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Selected issues of HRD in continental Europe

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Review of recent European HRD conferences

Contents

Overview of presentations 2003 to 2005 and transcript of discussion at Leeds 2005

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Issues of HRD in continental Europe

Presentations and discussions at recent European HRD conferences

Examples from 15 countries (2003 to 2005)

Proceedings edited by Sabine Manning, Research Forum WIFO
Berlin, June 2005

[\[Introduction\]](#) [\[Discussion\]](#) [\[Examples of themes\]](#) [\[References\]](#)

Introduction

A major aim of the HRD conferences, initiated in 2000 by the UFHRD in the UK, has been to involve experts from **continental Europe**. Contributions from a growing number of European countries have been presented and discussed at these annual events. Altogether, more than **a third of all papers** are related to continental Europe, addressing issues of a broad thematic spectrum linking HRD and vocational education and training (VET).

[Examples of continental themes](#) (total 31 from 15 countries) presented at the more recent conferences (2003 to 2005) have been compiled for these proceedings, including **outlines** of the papers and related **discussion**. These examples are intended to reflect the variety of themes addressed in the national presentations, particularly with regard to the spectrum of HRD and VET research and the range of issues identifies in the countries concerned. For each country and Europe as a group, up to three recent papers have been chosen to illustrate this variety. The discussion of selected issues included in these proceedings was recorded at the HRD Conference in Leeds 2005.

Discussion

Selected issues of discussion (related to presentations of 2005 included in the examples compiled below):

- [European credit transfer system](#)
- [HRD in France, Germany and the UK](#)
- [HRD in Hungary / Regional development in Hungary](#)
- [Company training in the Netherlands](#)

[Top of the page](#)

Examples of themes

The themes of contributions from continental Europe are arranged in alphabetical order by country (starting with 'Europe') and first author. The total number of

respective papers by country collected throughout the six conferences (2000 to 2005) is indicated in brackets. The outlines added as links are based on the abstracts of the papers (see below > [References](#)). The discussions, highlighted in bold, have been reproduced from recordings made at the sessions concerned (see contributions to Europe, France, Hungary and the Netherlands).

Europe (total 9)

- Devi Jankowicz 'Do they do HRD in the Post-Command Economies? The measurement of meaning transfer across cultural boundaries' 2004 [[Outline](#)]
- Barry Nyhan 'Making sense of European work and learning cultures' 2004 [[Outline](#)]
- Jonathan Winterton 'Progress towards a European credit transfer system for VET' 2005 [[Outline](#)] [**[Discussion](#)**]

Belgium (total 3)

- Tineke Cappellen, Maddy Janssens & Patrizia Zanoni 'Successful female expatriates: deploying gender, hierarchy and culture' 2004 [[Outline](#)]

Bulgaria (total 2)

- Paul Iles, Maurice Yolles & Doug Haynes 'International HRD alliances: facilitating change through 'high variety' knowledge migration in Bulgaria' 2005 [[Outline](#)]

Denmark (total 3)

- Asmund W Born & Per Darmer 'In search for the authentic human in HRM' 2004 [[Outline](#)]
- Pia Bramming 'The one and the many: contemplating conceptions of individual and organisation in relation to human resource practices' 2004 [[Outline](#)]

Estonia (total 2)

- Krista Loogma 'Workplace learning and competences: different contexts and different meanings in the case of a transition economy' 2003 [[Outline](#)]
- Christopher J Rees, Jane Järvalt & Beverly Metcalfe 'Career management in transition: HRD themes from the Estonian civil service' 2004 [[Outline](#)]

Finland (total 7)

- Satu Lähteenmäki & Maarit Viljanen 'Key questions on HRM transferability across national borders' 2004 [[Outline](#)]
- Essi Saru 'Organisational learning and strategic HRD – how are they valuable for small firms?' 2005 [[Outline](#)]

France (total 6)

