



Proiect cofinanțat de Uniunea Europeană prin Programul Operațional Capitalul Uman 2014-2020

Axa prioritară 6 – Educație și competențe

Obiectivul specific 6.13 Creșterea numărului absolvenților de învățământ terțiar universitar și non universitar care își găsesc un loc de muncă urmare a accesului la activități de învățare la un potențial loc de muncă / cercetare/ inovare, cu accent pe sectoarele economice cu potențial competitiv identificate conform SNC și domeniile de specializare inteligentă conform SNCI

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Listă bibliografică
Domenii de interes: *Planificarea carierei*
(Career planning)

- resurse open access disponibile pe platforma ScienceDirect Elsevier -

Articole Open Access

1. Joao Batalheiro Ferreira,

Exhausted and Not Doing Enough? The Productivity Paradox of Contemporary Academia,

She Ji: The Journal of Design, Economics, and Innovation, Volume 8, Issue 2, 2022, Pages 181-191, ISSN 2405-8726,

<https://doi.org/10.1016/j.sheji.2022.05.001>.

<https://www.sciencedirect.com/science/article/pii/S2405872622000181>

Abstract: Professors today struggle with unreasonable workloads and a work management format antithetical to high quality research and teaching. Recent studies show that many professors suffer from high levels of stress, anxiety, and exhaustion, and several studies report high levels of burnout. The reasons for this situation are not yet fully understood. In this article, I discuss the current academic work management format as a key motive that hinders the well-being of professors and the quality of their work. To understand this issue, the article explores the concept of deep work in relation to academia. It examines the contrasting circumstances of deep work and the continual and disruptive mode of communication required by the hyperactive hive mind. Work based on instant digital communication tools takes a hidden toll on the ability of professors to manage their attention. Instant communications among academic staff members disrupts the deep work required for engagement in research and teaching. To obtain the best possible results from faculty, we should manage attention as a scarce and valuable resource. To do this requires redesigning the management of academic work, a project outside the remit of most



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Beneficiar: ACADEMIA DE STUDII ECONOMICE DIN BUCUREȘTI

Practică inteligent dezvoltarea ta – PRIDE-U POCU/626/6/13/133138

academic professionals—or the professors subject to the demands of the hyperactive hive mentality.

Keywords: Productivity; Deep work; Knowledge-work; Digital technology; Academia

2. Sjanne Marie E. van den Groenendaal, Jos Akkermans, Chen Fleisher, Dorien T.A.M. Kooij, Rob F. Poell, Charissa Freese,

A qualitative exploration of solo self-employed workers' career sustainability, Journal of Vocational Behavior, Volume 134, 2022, 103692, ISSN 0001-8791, <https://doi.org/10.1016/j.jvb.2022.103692>.

(<https://www.sciencedirect.com/science/article/pii/S0001879122000033>)

Abstract: Contemporary labor markets are characterized by rapidly growing numbers of solo self-employed workers who have their own businesses without employing employees. However, research on solo self-employment has almost exclusively focused on the decision to move into self-employment, thereby failing to consider the long-term career consequences of being solo self-employed. To complement existing research, we examined patterns of career self-management strategies among the solo self-employed in light of their career sustainability and enablers and barriers in their unique work context. We conducted 102 interviews among a heterogeneous sample of Dutch solo self-employed workers and identified four career self-management patterns: proactive crafters, adaptive crafters, survivors, and passive balancers. We found differences in their career sustainability (i.e., happiness, health, and productivity). Specifically, their happiness is overall sufficient while the level of productivity is mixed, and their health seems to be most problematic. This study contributes to the nascent scholarly literature on solo self-employment and career sustainability. Policymakers can use our findings to promote sustainable careers among the solo self-employed.

Keywords: Sustainable career; Solo self-employment; Career self-management; Career self-management patterns; Enablers; Barriers



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Beneficiar: ACADEMIA DE STUDII ECONOMICE DIN BUCUREȘTI

Practică inteligent dezvoltarea ta – PRIDE-U POCU/626/6/13/133138

3. Jos Akkermans, David G. Collings, Serge P. da Motta Veiga, Corinne Post, Scott Seibert,

Toward a broader understanding of career shocks: Exploring interdisciplinary connections with research on job search, human resource management, entrepreneurship, and diversity,

Journal of Vocational Behavior, Volume 126, 2021, 103563, ISSN 0001-8791,

<https://doi.org/10.1016/j.jvb.2021.103563>.

