

THESES OF THE DOCTORAL (PhD) DISSERTATION

THE ANALYSIS OF CONDITIONS AND REQUIREMENTS OF THE GLOBAL CAREER

RÉKA SZONDI

Supervisor:

Dr. habil Éva Gergely

Associate Professor



UNIVERSITY OF DEBRECEN

Doctoral School of Management and Business

Debrecen

2024

1. INTRODUCTION OF THE TOPICS AND OBJECTIVES, HYPOTHESES

The interdependence and complexity of HR functions justify the choice of topic. Career planning and management activities and tools impact many other areas. By applying these tools well and aligning organisational and individual goals, we can drive employee performance and motivation towards organisational strategic objectives. Where an organisation does not have a dedicated HR department, aligning processes with other areas of human resource management is more challenging. However, even a few tools linked to career planning can positively impact the retention of key employees. The talent that emerges in an employee can be a key determinant and predictor of outstanding performance, influencing career development. Identifying, finding and attracting talented employees is also a challenge for companies. Successful retention management requires retaining these individuals, keeping them motivated, helping them to perform and providing them with a personalised career path. If the organisational career management system works well, it will include clearly defined competencies to achieve high performance and identify high performers. Performance management provides the company with information on weaknesses, strengths and areas for improvement, which are essential for career planning. International assignments for experience in multinational companies can be an element of career planning. This career path can be mutually beneficial, as a specific goal guides the employee during his or her duties, and the employer is interested in achieving this goal. By providing the right conditions, information and training through mentoring, the organisation's HR department can ensure that the employee is given an environment in which he or she can work effectively and to the required standard. On returning home, he or she can share and exchange his or her experience and knowledge, thus achieving organisational knowledge transfer. Key people with relevant knowledge and international experience are trained on the organisational side. In contrast, on the employee side, a step in career planning in the workplace is outlined, complemented by competence development and marketable knowledge acquisition.

With these areas in mind, I began the thesis by reviewing the relevant academic sources constantly searching for new findings. In the secondary analysis, I sought to explore career and career management tools, starting from individual career perceptions to the level of organisational career planning and processing the research I had read. Afterwards, I

conducted the primary research, collecting the opinions of HR professionals and HR managers to explore the corporate side. I also explored university students' attitudes about entering the labour market through questionnaires supplemented by documentary analysis. The importance of the career management system was confirmed by my results and the critical factors along which a correlation between career management and other HR areas could be identified.

Human capital as a resource has a huge role to play in development. Experience, contacts, intellectual capital and new ways of thinking gained by working abroad benefit companies and individuals. Today, many young graduates are taking jobs abroad, but not all experience this period as a success. Meanwhile, companies use various methods to cater to talented employees' knowledge and motivation needs and encourage loyalty. Retention management can thus become intertwined with career planning, as introducing new knowledge and attitudes acquired abroad into the culture is as essential for the company as the knowledge that the individual is being addressed, sees potential and is expected to stay for the long term.

However, working abroad can fail if the employee lacks the motivation, communication skills, language competencies and integration ability (DOHERTY et al., 2011). Effective career planning also focuses on preparing the individual, minimising the possibility of failure in acclimatising to a different culture. If the employee knows the requirements of a global career, he or she can more easily develop skills, practice and make up for gaps. The idea of global careers is also popular among university students (SZONDI, 2018; SZONDI, 2019). My study could help them to identify and develop the competencies they need.

The research aims to establish the relevance of the tools used in career planning and their frequency of use among the companies surveyed, complemented by the factors identified in the literature review.

A further objective is to create a model for global career requirements associated with the HR functions involved in international assignments.

The target group of the research are those companies that are likely to have an HR department, employ several HR functions at the system level, or have some career planning tools. Assignments are related to employee mobility, as the employee is temporarily working in a foreign country to perform some specific task while being employed by the

sending company and will be primarily subject to the legislation of the sending country (ÁSVÁNYI et al., 2021).

Given the dual purpose of the research, the other direction is to explore the conditions for a global career from the perspective of graduate students in economics. Based on the training and output requirements of the university courses under study, the documentary analysis will identify the skills that students acquire during their studies. The aim is to compare the analysis carried out with the skills obtained from the student's self-assessment and to look for correlations between the results. A questionnaire survey would make it possible to identify the competencies students have acquired and those they consider essential or lacking for building a global career.

The study and its steps were carried out according to the scientific research process based on BONCZ (2015), some of the phases of which are also shown in the table below (Table 1).

Table 1: Defining the main steps of the research

Steps in the research process	Subject, title	Result
Research problem, choice of topic	Global career	Finding the way around a research topic, searching for concepts
Literature review	Research history, career management systems	Establishment of questionnaires, research objectives, hypotheses
Primary research (2018)	Student side, questionnaire survey N=294	Business students' attitudes towards international experiences
Primary research (2022)	Student side, questionnaire survey N=403	Business students' attitudes towards international experiences
Document analysis (2022-2023)	University of Debrecen - Faculty of Economics, University of Miskolc - Faculty of Economics, Overview of education and output requirements	Exploring the groups of competencies that can be acquired with a degree in economics
Primary research (2023)	Company side, questionnaire survey N=111	Access to HR professionals for career management, international assignments

Source: own editing, 2024.

As a result of the research, specific competencies and criteria will be identified, making the assignment process more cost-effective and efficient, from selection to reintegration of the expatriate. Furthermore, a comparison will be made between young people's expectations, perceptions, and skills about entering the labour market and the experiences of HR

professionals who have used assignments and career management tools. For professionals in human resource management, the data will also be of added value in summarising the data, providing feedback and enriching information from several angles.

The main objectives

The research questions (K 1-5 - number of research questions, H 1-5 - number of hypotheses) and their associated hypotheses are described below:

Q1: *Is there any connection between the use of career tools and labour shortages in the organisations surveyed?*

H1: The use of a career management system or career planning tools and related methods helps to improve retention management and employee engagement, thereby reducing staff shortages at the organisational level (KISS - SZILAS, 2012; KISS et al., 2012; BALOGH, 2014; HÉDER et al., 2018; KRAJCSÁK, 2018).

Q2: *Do the HR functions/activities in the organisation show a correlation with the use of career tools in the large companies studied (HAJÓS - GŐSI, 2008; CSEHNÉ PAPP - HAJÓS, 2014, DAJNOKI - HÉDER, 2017)?*

H2: The more significant presence and use of an HR department/team HR functions in the organisation predicts more frequent use and effectiveness of career tools.

Q3: *Are the motivational factors (STAHL - CALIGIURU, 2005; VAN DER HEIJDEN et al., 2009; HACK-POLAY, 2020) considered necessary in the organisational side similarly rated in the student sample?*

H3: Based on the sample surveyed, the opinions of those who perceive international assignment at the organisational level when evaluating the questionnaire are in line with the answers given by the graduating students in the questionnaire regarding the importance of the motivational factors relevant to the assignment.

Q4: *Do the opinions of those who use international assignments and those who do not directly use assignments differ in terms of the motivating factors for international*

assignments in the sample studied (POÓR, 2013; KELLIHER et al., 2019; HACK-POLAY, 2020)?

H4: The opinions of HR professionals directly involved and not directly involved in the assignment are the same for the motivating factors behind the assignment.

Q5: *Are economics students open to gaining work experience abroad after graduation (CSEHNÉ PAPP et al., 2017; KŐMÍVES, 2019)?*

H5a: The economics students surveyed prefer the opportunities offered by large companies and international corporations in terms of their job prospects.

H5b: The economics students surveyed are willing to post after graduation, with or without work experience.