- Hedley Malloch, Birgit Kleymann, Jacques Angot & Tom Redman 'Les Compagnons de Devoir: the emergent lessons for HRD' 2005 [[Outline](#)] [[Discussion](#)]
- Sylvie-Anne Mériot 'Identifying the value to be addressed: Escoffier vs. Cafeterias' 2005 [[Outline](#)]
- Amadine Weil & Jean Woodall 'HRD in France: the corporate perspective' 2004 [[Outline](#)]

Germany (total 9)

- Hans-Werner Franz 'Doing by learning – an integrated approach to middle management training' 2004 [[Outline](#)]
- Eileen Lübcke 'Cultural communication patterns in heterogeneous virtual teams' 2004 [[Outline](#)]

Greece (total 1)

- Niki Kyriakidou 'Graduate employment in the Greek labour market' 2005 [[Outline](#)]

Hungary (total 4)

- Magdolna Benke 'The regional dimension within education, lifelong learning and continuing professional development' 2005 [[Outline](#)] [[Discussion](#)]
- Maria Cseh, Béla Krisztián & Zsolt Nemeskéri 'HRD education in Hungary' 2005 [[Outline](#)] [[Discussion](#)]

Netherlands (total 50)

- Derk-Jan J M Nijman, Wim J Nijhof, Ida Wognum & Bernard P Veldkamp 'Differential effects of supervisor support on transfer of training' 2005 [[Outline](#)] [[Discussion](#)]
- Rob F Poell, Marjolein G M C Berings & Ferd van der Krogt 'Tailoring learning programmes to everyday employee learning: customisation strategies of HRD practitioners in health care' 2004 [[Outline](#)]
- Ida Wognum, Bernard Veldkamp, Andries de Grip & Inge Sieben 'Competence development in SME's in general and in pharmacies in particular' 2004 [[Outline](#)]

Norway (total 2)

- Leif C Lahn 'Competence development in late career: a European perspective' 2003 [[Outline](#)]
- Tarja Tikkanen 'Reconciling learning, human resource development and well being in the workplace' 2004 [[Outline](#)]

Poland (total 8)

- Mariusz Bratnicki, Wojciech Dudych & Monika Kulikowska 'New perspective on entrepreneurial learning and its relations with social capital and performance' 2005 [[Outline](#)]
- Anna Kubczak 'Organisational social capital and human resource management practices in Polish enterprises' 2004 [[Outline](#)]
- Beata Pawlowska 'The role of HRD in motivation creation processes using the example of a network marketing organisation' 2004 [[Outline](#)]

Romania (total 3)

- Janet Firth & Dan Nichita 'A case study analysis of an organisations strategic HR approach to integration into the EU: the Romanian border police' 2004 [[Outline](#)]

Spain (total 6)

- Rosalía Cascón-Pereira & Mireia Valverde 'Variety is the spice of life ... but is it so in HRD? A discussion on the convenience of defining the discipline' 2004 [[Outline](#)]
- Antonia Garcia-Cabrera, M del Pino Medina-Brito & Silvia Sosa Cabrera 'Is corporate culture a mechanism facilitating conflict management in multicultural teams?' 2004 [[Outline](#)]

Turkey (total 1)

- Enver Özkalp, Çigdem Kirel, Zerrin Sungur & Aytül Ayse Cengiz 'The importance of mentoring on organizational socialization of the university research assistants in Anadolu University' 2005 [[Outline](#)]

[Top of the page](#)

References

European HRD conferences 2000 to 2004:

First conference on HRD research and practice across Europe. London: Kingston Business School, 15 January 2000. Conference chair: [Jean Woodall](#). Conference papers (ISBN 1-872058-67-1).

Second conference on HRD research and practice across Europe: Perspectives on learning at the workplace - theoretical positions, organisational factors, learning processes and effects. Enschede: University of Twente, 26-27 January 2001. Conference chair: [Jan Streumer](#). Proceedings (ISBN 90 365 15483).