(<https://www.sciencedirect.com/science/article/pii/S000187912100035X>)

Abstract: Career shocks have become an increasingly important part of current careers scholarship. In this article, we focus on the role of career shocks in career choice, career development, and career adaptation by exploring interdisciplinary connections with the domains of: (1) job search, (2) human resource management, (3) entrepreneurship, and (4) diversity. Specifically, we argue that a self-regulated job search process is likely often triggered by a career shock, yet could also trigger career shocks in its own right. We also note that employees' perceptions of the HR practices in their company are likely influenced by career shocks, and that the chance of employees to return to their employer in the future (i.e., boomerang employment) is affected by the occurrence of positive or negative shocks. Furthermore, there are ample opportunities to study how career shocks may trigger transitions between paid employment and entrepreneurship, and the role of identity and emotions in such processes. Finally, we argue that career shocks may instigate changes in the salience of social identity or even constitute threats to social identity, thereby reflecting on how career shocks may differentially impact people belonging to different social groups. We hope that our article, in the spirit of this JVB 50-year anniversary issue's aims, will inspire scholars both within and outside of the field of career studies to better understand how career shocks may impact the way in which people work and develop their careers.

Keywords: Career shock; Career; Job search; Human resource management; Entrepreneurship; Diversity



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Beneficiar: ACADEMIA DE STUDII ECONOMICE DIN BUCUREȘTI

Practică inteligent dezvoltarea ta – PRIDE-U POCU/626/6/13/133138

4. Rewina Bedemariam, Jose Ramos,

Over-education and job satisfaction: The role of job insecurity and career enhancing strategies,

European Review of Applied Psychology, Volume 71, Issue 3, 2021, 100632, ISSN 1162-9088,

<https://doi.org/10.1016/j.erap.2021.100632>.

(<https://www.sciencedirect.com/science/article/pii/S1162908821000104>)

Abstract: Introduction

Over-education is a current phenomenon, which hampers job satisfaction. Finding variables that moderates the deteriorating effect of over-education could be useful.

Objective

Present study analyses the relationship between over-education and intrinsic, extrinsic and social facets of job satisfaction, and the moderation role of career enhancing strategies and job insecurity.

Method

Sample was composed of 1362 participants 16–30years-old that entered the job market in the previous five years, from the 2011 cohort of the Spanish Observatory for Labor Entry of Youth. Analyses were made using Process Macro.

Results

Results show that all direct relationships are significant, and that career enhancing strategies moderated the relationship between over-education and social and extrinsic job satisfaction.

Conclusion

Findings provides insights regarding strategies to buffer the detrimental effects that over-education had for young employees' job satisfaction.

Keywords: Over-education; Job satisfaction; Job insecurity; Career enhancing strategies



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Beneficiar: ACADEMIA DE STUDII ECONOMICE DIN BUCUREȘTI

Practică inteligent dezvoltarea ta – PRIDE-U POCU/626/6/13/133138

5. Felipe Cechella, Gardênia Abbad, Ralf Wagner,

Leveraging learning with gamification: An experimental case study with bank managers,

Computers in Human Behavior Reports, Volume 3, 2021, 100044, ISSN 2451-9588,
<https://doi.org/10.1016/j.chbr.2020.100044>.

(<https://www.sciencedirect.com/science/article/pii/S2451958820300440>)

Abstract: Gamification has attracted the attention of academics and practitioners as a promising tool for promoting behavioral change. This paper is an experimental case study investigating the effects of gamification on the learning outcomes when used as an instructional procedure for training managers in a Brazilian bank. High-order cognitive learning was assessed with situational tests before and after the training events. Data were collected in a quasi-experimental design involving three groups, two groups in training events and one untrained control group. The results show that gamification had a positive effect on learning but with results similar to training that used an instructional design without gamification. Gamification facilitated learning even with less time available for conceptual explanations and discussions. Competitive game elements were shown to be effective as an aspect of instructional design, especially when a digital feedback system was used as an assessment tool in training. This study innovatively collected data in a Brazilian bank and developed an instrument to measure high-order cognitive skills. Further investigation is required using other game elements that promote cooperation, autonomy, and personalization.