2. MATERIAL AND METHODS

I have used primary and secondary data and information collection to establish the main ideas of the thesis. I based my research on secondary studies, which I was able to build on to inform my primary study. Secondary data collection was based on national and international literature and linked to relevant scientific findings, thus helping to provide a comprehensive and detailed understanding of the thesis topic. Counting on this secondary data, I compiled questionnaires to reach the targeted experts (corporate HR managers, HR professionals) on the one hand and university students studying economics on the other. I supplemented the questionnaires with documentary analysis methods designed to identify the competencies students could acquire. The requirements and conditions for a global career can be investigated by taking a multi-directional approach and applying these methods. I have stated the main conclusions of the thesis and the associated suggestions and directions for further research in relation to the findings revealed.

The initial step was to establish the theoretical framework, explore and analyse the theoretical background, and learn about the tools and methods used in career management. In this context, I sought to familiarise myself with the different HR functions and the definitions of career management, complemented by the individual and organisational aspects.

After reviewing the detailed literature segments, I established and refined the main lines of the study, objectives, research questions, and hypotheses based on the initial research design, testing the latter as hypotheses during the methodological application (BABBE, 2020). My research aim was to compare the theoretical knowledge revealed with the practical side, which required multiple perspectives and viewpoints. I wanted to establish results and conclusions that would provide information and insights that could be used in practice for HR professionals and graduates in the context of entering the labour market. What caused difficulties in the delimitation of the company side was the differentiation between the counties, in which I finally chose two regions (North Great Plain and North Hungary). I linked the University of Debrecen, the Faculty of Economics of the University of Miskolc, and the documentary analysis to examine the training and output requirements. For the student queries, I had the option of convenience sampling since I teach at the Faculty

of Economics of the University of Debrecen so that the students could respond voluntarily and anonymously.

My first student survey and the Hungarian and international publications based on the results were published in 2018, with the support of the New National Excellence Programme of the Ministry of Human Resources, code number ÚNKP-18-3, along the lines of my grant research awarded within the programme.

2.1. Material for the tests

I conducted three questionnaire interviews and one documentary analysis using the primary methods. The primary methods and target population are shown in Figure 1.

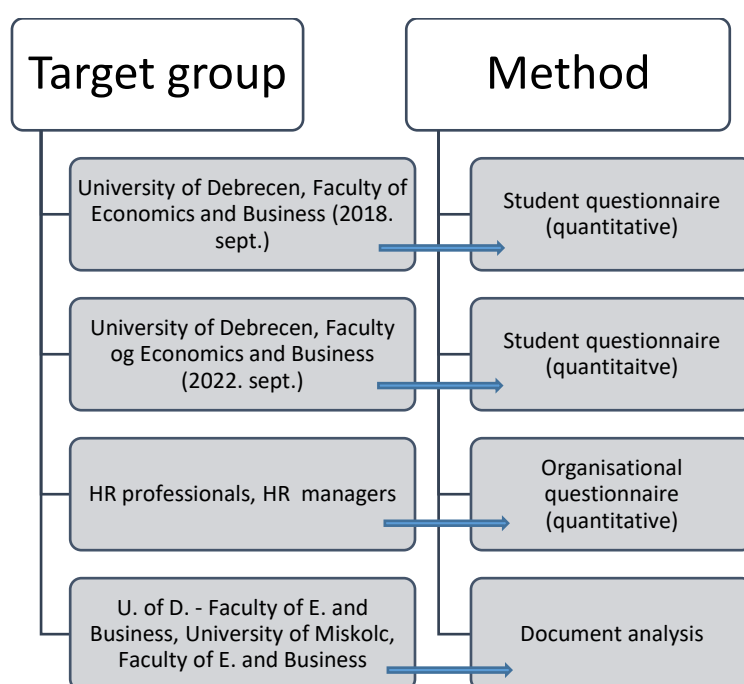


Figure 1: Target population and methods used

Source: own editing, 2024.

Figure 1 summarises the methodological aspects of the thesis. In order to establish the conditions for a global career, a documentary analysis is carried out based on data from the selected higher education institutions to ensure that the questionnaire for students can most accurately assess the points to be investigated.

The material for this research and study and its source are based on the organisations reached and involved during my research. Given the specificity of the topic, the critical point of data collection was to reach the necessary number of organisations that could be studied. Among other things, I expanded my network of contacts through conferences and through

professionals involved in the courses taught at the Institute of Management and Organization in order to build cooperation with potential companies.

Through the examples of the companies reached and analysed in the study, we can obtain information that can be used to build a global career model. In the model, we can outline, through the practices used in the organisations used as a model and starting point, a model that can be described in terms of soft competencies, which will help us to select the right employees for the assignment scheme, facilitate their deployment and provide information for setting up the scheme that we want to implement later. Exploring the students' views and motivations will make the research more complete, as the other side will also be analysed. In this way, we can get a picture of the requirements and conditions from the starting point of a career to the realisation of a global career.

The *questionnaire for the business side* was sent out in 2023. The aim was to reach companies with at least one establishment in the NUTS2 regions (Northern Great Plain and Northern Hungary) associated with the universities studied in the documentary analysis (University of Debrecen, University of Miskolc). The target group was mainly large companies, defined by the number of employees, but there was also a smaller proportion of small and medium-sized companies among the respondents. The respondents were contacted via personal contact networks and LinkedIn. Responses were anonymous, with care taken to manage the mailing of the questionnaires to reach the identified HR professionals in each company.

For the companies in the target group, the most recent data from the KSH are from 2022. Table 2 shows the regional distribution of the two regions under consideration based on the number of employees.

Table 2: Distribution of employees in enterprises by size, class and region

Territorial unit		2022					
Name	level	0-1 persons	2-9 people	10-49 persons	50-249 persons	250 and more people	Total.
Budapest	capital city, region	27,3	27,6	32,6	36,4	44,1	34,2
Pest	county, region	15,6	16,0	15,2	13,8	11,3	14,2
Central Transdanubia	region	10,4	9,5	8,8	9,1	13,4	10,6

Western Transdanubia	region	9,8	9,3	8,6	9,6	8,0	8,9
Southern Transdanubia	region	8,0	7,2	6,5	5,8	3,1	5,9
North Hungary	region	7,5	7,5	6,6	6,8	6,3	6,9
Northern Great Plain	region	10,9	11,2	10,4	9,4	7,9	9,8
Southern Great Plain	region	10,5	11,6	11,4	9,1	5,8	9,4
Total	Country	100,0	100,0	100,0	100,0	100,0	100,0

Source: based on KSH (2022a)

The KSH database, also based on the most recent data from 2022 (2022b), provides the following national information on the number of enterprises: 31,270 enterprises with 10-49 employees, 4,781 enterprises with 50-249 employees and 996 enterprises with 250 employees and more. A total of 981 215 enterprises are included in the database, of which 37 047 enterprises could therefore be included in the target group (if this number of employees is maintained in 2023), but this is the national figure, only a fraction of this number is included in the two target regions. In order to include the companies in my target group by name, I searched the publications of the six counties in the two target regions for the names and details of the top 50 or top 100 companies published in the last 3 years (county news portals, county chambers of commerce and industry materials, market research and lists for the county), so that my enquiries to HR managers and HR professionals would be somewhat targeted and directed. I contacted more than 400 HR managers of companies using my network of contacts and a LinkedIn page under my name, asking for help with research. I assured my respondents that their responses would remain anonymous, avoiding identification. The response rate was around 30%, which is common in the field. I could not engage a market research company to assist with the research, so I used a personal, targeted approach to interview the target group. For the interpretation of the topic, I considered it essential to include a definition before assignment the questions in the questionnaire so that my respondents' thinking and independent opinion around the concept would not distort the interpretation of the questions. The definition was: *"By international assignment as described in the questionnaire, I mean the following: a company transfers an employee to another country for a specific period of time for the purpose of working and gaining knowledge."*

I will interpret and analyse the results from a total of 111 companies, the number of which were classified in the assessable category.