Third conference on human resource development research and practice across Europe: Creativity and innovation in learning. Edinburgh 25-26 January 2002. Conference chair: [Sandra Watson](#). CD-ROM with papers.

Fourth conference on human resource development research and practice across Europe: Lifelong learning for a knowledge based society. Toulouse 23-24 May 2003. Conference chairs: [Jonathan Winterton](#) & [Jean Woodall](#). CD-ROM with papers.

Fifth international conference on human resource development research and practice across Europe: International, comparative and cross-cultural dimensions of HRD. Limerick 27-28 May 2004. Conference chair: [Thomas Garavan](#). Volume of abstracts (ISBN 0-9547357-2-2). CD-ROM with papers.

Sixth international conference on HRD research and practice across Europe: Human resource development - addressing the value. Leeds 25-27 May 2005. Conference chair: [Rick Holden](#). Volume of abstracts (ISBN 0-9549174-2-1). CD-ROM with papers.

Subject	<p>Progress towards a European credit transfer system for VET > Outline of presentation by Jonathan Winterton</p>
Discussion	<p>Hedley Malloch</p> <p>Am I right in saying that the whole area of ECVET can't be harmonised per se because it's all handled under the principle of subsidiarity? Unlike higher education, VET is something that is left to the discussion in the member countries. Am I right in saying that?</p> <p>Jonathan Winterton</p> <p>Absolutely, for historical and cultural reasons. We've got market led systems, like the UK and Italy; we've got state led systems, like France and Germany; we've got workplace focused systems, like Germany and the UK; and we've got school based systems, like Italy and France. So we can't have a one-size-for all solution. But we've got to have qualifications that are recognised, because their absence is a major impediment for labour mobility. The whole European project is to create mobility of labour, as we have already the mobility of services and capital.</p> <p>John P. Wilson</p> <p>I think there is a meeting this September or October basically to agree on the European qualifications. It is moving ahead very rapidly, so your timetable of 2006 for implementation would appear absolutely on the board.</p> <p>Jonathan Winterton</p> <p>Except many raise the question whether it's reasonable as a timetable...</p> <p>John P. Wilson</p> <p>From a theoretical perspective - you mentioned Bloom, who did research on the cognitive domain. They have got the hierarchy for the cognitive levels. When they looked into behaviour they had problems, and they admitted in their book, in 1959 or 1960, that they didn't even attempt to go into the attitudinal realms because it was such a nightmare to create a hierarchy, to actually assess behaviour. That's a big issue, and I'm just wandering, in your research, what conclusions did you come to.</p> <p>Jonathan Winterton</p> <p>Well, there are measures of behaviour, there are measures of attitudes, there are measures of social comportment that can be used or applied in a work setting. In a sense, the problem is this synthetic, analytical approach breaks competence into its separate components (cognitive, functional and social) - it has to be broken up in order to find out what is in it, but we then have to put it back together. We have to have a holistic conception of competence. It's no good having the knowledge, the cognitive competence to know how to do the job, if</p>

your social comportment is such that nobody wants to work with you. At least at that level some caution has to be added in. It's also the ethical and emotional intelligence issues - really, it's horrendously complicated, but social competence has to be part of the picture.

The German concept of Beruf is probably the best but most difficult, because it's more than métier, more than occupation, it embodies the whole kind of culture and history of an occupation, and how you should be if you are good, whatever you work as. That's why the German version of Fachkompetenzen, Sachkompetenzen and all the rest of it is very complicated but precise.

Barry Nyhan

I'm just speaking for myself, because there are different views about all this. Recently, I was at a meeting of high civil servants of all the member states, who are responsible for vocational training policy. When the ECVET was presented there they were critical about the fragmentation of skills and competences and knowledge. There was a demand by some people, perhaps more than others the Germanophone participants, not to abandon this Beruf concept. There is a need for holistic concept. This was a critique of the fragmentation brought about by dividing everything up into credits and points.