Keywords: Gamification; Training; Learning; Education

6. Norihiko Takeuchi, Tomokazu Takeuchi, Yuhee Jung,

Making a successful transition to work: A fresh look at organizational support for young newcomers from an individual-driven career adjustment perspective,

Journal of Vocational Behavior, Volume 128, 2021, 103587, ISSN 0001-8791,
<https://doi.org/10.1016/j.jvb.2021.103587>.

(<https://www.sciencedirect.com/science/article/pii/S0001879121000592>)



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Axa prioritară 6 – Educație și competențe

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Beneficiar: ACADEMIA DE STUDII ECONOMICE DIN BUCUREȘTI

Practică inteligent dezvoltarea ta – PRIDE-U POCU/626/6/13/133138

Abstract: Although career transitions occur several times during people's life course, a significant turning point may be the school-to-work transition (STWT) of young adults migrating from structured academic environments to chaotic organizational setups. In the field of newcomer socialization, successful STWTs, particularly in the post-employment phase, have been widely researched, although the studies have been dominated by an "organization-driven" perspective on what motivates young newcomers to adjust themselves to organizational career norms. By examining "individual-driven" career adjustment pathways that focus on the self-enhancement effect involved in organizational support, this research addresses the challenge of how young newcomers with self-directed career orientations experience STWT success without compromising their career-growth concerns. Drawing on theories of self-enhancement and self-verification, we investigated a model wherein (1) a perceived match of individual and organizational career plans mediates the relationship between newcomers' perceived organizational support (POS) and their STWT success, and (2) protean career orientations moderate the anticipated positive relationship between POS and perceived career match, thus conditioning the mediation. Results from four-wave time-lagged data supported the predicted effects, even after controlling for organization-driven adjustment factors. The findings contribute to the ongoing debate on "individualization" and the "Protean Paradox" in career management literature.

Keywords: Match of individual and organizational career plans; Protean career orientations; Newcomer adjustments; Perceived organizational support; School-to-work transition; Self-enhancement theory

7. Maniam Kaliannan, Darshana Darmalinggam, Magiswary Dorasamy, Mathew Abraham,

Inclusive talent development as a key talent management approach: A systematic literature review,

Human Resource Management Review, 2022, 100926, ISSN 1053-4822,

<https://doi.org/10.1016/j.hrmr.2022.100926>.



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Beneficiar: ACADEMIA DE STUDII ECONOMICE DIN BUCUREȘTI

Practică inteligent dezvoltarea ta – PRIDE-U POCU/626/6/13/133138

<https://www.sciencedirect.com/science/article/pii/S1053482222000456>

Abstract: Over the past decades, organizations have faced challenges in retaining good employees due to market competition and talent scarcity, thereby forcing leaders to improve their human resource strategies. Organizations often source exclusive talent development instead of nurturing talent inclusively. Exclusive refers to organizations' tendency to hire top talents outside their organization when needs arise, or if they have to look for candidates within the organization, only those identified as performers within their elite pool are selected. Literature suggests that inclusive talent development (i.e., career development via training for all employees regardless of individual performance) can complement management for employee retention. The present study carries out a systematic review of articles published from 1997 to 2020 pertaining to talent development, particularly inclusive nurturing, to enable frugal human resource management, i.e., developing human resource inclusive talent development (ITD) in a resource constrained environment. We address three major questions: to what degree is talent development (TD) represented in the wider talent management (TM) literature?; how does ITD contribute to individual talent growth and organizational performance?; and what are the limitations of current research on ITD? A total of 48 articles on TD, with 13 articles on ITD, are analyzed to provide theoretical and practical insights. This review presents research gaps on inclusive TD, and highlights future research directions, such as wider coverage to develop a more comprehensive scope, TD for low performers to improve their individual growth and organizational performance, application of frugal innovation through ITD, and association with resource-based view – valuable, rare, inimitability, and organized model (RBV-VRIO). While ITD coupled with other TM activities has significant effect on individual growth and organizational performance, the evidence for and discussion of this concept remains scarce. The research contributes to existing HRM literatures: (1) TD is a limited area of research and has minority representation within TM literature; (2) ITD is becoming increasingly crucial for individual talent growth and organizational performance towards a sustainable competitive advantage as primed by the RBV – VRIO model; and (3) key limitations of research on TD include one-sided perspectives to TD, lack of balance between individual talent growth and organizational performance, and other methodological weaknesses.