The main identifiers of the respondents are presented in Table 3.

Table 3: Background variables for the business side questionnaire survey

Title		Distribution of the sample	
		N	%
Total		111	100
No	Female	25	22,5
	Male	86	77,5
Age	22-31	50	45
	32-41	28	25,2
	42-51	28	25,2
	52-	5	4,6
School education	Graduation	2	1,8
	OKJ higher education	2	1,8
	BA/BSc.	31	28,4
	MA/MSc.	72	64,4
	PhD.	4	3,6
Length of time in current job (years)	Less than 1	19	17,1
	1-3	41	36,9
	4-6	28	25,2
	7-	23	20,8
Do you have work experience abroad?	Yes, through my current job	6	5,4
	Yes, from my previous job	24	21,6
	No, but I would like to	52	46,9
	No, and I do not want to	29	26,1
Position	Owner	3	2,7
	Company Manager/CEO	12	10,8
	HR manager	28	25,2
	HR department employee	59	53,2
	Intellectual occupation incumbent	9	8,1
The head office of the company	Borsod-Abaúj Zemplén	5	4,5
	Budapest	13	11,7
	Fejér	5	4,5
	Hajdú-Bihar	35	31,5
	Heves	10	9,0
	Jász-Nagykun-Szolnok	4	3,7
	Komárom-Esztergom	1	0,9
	Pest	25	22,5
	Szabolcs-Szatmár-Bereg	13	11,7

Ownership structure	Foreign property	61	55,0
	Hungarian property	44	39,6
	Mixed ownership	6	5,4
Multinational company	Yes	65	58,6
	No	46	41,6
Company size (persons)	10-49	9	8,1
	50-249	23	20,7
	250-	79	71,2
Distribution of establishments by NUTS2 region	Budapest	19	17,1
	Pest	31	27,9
	Central Transdanubia	25	22,5
	Western Transdanubia	21	18,9
	Southern Transdanubia	16	14,4
	North Hungary	36	32,4
	Northern Great Plain	89	80,1
	Southern Great Plain	19	20,7

Source: own data collection, own editing (2024)

A total of 111 people completed the company questionnaire. More than two-thirds of them have at least an MA/MSc degree. More than a quarter have gained work experience abroad, and nearly half of the respondents would like to do so in the future. More than 75% of the respondents work in an HR department, so indicating the priorities related to HR activities, career goals, and plans in the questionnaire may be a realistic and professional consideration in their own organisation. More than half of the respondents work in multinational companies. 59.4% of the respondents' employer companies are located in the NUTS2 counties surveyed. Of the establishments operated by enterprises, 80.1% of respondents said they had an establishment in the Northern Great Plain region, and 32.4% said they had at least one establishment in the Northern Hungary region. For this question, respondents were allowed to select more than one answer, so the percentages will not sum to 100%.

The number of items cannot be considered nationally representative, so it is important to emphasise that my results are only meaningful for the 111 companies sampled and responding and are not generalisable nationally. Apart from this, several practices and findings can be identified that could benefit all companies.

The target group of the *student questionnaire survey* is the students of the Faculty of Business and Economics of the University of Debrecen, whom I asked in September 2018 and September 2022 about their preferences and ideas related to global careers. The questionnaire also covered future job choice preferences, career anchor analysis, and

competencies expected in the labour market. However, this thesis presents my results narrowed down to a few areas. In relation to this topic, I think it is important to point out that in both surveys, the third year of full-time students in the bachelor's degree and the second year of full-time students in the master's degree were surveyed, as they may be on the threshold of entering the labour market. I, therefore, restricted the sample to the final year students, with a natural inherent bias being the number of students in the year group at the time of the survey and the number of students who volunteered to complete the questionnaire. In this respect, the results cannot be generalised and can only be accepted for the students surveyed.

The students who filled in the questionnaire remained anonymous, and the completion was voluntary; in both cases, it was done on paper, so I recorded the results in an Excel database. The background variables of these two questionnaire surveys are presented in Table 4.

Table 4: Background variables for student surveys

Name of the background variable		N (2018)	N (2022)
Number of completions		294	403
No	Female	171	243
	Male	123	160
Form of training	BSc.	229	336
	MSc.	65	67
Assessment of language skills	Basic	36	27
	Intermediate	189	236
	Top	69	140

Source: own data collection own editing (2022)

294 people completed the 2018 questionnaire. Of the students surveyed, 58.16% were female (171), and 41.84% were male (123), with the majority of the age range being between 20 and 25 years old. The respondents were divided between bachelor and master programmes, as shown in Table 11, with 229 students in the former category and 65 in the latter. The students represent eight bachelor's and six master's courses. The sample's most significant proportion of students is in the Bachelor of Business and Management.

403 people filled in the 2022 questionnaire; 60.30% of the respondents were women (243), and 39.70% (160) were men, with the majority of respondents in the 20-25 age group. 336 people studied at bachelor level and 67 at master level.

Table 5 shows the distribution of students by field of study.

Table 5: Distribution of students by field of study in student surveys

	2018			2022	
Core subjects	Administration and Management	19,04 %	Core subjects	Administration and Management	21,09%
	Agricultural engineering for economic and rural development	11,22 %		Rural Development Agricultural Engineering	5,94%
	Agricultural engineer in computer science and management	4,76 %		Trade and marketing	16,63%
	Trade and marketing	7,48 %		International management	15,88%
	International management	11,22 %		Finance and Accounting	15,63%
	Finance and Accounting	9,52 %		Sport and recreation	5,46%
	Sports organiser	11,56 %		Sports organiser	1,99%
	Tourism-catering	2,72 %		Tourism-catering	1,99%
Masters courses	Human Resources Counselling	6,46 %	Masters courses	Human Resources Counselling	5,46%
	Economic, agricultural engineering	1,70 %		Supply chain management	2,98%
	Logistics management	3,74 %		Accounting	2,23%
	Accounting	4,42 %		Sports economist	0,25%
	Business development	3,74 %		Business development	0,50%
	Leadership and organisation	2,38 %		Leadership and organisation	3,97%
	N= 294	100%		N=403	100%

Source: based on own data collection, own editing (2024)

In the questionnaire, students had to answer how attractive they found a company offering international assignments. To ensure that there was agreement on the definition of international assignment between the respondents and my thinking, I included a definition in the questionnaire that read: *"International assignment: a company transfers an employee to another country for a period of 1 to 3 years for the purpose of work and knowledge acquisition"*.

They also assessed how important they consider the possession of specific competencies to be in an international assignment and the motivational factors that influence the success of an international assignment.

For Likert scale questions, they were asked to rate on a scale of 1 to 6, with 1 being not at all important and 6 being very important.

The surveys are not representative of the Faculty of Economics. A significant difference between the two surveys is that the 2022 survey typically reached undergraduate students. Conversely, the self-reported language proficiency assessment shows a higher proportion of intermediate and advanced language proficiency compared to the 2018 query.

2.2. Methodology of the tests

Research requires the use of a variety of methods, including primary and secondary data collection. In order to meet the requirements of scientific research, I intend to examine my topic from several angles.