There is a need to look at the relationship between vocational living - the real skills and competences people use every day, and academic qualifications. For example a master craftsman, who restores medieval furniture, is at a lower level of qualification than somebody straight from college, who's got a two-year qualification. That absolutely makes no sense. These kinds of abilities are in a different sphere, like apples and oranges. So there is a huge problem about this harmonisation effort.

The issue as far as I can see is to get people to understand the sort of frameworks used and different ways of looking at reality, so that there is a conceptual basis that would allow for credit transfer.

Jonathan Winterton

And do not let the ministers of education do it - it's for the occupational experts to do this.

Source

Recording of discussion at the HRD conference in Leeds, May 2005 (see [proceedings](#)).



Subject

Les Compagnons de Devoir: the emergent lessons for HRD
 > [Outline of presentation by Hedley Malloch](#)

Discussion

Maria Cseh

This was such an inspiring case study. I would be very interested in looking at how institutionalised this is. How are the people selected who enter this system? What kind of professions are they prepared for? And is it open to people from other countries?

Hedley Malloch

How are the people selected? They are selected out of the Lycée system. It sounds a little like the UK: the people who go into this kind of vocational education tend to be the turn-downs for more academic routes; so they are not high-flyers at all. But one of the characteristics of this system is its very good success rate. But the evidence of what happens to them is that only 50% stay on as craftsmen, 30 % go on into professions, and another 10% go on to University.

Is it open? What's interesting is that two English Apprentis reported the presence of non French apprentices in their Houses. The Compagnons go into other countries and they will accept people who come across from Germany, Belgium and the former French colonies. These are all normal kids.

What kind of qualifications do they study at Aspirant level? Most popular ones are accounting, and also a subject called socio-pédagogie, of which there is no direct English translation - it's about the sociology and psychology of learning.

Béla Kriszián

There are Hungarian students in this system as well. This is organised and sponsored by the Chamber of Commerce in Hungary. Three or four students are going to this system every year, just after finishing their vocational training in Hungary; it's a rotation. The problem is that we cannot keep them in Hungary; after that period they want to go back.

Sandra Watson

Who pays for that?

Hedley Malloch

It pays from the taxe d'apprentissage. Every French employer has to pay 1,6% of their pay-roll, but they can pay it to an approved organisation. They also raise money from regional funds and they also run short courses for employers.

Sabine Manning

The system you have presented is very much what we understand as the best German tradition of Berufsbildung or vocational education.

The only difference is that in the German context we wouldn't dream of calling this HRD in any way. So my question is: have you incorporated the term HRD in order to fit the theme of this conference, or is there really a French concept of HRD in relation to what you have described?

Hedley Malloch

The Compagnons are concerned with developing resourceful humans rather than human resource development as it is conventionally construed. The more you look at examples like them, the more you become aware of the limitations and constraints of the Anglo-Saxon approach. I become more and more convinced that it is fundamentally displaced to think of HRD primarily as a means of achieving competitive strategy; it is much more about developing expertise in being human; If we took this sort of approach I think many of the other issues that we are concerned with would just take care of themselves. But there is an Anglo-Saxon obsession with the practical man, which boils down to knowing how to apply the right torque to a screw drivers. There is nothing there at all; it's the high road to nowhere.

Source

Recording of discussion at the HRD conference in Leeds, May 2005 (see [proceedings](#)).