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Beneficiar: ACADEMIA DE STUDII ECONOMICE DIN BUCUREȘTI

Practică inteligent dezvoltarea ta – PRIDE-U POCU/626/6/13/133138

Keywords: Talent development; Talent management; Frugal innovation; Inclusive talent development; Exclusive talent development; Resource-based view; Organizational performance; Individual talent growth

8. Andreas Hirschi, Jessie Koen,

Contemporary career orientations and career self-management: A review and integration,

Journal of Vocational Behavior, Volume 126, 2021, 103505, ISSN 0001-8791,

<https://doi.org/10.1016/j.jvb.2020.103505>.

<https://www.sciencedirect.com/science/article/pii/S0001879120301305>)

Abstract: Successful career development requires increased career self-management and contemporary career orientations accordingly stress the importance of being self-directed, values-driven, and flexible. This paper provides an overview of key perspectives on contemporary career orientations in relation to career self-management (CSM), as well as a systematic review of these two streams of literatures. With a focus on highly influential classic and recent papers as well as on all papers published in the Journal of Vocational Behavior on these topics, we aim to integrate the literatures on career orientations and CSM and advance future research. To this purpose, we present an integrative framework of career self-regulation which views CSM as a dynamic process consisting of goal setting and development, information seeking, planning and execution of behaviors, and monitoring and feedback processing. This process is influenced by, and subsequently affects, individual career orientations. We finish the paper by providing several directions for future research in terms of examining more dynamic and self-regulatory processes, unpacking the role of context, integrating the larger proactivity literature, applying a work-nonwork perspective, and developing and testing interventions.

Keywords: Career orientations; Career self-management; Self-regulation; Protean career; Boundaryless career; Proactive career behavior



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Beneficiar: ACADEMIA DE STUDII ECONOMICE DIN BUCUREȘTI

Practică inteligent dezvoltarea ta – PRIDE-U POCU/626/6/13/133138

9. Carina Carlhed Ydhag, Niclas Månsson, Ali Osman,

Momentums of success, illusio and habitus: High-achieving upper secondary students' reasons for seeking academic success,
International Journal of Educational Research, Volume 109, 2021, 101805, ISSN 0883-0355,

<https://doi.org/10.1016/j.ijer.2021.101805>.

<https://www.sciencedirect.com/science/article/pii/S0883035521000756>)

Abstract: Through interviews with 52 upper-secondary students from different socioeconomic, educational and migrant/native backgrounds, the article examines students' own stories of what drives them to perform well in school. Different kinds of 'illusios' are reconstructed in terms of Bourdieu's sociology; Revanche, Proficiency, Fear of failing and Expectations. They relate to different forms of social energy and emotions, such as the desire for rehabilitation of the self or family in the eyes of the other, and the drive for justification. Some is fuelled with social shame of not reaching the same position as parents, or meaning falling out of the system, while others are driven by an urge to be knowledgeable. These illusios work differently in relation to the students' habitus.

10. Monica Waichun Choy, Alexander Seeshing Yeung,

Cognitive and affective academic self-concepts: Which predicts vocational education students' career choice?,

International Journal of Educational Research Open, Volume 3, 2022, 100123, ISSN 2666-3740,

<https://doi.org/10.1016/j.ijedro.2022.100123>.