In the first part of the thesis, I used secondary research. A detailed literature review of the topic is essential for the theoretical grounding. In the processing process, a collection and comparison of already published scientific studies was conducted. The acquaintance with the published domestic and international research results provides an opportunity to narrow down the area of study and finalise the research hypotheses. In order to deepen the understanding of the research topic, it is necessary to explore domestic and international practices and theories related to career management and to map the development and evolution of career planning. I plan to process the journals, case studies, and textbooks already written and published during the study.

In the second part of the thesis, I use primary research to organise the existing information based on the literature and my findings. I will conduct a document analysis, mainly to research the student side, to map and analyse the themes, the course descriptions, the skills and competencies that the training provides and the skills and competencies that can be acquired. The larger number of employees expected justifies the choice of questionnaires. Completion is, of course, anonymous and voluntary. Two types of questionnaires were designed during the process. The questionnaires were improved by using a pilot test before the live survey, thus reducing the number of invalid completions. The first questionnaire was designed for posted workers and includes a Likert scale rating, open and closed questions, and ranking (Annex I).

HÉDER (2017) discusses the link between labour and talent shortages, describing the emergence and effects of the two concepts as parallel. Among the causes of talent shortages (including the shortage of good workers), he cites global competition and labour market migration, and among its effects is the lure of talent abroad.

Suppose companies are proactive in developing an 'excellent' workforce, providing them with more and more opportunities to improve their skills and experience. In that case, they are more likely to stay for the long term. Moreover, a company's branding can be more attractive to job seekers if it offers an alternative to its future employees. The questionnaire, once the sample has been interviewed and the results have been summarised, will be used to compile a detailed set of questions, skills and competencies that will help to select future assignments effectively and, at the same time, provide feedback on the shortcomings of the systems used so far.

The second questionnaire targets university students. The finalised questionnaires were sent on paper to those who completed the test to facilitate a higher completion rate. The student survey was conducted twice, in 2018 and 2022. The student questionnaire (Annex II) is consistent with the questionnaire for posted workers.

I evaluated the results and the correlations between the results using Microsoft Excel and IBM SPSS 22.0 statistical data analysis programs. To test the reliability of the questionnaires, I used Cronbach's alpha index. The reliability of the scaling questions of the enterprise questionnaire (Appendix I) is presented in Table 6.

Table 6: Reliability of the questionnaire scaling questions

Scale name	Cronbach's Alpha	Number of items
HR-related activities	0,948	22
Difficulties caused by labour shortages	0,742	6
The effectiveness of career-related tools	0,946	18
The importance of career planning goals	0,939	15
Competences for expatriation	0,937	15
Factors influencing the success of an assignment abroad	0,923	13
Motivating factors for assignment abroad	0,868	6

$p < 0,05$

Source: own data collection, own editing (2024)

Based on the Cronbach's Alpha of the scaling questions, the measurement of the scales is considered reliable (Table 6). Several statistical indicators were used to assess the overall results. These statistical methods are presented in Table 7 (SAJTOS - MITEV, 2007).

Table 7: Statistical indicators used in the analysis of the questionnaires

Name of the statistical indicator	Measurement scales	Purpose of application
Mean	Likert scale	Determination of the average value of significance
Standard deviation, Relative standard deviation	Likert scale	Testing the reliability of the average value
Kolmogorov-Smirnov test	Likert scale	To examine the distribution of scale values.
Kruskall-Wallis test	Likert scale and ordinal variable	To measure the relationship between the background variables ($n > 2$) and the ratio scale values.
Mann-Whitney U test	Likert scale and ordinal variable	To measure the relationship between the background variables ($n = 2$) and the ratio scale values.
Spearman rank correlation	Likert scale	To explore the relationship between scaling values.
Pearson's Chi-square	Nominal, ordinal variables	To measure the relationship and dependence between background variables.
Cramer's association coefficient	Nominal, ordinal variable	To measure the strength of the relationship between the background variables of the Pearson Chi-square.

Source: own data collection, own editing (2024)

The mean is the average of "n" numbers or the nth part of the sum of the numbers. It shows respondents' average opinion or preference when evaluating a question or statement.

The standard deviation is the average deviation of the responses from the mean. The relative standard deviation is a statistical indicator used to measure the reliability of the arithmetic mean. A population is considered homogeneous if the indicator's value is less than 30%. The population is above 30% and heterogeneous, i.e., the respondents' opinions may differ

significantly on the scale. Therefore, the mean is unsuitable for drawing general conclusions about the respondents.

The one-sample Kolmogorov-Smirnov test measures the absolute distance between two distributions. If the test shows a significant difference ($p < 0.05$), the distribution is not considered normal and further tests can only be performed using non-parametric tests.

The Mann-Whitney U test can be used for non-normal distributions and ordinal variables. The test is based on pairing the items in the groups being tested. In the pairing process, if one type of value is more than the other, the population will likely be different. The Kruskal-Wallis test works similarly, but this test requires at least three or more independent samples. Spearman's rank correlation measures the degree of covariation for series with non-normal distributions. If the series changes in opposite directions, the correlation coefficient will be negative and positive if they move together. Its value can be between -1 and 1. A value of 0 if the rankings are independent, -1 if opposite, and 1 if the two rankings are equal.

Pearson's Chi-square test is applied to nominal variables to see if each category's frequencies differ from chance. If there is a statistically verifiable difference, its strength can be measured using Cramer's association coefficient. Its value is between 0 and 1; for 0, there is no dependence between the nominal variables; for 1, a functional relationship can be established.

The material for the documentary analysis (Annex III) for business studies is provided by the training and output requirements of higher education institutions. The degree programme summarises the competencies contained here. The data obtained provide information for the analysis of students' self-assessments, namely, which competencies they consider themselves weak or needing improvement and which ones they consider essential for their work experience abroad.

3. MAIN FINDINGS OF THE DISSERTATION

Research question K1 aims to determine whether there is a relationship between labour shortages and the use of career planning tools or career management. To explore the relationship between career planning tools and labour shortages, I used question 6 on labour shortages as a grouping criterion and preference ratings on the effectiveness of career-related tools as a scaling statement (Table 8).

Table 8: Mean and relative standard deviation of career-related instruments

	Yes (Mean)	Yes (Std. dev.)	Yes (Relative standard deviation)	No (Mean)	No (Std. dev.)	No (Relative standard deviation)
Advertise internal job vacancies	4,61	1,55	33,60%	4,92	1,26	25,53%
Formal training as part of career development	3,95	1,49	37,75%	4,37	1,42	32,45%
Complete understanding as a basis for a career plan	3,78	1,56	41,22%	4,46	1,27	28,52%
Career consultation with the manager	3,61	1,60	44,18%	4,16	1,49	35,84%
Career consultation with your HR colleague	3,64	1,42	38,96%	3,78	1,45	38,23%
Horizontal movement within the body	3,85	1,44	37,43%	3,90	1,60	41,05%
Succession planning	3,56	1,57	43,99%	4,04	1,58	39,13%
Mentoring	3,57	1,60	44,79%	3,81	1,58	41,34%
Dual career paths	3,59	1,63	45,29%	3,86	1,46	37,75%
Involving employees in decisions	3,28	1,41	42,87%	3,96	2,05	51,67%
Personal development plan	3,48	1,54	44,37%	3,79	1,50	39,66%
Projects to stimulate learning	3,83	1,49	39,01%	4,22	1,28	30,28%
On-the-job training	4,39	1,47	33,46%	4,46	1,42	31,86%
Coaching	3,55	1,52	42,85%	3,38	1,86	54,94%
Talent programme	3,20	1,67	52,16%	3,77	1,77	46,98%
Planned job rotation	3,01	1,58	52,46%	2,63	1,34	51,03%
Formal career plan	3,03	1,55	51,25%	2,76	1,70	61,59%
International experience programmes, training	2,91	1,75	60,00%	3,56	2,10	58,90%
Development Centre	2,84	1,68	59,30%	3,91	2,21	56,57%

Source: own data collection, own editing (2024)

Looking at the items, respondents who reported experiencing a labour shortage considered only three career-related tools more effective: coaching, planned job rotation, and a formal career plan.

