspectives:

- **the extent of planning in the training policy:** by this we mean whether the firm's training activity is an ad hoc, or a partly, or entirely consciously planned process,
- **the organized nature of the training policy:** in this regard we examined what organizational framework was used to help conduct the training, i.e. if there was an individual, or perhaps a whole team, who was assigned to this HR resource development function, or perhaps the training was carried out by the whole organizational unit,

- **the HR development objective:** the question focused on what objectives the companies' training achieved; these could be motivational, retention or career development goals,
- **the financial aspects of the training activities:** here we analyzed the amount of money spent on training, and also as a proportion of annual income and annual remuneration for individuals,
- **whether there exists an operative system for measuring the effectiveness of training:** i.e. was there monitoring after the training had been held, to reveal how satisfied the participants were, or whether the training had ended with clear results, and whether there was, or is, a positive result for the firm,
- **the predominant form of training:** the question here is which of the following forms of training dominated in a given type of organization: school attendance-type training, non-school attendance-type training, training within the firm, other types.

On the basis of our knowledge of the specialist literature and our research experience so far, the aim of the dissertation was to examine the following hypotheses:

Hypothesis 1.: the size of the firm has an influence on the firm's training behavior, and our assumption is that in parallel with a growth in the size of the firm, the organization's training behavior will be more considered, more conscious and more multi-faceted.

Hypothesis 2.: the technology applied has a significant effect on the intensity of the firm's training, i.e.: the more a firm is characterized by application of new technology, the more developed and conscious will be its training behavior too.

Hypothesis 3.: in terms of the ownership structure, the more significant is the Hungarian share of ownership, the more unfavorable the examined educational characteristics, i.e. the arrival of foreign capital from more developed countries has a positive effect on firms' training behavior.

Hypothesis 4.: the firm's position on the life cycle curve influences its training behavior, i.e. as the organization moves forward on the life cycle curve its training behavior becomes more conscious.

4. THE THESES OF THE DOCTORAL DISSERTATION

During our earlier analyses we arrived at our conclusions purely on the basis of the firm size and its ownership structure; in our current work we have widened the perspective of our analysis.

We can make the following statements regarding the four criteria.

The size of the firm

In terms of the firm size the case studies were only partially able to support the hypothesis we had formulated previously: Our first hypothesis was: the size of the firm has a fundamental influence on the firm's training behavior. Our research proved that, with the exception of large firms, an increase in firm size was accompanied by more developed training activities (more conscious, more planned, more organized and comprehensive). In the case of large firms, however, the situation was more complicated; here, in addition to the number of employees the industrial sector and the ownership structure also had an effect on the firm's training behavior. Taking account of all this, we can formulate the following thesis:

Thesis 1/a: Activity guiding the training conducted by smaller firms:

- **in order for their employees to be able to carry out their tasks at work, they were forced to finance training which was often based on legal requirements,**
- **in the majority of cases this was a school type training course, or some kind of taught course,**
- **if it could be avoided firms did not support even these types of courses, but rather sought to choose courses according to their working task-related aspects,**
- **if employees were involved in further courses in addition to this, these were of an ad hoc nature, with financial support only appearing occasionally (the most probable reason for this was that HR management activities were also at a low level in the firm, and employee training fell outside the management's long term planning, in terms of the planning, realization and monitoring of such training).**

Thesis 1/b: The educational practice of medium sized firms:

- was more conscious,
- was still not characterized by planning,
- in reality attempted to limit expenditure on education,
- training was primarily used for motivational purposes,
- evaluation of training was not typical in this category of firm either.

Thesis 1/c: In the case of large firms, on the basis of the case studies we cannot state that they have an unambiguously conscious, planned and organized educational policy. In this group of firms the technology applied, the ownership structure and other influencing factors were more significant; in some cases we observed training behavior characteristic of small companies, in other cases individual cases studies reinforced our previously held expectations.

The technology used by the firm

In the case of the technology used by the firm our hypothesis was that the technology employed has a significant influence on the training behavior of the firm. We formulated conclusions about the training behavior of the firms featuring in our case studies, and also prepared a more detailed description. The following theses can be formulated:

Thesis 2/a: Technology pioneer firms and users of leading technology had a conscious and planned educational policy, with training characterized by a strategic approach, a carefully thought-out financial attitude and a process of monitoring for effectiveness.⁴

Thesis 2/b: Firms adopting technology built their developmental activities on a smaller budget, with special attention devoted to teaching how to use the adopted technology, but with a low level of training activity related to investment goals.

⁴ The two categories are dealt with differently by EURAB; we, however, assumed that in terms of training there is little difference between the firms in the two categories, and so we treated them as one category.

Thesis 2/c: From the use of technology perspective, those firms using traditional technology had a low level education policy, of an ad hoc nature. Little money was spent on training, which was mainly of a catch-up or compulsory nature.

The ownership structure of the firm

In our hypothesis the ownership structure dimension was expressed through the idea that firms which have a multinational or foreign ownership will have a more active training behavior, and that the greater the proportion of Hungarian ownership the less conscious and planned will be the training. The analysis of the case study showed that the training activities of the firms we studied confirmed our hypothesis, although there were differences within each group of firms. We received varying explanations for this: perhaps because the range of the firm's activities did not require training activities, perhaps because the firm did not finance training for their employees because of the previous negative experience of the management, perhaps because extensive employee training did not feature among the original intentions of the foreign owner when founding the company.