Subject	<p>HRD education in Hungary > Outine of presentation by Maria Cseh</p>
Discussion	<p>Hedley Malloch Who is driving these HRD programmes? Where do the ideas of the programmes come from?</p> <p>Maria Cseh This is why we are so interested in looking at the specific topics they incorporate in their curriculum. We have noticed that they are influenced by the Anglo-Saxon and American literature. If you look at the materials and read some of the books or studies you will find all the big names that appear in the United States and the UK, and a bit from Germany - that's about it in the literature.</p> <p>Magdolna Benke Which elements of HRD we had before 1989 could be transferred to the new system?</p> <p>Maria Cseh, Béla Krisztián, Zsolt Nemeskéri Specifically, we can think of the management/ leadership development programmes that existed before; these were quite advanced. A lot of ideas from the Anglo-Saxon and American know-how were incorporated in these earlier programmes and some of them are used in today's management/leadership development. The new organisations that invested in Hungary brought with them their own systems, so you didn't have too much of a choice of a Hungarian approach. Because this is the way in which the global organisations operate all around the world: they are going to invest in a country, and they bring with them their own systems. We now have studies about cultural differences à la Hofstede and so on, and we are trying, when we work with organisations that are investing in Hungary, to understand these patterns, the typologies of cultural differences.</p>
Source	<p>Recording of discussion at the HRD conference in Leeds, May 2005 (see proceedings).</p>

<p>Subject</p>	<p>The regional dimension within education, lifelong learning and continuing professional development (Hungary) > Outline of presentation by Magdolna Benke</p>
<p>Discussion</p>	<p>Wilfried Admiraal I want to ask something about the partnerships involved in regional development - who are in a partnership?</p> <p>Magdolna Benke At the region's level there are partnerships between local governments, the regional development agencies, the representatives of employers and employees, and the civil society. Civil society and social dialogue are new resources in Hungary, they are under development, and it seems that they have a very important task. In the future they can deal with new, but very important topics, which may not be in the main focus of interest, for example the harmonisation of sectoral and regional planning aspects.</p> <p>Wilfried Admiraal Are there also partnerships between companies - for instance to share ideas about the professional development of their employees, to work with one another on the same topics?</p> <p>Magdolna Benke There are HR clubs, where HRD people of companies can discuss common problems and share ideas, but this kind of partnership differs a lot from the other - I mean partnership related to regional development - where the key actors try to represent and strengthen their interests. There are institutions which can organise company training on their own. These companies have financial resources and human resources to manage it from the company side. Others who have no money or no interest to do that try to employ well educated and trained people from outside. But it's important that those who have money can manage it, and the others are waiting for 'good luck', try to hire qualified people.</p> <p>Wilfried Admiraal Lack of money could be a reason to build a partnership...</p> <p>Magdolna Benke You are probably right, but I think that it is not money but mentality, this is most important. Because, maybe you have money, but you follow the old structures and can't open yourself for learning. So, lack of money is important, but lack of mentality is more important.</p> <p>Regina Mulder I was thinking about whose responsibility this regional development</p>

is. It's quite a lot and it's going to be something different. When you say that the government is responsible for things to happen like that, then there is a chance that it remains the same political situation, that it looks similar as before 1989. Or is it a responsibility of the people? Is it a top-down approach or a bottom-up approach? Who has the responsibility here?

Magdolna Benke

Since the country joined the EU the regions have got much stronger responsibility for their own future. Hungary can expect a lot of support from the EU funds because of the level of development. But there is a long conciliation process between Hungary and the EU, for example how many regional operative programmes we can present to the EU. It is a learning process also, to give the power and the money to the regions - the state cannot control the power and the money as it happened before any longer. Maybe this is why the government is a bit cautious and the EU is cautious too - who wants a big fiasco?

But at the same time it is important to focus on the sub-regional level, because regions are not able to set out and develop their own planning if they are only sitting at the desk. They have to go further and contact the sub-regions and utilise every kind of source they have. The problem is that especially the less developed sub-regions won't have any resource to become more developed on their own.

Maria Cseh

You said that you have found out from your research that there was no participation in lifelong learning. How do you define lifelong learning in the Hungarian context? Different countries and different regions of the world look at this term in a different way. What do we mean by it? How do we measure it?

Magdolna Benke

Well, I said that there was not too strong emphasis on lifelong learning in the regional development plans and tried to explain that according to different surveys the country demonstrates a low participation rate of adults in lifelong learning. There was a CVTS2 survey by EUROSTAT four years back; they stated that Hungary is below average. They studied the non-formal and also formal education and training provided by companies for their employees.