The perception of the career tools was not uniform, as the relative standard deviations for the items show. The population studied was typically heterogeneous, so the mean value does not characterise the average preference of the respondents well.

Table 1: Relationship between labour shortages and career tools

Asymp Sig.	Z	Mann-Whitney U	
0,567	-0,573	892,0	Advertise internal job vacancies.
0,212	-1,248	921,0	Formal training as part of career development
0,064	-1,851	783,0	<i>Complete understanding as a basis for a career plan</i>
0,134	-1,498	742,5	Career consultation with the manager
0,618	-0,499	685,5	Career consultation with your HR colleague
0,872	-0,161	763,5	Horizontal movement within the body
0,185	-1,326	755,5	Succession planning
0,751	-0,317	985,0	Mentoring
0,829	-0,216	704,0	Dual career paths
0,040	-2,057	685,5	Involving employees in decisions
0,394	-0,853	819,0	Personal development plan
0,410	-0,825	714,5	Projects to stimulate learning
0,876	-0,156	955,5	On-the-job training
0,661	-0,439	639,5	Coaching
0,185	-1,326	526,0	Talent programme
0,374	-0,888	561,5	Planned job rotation
0,415	-0,815	593,5	Formal career plan
0,226	-1,210	354,0	International experience programmes, training
0,133	-1,503	172,0	Development Centre

Mann- Whitney U test, $p < 0.05$

Source: own data collection, own editing (2024)

The test result showed one significant difference at 5% significance level. Respondents who reported that they do not experience staff shortages in their organisation rated employee involvement in decision-making as significantly more critical than respondents who experience staff shortages in their own company.

There was a statistically significant difference between the two groups at the 10% significance level ($p=0.064$) for the item Performance appraisal as a basis for career planning.

To explore the relationship between the existence of a career management system and labour shortages, I used a Chi-square test (Table 10).

Table 10: Relationship between labour shortages and the existence of a career management system

		Are there any staff shortages in your organisation's current operation?			Total
			Yes	No	
Does your company have a career management system in place?	Yes	N	43	10	53
		EV	40,1	12,9	53
	No	N	41	17	58
		EV	43,9	14,1	58
	Total	N	84	27	111
		EV	84	27	111

Chi-square; EV=Expected value, $p < 0.05$

Source: own data collection, own editing (2024)

Based on the respondents' answers, there is no one-way logical relationship between the existence of a staff shortage in the organisation and the existence and use of a career management system ($p = 0.200$, Chi-square = 0.122).

Based on the above studies, **I reject hypothesis H1** because it can only be statistically proven to a significant extent that using a career planning tool can help reduce labour shortages. There was no demonstrable link between the career management system and labour shortages.

In research question K2, I examined the relationship between career tools and HR functions (Table 11). In the table, the HR functions highlighted and further investigated were those for which the "Not employed" response option was marked the least.

Table 1: Most important HR functions according to respondents

	Mean	Standard deviation	Relative standard deviation
Recruitment, selection	5,40	1,14	21,07%
Inclusion, mentoring	4,41	1,34	30,27%
Performance assessment, performance management	4,19	1,42	33,99%
Motivation, incentive management	3,83	1,47	38,25%
Training, development	4,23	1,44	34,02%
Career planning, career management	3,71	1,47	39,70%

Source: own data collection, own editing (2024)

Of the items examined, only recruitment and selection were the items that could not be called a heterogeneous set. Recruitment and selection were rated as the most frequently used HR functions examined.

Of the respondents, 28 said it was an advantage if the new employee already had work experience abroad, and 83 said it was not an added advantage for their company.

Since both statements have a scaled level of measurement, I used Spearman's rank correlation coefficient to test the correlations between the statements. Only those relationships with at least a solid medium relationship (>0.5 or <-0.5) are shown in Table 12.

Table 12: Rank correlation relationship between HR functions and career-related tools

	Recruitment, selection	Inclusion, mentoring	Performance assessment, performance management	Motivation, incentive management	Training, development	Career planning, career management
Formal training as part of career development	0,507				0,595	0,520
Performance assessment as a basis for career planning			0,712	0,641		0,634
Career consultation with the manager	0,516	0,530	0,522			0,587
Career consultation with your HR colleague						0,509
Succession planning			0,503	0,506	0,502	0,650
Mentoring	0,636			0,531		0,577
Dual career paths (managerial and professional)						0,506
Involving employees in decision-making				0,558	0,508	0,504
Personal development plans			0,517	0,633	0,523	0,652
Projects to stimulate learning				0,510		
Coaching				0,507		
Talent programmes				0,531	0,519	0,532
Formal career plans						0,574
International experience programmes, training						0,538
Development Centre (DC)						0,532

$p < 0,05$

Source: own data collection, own editing (2024)

The HR function of career planning and career management has at least a solid medium relationship with most career-related tools. Personal development plans (0.652) and succession planning (0.650) stand out. The primary purpose of career planning and

management is to set a long-term goal for the employee, which the appropriate use of these career tools can support.

Motivation and incentive management is an area of HR that needs to use career planning tools to motivate the employee properly. The most closely related items for respondents are using performance appraisal as a basis for career planning (0.641) and personal development plans (0.633).

The strongest relationship of rank correlations appears between the performance appraisal, performance management HR function and performance appraisal as a basis for career planning (0.712). This is supported by the findings of the research of GERGELY (2016) and SZONDI - GERGELY (2021).

Contrary to the above, the HR function of recruitment and selection with a career planning tool did not show at least a moderately strong rank correlation when all career-related tools were examined. Further investigation of this phenomenon will need to be conducted to see whether the job-hopping phenomenon may be the cause or whether the overall career future of recruitment and selection is no longer a determining vision for employees.

Based on the above table, **I do not reject hypothesis H2**, as significant HR functions are present in almost every organisation's life that show at least a strong medium rank correlation with the career-related tools under study.

Table 13 analyses **research question K4** grouping criteria for companies using international assignment, scaling statements on the presumed motivational factors behind the assignment.

Table 13: Evaluation of motivational tools associated with assignment by assignment option

	Yes (mean)	Yes (std. dev.)	Yes (relative std. dev.)	Currently no (mean)	Currently no (std. dev.)	Currently no (relative std. dev.)	No (mean)	No (std. dev.)	No (relative std. dev.)
Material benefits, rising wages	5,35	0,98	18,28%	5,37	0,77	14,25%	5,09	1,31	25,70%
Taking language skills to a higher level	4,90	1,08	21,98%	5,17	0,87	16,91%	4,73	1,31	27,61%
Professional development opportunities	5,50	0,72	13,00%	5,50	0,73	13,29%	5,12	1,34	26,19%
An opportunity for personal development	4,73	1,01	21,25%	4,70	1,02	21,74%	4,61	1,37	29,67%

Professional recognition, promotion in hierarchy, prestige	5,10	1,06	20,73%	4,97	1,00	20,10%	5,00	1,28	25,50%
Learning about the cultures of other countries	4,13	1,28	31,04%	4,33	1,09	25,24%	4,18	1,40	33,54%

Source: own data collection, own editing (2024)

The means between the groups do not differ significantly, so respondents have similar views on the motivational factors behind international assignments, regardless of whether international assignments are currently available in the company.