What we found can be summarized in the following theses:

Thesis 3/a: The HR development activities of multinational or entirely foreign-owned firms:

- **were typically planned and organized,**
- **their finance was thought through, and they were based on rational budgetary considerations (the employees' training initiatives were supported if they also benefited the firm),**
- **there was monitoring of training activities (the results and the efficiency were checked, by, for example, a structured performance assessment system),**
- **the training was characterized by a low proportion of formal, school-type courses.**

Thesis 3/b: The training activities of firms of mixed and exclusively (private) Hungarian ownership were conscious in the sense that they were limited in nature, served primarily motivational and behavioral goals, and their financial support was more modest, although they often lacked any measurement of their effectiveness.

Thesis 3/c: Characteristics of the training activities of firms in the Hungarian state sector:

- **training was sometimes formally planned, but the effectiveness of the planning was often questionable (the educational activity financed was not absolutely indispensable/necessary),**
- **the training had mainly motivational and retention objectives,**
- **the training was also characterized by an almost complete lack of monitoring and was not conducted on the basis of its effectiveness,**
- **the training was dominated by formal, school-type courses.**

The position occupied by the firm in the life cycle curve

During our analysis we divided the firm life cycle curve into four phases: the beginning or foundation of the life cycle, growth, maturity and stability, and decline. According to our hypothesis the position the firm occupies in the life cycle significantly influences its training behavior. We were not able to analyze firms in the initial and decline phases due to the limited number of case studies available to us, but it can be rationally accepted that in these two phases the management and owners are not focused on providing further training for employees. The results from the growth and stability periods support the idea that towards the peak of the life cycle it is increasingly the conscious, planned and comprehensive training behavior that characterizes the firm.

Our theses are the following:

Thesis 4/a: With newly-formed organizations at the beginning of their life cycle, their educational policy is neither conscious nor organized, mainly due to the lack of funds. If they do provide courses for employees, these are mainly of a compulsory nature.

Thesis 4/b: During the growth phase development could be observed in this area, since the HR department came into being in this period, and carried out a more or less conscious educational policy. It was during this phase that the processes and methods which the organization would later use to train its employees started to form. The firm researched the training market and tried to meet its demands with the most appropriate

educational methods. The circle of those involved in educational activities became wider and wider. However, the opportunities for participation were already restricted (i.e. it was mainly management levels that are involved) as were the funds available. The demand for education was perhaps most important during this phase, since it is, in a certain sense, also the source of growth and development.

Thesis 4/c: The most intensive educational policy was experienced in the maturity and stability phase, and mainly in the latter, since here the resources, the structure, and external and internal effectiveness work towards a situation in which the employees are treated as a significantly important resource. Almost all types of firm training made their appearance, the educational policy became organized and conscious and the funds devoted to these activities were most significant in this phase. Participants in training included all hierarchical levels of the firm and this phase also saw the appearance of an efficiency assessment of training.

Thesis 4/d: Training of employees loses its significance in the decline stage, since here the company struggles to survive. Those organizations, however, which have gone through the re-birth phase, turn to re-training as a tool, which usually means recourse to formal-style training courses.

5. SUMMARY AND FURTHER DIRECTIONS FOR RESEARCH

The work in which we have presented the training activities of firms is based on a study of a wide range of theoretical and empirical literature.

We have considered training initiated by employers from the perspectives of both human capital and the literature related to management, and we have also drawn readers' attention to the fact that in reality the training activities of companies fall somewhere between the two, in the sense that only in a few cases (i.e. when certain firm characteristics and conditions are satisfied) do organizations consider employee training an investment (here there is a difference in the approaches to human capital). At the same time the results of the empirical research did not match the behavior described in the management literature (although a larger firm size, the use of innovative technology, the appearance of foreign owners, and the progress of a firm on the life cycle curve is accompanied by a more intensive training activity).

We also plan to carry forward and further develop many aspects of our research.

Since in some cases our individual hypotheses remain very limited due to the very restricted samples available to us to confirm the hypotheses, in those cases where there was a complete or partial lack of case studies at our disposal, we plan to carry out further examinations.

It would be important to repeat the analyses, since in the almost 10 years that have elapsed, the training behavior of firms may have changed. We might expect that in this time some forward progress might have occurred in this field, although in all probability the trend has been in the other direction as a result of the crisis, and in some cases the situation achieved previously has started to deteriorate.

The dissertation and the research results achieved can be summarized as follows:

- a literature review was undertaken of the theoretical literature related to firm training behavior from two extremely important perspectives; on the one hand from the human capital perspective, and on the other from the management literature perspective;
- the most significant international and Hungarian empirical studies were presented, which examined firms' training behavior, and the most important aspects from the point of view of the current research were highlighted;

- the dissertation dealt specifically with the firm life cycle models, a subject which has received little attention and research in Hungary;
- building on the results of previous research, and supplementing them and extending them with new analytical perspectives, the study examined firms' training behavior, the results of which were summarized in the theses;
- the dissertation also extended to a comparison of our research results with other, Hungarian and international research results.

The important practical use of the dissertation is that it draws our attention to the fact that the formation and operation of a competitive, dynamic and developing organization has, as a basic precondition, the training of its employees.

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