Maria Cseh

I think what they call lifelong learning is the informal, the non-formal part. According to my understanding, and if you look at the literature, lifelong learning is a larger term, an umbrella term which comprises many things.

Magdolna Benke

Yes, I agree with you, but if you check the recent past in Hungary, there are very similar findings. According to a survey conducted by the Hungarian Central Statistical Office in 2003 on participation in lifelong learning, approximately 20 % of the population aged 15-74 participated in any kind of educational or training activities within the 12 months prior to the survey. This is why the government has set up

huge programmes recently to encourage individuals to participate in adult learning.

Source

Recording of discussion at the HRD conference in Leeds, May 2005 (see [proceedings](#)).

Subject	Differential effects of supervisor support on transfer of training (Netherlands) > Outline of presentation by Derk-Jan J M Nijman
Discussion	<p>David Silbergh</p> <p>I was just wondering if you could cast some light on the importance of formal learning outcomes. You mentioned yourself that you found it surprising that they had such a strong effect; I was quite surprised to see this as well. Why do you think that is, because people get pay increases or promotional opportunities?</p> <p>Derk-Jan J.M. Nijman</p> <p>The easy explanation is that those who haven't learned couldn't transfer. What was also a remarkable finding was that learning also had a strong effect on the trainee's motivation to transfer. That was perhaps even more surprising than its effect on transfer outcomes. Trainees who believed for themselves that they had learned more were also more motivated to use that learning.</p> <p>Sabine Manning</p> <p>What about the context of training: you briefly talked about the design, but does the Dutch context come into this at all? Or would your study compare directly with a study of a similar design carried out in Britain or France or anywhere else? Did you specify in your investigation what kind of training the trainees had undergone?</p> <p>Derk-Jan J.M. Nijman</p> <p>In fact, for each of the four training programmes which we included in the study we made different questionnaires, so the learning and transfer outcomes were really based on these training programmes.</p> <p>Sabine Manning</p> <p>And the literature which you evaluated in your study - did they go into any national specifications or were they just based on the Dutch context, taking this for granted?</p> <p>Derk-Jan J.M. Nijman</p> <p>There was very little, I only found one or two Dutch studies, most in the theory part was American or English literature.</p> <p>Teresa M. Palmer</p> <p>I think the trainees perceive training very differently today than the way they did 30 or 40 years ago. There's really an economic climate of the last five to eight years - I don't know about the Netherlands, certainly in the United States - it's much more competitive and much less assured that you keep your job. so if you go to training you will be expected to show something, or if you fail to, in the next round of cuts,</p>

you may be out of employment.

Derk-Jan J.M. Nijman

What I can say is that most of these organisations were willing to cooperate in our research because they didn't do any kind of transfer measuring. So what they wanted to know was whether these training programmes were actually effective. I was able to offer a little bit of insight, but I don't really imagine these trainees will be judged by the extent to which they applied what they had learned - they more or less were expected to take part in the training programme without looking at actual differences in job performance.

Source

Recording of discussion at the HRD conference in Leeds, May 2005 (see [proceedings](#)).