I also tested the claim using a non-parametric procedure to provide further evidence. I performed a Kruskal-Wallis test, including all three clustering criteria for the statements (Table 14).

Table 14: Significance of the rank means of the motivational instruments influencing assignment

	Material benefits, rising wages	Taking language skills to a higher level	Professional development opportunities	An opportunity for personal development	Professional recognition, promotion in hierarchy, prestige	Learning about the culture of other countries
Chi-Square	0,902	1,69	1,071	0,005	0,64	0,412
df	2	2	2	2	2	2
Asymp. Sig.	0,637	0,43	0,585	0,997	0,726	0,814

Kruskal-Wallis test, $p < 0.05$

Source: own data collection, own editing (2024)

At a 5% significance level, no statistical difference can be detected for any of the items when examining the rank mean.

If I look only at the responses in which the respondents ticked "Yes" or "No", the following result is observed when using the Mann-Whitney U test (Table 15).

Table 15: Level of significance of motivational factors for two-item background variables

	Material benefits, rising wages	Taking language skills to a higher level	Professional development opportunities	An opportunity for personal development	Professional promotion in recognition, hierarchy, prestige	Learning about the culture of other countries
Mann-Whitney U	703	753	705,5	783,5	777	758,5
Z	-0,952	-0,395	-0,941	-0,085	-0,154	-0,331
Asymp. Sig.	0,341	0,693	0,347	0,932	0,878	0,740

Mann-Whitney U test, $p < 0.05$

Source: own data collection, own editing (2024)

At a 5% significance level, no difference can be found when examining any of the items according to whether there is currently a possibility of international assignment with the respondent's employer.

Hypothesis H4, which states that "The opinions of HR professionals directly involved and not directly involved in the assignment are the same for the motivational factors behind the assignment," is confirmed, as no significant difference in preferences is found depending on whether international assignment is used. Thus, **hypothesis H4 is not rejected**.

Analysis of student preferences, results of the student survey

The University of Debrecen's Faculty of Business and Economics surveyed students' opinions and attitudes towards international assignments as a future option in 2018 and 2022. Table 16 shows the respondents' preference in both recruitment surveys for the organisation where they envisage themselves working for 5 years after graduation.

Table 16: Future job prospects in 2018 and 2022

	Public sector, public sector	SME sector	Large company	Large international company	Non-profit organisation	University/ research institute	Own business	Other/ do not know
2018	58	104	157	120	24	19	133	24
2022	62	142	234	193	17	22	180	19

Source: own data collection edited (2022)

Looking at the same pairs within the category, we observe a strengthening of the international large company and large company as a choice preference, thus, I consider **Hypothesis H5a** to be accepted and **not rejected**. Public, non-profit and university jobs have not become more popular among respondents in the 2022 survey since 2018. It can be assumed that a significant proportion of respondents consider the possibility of assignment abroad as an option; the willingness to do so is presented in Table 17 below, comparing the results of the 2018 and 2022 surveys.

Table 17: Willingness to post in 2018 and 2022

Choice option	Number of responses 2018	Number of responses 2022	Proportion 2018 (%)	Proportion 2022 (%)
Yes, I would do it even without any work experience	123	147	41,84%	36,48%
Yes, but only after work experience	122	189	41,50%	46,90%
No	49	67	16,67%	16,63%
Total	294	403	100,00%	100,00%

Source: own data collection edited (2022)

Based on respondents' answers, the willingness to post abroad has not decreased in 2022 compared to 4 years ago. The share of yes answers has changed slightly for those willing to be posted after work experience compared to the first survey. Due to the combined proportions of "Yes, even without work experience" and "Yes, but only after work experience" above 80%, **I do not reject Hypothesis H5b**.

Table 18 shows how attractive the students surveyed find a company known to offer the possibility of an international assignment in a suitable position.

Table 18: The attractiveness of assignment abroad in 2018 and 2022

	Mean	Standard deviation	Relative standard deviation (%)
2018	4,61	1,41	30,56
2022	4,63	1,43	30,97

Source: own data collection edited (2022)

Respondents are more likely to be interested in a company that includes the possibility of gaining international work experience in its career management, as opposed to one that does not. There is no significant difference between the mean scores of the two surveys. It is important to note that the mean value does not reflect the average opinion of the respondents

on the question asked, as the population distribution is considered heterogeneous due to a relative variance of over 30%.

The student survey also included an analysis of the preferences and factors that could be assumed to motivate the assignment. Table 19 shows which of the listed motivating factors the respondents rated as more motivating.

Table 19: Factors affecting international assignments in 2018 and 2022

	Mean (2018)	Mean (2022)	Std. dev. (2018)	Std. dev. (2022)	Relative standard deviation (2018) %	Relative standard deviation (2022) %
Material benefits, rising wages	5,40	5,49	0,79	0,76	14,67	13,84
Taking language skills to a higher level	5,31	5,19	0,96	1,02	18,08	19,56
Support to enable the family to go abroad for the duration of the assignment	4,70	4,80	1,45	1,42	30,90	29,53
Professional development opportunities	5,26	5,32	0,87	0,83	16,46	15,51
An opportunity for personal development	4,98	4,86	1,02	1,20	20,57	24,59
Gain work experience abroad	5,23	5,20	0,98	1,00	18,80	19,24
The presence of a mentor in the assignment process	4,18	4,21	1,30	1,35	30,99	31,99
Recognition	4,91	4,76	1,05	1,16	21,39	24,39
Promotion in hierarchy, authority	4,77	4,65	1,11	1,21	23,31	26,10
Facing challenges	4,60	4,36	1,11	1,19	24,19	27,36
Learning about the culture of other countries	4,65	4,68	1,26	1,30	27,02	27,69

Source: own data collection edited (2024)

There is no significant difference in the motivational factors influencing assignments in the years studied. In both years under review, financial rewards were the most important motivating factor (5.40 and 5.49), with a similar low relative standard deviation (14.67% and 13.84%). The opportunity for professional development was ranked first in the company survey, while the student survey was ranked third (2018) and second (2022). In both cases, students were almost unanimous in identifying professional recognition as an important motivating factor. The company and student rankings have slight differences but similar high mean values and low relative dispersion indexes for the motivational factors influencing the assignment, so **I do not reject Hypothesis H3.**

The least important motivating factor for accepting an international assignment is the presence of a mentor in the assignment process. In both 2018 (4.18) and 2022 (4.21), this item was rated by the students surveyed as the least essential motivating factor. However, it should be pointed out that the distribution of their responses varies extremely, as shown by the high value of the relative standard deviation. Mentoring as an organisational best practice is also related to satisfaction, cost-effectiveness and loyalty (BENCSEK et al., 2014; CSEHNÉ -HAJÓS, 2014). The role assigned to the assignment process, the onboarding and the mentor's role are essential, thus reducing the degree of culture shock experienced by the employee (MÓRÉ, 2011; RUDNÁK -GARAMVÖLGYI, 2016).

Future research could include a survey of mentoring schemes and how well students know about the purpose and availability of mentoring schemes.