<https://www.sciencedirect.com/science/article/pii/S2666374022000024>)

Abstract: Grounded in self-concept theory, this study examined the predictability of cognitive and affective academic self-concepts in relation to vocational education students' education and career choice outcomes in the Hong Kong HE setting in two studies (Ns = 384 and 476). Structural equation modeling revealed that sense of competence (i.e., cognitive) is more related to competence/performance-based outcomes (i.e., operational capability and resilience at work in Study 1; and



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Axa prioritară 6 – Educație și competențe

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Beneficiar: ACADEMIA DE STUDII ECONOMICE DIN BUCUREȘTI

Practică inteligent dezvoltarea ta – PRIDE-U POCU/626/6/13/133138

competition in Study 2). Liking of the vocation (i.e., affective) is more related to non-performance-based emotional-motivational outcomes (i.e., career intention in both studies and educational aspiration in Study 2) than is the cognitive component. These findings offer an empirical basis to guide vocational higher education institutes to effectively use educational resources to build a sustainable future workforce.

Keywords: Vocational education; Career choice; Self-concept; Higher education

11. Judith B. Langerak, Jessie Koen, Edwin A.J. van Hooft,

How to minimize job insecurity: The role of proactive and reactive coping over time, Journal of Vocational Behavior, Volume 136, 2022, 103729, ISSN 0001-8791, <https://doi.org/10.1016/j.jvb.2022.103729>.

(<https://www.sciencedirect.com/science/article/pii/S0001879122000409>)

Abstract: Job insecurity is no longer a temporary setback but an experience that many workers endure for prolonged periods of time during their career. While there is much research on the behaviors that may help workers to cope with the negative consequences of job insecurity (i.e., reactive coping), insight into behaviors that may help workers to minimize or even prevent the experience of job insecurity itself is still minimal (i.e., proactive coping). Yet, such insight is crucial to advance our knowledge on the dynamics of job insecurity and may offer an alternative strategy to help workers manage the experience of job insecurity during their career. Hence, in this 5-wave weekly survey study among 266 workers, we view the experience of job insecurity as an ongoing process that may fluctuate over time and investigated whether proactive coping (career planning, scenario thinking, career consultation, networking, and reflecting) could help workers to minimize their future job insecurity. Multilevel path analyses showed that weekly proactive coping behaviors were either unrelated or positively (rather than negatively) related to job insecurity in the following week, indicating that positive outcomes of proactive coping may need more time to establish. Additionally, we explored whether coping behaviors that are proactive in theory could also function as reactive coping behaviors (i.e., could buffer the negative consequences of job insecurity). Results showed no buffering effects, indicating that theoretically proactive coping behaviors did not function reactively.



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Beneficiar: ACADEMIA DE STUDII ECONOMICE DIN BUCUREȘTI

Practică inteligent dezvoltarea ta – PRIDE-U POCU/626/6/13/13138

We discuss that prolonged proactive coping efforts are needed in contemporary careers, despite the short-term discomfort.

Keywords: Job insecurity; Coping; Proactive behavior; Resources; Multilevel path modelling

12. Rodrigo Mello, Vesa Suutari, Michael Dickmann,

Taking stock of expatriates' career success after international assignments: A review and future research agenda,

Human Resource Management Review, 2022, 100913, ISSN 1053-4822,

<https://doi.org/10.1016/j.hrmr.2022.100913>.

(<https://www.sciencedirect.com/science/article/pii/S1053482222000262>)

Abstract: This systematic literature review explores studies addressing the objective career success and subjective career success of company-assigned and self-initiated expatriates after their long-term international assignments. Expatriate work is defined as high-density work that affects employee learning and career trajectories. We develop a holistic expatriate career success framework exploring the following questions: 1) What individual career impact results from international assignments? 2) What are the antecedents of such career success? and 3) What are the outcomes of assignees' career success? A previously neglected range of theoretical perspectives, antecedents, and outcomes of expatriate career success is identified. Subsequently, a threefold contribution is made. First, we extend the conceptualization of international work density to unveil the differences between general and global career concepts. Second, we identify promising theories that have not been utilized in expatriation research, emphasizing context-related and learning theories that chime with the specific nature of global careers. Lastly, we suggest an extensive future research agenda.

Keywords: Expatriation; Assigned expatriates; Self-initiated expatriates; Repatriation; Re-expatriation; Career Success

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