Subject	<p>Progress towards a European credit transfer system for VET Jonathan Winterton, Toulouse Business School, France > Discussion of presentation</p>
Outline	<p>The Lisbon summit (March 2000) set the objective for 2010 of making Europe 'the most competitive and knowledge-based economy in the world capable of sustainable growth and better jobs and greater social cohesion', while the Barcelona summit (March 2002) set the further objective of making European education and training systems a world quality reference by 2010. In line with these objectives, the Directors-general for vocational education and training in their autumn 2001 Bruges meeting agreed on further efforts to enhance European-wide cooperation and in the Copenhagen Declaration (30 November 2002) announced a strategy to support the development of qualifications and competences at European level. A key part of the strategy was to establish for vocational education and training a European credit transfer system, like that established for higher education under the Bologna Declaration. In 2003 a Technical Working Group was established by the European Commission to develop the principles of such a credit transfer system.</p> <p>In 2004, to support this work, CEDEFOP, the European Commission's agency for development of vocational education and training, commissioned three pieces of research to present proposals in relation to, respectively, reference levels for qualifications (the vertical dimension), a typology of knowledge, skills and competence (the horizontal dimension), and a system for credit transfer. This paper outlines the findings of the three research projects and discusses the ambitious road map agreed at the Ministerial meeting in Maastricht on 14 December 2004. The road map envisages completion of the model for the European Credit Transfer System for Vocational Education and Training (ECVET) in the first semester of 2005 and testing the model in the second semester of 2005, so that the Commission is able to make a formal proposal before the end of 2005. In 2006 ECVET is to be prepared and implemented.</p>
Source	<p>Paper presented at the 6th international conference on HRD research and practice across Europe: Human resource development - addressing the value. Leeds 25-27 May 2005. (Abstract; full paper incl. in CD-ROM).</p>

Subject	<p>Les Compagnons de Devoir: the emergent lessons for HRD Hedley Malloch, Birgit Kleymann, Jacques Angot; Catholic University of Lille, France Tom Redman, University of Durham, United Kingdom > Discussion of presentation</p>
Outline	<p>The paper is a case which describes the HRD system of Les Compagnons du Devoir (CdD) an ancient French trade guild offering high-skill vocational and educational training (VET), rich in culture and humanity, in 22 trades mainly in the engineering and construction industries. It has about 10,000 young people in training at any one time making it a medium-sized player in French VET. The authors are members of the Conseil Scientifique de l'International Journeyman Programme. The International Journeyman Programme is a project set up to offer high-skills training to young people from the north of England by passing them through the CdD training system.</p> <p>The paper describes the history of the CdD identifying it as a highly successful HRD system. The tangible elements of the CdD are described namely the membership, the Houses (a network of residential colleges), and the vocational and cultural curriculum. This is followed by a description and discussion of its philosophy, notably notions of le devoir, le métier and the honour principle. The paper then describes and analyses some of the reasons for its success. These are the:</p> <ul style="list-style-type: none"> ● volume of off-the-job training; ● management of movement and change; ● wide range of support available to learners from full-time and retired workers; ● diverse systems of mentoring, including near-peer and peer mentoring. <p>In particular the approaches to mentoring appear to be novel, both theoretically and practically. The paper attempts to show how these practices are rooted in the normative and highly institutionalized nature of the CdD. The paper concludes with a discussion of those aspects of HRD best practice which could be learned from the CdD and some implications of the case for HRD theory.</p>
Source	<p>Paper presented at the 6th international conference on HRD research and practice across Europe: Human resource development - addressing the value. Leeds 25-27 May 2005. (Abstract; full paper incl. in CD-ROM).</p>

Subject	HRD education in Hungary Maria Cseh, The George Washington University, USA Béla Krisztián & Zsolt Nemeskéri; University of Pécs, Hungary > Discussion of presentation
Outline	This paper presents a succinct history of the development of human resources in Hungary, the emergence of human resource management and development as an area of study in higher education institutions, the institutions offering programs in this area and their curriculum. The paper is based on a literature review and information gathered from the websites of the two colleges and four universities that are offering these programs and illustrates the first part of a larger empirical study. The emerging nature of the human resource development (HRD) as an area of academic study in Hungary is evidenced by the presence of its courses in different schools, departments and programs each of which add their disciplinary flavor to their curriculum. Understanding how HRD practitioners and scholars are prepared in higher education institutions for their professional roles in Hungary is significant both for practitioners (e.g., local and multinational companies hiring HRD professionals) and scholars (e.g., on a quest to empirically define what HRD is or has the potential to become in Hungary and other countries; interested in joining the conversation proposed by Kuchinke (2004) addressing the roles of scholarship and practice in the field). Recommendations for future research and implications for the teaching and practice of human resource development are discussed.
Source	Paper presented at the 6th international conference on HRD research and practice across Europe: Human resource development - addressing the value. Leeds 25-27 May 2005. (Abstract; full paper incl. in CD-ROM).