4. NEW AND NOVEL RESULTS OF THE DISSERTATION

Key findings, new and novel results:

1. There is a connection between Career Management as an HR function and Talent Management, Performance Appraisal, Knowledge Management, Competence Management, and Work Experience Management, and it is worth including the tasks related to career planning as part of the integrated system in the practical application. The HR activity areas should, therefore, not be operated in isolation. However, the links between them should be explored, and the processes and opportunities for promotion and career planning within the organisation should be transparent to employees. Career planning tools can help to increase employee engagement (**H1**).
2. Individualised development plans and conscious succession planning are essential in career planning. The tools and development provided in career planning should be applied in line with the job and the employee so that expectations are transparent to both sides. The career plan should be fixed and include milestones and checkpoints. These tools should be used to achieve both individual and organisational goals (**H2**).
3. The expectations and motivational factors behind international assignments are the same for both the company and the student side. These motivators are financial rewards, increased salary, language skills development, professional development, gaining work experience abroad, mentoring, and promotion in the hierarchy. (**H3**, **H4**) The possibility of the assignment and the development it can bring can be a motivating force in employee career planning and thus weight in providing information.
4. The largest proportion of students in economics envisages their future in large companies and multinational corporations within 5 years of graduation. Career planning tools are more prevalent at the level of large companies. (**H5a**) Knowing the preferences of potential employees, the inclusion of opportunities offered by companies in job advertisements and career planning should be more emphasised.

5. Students in economics are willing to undertake an international assignment after graduation and are more attracted to a company where they may have the opportunity to do so (**H5b**).

5. PRACTICAL APPLICABILITY OF THE RESULTS

Practical use of the results and further research directions:

1. The results will help develop and understand the relevance of organisational career management as an HR function.
2. There is a wide range of career planning methods, and each company can introduce, operate and apply these tools according to its employees' needs and possibilities.
3. Retention management starts with recruitment, selection, and initial career planning, and, for employees with talent potential, is an essential HR function, helping to drive subsequent retention and engagement.
4. Employees prefer feedback, and it is good practice to include career planning in regular performance appraisal feedback, assessing individual goals and comparing them with organisational goals and expectations.
5. A global career can be understood as a career planning step in gaining knowledge and other benefits from an employee's international assignment, where the individual becomes more valuable through the competencies and skills acquired, and the organisation benefits through the integration of international experience.
6. For undergraduate economics students, the focus is on understanding their labour market opportunities and assessing their competencies linked to their future job prospects.
7. International assignments require a specific set of competencies, and it is worth assessing these before and after the assignment so that directions for development and progress can be formulated as clear goals and feedback.

6. LIST OF PUBLICATIONS RELATED TO THE DISSERTATION



UNIVERSITY of
DEBRECEN

UNIVERSITY AND NATIONAL LIBRARY
UNIVERSITY OF DEBRECEN

H-4002 Egyetem tér 1, Debrecen

Phone: +3652/410-443, email: publikaciok@lib.unideb.hu

Registry number:

DEENK/448/2024.PL

Subject:

PhD Publication List

Candidate: Réka Szondi

Doctoral School: Károly Ihrig Doctoral School of Management and Business

MTMT ID: 10061752

List of publications related to the dissertation

Articles, studies (9)

1. Szondi, R., Gergely, É.: A teljesítményértékelés és visszajelzések összefüggései a karriersikerrel.
Jelenkori társadalmi és gazdasági folyamatok. 16 (1-2), 91-101, 2021. ISSN: 1788-7593.
DOI: <https://doi.org/10.14232/jtgf.2021.1-2.91-101>
2. Dajnoki, K., Szondi, R., Filep, R.: The role of career and knowledge management in retention.
Studia Mundi - Economica. 8 (1), 65-76, 2021. EISSN: 2415-9395.
3. Szondi, R.: A globális karriermenedzsment funkciói.
Metszetek. 9 (1), 49-64, 2020. EISSN: 2063-6415.
DOI: <http://dx.doi.org/10.18392/metsz/2020/1/3>
4. Szondi, R.: Egyetemisták külföldi munkavállalással kapcsolatos attitűdje.
Taylor. 2, 92-100, 2019. ISSN: 2064-4361.
5. Szondi, R.: Examination of evaluating career and assignments among university graduates.
The Annals of the University of Oradea, Economic Sciences. 28 (1), 359-370, 2019. ISSN: 1222-569X.
6. Szondi, R., Gergely, É.: Karriertervezés és megtartás: Nagyvállalatok gyakorlatai az IT szektorban.
Taylor. 1, 107-115, 2019. ISSN: 2064-4361.
7. Szondi, R.: A globális karrier vizsgálatának lehetősége.
International Journal of Engineering and Management Sciences. 3 (4), 115-124, 2018.
EISSN: 2498-700X.
DOI: <http://dx.doi.org/10.21791/IJEMS.2018.4.11>.
8. Szondi, R.: Karriertervezés és kompetenciák vizsgálata egyetemisták körében.
Metszetek. 7 (4), 34-45, 2018. EISSN: 2063-6415.
DOI: <http://dx.doi.org/10.18392/metsz/2018/04/03>
9. Szondi, R.: Karriertervezés vizsgálata a Debreceni Egyetemen.
Köztes-Európa. 9 (1-2), 169-176, 2017. ISSN: 2064-437X.





Conference presentations (1)

10. Szondi, R.: A globális karrierben rejlő lehetőségek.
In: Farkas Ferenc II. Nemzetközi Tudományos Konferencia 2020. Szerk.: Balogh Gábor,
László Gyula, Sipos Norbert, Pécsi Tudományegyetem Közgazdaságtudományi Kar Vezetés-
és Szervezéstudományi Intézet, Pécs, 388-402, 2020. ISBN: 9789634295860

List of other publications

Articles, studies (9)

11. Gergely, É., Szántó, G., Szondi, R.: A tehetségmenedzsment nyomában.
In: Tanulmányok Berde Csaba tiszteletére : tanulmánykötet. Szerk.: Dajnoki Krisztina, Boros
József, Debreceni Egyetem Gazdaságtudományi Kar Vezetés- és Szervezéstudományi
Intézet, Debrecen, 133-144, 2022. ISBN: 9789634904502
12. Szondi, R., Héder, M., Filep, R., Fenyves, L.: Emlékek az egykori 107-es szoba lakóinak tollából.
In: Tanulmányok Berde Csaba tiszteletére : tanulmánykötet. Szerk.: Dajnoki Krisztina, Boros
József, Debreceni Egyetem Gazdaságtudományi Kar Vezetés- és Szervezéstudományi
Intézet, Debrecen, 44-48, 2022. ISBN: 9789634904502
13. Ferencz, V., Szondi, R.: Mentorprogram egy pénzügyi szervezetnél.
Gazdálkodástudományi közlemények. 9 (1), 33-40, 2021. ISSN: 2061-2443.
14. Szondi, R., Gergely, É.: The complexity of performance appraisal interviews.
Acta Oeconomica Universitatis Selye. 10 (1), 68-83, 2021. ISSN: 1338-6581.
15. Szondi, R., Gergely, É.: Disincentive factors in organisational knowledge transfer.
The Annals of the University of Oradea. Economic Sciences. 29 (1), 425-438, 2020. ISSN:
1222-569X.
16. Szondi, R., Héder, M.: Knowledge transfer as a condition of employee dedication.
The Annals of the University of Oradea. Economic Sciences. 29 (1), 122-132, 2020. ISSN:
1222-569X.
17. Szondi, R.: Tudásmenedzsment eszközök alkalmazásához társított attitűdök.
Acta Carolus Robertus. 10 (2), 171-187, 2020. ISSN: 2062-8269.
DOI: <http://dx.doi.org/10.33032/acr.2484>
18. Szondi, R., Gergely, É.: A teljesítményértékelés és a mentorálás szerepe egy gyakoronoki
programban.
Taylor. 1, 139-148, 2018. ISSN: 2064-4361.