Subject

[The regional dimension within education, lifelong learning and continuing professional development](#)Magdolna Benke, National Institute for Adult Education, Hungary
> [Discussion of presentation](#)

Outline

My abstract is based on two research projects. Within the scope of a research project carried out by the National Institute of Vocational Education in 2002, I led a research group examining the role and importance of education, training and lifelong learning (LLL) within the development plans of the seven economic-administrative regions of Hungary. Research itself was undertaken in the course of the preparatory phase of Hungary's first National Development Plan. Since October 2004 I lead a research group in the National Institute for Adult Education to search the connection between human resource development and regional development planning process in the country.

A clear and objective picture of the country's human resource conditions is, of course, essential. It is also important to consider a regional dimension to the subject at the time of European Union accession. In accordance with the main aim of the research projects, special attention was directed towards education, training, LLL and CPD, as elements of human resource development within the regions. Both research topics are of special relevance, since the regions in question will be beneficiaries of support from the EU funds.

Both research projects were based on seven regional case studies. To ensure comparative analysis of the main features of the regional structures, certain criteria were taken as guidelines to assist in the preparation of the regional studies. The regional studies were based on the analysis of regional documents, interviews with key players within the regions and other relevant research papers. Both research topics themselves do constitute a new and unprecedented departure within the country as a whole.

The following outline presents some of the main lessons derived from our research:

- A number of serious differences exist among the regions regarding how they are able to harmonise human resource sector specific, ie. educational, and regional aspects within their planning and development processes.
- The new dimension of "regionalism" in relation to education, LLL and CPD poses a real challenge for society as a whole; the socialisation process, social debates, social partnership may increase the effectiveness of this learning process.
- According to our research findings, a much greater emphasis is placed on school-based education within the regional development plans than on LLL and CPD.
- There is an urgent need for reorganising the regional system of vocational education and training institutions to ensure a more efficient level of education and training, which, given the structure of the financial system, may only be resolved with

governmental involvement.

- Further research may provide answers to questions concerning how to direct individual region's attention towards the importance of adult education, lifelong learning and company-based training in their future development plans
- HRD and Regional Development should join forces to be able to combat serious social inequalities in underdeveloped sub-regions of the country.

Source

Paper presented at the 6th international conference on HRD research and practice across Europe: Human resource development - addressing the value. Leeds 25-27 May 2005. (Abstract; full paper incl. in CD-ROM).



Subject	Differential effects of supervisor support on transfer of training Derk-Jan J M Nijman, Wim J Nijhof, Ida Wognum & Bernard P Veldkamp; University of Twente, The Netherlands > Discussion of presentation
Outline	<p>It is assumed that one of the most important conditions for training to be transferred to the job consists of the support that trainees receive from supervisors. Empirical results of research provide no clear confirmation of the relationship between supervisor support and transfer, however, an explanation for which might be that possible interdependence with other transfer-influencing factors has often been overlooked. In the study described here the effects of supervisor support on transfer outcomes were examined from a systemic point of view, taking into account the effects of other relevant work environment, trainee and training characteristics.</p> <p>Results of analyses of questionnaire responses from 179 trainees and 32 supervisors indicate that the effects of supervisor support on transfer of training are positive, but merely slight and indirect. Support from supervisors does lead to perceptions of a more positive transfer climate, which, on its turn, increases transfer outcomes as well as that it enlarges trainees' motivation to transfer. On the other hand, support from supervisors also has a direct negative effect on trainees' motivation to transfer. Learning outcomes have the strongest positive effect on transfer outcomes, while trainees' motivation to transfer and the transfer climate also positively predict transfer outcomes.</p>
Source	Paper presented at the 6th international conference on HRD research and practice across Europe: Human resource development - addressing the value. Leeds 25-27 May 2005. (Abstract; full paper incl. in CD-ROM).