19. Szondi, R., Gergely, É.: Egy gyakornoki program kiválasztási és beillesztési folyamatának vizsgálata = Evaluation of a trainee program's selection and induction.
International Journal of Engineering and Management Sciences. 2 (4), 502-511, 2017.
EISSN: 2498-700X.
DOI: <http://dx.doi.org/10.21791/IJEMS.2017.4.40>.

The Candidate's publication data submitted to the iDEa Tudóstér have been validated by DEENK on the basis of the Journal Citation Report (Impact Factor) database.

29 August, 2024



7. BIBLIOGRAPHY

1. Ásványi, Zs. – Venczel-Szakó, T. – Szabó-Bálint, B. – Kuráth, G. (2021): XXI. századi munkavégzési formák nemzetközi környezetben. In: Nemzetközi menedzsment. (Szerk. Blahó, A. – Czakó, E. – Poór, J.) Akadémiai Kiadó, Budapest, 596 p. ISBN 978 963 454 653 5
2. Babbie, E. (2000): A társadalomtudományi kutatás gyakorlata. Budapest, Balassi Kiadó, p. 70
3. Balogh, G. (2014): Doktori értekezés. Integratív tehetségmenedzsment szempontrendszer a gazdasági felsőoktatásban. http://ktk.pte.hu/sites/default/files/hir_mellekletek/2014/10/balogh_gabor-disszertacio.pdf
4. Bencsik A.– Juhász T. – Machova R. (2014) Mentoring Practice on behalf of knowledge sharing in the light of Education. *Acta Polytechnica Hungarica*, 11 (9) pp. 95-114.
5. Boncz, I. (2015): Kutatásmódszertani alapismeretek. Pécsi Tudományegyetem Egészségtudományi Kar, Pécs. ISBN 978-963-642-826-6
6. Csehné Papp, I.– Hajós, L. (2014): Education and working life in Hungary. *Acta Technica Corviniensis – Bulletin Of Engineering*, 2 pp. 105-110.
7. Csehné Papp, I. – Varga, E. – Szabó, K. – Szira, Z. – Hajós, L. (2017): The appearance of a new generation on the labour market. *Annals of Faculty Of Engineering Hunedoara - International Journal of Engineering* 15:(1) pp. 123-130.
8. Dajnoki K. – Héder M. (2017): „Új szelek fújnak” – a HR válasza a globalizáció és a változás kihívásaira. *Hadtudomány: A Magyar Hadtudományi Társaság Folyóirata* 27 : E-szám pp. 84-93.
9. Doherty, N. – Dickmann, M. – Mills, T. (2011): Exploring the motives of company-backed and self-initiated expatriates. *The International Journal of Human Resource Management*. 22. évf. 3. sz. pp. 595–611. DOI: 10.1080/09585192.2011.543637
10. Gergely É. (2016): A teljesítménymenedzsment funkcionális jellege. *International Journal of Engineering and Management Sciences / Műszaki és Menedzsment Tudományi Közlemények* 1:(1) pp. 1-14.
11. Hack-Polay, D. (2020): Global South expatriates, homesickness and adjustment approaches. *Public Health Reviews*. 41. évf. 11. sz. DOI: 10.1186/s40985-020-00122-9

12. Hajós L. - Gösi M. (2008): Emberi erőforrás gazdálkodás (EEG) In: Emberi erőforrás gazdálkodás (Szerk.: Hajós L. - Berde Cs.) Szaktudás Kiadó Ház, Budapest, pp. 18-23.
13. Héder M. (2017): Munkaerő- vagy tehetséghiány? – Fogalmi különbségek feltárása a hatékony gyakorlati alkalmazás érdekében. *International Journal of Engineering and Management Sciences / Műszaki és Menedzsment Tudományi Közlemények* 2:(4) pp. 180-190.
14. Héder M. – Szabó Sz. – Dajnoki K. (2018): Effect of Labour Market Changes on HR Functions. *Anali Ekonomski Fakulteta U Subotici / The Annals of the Faculty Of Economics Subotica* Vol. 54.: 39/2018 pp. 123-138.
15. Kelliher, C. – Richardson, J. – Boiarintseva, G. (2019): All of work? All of life? Reconceptualising work-life balance for the 21st century. *Human Resource Management Journal*. 29. évf. 2. sz. pp. 97-112. DOI: 10.1111/1748-8583.12215
16. Kiss, Cs. – Szilas, R. (2012): A szervezeti elkötelezettség és a munkahelyi stressz összefüggései. In: Poór, J. – Karoliny, M. – Berde, Cs. – Takács, S. (szerk.): Átalakuló emberi erőforrás menedzsment. Budapest: Complex
17. Kiss, Cs. – Csillag, S. – Szilas, R. – Takács, S. (2012): A szervezeti elkötelezettség és a munka-család viszonyrendszer összefüggései. *Vezetéstudomány*, 43, p. 2–14.
18. Kőmíves, P. M. (2019): A felsőoktatási rangsorok működése és relevanciája az agrártudományi képzések esetén. *A Falu*, Vol. 34, (3). 41–58.
19. Krajcsák Z. (2018): Az alkalmazotti elkötelezettség relatív fontossága a munka megváltozó világában. *Vezetéstudomány* 49 (2). pp.38-44.
20. Móré M. (2011): Te csak beszélj, és könnyen beilleszkedem. A beillesztés kommunikációs összefüggései. *VIKEK Közlemények*, 1-2 pp. 43-51.
21. Poór, J. (2013): Nemzetköziesedés és globalizáció az emberi erőforrás menedzsmentben. *Complex Kiadó Jogi és Üzleti Tartalomszolgáltató Kft.* Budapest. pp. 29–257.
22. Rudnák I. – Garamvölgyi J. (2016): Correlations between intercultural competence, cultural intelligence and culture shock. In: K. Takácsné György (szerk.): Innovációs kihívások és lehetőségek 2014-2020 között: XV. Nemzetközi Tudományos Napok. pp. 485-494.

23. Sajtos, L. – Mitev, A. (2007): SPSS Kutatási és Adatelemzési Kézikönyv. Budapest: Alinea Kiadó.
24. Stahl, G. K. – Caligiuri, P. M. (2005): The Effectiveness of Expatriate Coping Strategies: The Moderating Role of Cultural Distance, Position Level, and Time on the International Assignment. *Journal of Applied Psychology*. 90. évf. 4. sz. pp. 603-615. DOI:10.1037/0021-9010.90.4.603
25. Szondi, R. (2018): Karriertervezés és kompetenciák vizsgálata egyetemisták körében. *METSZETEK*, 7. (4) 34-45. DOI: 10.18392/metsz/2018/4/3
26. Szondi, R. (2019): Egyetemisták külföldi munkavállalással kapcsolatos attitűdje. *Taylor Gazdálkodás -és Szervezéstudományi Folyóirat*, 2019/2. szám (36) 92-100.
27. Szondi, R. – Gergely, É. (2021): A teljesítményértékelés és visszajelzések összefüggései a karriersikerrel. *Jelenkori Társadalmi és Gazdasági Folyamatok* 16 : 1-2 pp. 91-101.
28. Van der Heijden, J. A. V. – van Engen, M. L. – Paauwe, J. (2009): Expatriate career support: predicting expatriate turnover and performance. *The International Journal of Human Resource Management*. 20. évf. 4. sz. pp. 831-845. DOI: 10.1080/09585190902770745